

**MAJOR FACTORS THAT HINDER THE PARTICIPATION OF  
FEMALE STUDENTS IN LEARNING HANDBALL IN SOME SELECTED  
PREPARATORY SCHOOLS IN EAST GOJJAM ZONE, AMHARA  
REGIONAL STATE, ETHIOPIA**

**MEd THESIS**

**MELAKU ESUBALEW MEKURIAW**

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**HARAMAYA UNIVERSITY, HARAMAYA**

**Major Factors That Hinder the Participation of Female Students in  
Learning Handball in Some Selected Preparatory Schools  
East Gojjam Zone, Amhara Regional State.**

**A Thesis Submitted To Department of Sport Science**

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**Melaku Esubalew Mekuriaw**

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**Haramaya University, Haramaya**

**HARAMAYA UNIVERSITY**

**POSTGRADUATE PROGRAM DIRECTORATE**

As thesis research advisors, we hereby certify that we have read and evaluated this thesis entitled: **“Major factors that hinder the participation of female students in learning handball in some selected preparatory schools, East Gojjam Zone, Amhara Regional state.”** prepared by **Melaku Esubalew Mekuriaw**, we recommend that it can be submitted as fulfilling the thesis requirement.

WegeneWaltenegus (PhD)

\_\_\_\_\_

\_\_\_\_\_

**Major Advisor**

**Signature**

**Date**

ShemelisMekonnen (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 **Melaku Esubalew** 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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Chairperson**

**Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Internal Examiner**

**Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**External Examiner**

**Signature**

**Date**

## **DEDICATION**

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

## STATEMENT OF THE AUTHOR

First, I declared that this thesis is my genuine work and that all sources of materials used for the thesis have been dully acknowledged. 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 my academic degree, diploma, or certificate.

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Name of Author: **Melaku Esubalew Mekuriaw**

Signature: \_\_\_\_\_.

School/Department: **Sport Science**

Date of submission: \_\_\_\_\_.

## **BIOGRAPHICAL SKETCH**

The author was born in April 30, 1990 in East Gojam Zone, Amhara Regional State. He started his elementary education at Alemayehu Bezabih primary school and he attended his secondary and preparatory education at Liyew Asres Zewdie 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 to Bahir Dar University for learning pedagogy of teaching physical education and he was employed as a health and physical education teacher in Liyew Asres Zewdie Preparatory and senior secondary school. After two years of service, he joined Haramaya University, Department of Sport Science for perusing his MEd in Teaching Physical Education in 2015.

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## **ABBREVIATIONS AND ACRONYMS**

<b>EHF</b>	Ethiopian Handball Federation
<b>AAHF</b>	Addis Ababa Handball Federation
<b>AHF</b>	Amateur Handball Federation
<b>IHF</b>	International Handball Federation
<b>NGOs</b>	Non Governmental Organizations
<b>P.E</b>	Physical Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TR</b>	Teachers Response
<b>PR</b>	Principals Response

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**Major Factors that Hinder the Participation of Female Students in  
Learning Handball in Some Selected Preparatory Schools  
East Gojjam Zone, Amhara Regional State.**

**ABSTRACT**

*The main objective of this study was to explore the major factors that hinder the participation of female students in learning handball in some selected preparatory schools, in East Gojjam Zone, Amhara Regional state. The selected schools for this study are Motta, Sinan and Liyew Asress Zewdie preparatory schools. The total numbers of female students in each school are 118, 106 and 98 respectively. Samples were taken from grade 12th females students, from the total of 322 female students, 178 female students were selected by using simple random sampling technique. To get supplementary information for the study area 4 subject teachers and 3 school principals were selected purposefully. The study was carried out with descriptive survey method and both qualitative and quantitative approaches were used. The quantitative data obtained through questionnaire was analyzed and interpreted by using SPSS version 16.0. The data found from questionnaire was analyzed quantitatively using descriptive statistics particularly percentiles, mean and standard deviation and inferential statistics (Chi-Square test). On the other hand, the data found from interview and observations were analyzed qualitatively using narrative descriptive method. The major finding indicated that the performance of the teachers' ability to demonstrate during the lesson was poor, teacher's interactions with their students and lack of interest and motivation had also seen as problems during the lesson. It was concluded that the participation of female students with handball lesson as subject matter were highly affected by the school with shortage of facilities and equipment, uncomfortable environment of the school, attitude of female student, teachers, parents, school societies. Therefore, based on the findings of the study, it is recommended that to allow female students to participate in handball learning physical education teachers, parents, school societies and school administrations must work cooperatively. Additionally, female students should to be aware of the importance of learning handball and physical activities.*

**Key words:** Handball, Motivation, Participation, Physical Education, Learning.

# 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 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.

According to Herb (2014), team handball was founded at the end of the 19 century in the northern parts of Europe, specifically in Germany, Denmark, Norway and Sweden. It was played with seven players per team on and indoor field, in other parts; it was played outdoors with 11 players per team. Most describe the sport as a cross between basket ball, hokey, soccer, and water polo.

The rules for modern handball was drawn up by Danish gym teacher Holger Nielsen in 1898 and published in 1906. In Germany, handball rules were published by Max Heiser, Karl Schelenz and Erich Konigh in 1917. And since then it has gone through several amendments as well. The first ever international handball game where played under these rules for men in 1925 and for women in 1930. Interests in the sport grew rapidly during these early years and on July 11, 1946; the International Handball Federation (IHF) was formed at the initiative and invitation of Denmark and Sweden. The founding members of the new federation were France, the Netherlands, Switzerland, Poland, Norway, and Denmark and Sweden. Handball as an international sport was recognized 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. Handball is now permanent Olympic event for both men and women (Gezahegne and Araya, 2006).

According to the data obtained from Ethiopian Handball Federation as cited in Tesfaye (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; this arrangement laid the ground for frequenting handball sport among the countries citizens. The EHF was established in 1962 E.C.

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 during these early years 1975 up to 1982, the participation of females in handball sport was very interesting and their participation in different clubs was good. 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 fridity. 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 throughout the country and also may affect the participation of females in handball lesson in the school. So the researcher were tried to explore the factors that affect the participation of female students in some selected preparatory schools in East Gojjam Zone.

## **1.2. Statement of the Problem**

Handball is one of the most popular sports in the world, and it introduced in to Ethiopia in 1960 E.C by university instructors. Now a day, handball is recognized as one of the most and major part of physical education in the preparatory school curriculum. And the far reaching function of education cannot be realized without an active participation of the society in general and students in particular. In other words bringing about quality of education can never be realized by the only interaction of students, teachers and parents. This great achievement rather calls for the participation of stake holders. This means education should be supported by parents, education officials, the governments and other stake holders like NGOs (Afework, 2014).

In general, different researcher studied that female students have low participation in handball learning. Concerning this, the interest of students, teachers and other concerned bodies, inadequate of school facilities and teaching materials have a great contribution for the low participation of female students in learning handball. Even if different researchers were tried to explore the factors that affect the participation of students in learning handball, they missed the school environment and the parents related factors has negative impact on the students learning engagement. So to fill the gap the researcher is initiated to find out the root cause and major factors contributing to low participation of female students and examine whether school environment and parent related factors are also a major factors that hindering female student's participation in handball learning or not in the selected preparatory schools in East Gojjam Zone. Therefore, to achieve the designed objectives, the study attempts to address the following questions:

- ❖ What is the interest of female students towards handball learning?
- ❖ What are teachers-related factors that hinder the participation of female students in handball?
- ❖ What are the parent related factors that influences the participation of female students in handball?
- ❖ What are the school environment related factors that affect the participation of female students in learning handball?

### **1.3. Scope of the Study**

This study was focused only on the factors that affect female student's participation in handball learning with particular reference to some selected preparatory schools in East Gojjam Zone. The schools and the grade level were selected deliberately because of handball is given only for grade 12 students and its geographical proximity and convenience to the researcher. The participant of the study were delimited to grade 12 female students, school principals, and physical education teachers for the purpose of gathering valid data on the topic to be studied.

## **1.4. Significance of the Study**

The researcher believes that the finding of this study will have basically the following significances:

- It helps the teachers to identify female student's problem and use appropriate strategies and methods to cope up with the problem.
- It initiates the interest of students to the teaching learning process of handball in preparatory school.
- It shows the obstacles/challenges of handball teaching and the interest of female students.
- It provides information about what is expected from female students, teachers, school and communities to do their best for the young generation.

## **1.5. Objective of the Study**

### **1.5.1. General Objective of the Study**

The general objective of this study is to identify the major factors that affect the participation of grade 12 female students in learning handball in some selected preparatory schools in East Gojjam Zone.

### **1.5.2. Specific Objective of the Study**

Pertaining to the general objective, the study was aims to:

- To assess the interest of female students towards handball lesson
- To examine teachers-related factors that hinder the participation of female students in handball.
- To investigate parent-related factors that influences on the participation of female students in handball learning.
- To identify the school environment-related factors that influences on the participation of female students in learning handball.

## **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. Physical education cannot be defined in a very few words which means it has many definitions defined by different scholars. According to William (1976) 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.

According to Bucher (1972) defines physical education as: An integral part of the total education process that aim for the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes. The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground, gymnasium and swimming pool. The relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject teacher about the abilities, interests, limitation and scope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skills before permitting him/her to take part in physical activities.

The physical education teacher is a model to the students because of his/her concerns with his/her pupils' physical health as well as their intellect and emotions.

### **2.3. Objective of Physical Education**

Nixon (1974) tries to classify the five objectives of physical education as follows:

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

According to Rao (2007) 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.

## **2.4. History of Handball in Ethiopia**

The Ethiopian handball game was introduced by Ato Tokame Weldwtsadik and other physical education teachers in Addis Ababa University in 1960. 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 teachers etc for the game and which contribute for unsuccessful life in handball game at national level in general and in the school particular (Afework, 2014)

The Ethiopian handball Federation founded in 1962, 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. However, there is a new approach promoting start of training children and youngster under different project in different regions. Moreover, attention is given to this sport and training of man power has increasing.

## **2.5. Characteristics of Handball**

In the ancient time handball was mostly used for recreational activity, physical preparation and physical fitness. 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. Deborah Wuest (1994) states that those teachers who have many exciting directions in secondary school physical education program can provide direction for young professionals seeking to provide their student's with quality physical education.

The teachers must have good 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 so effective spokespersons for handball teaching because of their quality programs.

## **2.6. Effective Teaching in Handball**

Physical education teachers need to implement effective teaching methods, because applying effective teaching method in the content of handball may provides for improvement of female students participation in learning handball. Hence those teachers who have the knowledge of content matter alone is not sufficient to improve the academic achievement of students, but it also requires the knowledge of various teaching methods, skills and the knowledge of child development (Adedoyin, 2011). Teachers must have all rounded knowledge and know 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 well being by promoting the health and welfare of the next generation.

Bucher (1994) suggested that, 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.

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. Supporting this, Wuest and Lombardo (1994) suggested that demonstration play a significance role in achieving the objective of health and physical education. 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.

According to Barch (1988) in regarding with the method of teaching, the problems are method of dividing between the teaching of game skill and the actual playing of the game itself and problems in the method of specifying certain position on team sports like handball and method on the problem of providing opportunities for creative thinking. There for in order to make the teaching and learning process effective, class organization and the method that the teacher going to use are the key to success for females to participate in handball lesson effectively. 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, their by enhancing student learning.

## **2.7. Major Challenges on the teaching learning process of Handball**

As Deborah Wuest (1994) states that challenge is one of the major obstacles in teaching learning process of handball. 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 it is contribution to education of student.

Unfortunately this criticism obscures the fact that there are many outstanding problems in the secondary physical education programs being conducted throughout the nation. Teaching the subject makes a 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 difficult and also a lack of respect from others about the profession of physical education.

Lack of proper facilities could be one problem for physical education teacher to teach handball lesson (Azeb, 1998). 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 equipments. 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.

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.

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 there is lack of facilities children do not learn the skill and coordination that is essential for their development.

Time allotment for physical education is also a problem for physical education teachers in handball lesson. Bucher and Koeing (1974) suggested that 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.

Knapp and Leonhard (1968) stated that on a daily period requirement on the developmental and skill need of students is to be meeting with reasonable adequacy that is to say it will help to form a basis for further participation in worthwhile activities. Therefore, according to the above sentence, the period allotted for physical education can affect the female students' participation in handbill lesson for them to be effective. So that the longer the time allotment the higher the students to participate in activities of handball lesson. Not all physical activity needed for health growth and development can be provided during one school period daily. This is because of the shortage of time and participating female students with in the given time is not enough.

## **2.8. Factors 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. Therefore, one of the reasons for low participation of females in handball could be come from their gender related or school related problems. In the same way, Sutton (1998) stated that implication of girls' participation in education systems, both concern economic, house hold, and socio-cultural and school system factors.

Other factors that influence the gender disparities in participation included socio-cultural benefits and practices, opportunity costs, relevance of education, school environments, safety and security and teaching and learning activity. According to, Stromqueist (1989) studies from a number of countries identified many factors that hindered females from being participated in different activities. They include family factors, and school factors that limited girls access and performance with in nations the main sets of factors explored in the literature's as determinants of female participations include economic conditions of the household, cultural and religious values, parental aspirations for female education, distance to school, and various other factors . Furthermore, the findings of Okoje (2000) showed that 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.

### **2.8.1. Factors Related To Teachers**

Teachers are said to play a major role in affecting student's academic achievement and Hatte (2003) argue that they occupy about 30 percent of the variance related to academic achievement. Teachers tend to continuously enroll themselves in workshop, seminars, conference, or other programs for their professional development.

One of the main reasons they opt for this is to upgrade themselves, which in turn helps them to be better 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. So as far as teachers are concerned, the International Bureau of Education (1993) remarked that, no one is in any doubt that the chief agent in the process of educational reform is the teacher. Therefore in order to implement the teaching learning process more effective 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.

Additionally communicating in a good manner with female students is important especially 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.

Posner (1992) also stated that 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.

Physical education 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. This is supported by Cooper (1986) that teacher's attitude towards students plays indispensable role to improve the development of their participation.

### **2.8.2. Factors Related To Parents**

Family plays a very important role in determining the degree of success that female students in education and their level of achievement in the area they are participated. Regarding to this, Kasente (2000) 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. Lack of parental support can lead to teachers taking on the role of parents. If the parent and teacher have a good communication about the students and creating a smooth relationship and the teacher do various activities to develop the participation of the student; it leads creating good interaction between the students, improved students participation in different ball games, improve students' academic performance and physical fitness and develop students friendly relationship to each other as well as for other society.

This can be supported with Rose and Tembon (1999) also reviewed that female students poor enrollment and participation in school could be related to their life styles too, that is, most of them do house chores such as: cooking, taking care of younger brothers and sisters, generally helping their over burdened mothers.

### **2.8.3. Factors 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. As Kasente (2000) discloses; 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. Therefore, school could be the other factor for the low participation of female students in teaching handball. Since the school working environment, distance, attitudes of the teacher and other related factors are engaged in school problems.

#### **2.8.4. Factors Related To Students Behavior and Interest**

Students' attention is also drawn to sports which are of their own favorite. As Bucher (1975) wrote that, 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. Some students think that physical education has little value for them they life several differences that resulted in the experience having little value for them. Different students have different interest towards handball teaching. Some students believe that education has a great benefit for them and some have not. 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 is great. 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.

All evidences suggest that students who experience success in meaningful activities in physical education in nurturing learning environment will improve their attitudes towards themselves, towards school and toward the subject matter, beyond that most set circumstance. Teachers to promote self growth by helping students under taken new learning experience with positive expectation for achievement. One important goal of handball is participating in meaningful physical activity throughout one's life span. In attempting to accomplish this objective, teacher must assist their student, in acquiring the necessary motor skill and knowledge pertaining to physical activity.

#### **2.8.5. Factors 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. The socio cultural factors related to the people's ways of life as expressed throughout their attitude, virtual beliefs, values and pedagogy systems from generation to generation through the communities socialization system.

According to Pennycuick (1998), in the Middle East and North Africa, 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.

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 well being (Bungay, 2013). More importantly, participation in a combination of activities appears to provide benefits above and beyond those related to participation in one type of activities. Those who participated in a greater variety of activities had higher level of academic self confidence and social self concept.

### 3. MATERIALS AND METHODS

In this section description of study area, research design, data sources, sampling technique, data collection instruments, data collection procedure and methods of data analysis was briefly discussed.

#### 3.1. Description of the Study area

East Gojjam Zone is found in Amhara regional state. Debre Markos is the center of East Gojjam Zone, which is 299 Km distance away from the capital city of Ethiopia. And the East Gojjam Zone has 18 woredas. So the researcher were conducted this research on the selected three woreda preparatory schools. Thus are, Motta preparatory school which is found in Motta town, Sinan preparatory school which is found in sinan woreda and Liyew Asres Zewudie preparatory school which is found in Bibugn woreda.

**Motta** is a town in North West Ethiopia. Located in the Misraq Gojjam Zone of the Amhara Region, and on the secondary road that links Dejen with Bahir Dar overlooking the Abay River, this town has a latitude and longitude of 11°5'N 37°52'E with an elevation of 2,487 meters above sea level.

**Sinan:** is one of the woredas in the Amhara Region of Ethiopia. Part of the Misraq Gojjam Zone, Sinan is bordered on the southwest by Guzamn, on the west by Machakel, on the north by Bibugn, on the east by Awabel, and on the south by Aneded. The highest point in this woreda as well as in the Misraq Gojjam Zone is Mount Choqa a part of the Choqa Mountains, with an elevation of 4154 meters above sea level.

**Bibugn:** is one of the woredas in the Amhara Region of Ethiopia. Part of the Misraq Gojjam Zone, Bibugn is bordered on the south by Sinan, on the west by the Mirab Gojjam Zone degadamot woreda, on the northwest by Gonchi Kolela, and on the east by Hulet Eju Enese. Towns in Bibugn include Digo Tsion, Weyin Wuha and Wabirr. Digo tsion is the center of Bibugn woreda ([www.ethiomappingagency.com](http://www.ethiomappingagency.com)). And the map of the study site is indicated on page 63.

### **3.2. Research Design**

The research design to be used in this study was descriptive survey. The researcher has been chosen this method mainly because the principal objective of the study was concerned with exploring the factors that actually hindering the participation of female students in learning handball.

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 were 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 learning. Therefore, descriptive survey design is preferable over the others for this kind of study.

The research approach that is to be employed for this study was mixed approach i.e. the combination of quantitative and qualitative approaches.

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 the students, physical education teachers and school principals from the selected three preparatory schools through questionnaire, interview and observation.

### 3.4. Sampling Techniques

The researcher used simple random sampling to select representatives from the selected schools. These are Motta preparatory school, Sinan and Liyew Asress Zewudie preparatory schools. The total numbers of female students in each school are 118, 106 and 98 respectively. So the total numbers of grade 12 female students from the selected schools are 322. And the total number of sample the researcher took from each school is 66, 59 and 53 respectively. From the total population the researcher took 178 students by using Slovinc's formula, 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:

$$n = \frac{N}{1 + Ne^2}$$

Where n= the sample size

N= the population size

e =the margin of error (5%)

$$n = \frac{322}{1 + (322) (0.05)^2}$$

$$n = \frac{322}{1 + (322) (0.0025)} = 322/1.805 = 178$$

In addition to that, from the total of 4 physical education teachers from the selected schools all of them were taken using comprehensive sampling method and also 3 school principals were selected as a source from the selected schools. Because they are directly concerned with the issue under discussion.

### **3.5. Data Collection Instruments**

According to Patton (1990), multiple data gathering instruments are sought and used because no single sources of information can be trusted. Therefore, the researcher used three kinds of data gathering tools; questionnaire, interview and observation.

#### **3.5.1. Questionnaire**

A questionnaire provides enough time for the respondents to read and give well thought responses. It enables the researcher to collect data from large group of individuals within a short period of time, and it is also easy to administer to a number of participants in one place at a time. Hence, the researcher used questionnaire for students to find out their feelings about factors that hindering female student's participation in learning handball. All items of the questionnaire are closed-ended questions by realizing that the participants may not be willing to fill the open-ended questions. To collect the information from female students 24 items of closed ended questions were designed. The questionnaires were provided for 178 female students and since the respondents were preparatory school students the questionnaires were prepared in English.

#### **3.5.2. Interview**

Semi structured interview questions were employed as an instrument to collect the significance and relevant information from physical education teachers and principals to carefully examine their feelings and opinions about the factors and difficulties that hinder female student's participation in handball learning. 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 about the issue and helps the researcher to cross check the data collected through the questionnaire.

### **3.5.3. Observation**

According to Robson (2002), 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. 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 factors really hinders female students participation in handball learning especially in practical session in the selected schools and triangulate the information gathered through the questionnaire and interview. The researcher made one observation in each school in total three observations were made at the selected preparatory schools.

### **3.5.4. Pilot study**

Before the actual studies are carried out, the questionnaire and the semi structured interview guide prepared for this study was tasted by pilot study in 15 students and three physical education teachers and two school principals. The school selected for the pilot study was conducted at Liyew Asress Zewdie senior secondary and preparatory school and the sample subjects were grade twelve female students. The main purpose of the pilot study was to improve some important aspects of the data collection instrument for instance to determine the quality of questions, weather the items are ordered properly and check out the sequence of the questions. Additionally, the reliability of the entire questionnaire or internal consistency used for this study was analyzed by Cronbach's alpha coefficient reliability test. And the normal range of Cronbach's alpha reliability coefficient is between 0 and 1. The closer the coefficient is to 1, the greater the internal consistency of the scale items. And the result of all the questionnaire reliability used for this study was 0.99.

## **3.6. Data Collection Procedure**

To collect relevant information from the participant of the study from the selected preparatory schools, first, the purpose and importance of the research in general and the questionnaire in particular were explained to them briefly.

Following this, the researcher was dispatching the questionnaires directly to the participant. And then the researcher collected the questionnaires from the participants after they finished. Secondly the interview was made to the selected preparatory school PE teachers and school principals so as to carefully examine their feeling about the factors and difficulties that hindering female student's participation during handball learning. Finally, observation was made to the sample students and PE teachers from the selected schools 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.

### **3.7. Methods of Data Analysis**

Since the approach to be used is mixed, the researcher used both quantitative and qualitative methods to analyze the information collected using different instruments from different sources. The quantitative data obtained through questionnaire was analyzed and interpreted by using SPSS version 16.0. The data found from questionnaire was analyzed quantitatively using descriptive statistics particularly percentiles, mean and standard deviation and inferential statistics (chi-square test) were used. Basically percentile and mean were used to identify dominant factors that affect student's participation in learning handball. Whereas, chi square test is used to examine the statistically significant association among the responses of the group of respondents. In this case, the existing difference were tested for statistical significance at  $\alpha=0.05$  level. On the other hand, the data found from interview and observations were analyzed qualitatively using narrative descriptive method. The interview and observation data were analyzed thematically.

### **3.8. Protocol and Ethical Consideration**

Efforts would be 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; 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 informed that their participation in the study has been based on their consent. And 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.

A total of 178 questionnaires have been prepared and distributed to female students which are selected from preparatory schools namely Sinan, Motta and Liyew Asress Zewdie preparatory schools.

The total number of questionnaires distributed, 178(100%) were properly filled in and returned. All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentages and frequencies. The information collected through observation checklist and semi structured interview is also qualitatively described in order to give appropriate answer for the basic questions set in the study.

**Table 1: Demographic (General information)**

Category			Types of respondents					
			Principals		Teachers		Students	
			Freq	Percent	Freq	Percent	Freq	Percent
1	Gender	Male	3	100%	4	100%	-	-
		female	-		-		178	100%
2	Age	17-24	-		-		178	100%
		25-41	2	66.6%	4	100%	-	-
		42-55	-	-	-	-	-	-
		Above 56	1	33.3%	-	-	-	-
3	Qualification	Diploma	-	-	-	-	-	-
		Degree	2	66.6%	4	100%	-	-
		Master	1	33.3%	-	-	-	-

As the data collected from the respondents, 100% the principals, vice principals were male. Similarly to this the percentage of teacher respondents 100% was male in terms of gender. Moreover this, in the case of student respondents 100% 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 the selected preparatory schools due to different factors. Concerning the age of principals 2(66.6%) their age is between 25-41 years and 1(33.3%) is above 56 years. On the other hand, teacher respondents 4(100%) their age is also between 25-41 years. Whereas the age of student respondents 178(100%) their age is between 17-25 years. But, there was no one whose age is 25 or greater.

According to the educational qualification details shown in table 2 above, the principal respondents 2(66.6%) were first degree and 1(33.3%) masters degree. In addition, the teacher respondents qualification 4(100%) were degree.

These shows, the qualification they had and the demand that the position required in the case of principals is based on the ministry of education (MOE) policy, but in the teacher's case even most were with suitable qualification the remaining should upgrade their educational status.

#### 4.1: Interpretation and Analysis of Female Student Response on Closed Ended Questionnaires

**Table 2: Your interest/motivation to learn handball lesson**

Rank	Frequency	Percent	Valid Percent	X	SD	X <sup>2</sup>	P
Low	46	25.8	25.8	1.94	0.678	34.831	0.000
Medium	96	53.9	53.9				
High	36	20.2	20.2				
Total	178	100.0	100.0				

\* $x^2$ =calculated value of chi square,  $df$  (degree of freedom) =2,  $P$ =significance Mean value( $x$ ) =1.94 and standard deviation ( $SD$ ) =0.678

As indicated in table 2, 46(25.8%) of female students responded that their interest or motivation to learn handball lesson is low, 96(53.9%) of the respondents replied that they have moderate interest or motivation to learn handball lesson and 36(20.2%) of the respondents replied that their interest or motivation to learn handball is high. So most respondents 96(53.9%,  $X=1.94$ ) replied that they have moderate interest to learn handball lesson. The computed chi square value is 34.81 which is greater than the table value = 5.99 at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. As understood in the table the interest of students to learn handball lesson is medium so the interest of the students is a significant factor for female student's participation in learning handball. As Bucher (1975) wrote that, students do not want to participate on activities whose abilities, need and interest may be different from their own.

**Table 3: Your participation in handball lesson without being absent**

Rank	Frequency	Percent	Valid Percent	X	SD	$X^2$	P
Never	65	36.5	36.5	1.76	0.664	38.640	0.000
Sometimes	90	50.6	50.6				
Always	23	12.9	12.9				
Total	178	100.0	100.0				

*\* $\chi^2$ =calculated value of chi square, df (degree of freedom) =2 P=significance Mean value(x) =1.76 and standard deviation (SD) =0.664*

As indicated in table 3: 65(36.5%) of the respondents replied that they never absent during handball lesson, 90(50.6%) of the respondents responds that they sometimes miss or absent during handball lesson and 23(12.9%) of the respondents replied they always miss during handball practical lesson. According to the table most of the respondents 90(50.6%,  $X=1.76$ ) replied that they sometimes absent during handball lesson. As understood in the table they sometimes miss handball lesson. The computed chi square value is 38.640 which is greater than the table value= 5.99 at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. So participating in handball lesson by being absent is a significant factor for their participation in learning handball. Because the significance difference is  $P=0.000<0.05$ .

**Table 4: your attitude towards practicing handball game**

Rank	Freq	%	Valid Percent	X	SD	X <sup>2</sup>	P
Low	73	41.0	41.0	1.78	0.74	17.539	0.000
Moderate	72	40.4	40.4				
High	33	18.5	18.5				
Total	178	100.0	100.0				

\* $x^2$ =calculated value of chi square, *df* (degree of freedom) =2, *P*=significance, Mean value(*x*) =1.78 and standard deviation (*SD*) =0.740

According to the above table four 73(41%) of the respondents responded that their attitude towards practicing handball game is low, 72(40.4%) of the students replied that they have moderate attitude towards practicing handball game and also 33(18.5%) of the students responded that they have high attitude towards practicing handball game.

From this we can analyze that most of female students 73(41.0%,  $X=1.78$ ) replied that they have low attitude towards practicing handball game. The computed chi square value is 17.539 which is greater than the table value = 5.99 at a significance level  $\alpha=0.05$  which degree of freedom 2 and *P* value = 0.000 so students less attitude towards practicing handball game can be a significant factor for their participation in handball learning. Because the significance difference is  $P=0.000<0.05$ .

**Table 5: The relationship between you and your physical education teacher**

Rank	Freq	Percent	Valid Percent	X	SD	X <sup>2</sup>	P
Low	51	28.7	28.7	1.94	0.741	20.371	0.000
Medium	87	48.9	48.9				
High	40	22.5	22.5				
Total	178	100.0	100.0				

\* $x^2$ =calculated value of chi square, *df* (degree of freedom) =2 *P*=significance, Mean value(*x*) =1.94 and standard deviation (*SD*) =0.741

As indicated in table 5, 51(28.7%) of the students responded that they have low relationship with their PE teacher and 87(48.9%) of the students responded that they have medium relationship with their PE teacher and also 40(22.5%) of the respondents have high relationship with their physical education teacher.

So this result implies that most of the students 87(48.9%,  $X=1.94$ ) responded that they have moderate relationship with their teacher, so according to the table the relationship between students is medium. The computed chi square value is 20.371 which is greater than the table value = 5.99 at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000, so the relationship between female students with their teacher is a significant factor for the low participation of female students in learning handball. Because the significance value is  $P=0.000<0.05$ . As Wuest Bucher (1994) state that: The effective teaching in handball is the interaction of the teacher and the learner that make learning more effective and successful.

**Table 6: Participating in handball practical exercise contributes to improve health**

Rank	Frequency	Percent	Valid Percent	X	SD	$X^2$	P
I Disagree	56	5.6	5.6	2.56	0.601	82.596	0.000
Undecided	59	33.1	33.1				
I agree	63	61.2	61.2				
Total	178	100.0	100.0				

*\* $x^2$ =calculated value of chi square, df (degree of freedom) =2, P=significance, Mean value(x) =2.56 and standard deviation (SD) =0.601*

According to the above table 6, 56(5.6%) of the respondents replied that they do not agree about the contribution of handball practical class and its improvement in health and 59(33.1%) of the students responded that they do not informed or undecided about the importance of handball practical class and its value to improve health and also the majority of the respondents 63(61.2,  $X=2.56$ ) agreed that participating in handball practical class contributes to improve health. According to the table the majority of the respondents replied that participating in handball practical exercise can contribute to improve their health.

The computed chi square value of responses is 82.596 which is greater than the table value  $X^2 = 5.99$  at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000, therefore there is a significant factor for female students less participation in handball learning. And the significance difference is  $P=0.000<0.05$ .

**Table 7: your habit to wear sport clothes during handball practical class**

Rank	Freq	Percent	Valid %	X	SD	$X^2$	P
Never	47	26.4	26.4	1.99	0.725	16.66	0.000
Sometimes	85	47.8	47.8				
Always	46	25.8	25.8				
Total	178	100.0	100.0				

*\* $x^2$ =calculated value of chi square, df (degree of freedom) =2, P=significance, Mean value(x) =1.99 and standard deviation (SD) =0.725*

As indicated in the above table 7, 47(26.4%) of the respondents replied that they don't wear sport clothes during handball practical class and 85(47.8%) of the students responded that they sometimes wear sport clothes and also 46(25.8%) of the respondents replied that always they wear sport clothes during handball practical class. According to the table most of the students 85 (47.8%,  $X=1.99$ ) replied that they sometimes wear sport clothes during the practical session of handball. The computed chi square value of responses is 16.663 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000, so this can be a significant factor for female students participation in handball lesson. Because the significance difference is  $P=0.000<0.05$ .

**Table 8: Teachers demonstration ability in handball lesson**

Rating scales	Freq	Percent	Valid Percent	X	SD	X <sup>2</sup>	P
Low	61	34.3	34.3	1.88	0.74	12.888	0.002
Moderate	78	43.8	43.8				
High	39	21.9	21.9				
Total	178	100.0	100.0				

\* $x^2$ =calculated value of chi square,  $df$  (degree of freedom) =2,  $P$ =significance, Mean value( $x$ ) =1.88 and standard deviation ( $SD$ ) =0.74

According to the above table eight, 61(34.3%) of the students responded that teacher demonstration ability in handball practical class is low and 78(43.8%) of the respondents replied that teacher demonstration ability in handball practical class is moderate and also 39(21.9%) of the respondents replied that his demonstration ability is high.

So the above table indicated that most of the students 78(43.8%,  $X=1.88$ ) replied that teacher have moderate ability to demonstrate different techniques during handball practical class. According to the above table most students respond that their teacher demonstration ability during handball practical class is moderate. The computed chi square value of responses is 12.888 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and  $P$  value = 0.002 so this is a significant factor for female's low participation in handball practical class. And the significance difference is  $P=0.002<0.05$ . The International Bureau of Education (1993) remarked that, no one is in any doubt that the chief agent in the process of educational reform is the teacher. Therefore in order to implement the teaching learning process more effective teachers play a decisive role.

**Table 9: opinion of respondents on teacher related factors**

NO	Items	Rating scales	Freq	%	X	SD	X <sup>2</sup>	P
1.	Teachers initiation to teach handball than other ball game activities	High	30	16.9	1.8	0.706	24.4	0.000
		Moderate	83	46.6				
		Low	65	36.5				
2.	Teachers encouragement and motivation for female students during handball practical class	High	35	19.7	1.85	0.724	18.01	0.000
		Moderate	81	45.5				
		Low	62	34.8				

*\*x<sup>2</sup>=calculated value of chi square, df (degree of freedom P=significance, Mean value(x) for item 1 =1.8 and standard deviation (SD) =0.706 and for item 2(X) =1.85and SD=0.724*

According to responses in table 9 items 1, from the total respondents 30(16.9%) respond that with regarding about teacher initiation to teach handball than other ball game activities their response is high. 83(46.6%) of the students replied moderate. and also 65(36.5%) of the respondents respond that their PE teacher have low initiation to teach handball than the other ball game activities like football, volleyball etc.

From this most of the respondents 83(46.6%) respond that their teacher initiation is moderate. The computed chi square value of responses is 24.4 which is greater than the table value (critical value= 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000 so this has a significance factor for female student's participation in learning handball. Because the significance difference is  $P=0.00<0.05$ .

It also indicated in table 9 of item 2, 35(19.7%) of the students respond that their PE teacher have high encouragement and motivation for female students during handball practical class and 81(45.5%) of the respondents respond moderate. on the other hand 62(34.8%) of the students their response is low with regarding about teachers motivation and encouragement for female students during handball practical class. According to their response 81(45.5%, X=1.85) replied moderate.

The computed chi square value of responses is 18.01 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000 so this indicates that the reasons are significant. Because teachers encouragement and motivation having a crucial role to enhance students interest or participation towards different disciplines. And the significance difference is  $P=0.000<0.05$ .

**Table 10: Your Physical Education Teacher Provide Tutorial Class for Female Student**

Rating scale	Freq	Percent	X	SD	X <sup>2</sup>	P
Never	122	68.5	1.42	0.678	102.011	0.000
Sometimes	37	20.8				
Always	19	10.7				
Total	178	100.0				

*\*x<sup>2</sup>=calculated value of chi square, df (degree of freedom) =2, P=significance, Mean value(x) =1.42and standard deviation (SD) =0.678*

As shown in the above table 122(68.5%) of the respondents respond that their teacher never provide tutorial class for only female students and 37(20.8%) their response is some times and also 19(10.7%) of the respondents their response is always. So this indicates that most students 122(68.5%, X=1.42) respond that their teacher never provide tutorial class for only female students. According to the above table the respondents respond that their teacher never provides tutorial class for female students. The computed chi square value of responses is 102.011 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000 and this has a significance factor for female student's participation in handball learning. Because the significance difference is  $P=0.000<0.05$ .

**Table 11: Your teacher variety teaching method usage in handball class**

Rating scale	Freq	Percent	Valid Percent	X	SD	X <sup>2</sup>	P
Low	94	52.8	52.8	1.67	0.786	32.034	0.000
Moderate	49	27.5	27.5				
High	35	19.7	19.7				
Total	178	100.0	100.0				

*\*x<sup>2</sup>=calculated value of chi square, df (degree of freedom) =2, P=significance, Mean value(x) =1.67and standard deviation (SD) =0.786*

As indicated in the above table 11, 94(52.8%) of the respondents replied that their teachers variety teaching method usage in handball practical class is low and 49(27.5%) responded that moderate and also 35(19.7%) responded that their teacher use variety teaching methods during handball practical class. According to the above table the majority of the respondents 94(52.8%, X=1.67) responded that their teacher does not use variety teaching methods. The computed chi square value of responses is 32.034 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000 so the teacher variety teaching method usage is a significance factor for female students participation in learning handball. Because, the significance difference is  $P=0.000<0.05$ . So from this we can infer that the above listed reason is a significant factor for female students less participation in learning handball.

**Table 12: Your teacher communication skill while he teach in handball class**

Rating scale	Freq	Percent	Valid Percent	X	SD	X <sup>2</sup>	P
Low	42	23.6	23.6	2.13	0.769	7.730	0.021
Moderate	70	39.3	39.3				
High	66	37.1	37.1				
Total	178	100.0	100.0				

*\*x<sup>2</sup>=calculated value of chi square, df (degree of freedom) =2, P=significance, Mean value(x) =2.13 and standard deviation (SD) =0.769*

According to the above table 12, students response regarding about teacher communication skill while he teach during handball lesson 42(23.6%) of the respondents responded low and 70(39.3%) replied moderate and also 66(37.1%) of the respondents responded that their teacher have high communication skill while he teach in handball class.

As understood from the table most of the respondents 70(39.3%,  $X=2.13$ ) responded that their teacher has moderate communication skill while he teaches. The computed chi square value of responses is 7.730 which is greater than the table value (critical value= 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.021. So the teacher communication skill is a significant factor for female student's participation in learning handball. Because, the significance difference is  $P=0.021<0.05$ . Teacher communication skill is very essential to enhance students' interest and participation in different discipline.

**Table 13: opinion of respondents on school environment related factors**

N	Items	Rating scale	Frequency	%	X	SD	$X^2$	P
1.	The school environment is conducive for handball practical class	I agree	43	24.2	1.69	1.54	38.101	0.000
		Undecided	37	20.8				
		I disagree	98	55.1				
2.	Availability of equipments and facilities for handball lesson	Enough	21	11.8	1.54	0.698	57.382	0.000
		Medium	54	30.3				
		Low	103	57.9				

*\* $x^2$ =calculated value of chi square, df(degree of freedom)=2, P=significance, Mean value(x) for item 1 =1.69 and standard deviation (SD) =1.54 for item 2, X=1.54, and SD=0.698*

As indicated in table 13 item 1, 43(24.2%) of respondents responded that the school have conducive environment for handball practical class and 37(20.8%) are uncertain whether the school environment is suitable or not and also 98(55.1%) of the respondents replied that the school environment is not conducive or uncomfortable for handball practical class.

According to table 13, most of the respondents 98(55.1%,  $X=1.69$ ) responded that the school environment is not suitable for handball. The computed chi square value of responses is 38.101 which is greater than the table value (critical value= 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000.

So the school environment is a significant factor for female student's participation in handball learning. Because the significance difference is  $P=0.000<0.05$ . As Kasente (2000) discloses; 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.

It also indicated in table 13, item 2, 21(11.8%) of the respondents responded that enough, regarding the availability of equipments and facilities in the school and 54(30.3%) of the respondents replied medium and also majority of the respondents 103(57.9%) respond that the school does not have enough materials and facilities for handball lesson. As understood from the table most of the respondents 103(57.9%,  $X= 1.54$ ) responded that their school does not have adequate facilities and equipments needed for handball lesson. The computed chi square value of responses is 57.382 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. So the school materials and facilities employed for handball lesson is a significant factor for female students participation in handball learning. And the significance value is  $P=0.000<0.05$

**Table 14: Poor understanding of the school communities about the role of handball**

Rating scale	Frequency	%	Valid Percent	X	SD	X	P
I disagree	43	24.2	24.2	2.23	0.815	15.921	0.000
Undecided	51	28.7	28.7				
I agree	84	47.2	47.2				
Total	178	100.0	100.0				

*\* $\chi^2$  = calculated value of chi square, df (degree of freedom) = 2, P = significance, Mean value(x) for item 1 = 2.23 and standard deviation (SD) = 0.815.*

As it can be seen in the above table 43(24.2%) of the respondents replied that the school communities have good understanding about the role of handball and 51(28.7%) respond that they are not certain about school communities understanding about the role of handball learning and the remaining 84(47.2%) of the respondents agreed that school communities have poor understanding about the role of handball learning.

As understood from table 14, the majority of the respondents 84(47.2%,  $X=15.921$ ) replied that the school communities has low understanding about the role of handball.

The computed chi square value of responses is 15.921 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000 so the school communities understanding about the role of handball is significant factor for students participation in handball learning. Because the significance difference is  $P=0.000<0.05$ .

**Table 15: view of respondents on school related factors that affect student's participation**

N	Items	Rating scale	Freq	%	X	SD	X <sup>2</sup>	P
1.	The level of school participation in handball competition prepared by woreda and sub city	Every six months	28	15.7	1.63	0.742	36.98	0.000
		Within a year	56	31.5				
		Not at all	94	52.8				
2.	Handball sport is well communicated in the school compound	I agree	57	32.0	1.75	0.912	55.4	0.000
		Undecided	20	11.2				
		I disagree	101	56.7				

*\*x<sup>2</sup>=calculated value of chi square, df (degree of freedom=2 P=significance, Mean value(x) for item 1 =1.63 and standard deviation (SD) =0.742 and for item 2, X= 1.75 and SD=0.912*

As indicated in item 1 of table 15, 28(15.7%) replied every six months and 56(31.5%) of the respondents replied within a year there is handball competition prepared by wereda and sub city and the majority of respondents 94(52.8%, X=1.63) responded that there is no scheduled handball computation between schools prepared by wereda and sub city sport offices. The computed chi square value of responses is 36.98 which is greater than the table value (critical value= 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. This indicates that, the reasons are statistically significant. Because the significant value  $P=0.000<0.05$ .

It also indicated in item 2 of table 15, 101(56.7%) of student shows handball is not well communicated as an international sport 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.

The computed chi square value of responses is 55.4 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. This indicates that, the reasons are statistically significant. Because the significant value  $P=0.000<0.05$ .

**Table 16: The school playing area (court) is suitable for handball practical class**

Rating scale	Freq	Percent	Valid Percent	X	SD	X <sup>2</sup>	P
I disagree	129	72.5	72.5	1.44	0.766	123.719	0.000
Undecided	19	10.7	10.7				
I agree	30	16.9	16.9				
Total	178	100.0	100.0				

*\*x<sup>2</sup>=calculated value of chi square, df (degree of freedom) =2 P=significance, Mean value(x) =1.44 and standard deviation (SD) =0.766*

As shown in the above table out of the total population the sample respondents replied that, which are 129(72.5%) of them responded the school has no suitable playing area (court) for handball practical class and 19(10.7%) responded undecided and the rest 30(16.7%) of them agree about the school playing area is suitable.

So this indicated that less number of students are agreed but most of them 129(72.5%, X=1.44) responded that the school playing area which is used for handball practical class is not suitable. The computed chi square value of responses is 123.719 which is greater than the table value (critical value= 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. This indicates that, the reasons are statistically significant. Because the significant value  $P=0.000<0.05$ .

**Table 17: parental understanding of the importance of handball practical exercise**

Rating scale	Frequency	Percent	Valid percent	X	SD	X <sup>2</sup>	P
Low	82	46.1	46.1	1.69	0.721	27.854	0.000
Medium	69	38.8	38.8				
High	27	15.2	15.2				
Total	178	100.0	100.0				

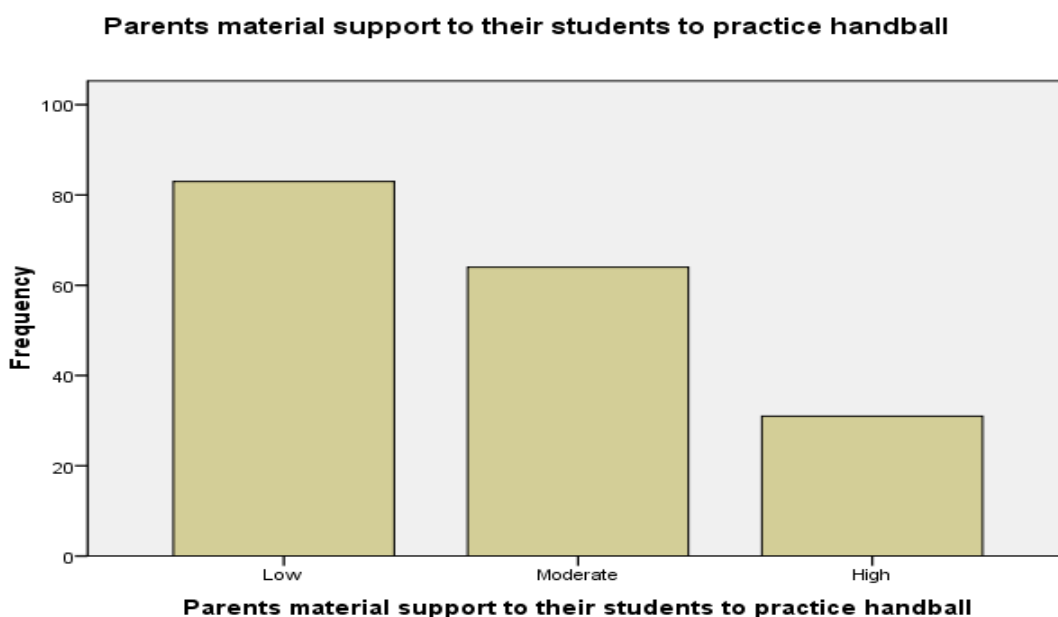
\* $\chi^2$ =calculated value of chi square, df (degree of freedom)=2 P=significance, Mean value(x) =1.69 and standard deviation (SD) =0.721

As indicated in the above table 17, 82(46.1%, X=1.69) of the respondents responded that parents understanding level of the merit of handball practical exercise is low and 69(38.8%) responded medium and to the contrary the remaining 27(15.2%) of the respondent replied that parents have high understanding about the importance of handball sport. The computed chi square value of responses is 123.719 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. This indicates that, the reasons are statistically significant. Because the significant value  $P=0.000 < 0.05$ . So, based on the table we can infer that since parents understanding level of the merit of handball sport is felt at low participation rate it can greatly affects female students less participation in handball learning.

**Table 18: parent's material support to their children necessary to practice handball**

Rating scale	Freq	Percent	Valid percent	X	SD	X <sup>2</sup>	P
Low	83	46.6	46.6	1.70	0.747	23.3	0.000
Moderate	64	36.0	36.0				
High	31	17.4	17.4				
Total	178	100	100				

\* $\chi^2$ =calculated value of chi square, df (degree of freedom)=2 P=significance, Mean value(x) =1.71 and standard deviation (SD) =0.747



As it can be seen in the above table and chart, 83(46.6%) of the respondents replied regarding their parents material support to practice handball is low and 64(36.0%) responded medium and to the contrary 31(17.4%) agreed that their parents material support to practice handball is high.

As understood from the table most 83(46.6%,  $X=1.71$ ) responded that parent's material support felt at low participation rate. The computed chi square value of responses is 23.3 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. This indicates that, the reasons are statistically significant. Because the significant value  $P=0.000 < 0.05$ . This is true because of the fact that since the society have low understanding of the handball they do not of help their students to fulfill sporting equipment. So this really affects female student's participation in handball learning.

**Table 19: parents' voluntarism to allow their female students to practice handball game**

Rating scale	Frequency	Percent	Valid %	X	SD	X <sup>2</sup>	P
Low	76	42.7	42.7	1.83	0.813	7.865	0.020
Moderate	56	31.5	31.5				
High	46	25.8	25.8				
Total	178	100.0	100.0				

*\*x<sup>2</sup>=calculated value of chi square, df (degree of freedom)=2 P=significance, Mean value(x) =1.83 and standard deviation (SD) =0.813*

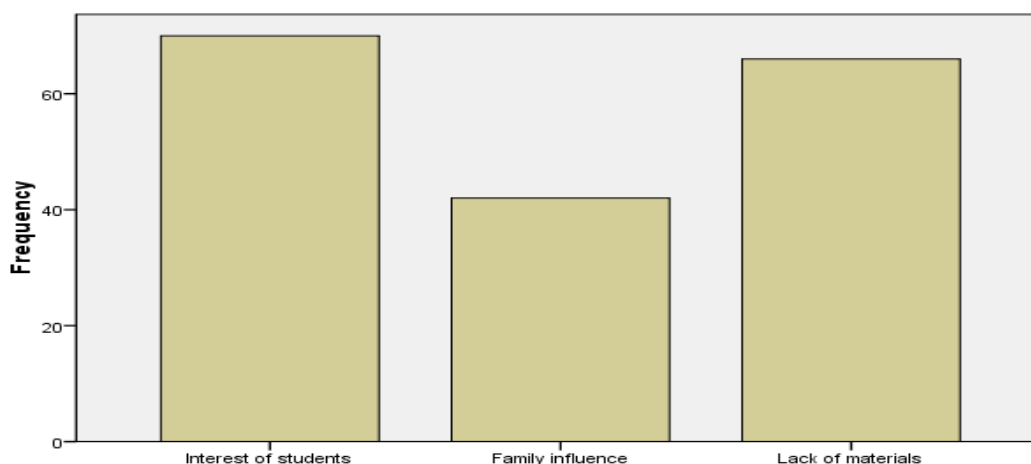
As shown in the above table 46(25.8%) of the respondents replied that their parents allow them to practice in different ball game activities especially handball game and 56(31.5%) of them respond moderate and the rest 76(42.7%) replied that parent's willingness to allow their female students to participate in handball sport is very low. The computed chi square value of responses is 7.865 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.020. This indicates that, there is a significance difference between respondents regarding parents' voluntarism to allow their female students to practice handball game. Because the significant value  $P=0.020 < 0.05$ . So from this we can analyzed that the since our countries trends in gender issue still unsolved, parents voluntarism to allow females students to participate in different sports is low, so this discourage female student's participation in handball learning.

**Table 20: The main factors that hinder female student's participation in handball**

Rating scale	Frequency	Percent	Valid %	X	SD	X <sup>2</sup>	P
Student interest	70	39.3	39.3	1.98	0.876	7.730	0.021
Family influence	42	23.6	23.6				
lack of materials	66	37.1	37.1				
Total	178	100.0	100.0				

*\*x<sup>2</sup>=calculated value of chi square, df (degree of freedom)=2 P=significance, Mean value(x) =1.98 and standard deviation (SD) =0.876*

**The main factors that hinder female students participation in handball**



**The main factors that hinder female students participation in handball**

As indicated in the above table and chart 70(39.3%) of the respondents replied that interest of the students highly affect female students participation in handball learning and which is 42(23.6%) replied family and the remaining 66(37.1%) respond that lack of materials in the school greatly affects female students less participation. The computed chi square value of responses is 7.730 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.021. This indicates that, all are a significant factor for female students less participation in learning handball. Because the significant value  $P=0.021 < 0.05$ .

**Table 21: collaboration of school principals and teachers to organize sport programs in the school**

Rating scale	Frequency	Percent	Valid %	X	SD	X <sup>2</sup>	P
Not at all	124	69.7	69.7	1.39	0.649	109.798	0.000
Moderate	38	21.3	21.3				
High	16	9.0	9.0				
Total	178	100.0	100.0				

$\chi^2$  = calculated value of chi square, df (degree of freedom=2 P=significance, Mean value(x) =1.39 and standard deviation (SD) =0.649

According to the above table most of 124(69.7%,  $X=1.39$ ) of the respondents replied that the school principals and teachers are not cooperative to organize sport programs in the school and 38(21.3%) respond moderate and the remaining 16(9.0%) of the respondent replied high. The computed chi square value of responses is 109.798 which is greater than the table value (critical value = 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. This indicates that, there is a significance difference between respondents regarding the collaboration of school principals and teachers to organize sport programs in the school. Because the significant value  $P=0.000<0.05$ .

**Table 22: Parents motivation to encourage their children to attend handball lesson regularly**

Rating scale	Freq	Percent	Valid percent	X	SD	$X^2$	P
Low	79	44.4	44.4	1.70	0.704	30.011	0.000
Medium	74	41.6	41.6				
High	25	14.0	14.0				
Total	178	100.0	100.0				

*\* $x^2$ =calculated value of chi square, df (degree of freedom)=2 P=significance, Mean value(x) =1.70 and standard deviation (SD) =0.704*

As shown in the above table 25(14.0%) of the students replied regarding parents motivation for female students to attend handball lesson is high and 74(41.6%) respond medium and the rest 79(44.4, $X=1.70$ ) of the respondents respond that parents motivation to encourage their children is low. The computed chi square value of responses is 30.011 which is greater than the table value (critical value= 5.99) at a significance level  $\alpha=0.05$  which degree of freedom 2 and P value = 0.000. This indicates that, there is a significance difference between respondents regarding parents motivation to encourage their children to attend handball lesson regularly. Because the significant value  $P=0.000<0.05$ . So from this the investigator infers that the parents motivation can be one cause for female students less participation in learning handball.

## 4.2: Interpretation and Analysis of Data Obtained From Teacher and Female Student with Observation Checklist

1. 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.
2. Does the teacher demonstrate well in handball practical class?
  - Physical education teachers need to be as a role model but sometimes with the practical part it seems to be careless. So this was the main problem for females that if they didn't get good demonstration they will be expelled through the class. So the researcher observed that most of the teachers are not good demonstration skill.
3. Do the students try to perform the given tasks in a best manner?
  - Even if some students were tried to perform the given tasks efficiently and effectively but most students were not interested to perform the tasks given by their teachers and also their ability to perform different techniques of handball was low.
4. Does the teachers supervise and give correction when the students performing the given tasks at the right time?
  - A good teachers or effective teachers able to maintain an orderly, productive learning environment, controlling discipline problems and give feedback at the right time appropriately while encouraging and providing opportunities for the students to learn.
  - During the observation time the researcher observed the following points, some physical education teachers was supervise and give correction for female students when they perform different techniques 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.
5. Do the students follow attentively when their teacher teaches and demonstrate different techniques 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.

6. Does the teacher use different materials and equipments needed for handball learning?

- The success of physical education teaching learning process depend a great extent on the adequacy of materials and equipments (teaching aids). Hence, schools should have available and adequate teaching aids to teach the subject with appropriate method without problem.
- Since the schools does not have adequate equipments and facilities necessary for handball learning, most teachers does not use different materials and equipments during the practical class and they have low encouragement and motivation to demonstrate different techniques of handball. Generally they are careless to teach.

7. does the school environment and playing area (court) is comfortable to practice handball game?

- Even if all the selected schools for this study has conducive weather condition and a good football field and volleyball field of play, but their playing area (court) necessary to perform different techniques of handball is not comfortable.
- Because of this uncomfortable playing area needed to practice handball most teachers were not willing to teach and demonstrate well and most female students have low participation in learning handball.

8. Does the teacher motivate female students while they perform the given tasks?

- During the observation time the researcher observed that most physical teachers in the selected schools does not encourage and motivate their students especially female students while they tried to perform different techniques of handball game during practical class.
- Their communication skill and demonstration ability also low so this really affects students participation in handball learning.
- The successful teachers use different techniques of teaching to stimulate the attitude to participation and seek creative technique to involve the student in the learning process.

9. Do the students have good interest or motivation during handball practical class?

- Even if it is not easily observable to understand female students interest but during the observation time the researcher observed that some female students have good interest to perform the given tasks and the rest is not. They are careless and not interested.

10. Does the students wear sport cloths while they perform or coming to the field during handball practical class?

- At the observation time the researcher observed that most female students wear sport cloths but some female students perform the given tasks or different handball techniques by using their uniform and this can restrict their ability to do the given tasks and also exposed to different problems.

### **4.3: Interpretation and Analysis of Data Obtained from Teacher and school principals through semi structured interview questions**

**Question 1:** in your opinion what are the main factors that contribute to female students less participation in learning handball?

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 equipments in the school
- ❖ Poor educational background of the students/lack of skill
- ❖ Lack of encouragement and motivation of the school communities and subject teachers
- ❖ Poor understanding of students about the role of handball game
- ❖ 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
- ❖ 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.

**Question 2:** How do you motivate female students to participate in handball learning?

**TR:** physical education teachers respond that they motivate female students to participate in handball learning by the following ways:

- By creating awareness about the importance of handball game

- By delivering the lesson in a best manner either theoretically or practically
- By showing different techniques of handball in a good demonstration ability during their practical class
- By giving tutorial class for female students

**PR:** The schools principals respond that even if they do not highly motivate 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.

**Question 3:** Do you think that the school provides available equipments and facilities for the teaching learning process of handball?

All teachers and principals replied regarding the school facilities and equipments needed for handball learning that their school does not have adequate facilities and equipments. 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 equipments necessary for handball learning.

**Question 4:** Do you think that the school environment can affect female student's participation in learning handball?

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 equipments and facilities to learn handball
- Weather condition/it may be stable/changeable
- 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 5:** 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 equipments and facilities that helps to teach/learn handball
- Use make 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 and give advice for female students.

## 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of major findings of the study, the conclusions drawn and recommendations given.

### 5.1 Summary

The overall objective of this study was to explore the major factors that hinder the participation of female students in learning handball in some selected preparatory schools, East Gojjam Zone, Amhara regional state. To meet the objective in detail, the following research questions were raised.

- What is the interest of female students towards handball learning?
- What are teachers-related factors that hinder the participation of female students in handball?
- What are the parent related factors that influences the participation of female students in handball?
- What are the school environment related factors that affect the participation of female students in learning handball?

In order to answer the above questions, data was collected through questionnaire, semi structured interview and observation checklist. The study was conducted in the government preparatory schools found in East Gojjam zone, Amhara regional state. A total of 178 questionnaires were distributed for female students and 100% were filled and returned. Observation checklist was prepared and conducted during handball practical class. Additionally semi structured interview were prepared and asked to principals and teachers as supplementary to the questionnaires. The quantitative data obtained through questionnaire was analyzed and interpreted by using SPSS version 16.0. The data found from questionnaire was analyzed quantitatively using descriptive statistics particularly percentiles, mean and standard deviation and inferential statistics (chi-square test) were used. On the other hand, the data found from interview and observations were analyzed qualitatively using narrative descriptive method. The interview and observation data were analyzed thematically.

Thus, the major findings of the study are summarized as follows:

- The result of the finding confirmed that most of female students showed the performance of the teachers' ability were low; the demonstration capacity was also implied to them moderate.
- Most students were agreed about the contribution of handball to improve their health.
- The school material, equipment for handball lesson has been also reflected by the students as problems for the low participation record in handball.
- Female student were agreed to the idea that physical education teachers were not allowed students specially females to participate with handball lesson.
- Physical education teacher, and female students relationship with the view of students were also on somewhat have a gap.
- The feelings of students concerning handball learning can be shown with most of them were low.
- According to the result of the analysis most of the students replied that their teacher encouragement and motivation during practical class were low.
- Most female students replied that their teacher doesn't use variety teaching methods during the teaching learning process additionally teacher's communication skill were also moderate.
- 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.
- Lack of materials, family influence and interest of students were also seen as one cause for the low participation of students in learning handball.
- Parent low understands about the importance of handball sport and their low material support was also seen as one factor for the low female student's participation in learning handball.
- The period allotted for physical education was also seen as a problem for both students and teachers to give the teaching learning process effectively in handball lesson.

## 5.2 Conclusions

Based on the finding of the study, the following conclusions are drawn: that is:

- The ability of physical education teachers to give the lesson, to demonstrate and to communicate with girls was clearly poor.
- The schools had no adequate material and facilities to give handball lesson properly that was a major problem for female students to participate in handball wisely.
- Physical education teachers did not use different teaching methods and mechanisms to motivate and improve female's students experience in learning handball lesson.
- The attitude of female students and parents for participation of handball learning were less.
- Female students were also affected by culture and socio economic factors which hindered to participate freely in handball game.
- Teachers are mostly forced to teach theoretical concepts of handball sport due to scarce of handball equipment's.
- There is lack of encouragement and motivation of the school societies and Low attention given by PE teachers
- Female students have poor understanding about the role of handball game this really affects their participation in learning handball.
- Parents have low attitude about the role of handball game
- The schools have uncomfortable environment for the teaching learning process of handball

### 5.3: Recommendations

The final outcome of any research or report is to come up with certain recommendations based on the data gathered through different research tools. So on the basis of the findings gained through questionnaires, interviews and observation the researcher forwarded the following recommendations.

- Physical education teacher should be a role model for their students and motivate females to participate in handball learning by giving more time
- PE teachers must create relevant awareness about the contribution of student's participation in the practice of handball activities.
- The physical education teachers have to develop and change their teaching methods to improve the student's performance in handball techniques.
- The PE teachers may encourage and motivate the students to increase their participation in the practical and theoretical part of the handball game.
- Teachers should decrease the challenge of handball by discussing with the administration of the school and students to solve the cultural problems and environmental influence
- Female students must be aware of the importance of learning handball and physical activities and their safety procedures.
- The school administration should be full filling the necessary materials and facilities to facilitate the practical class in handball game.
- The shortages of period should be solved.

## 6. REFERENCES

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## **7. APPENDICES**

## **Appendix-A**

### **Letter of Information for Consent to Participate in Research**

I am conducting a study on: exploring the major factors that hinder the participation of female students in learning handball in some selected preparatory schools, East Gojjam zone, Amhara regional state. You are asked to participate in a research study conducted by Melaku Esubalew, a graduate student from the college of sport science academy at Haramaya University.

#### **Purpose of the study:**

The purpose of this study is to exploring the major factors that hinder the participation of female students in learning handball in some selected preparatory schools, East Gojjam zone, and Amhara regional state. The information obtained from this study will help to identify the major factor that affect female student's participation in learning handball and helps to find out possible solutions that helps to enhance female students participation in learning handball.

#### **Confidentiality:**

The information obtained from the participants (you) will be kept in confidence and all the collected information will be used only for scientific purpose.

#### **Contact address:**

If there is any questions or enquires any time about the study or the procedures, please contact in the following address:

Institutional research ethics review committee (IRERC) at +251256661899

Weegne waltenegus (pHD) (Major advisor) +25123670360

Email wegu4025@gmail.com

Shemelis Mekonnen (PhD) (Co-Advisor) +251913893850

Email shemelismm@gmail.com

Melaku Esubalew (Investigator) +251941683212

Email david\_dsol@yahoo.com

## Appendix-B

### Questionnaires Filled By Female Students:

#### Dear female students:

The objective of this questionnaire is to gather information on the major factors that hinder female student's participation in learning handball in some selected preparatory schools. So I kindly request you to give your genuine response for each question.

#### Direction:

- No need of writing your name
- Circle the correct answers only

#### A. Your View on Participation in Handball Lesson

1. Your interest/motivation to learn handball lesson.

A. high                      B. medium                      C. low

2. Your participation in handball lesson without being absence.

A. always                      B. sometimes                      C. never

3. Your attitude towards practicing handball game.

A. high                      B. moderate                      C. low

4. The relationship between you and your physical education teacher.

A. high                      B. medium                      C. low

5. Participating in handball practical exercise contributes to improve your health.

A. I agree                      B. undecided                      C. I disagree

6. Your habit to wear sport cloths during handball practical class.

A. always                      B. sometimes                      C. never

**B. Your View on Teachers Related Issues that affect female student's participation in handball learning:**

1. Teachers demonstration ability in handball practical class

A. high            B. moderate            C. low

2. Teachers initiation to teach handball than other ball game activities

A. high            B. medium            C. low

3. Teachers encouragement and motivation for female students during handball practical class

A. high            B. medium            C. low

4. Your physical education teacher provides tutorial class only for female students.

A. always            B. sometimes            C. never

5. Your teacher variety teaching methods usage in handball practical class.

A. high            B. moderate            C. low

6. Your PE teacher communication skill while he teaches in handball practical class.

A. good            B. moderate            C. low

**C. Your View on School Related Factors Affecting Female Students Participation handball:**

1. The school environment is conducive for handball practical class.

A. I agree            B. undecided            C. I disagree

2. Availability of fundamental equipments and facilities for handball lesson.

A. enough            B. medium            C. low

3. Poor understanding of the school communities about the role of handball.

A. I agree            B. undecided            C. I disagree

4. The level of school handball competitions prepared by wereda and sub city.

A. every 6 months    B. within a year    C. not at all

5. Handball is well communicated in the school compound.

A. I agree            B. undecided            C. I disagree

6. The school playing area is suitable/ comfortable for handball practical class.

A. I agree            B. undecided            C. I disagree

**D. Your Opinion on parents Related Factors in Female Students Participation in handball Learning:**

1. Understanding of the importance of handball practical exercise.

A. high                B. moderate            C. low

2. Parents material support to their children to practice handball

A. high                B. moderate            C. low

3. The extent to which parent's volunteer to allow their female students to practice handball.

A. high                B. moderate            C. low

4. The main factors that hinder female student's participation in handball.

A. lack of materials    B. family influence    C. interest of students

5. Collaboration of school principals and teachers, to organize sport programs and to visit sport activities.

A. high                B. moderate            C. not at all

6. Parents motivation to encourage yourself to attend handball learning regularly.

A. high                B. medium              C. low

**Source:** self made

**Thank You in Advance for Your Co-Operation**

## Appendix-C

### Observation Checklist for Female Students and Teachers

#### General Information

1. Name of school \_\_\_\_\_ Date of Observation \_\_\_\_\_ section \_\_\_\_\_
2. Qualification a, Diploma \_\_\_\_\_ b, Degree \_\_\_\_\_ c, any other, specify \_\_\_\_\_

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

NO	ITEMS	YES	NO
1	Does the teacher give equal opportunities for boys and girls during handball practical class?		
2	Does the teacher demonstrate well in practical class?		
3	Do the students try to perform the given tasks?		
4	Does the teacher supervises and give correction when the students performing the given tasks at the right time?		
5	Do the students follow attentively when the teacher teach and demonstrate different activities of handball?		
6	Does the teacher use different materials and equipments?		
7	Does the school environment and playing field is comfortable to perform handball practice?		
8	Does the teacher motivate female students while they perform the given tasks?		
9	Do the students have good interest/ motivation during handball class?		
10	Does the student wear sport cloths while they participate in handball practical class?		

**Source:** self made

## **Appendix-D**

### **Semi structured Interview for Teachers and School Principals**

#### **Dear respondent:**

The purpose of this interview is to obtain the primary and relevant information from you for the study entitled “the major factors that affect the participation of female students in learning handball in the selected preparatory schools in East Gojjam Zone.” The data will only be used in a study that aims at identifying major problems and proposing some feasible solutions accordingly. Therefore, your cooperation by giving genuine information will have a significant contribution to the reliability of research findings.

Thank you in advance!

1. In your opinion what are the major factors that contributes to female students less participation in learning handball?
2. How do you motivate female student’s participation in hand ball learning?
3. Do you think that the school provides available equipments and facilities for the teaching learning process of handball?
4. What is your feeling or perception about the teaching learning process of handball in your school?
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?

**Source:** self made

## Appendix-E

### Cronbach's alpha coefficient test (Reliability Statistics)

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Cronbach's Alpha	No of Items
.991	24

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