

**CHALLENGES OF FEMALE STUDENTS IN HANDBALL PRACTICAL
CLASS: THE CASE OF AMBASSEL WOREDA SECONDARY
SCHOOL, SOUTH WOLLO ZONE, AMHARA
REGIONAL STATE, ETHIOPIA.**

MEd THESIS

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**Challenges of Female Students in Handball Practical Class:
The Case of Ambassel Woreda Secondary School, South
Wollo Zone, Amhara Regional State, Ethiopia.**

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DEDICATION

I dedicate this thesis manuscript to my beloved parents. Further to my teachers who thought and showed the secret of wisdom particularly in elementary schools. Generally, to all kind of peoples who contribute even a piece of advice throughout in my life to reach in this stage.

TATEMENT OF THE AUTHOR

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

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ACRONYMS AND ABBREVIATIONS

AAHF	Addis Ababa Handball Federation
CSAE	Central Statistical Agency of Ethiopia
EHF	Ethiopian Handball Federation
IAAF	International Amateur of Athletic Federation
IAFF	International Amateur of Football Federation
MEd	Master of Education
NGO	Non-Governmental Organizations

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Challenges of Female Students in Handball Practical Class: The Case of Ambassel Woreda Secondary School, South Wollo Zone, Amhara Regional State, Ethiopia.

ABSTRACT

The main purpose of the study was investigated challenges of grade twelve female students in handball practical class in Wuchale-17 secondary school. The research was used descriptive survey method and used both qualitative and quantitative design method. The quantitative data obtained through closed ended questions were analyzed with descriptive statistics like frequency and percentage. Data collected from open ended questions of the questionnaire, interview and observation were thematically analyzed by using words or phrases. In a study site there are a number of problems. From these ten titles were identified. Among these again “challenges of female students in handball practical class” is selected because it is a crucial problem in the study site. Samples were taken twenty percent from the total population of two hundred grade twelve female students. Therefore, from these students, forty students were selected by using systematic sampling technique. So, first investigator combined all students together and arranged their names alphabetically. The investigator was then gave a roll number one up to two hundred students. From these students the investigator was started the fifth student and then every fifth student was selected up to the last two hundred students. The investigator was so founded forty students as a sample. For supplementary information ten physical education teachers, ten parents of grade twelve female students and four school principals selected purposively and included in the main study. Handball practicing is one of the essential sport activity for the skill developments of female students. At the study site but major findings, indicated that parents, school’s principals and other concerning bodies less attitude, low aid of sport materials and the like have been hindered to female students’ handball practicing. Based on the findings, it is recommended to all concerning bodies should encourage them and fulfilled handball materials for minimizing female students’ engagement in handball practicing. And students have eighteen up to twenty five years old. So, they were undergone two practical days per a week without the normal physical education classes.

Keywords: Challenges, female students, handball practical class, motivation, participation.

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. 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 IHF was formed at the initiative and invitation of Denmark and Sweden. The international handball federation was formed in 1946. The women's championship has been played since 1957; the IHF also organize women's and men's junior world championship by July 2009. 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 Abate and Araya Dechasa, 2006). According to the data obtained from EHF as sited in (Tesfaye Alemu, 2014), the game of handball was introduced to Ethiopia has been provided with the relevant course on the subject sport; this arrangement laid the ground for frequent handball sport among the countries citizens. The AAHF was formed in 1993 under has the Addis Ababa sport commission. And during these early years 1975 up to 1982, participation of females in handball sport was very interested and their participation in different clubs was good. Female players' clubs founded around Tikur amebssa in 1968 known as Etumilamich and in 1975 female clubs were reduced and stopped their organization as a club form and also male handball clubs reduced as a club after sometime reduced to 17-10 and finally it reduced to 4 clubs.

However, starting from 1982 to 2011 the practice and the popularity of handball in Ethiopia had been significantly lowered and this was the time such sporting practices were treated with a high frigidty. As indicated in the above short history, has not been given an emphasis for the development of Ethiopian handball especially for women. This may affect the sport development throughout the country and that may affect females' participation in

handball practicing at school. Thus, in Ambassel woreda there are many hindrances that appear the game and activities of handball. In the study area so, female students have been showed weak skills involvement during their handball practical classes. For this reason, the investigator has been explored the factors that can influence grade twelve female students and to minimize the factors which is affecting during their handball practical classes in Wuchale-17 secondary school in Ambassel woreda, Debub Wollo zone, Amhara Regional state.

1. 2. Statement of the Problem

Schools are used as a source of future generation for a given country. Moreover, the issue of gender, in the education sector has become a major concern. 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. Handball is one of the most popular sports in the world, and it introduced in to Ethiopia in 1960 E.C by university instructors. Different researchers like (Sutton, A., 1998; Kasente, D., 2000) 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 weak engagement of female students in handball practical sessions. Nowadays, handball is recognized as one of the most and major part of physical education in the secondary school curriculum. So, Physical education is one of the main areas that needs the attention of equal participation for both male and female students. But the participation of female students are under several problems that resulted in unequal participation between them in Ethiopia in general and the study site in particular. Among problems lack of family guidance, lack of sports field material, socio-cultural problem, the negative impacts of the school environment and parent's related factors on the students learning engagement. and the existence of little research in the area as well as failure to conduct schools competition at all levels; it was taken place; section to section, school to school, between sub Cities at City Administration level and at country level. So, low engagement of female students in a regular exercise program was therefore, resulted in limited physical and mental fitness and skills during the course of football, handball, volleyball, gymnastics, athletics practical classes. Especially,

they have low trends to handball practical classes. These fitness or qualities can also acquire via practically that takes place largely through the formal process of physical education in schools (Bucher, C. A., 1975). In different handball practical classes the investigator was tried to explore the factors that affect female students' handball practice. Through investigator's experience in every year in Ambassel woreda there has been organized and held a regular football, tennis table and handball competition programs for the males only in and out of the school, in each year. But among these females could not be participated. Therefore, the investigator observed this segregation at different years of his experiences. And he had been observed female students' weak involvement than male counterparts during their handball practical classes. Therefore, the consensus to participate in this research to investigate grade twelve female students participation in handball practical session and to identify challenges that can contribute to low participation in the study area. In line with this the present study was tried to answer for the following key research questions:

1. What are the factors that hinder female students in handball practical classes?
2. What are the factors related to parents, teachers that influence female students in handball practical classes?
3. What are the school environment related factors that affect female students in handball practical classes?
4. What is the attitude of female students towards handball practical classes?

1. 3. Scope of the Study

The scope of the study was delimited on the area of exploring the factors that hinder grade twelve female students in handball practical classes in Wuchale-17 secondary school in Ambassel woreda, South Wollo zone, Amhara Regional State. The school and grade level were selected deliberately because of handball is given only for grade twelve students and its geographical proximity and convenience to the investigator. The participants of the study were delimited to some selected grade twelve female students, school principals, physical education teachers and parents of grade twelve female students for the purpose of gathering valid data on the topic to be studied.

1. 4. Significance of the Study

The findings of the study was contributed to identify the challenges of grade twelve female students in handball practical classes. Therefore, the outcome of the study had been seen as useful to contribute for making effective participation in handball practical session for grade twelve female students of Wuchalle-17 secondary school. So, to this end the significance of the study are to:

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

1. 5. Objectives of the Study

1. 5. 1. General Objective

The general objective of this study was to understand the challenges of female students in handball practical class in Wuchale -17 secondary school of Ambassel woreda.

1. 5. 2. Specific Objective

1. To investigate the factors that hinder female students in handball practical classes.
2. To examine the factors related to parents, teachers that influence female students in handball practical classes.
3. To identify the school environment-related factors that affect female students in handball practical classes.
4. To assess the attitude of female students towards handball practical classes.

2. RELATED LITERATURE REVIEW

This section is organized to include the findings of past researchers and how various scholars have look at the problems of females learning in handball practical class.

2. 1. Historical Background of Handball in the World

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

From 1904, handball developed steadily under the watchful eye of the IAAF. To keep pace with the progress of handball and other developing sports, the IAAF appointed a special committee, presenting the countries where is played, the look in to the possibility producing standardized set of rules for the game. (<http://www.northnet.org//timeline.html>. Retrieved on August 2014).

Modern handball was first played towards to end of 19th century. The real impulses emanated from Denmark, Germany and Sweden. The founding fathers of field handball were probably German physical education experts who gained recognition for field handball as a separate sport at the turn of the century, based on the game of introduced his country to a certain sport named “handball” in 1910. In 1928, eleven handball playing nations met in Amsterdam on the occasion of the Olympic Games and as a result of this meeting, the international amateur handball federation was formed. In 1931, just three years after attaining a separate entity, handball was included in the program of the games by the international Olympic committee. This game was first included in the Olympics held in Berlin in 1936. In door handball was invented in the 1940s in Denmark. This is a-7-a side game, played on a court slightly larger than a basketball court with smaller goals than its outdoor counterpart, again, this sports flourished in the Germanic nations where it was hoped that it would appeal to a wider audience. In its formative years as an outdoor game, Germany, Austria and Denmark dominated in the international sphere, even though not many other nations outside Europe were playing the game.

(<http://www.northnet.org//timeline.html>. Retrieved on August 2014).

When we are looking at the development of handball, at the early stage in Egypt, they were starting handball by throwing wood from one place to distance, like a short-put, only for physical fitness and strength competitions, but after a long time they changed to using leather substance like a basketball dimension with grass in it and they make a group and played as they liked without goal areas as a recreation for physical fitness developments. (<http://www.en.wikipedia.org/mike/team-handball/>, in 1926).

Handball began in Checkoslovakia by giving the name checky-handball 7:7 players the court as competitive sport. The credit for starting real handball with same rules in Germany the exact origin of court handball was played by Greeks and Romans in the school. It was certainly played in Ireland about played by Greeks and Romans in the school. An international handball match for the first time was played in Germany, it was highly popular among other countries after some years the participant countries develop a head than Germany in the Olympic game, for example: Yugoslavia, Rumania, Russia, Bulgaria, Poland, Hungary extra are highly popular in the world. Handball is now played on every habitable continent on this planet. It is estimated that about million players are registered with a club. Many of the European clubs are professional and some have players who are worth hundreds of thousands of dollars professional clubs in Asia (in South Korea, China and Japan) are becoming established and are considerate as very competitive on the international stage. Africa, Americas and Oceania mainly comprise of amateur clubs but are very enthusiastic.

(<http://www.en.wikipedia.org/wiki/IHF.world-womens-handball> Retrieved on August 2014). Handball is a team sport in which two teams of seven players each (six field players and a goalkeeper) pass a ball to throw in to the goal of the other team. The team with modern handball is usually played indoors but outdoors variants in the form of field handball which was more common in the past and beach handball. The game is quite fast and included body contact as the defenders try to step the attackers from approaching the goals. (<http://www.en.wikipedia.org/mike/team-handball/>, in 1926).

2. 2. History of Women Sports

In the ancient Olympics, women were not even allowed to watch the competitions. However, the precise history of women sports can traced back to the late nineteenth and

early twentieth century. However, social changes in Europe and North America favored increased women participation in society as equals with men, as exemplified by the women's rights movement. Although women were allowed to compete in many sports, relatively few showed interest, for a variety of social and psychological reasons that are still poorly understood.

(<http://www.en.wikipedia.org/wiki/IHF.world-womens-handball> Retrieved on August 2014).

The women sports history reflects that the women participated in the modern Olympic from 1900 onward. They participated considerably in fewer events. Due to the lack of physical strength and stamina of women led to the disheartenment of women involvement in more physically intensive sports. From 1970s, tennis become the most popular professional female sport. But, women's professional team sports achieved popularity for the first time in the 1990s, particularly in basketball and football. Regardless of this one can easily understand females to participate in sports especially in handball were a very big problems, even if during the pre-historic period.

2. 3. Women in Handball

According to the website (<http://www.en.wikipedia.org//mike/team-handball/>, in 1926), the congress of the IAAF nominated a committee to draw up international rules for field handball. The international amateur handball federation was formed in 1928. The international handball federation was formed in 1946. Women's handball was added to the roster of Olympic sports at the 1976 Montreal games, with the Soviet Union winning the first gold medals, medals in men's and women's team handball have been awarded in every summer Olympics since. The women's world championship has been played since 1957. The IHF also organizes women's and men's junior world championship.

2. 4. The Interest of Females toward Handball Game

Females inherently less interested in sports than men. Women have inferior opportunities and they have to do against the culture grain. Participation in sport games, with regard to parental influence, it appeared that parents were less encouraging of their children taking up the option. Participation is the process of involving young people in project or clubs, ideas to encourage decision making and empowerment, recreation and influence in youth

activities and sport programs it is the act of taking part in an activity or event. Participation is the action of group in which everyone has contributed their own ideas and act accordingly their task

According to (Adedoyin, O. O., 2011) stated that: Cultural ideology do not always promote exercises and physical activity in women, although many of the women understood its significance. Women who identified themselves in terms of their ethnicity were not interested in participating in sport as it challenges the boundaries of feminist and cultural identify (Walseth, 2006). Female players' interest toward handball game, most of the female players' interested toward handball game but they did not want to get involved together with male players. Sport activities sometimes give a lot of challenges to the female handball players. (Mr. Muhammad Akbar Zahidi, 2009).

2. 5. History of Handball in Ethiopia

The Ethiopian handball game was introduced by Ato Tokame Weld Wtsadik and other physical education teachers in Addis Ababa University in 1960. Today the game of handball has been spread throughout 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 extra for the game and which contribute for unsuccessful life in handball game at national level in general and in the school particular.

The EHF 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 manpower has increasing. IHF also organizes women's and men's junior world championship. (Afework Tekle, 2014).

2. 6. Effective Teaching in Handball

Physical education teachers need to implement effective teaching method because applying effective teaching method in content of handball may provide 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. 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 generations. (Adedoyin, 2011).

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. 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. (Bucher, C. A. and Koenig, R., 1994). Supporting this, (Wuest, A. 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.

The method of teaching, the problems are method of dividing between teaching of skill for games 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. Therefore, in order to make effective teaching and learning process, class organization and 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, thereby enhancing student learning. (Barch, G., 1988).

2. 7. Major Challenges on the Learning Process of Handball

The 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 subject matter, the outcomes realized, and the manner in which the program is conducted and its 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. Physical education learning experience becomes more memorable through proper use of supplementary teaching aid, each teacher should have a variety of good instructional materials and teaching equipment. All such materials should assist female students to practice and should not be used as means of entertainment where properly used such aids can increase the depth and speed of teaching learning in handball practical lesson. (Deborach Wuest, 1994). 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. (Azeb, 1998).

Time allotment for physical education is also a problem for physical education teachers in handball lesson. The time advantage can be achieved by longer period. So, time allotment is one of the most important factors that influence the female students during handball practical lesson to participate efficiently. (Buchers, C.A. and Koeing, R., 1974)

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 female students' in handball 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. Because the shortage of time and participating female students with the given time is not enough. (Knapp and Leonhard, 1968).

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. 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. (Kasente, D., 2000). In the same way, (Sutton, A., 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. 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. (Stromqueist, 1989). Furthermore, the findings of (Okoje, C., 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 learning handball practical session. That could be come from family, school, community, culture and student's personal conditions.

2. 8. 1. Factors Related to Schools

Schools are the main parts of educational systems, which are considered as a source of educated people. However, numbers of studies indicated to the participation and enrollment of female students in school; particularly in the rural areas could be affected by different school related factors. With related to school the 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 field handball activity. Since the school working environment, distance, attitudes of the teacher and other related factors are engaged in school problems. (Kasente, 2000).

2. 8. 2. Socio-Cultural Related Factors

The socio cultural beliefs and practices are the other main factors that affect females. Several studies indicated that a number of socio-cultural related factors tend to limit the value of female students in handball practical lesson. In the Middle East and North Africa, religious or socio cultural traditions such as early marriages and child bearing explain low

participation in education. Socio-cultural factors so that may affect the participation of female students in teaching hand ball where it came from, early marriage, abduction, lack of female role models religious beliefs, priority for boys' education, awareness of parents towards females participation in physical activities and attitudes of females themselves towards physical activity and education. (Pennycuick, D., 1998).

2. 8. 3. Factors Related to Family

Family plays a very important role in determining the degree of access that female students have good education and their level of achievement in the area they are participated. 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 girls enrollment in the schools. Thus, there are many family related factors including parental schooling, house hold responsibilities, family size, parent's educational level and background, and area of residence, family income and so on. (Kasente, 2000). This can be supported with (Rose, P. and Tembon, M., 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 and helping their overburdened mothers.

2. 8. 4. Factors Related to Teachers

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

(Posner, C. J., 1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation. Thus, teachers' skill and experience and attitude are the most important to determine the success or failure for the process of teaching and learning with enhancing female students' participation in it. Physical education teachers' 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 he suggested teacher's attitude towards students in every important aspects in helping to improve the development of their participation level.

2. 8. 5. Factors Related to Students Behavior

Students' attention is also drawn to sports which are of their own favorite as (Buchres, C. A., 1975) wrote students do not want to participate on activities whose abilities, needs and interests may be different from their own. Students with low motor ability are often ignored by the physical education. Students are not aware of the objective of physical education, they would rather prefer to play than to learn its skills. As one student suggested or saying "we should be able to participate instead of doing dumb drill and year" (Buchres, C. A., 1975).

2. 8. 6. Factors Related to Large Class Size

There are the problems that the large class size is believed to be responsible according to (Buchres, C. A., 1975) these can take time, discipline may be a greater problem and the administrative structure of the class will be informal. (Knapp and Leonhard, 1968) also stated that the type of program, teaching methods and available facilities affect that the size of the class. (Buchres, C. A. and Koeing, R., 1974) states that: "The size of classes affect the number of teaching stations, supplies, equipment, and the number of teachers. They further suggested that the effectiveness of teachers will be seriously hampered if there is an excessive number of students."

2. 8. 7. Factors Related to Teaching Methods

Team sports like handball are favorite of boys and girls. But there are certain teaching and student interest problems which require special method. According to (Buchres, C. A. and Koeing, A., 1974) states that: "The problems are method of dividing between the teaching of game skills and actual playing of the game itself and problems in the method of specifying certain position on team sports like handball and method on the problem of providing opportunities for creative thinking." For the effective teaching-learning process class organization is the key activity. The organization problem revolve around failure to

manage with limited equipment and facilities to a large size classes and failing to combine boys and girls during instruction (Ibid: 261). To avoid problems that can possibly arises on the teaching-learning process. The criteria should be set in selecting methods. These is the method compatible with the goal sought. (Knapp and Leonhard, 1968).

2. 8. 8. Factors Related to Conducting Handball Lessons

Students do not want to be required to perform the same activities as other students where abilities, needs and interests may be different from their own. (Buchres, C. A., 1975)

3. MATERIALS AND METHODS

In this section the description of the study area, research design, sources of data, population, sample size and sampling techniques, methods of data collection, pilot study, procedures of data collection, methods of data analysis and ethical consideration are presented.

3. 1. Description of the Study Area

The study site is wuchale-17 secondary school which is found in Ambassel woreda in Debub wollo zone, Amhara Regional state. Ambassel is one of the woredas of the Amhara region in Ethiopia and an amba, located in the woreda. Ambassel woreda is bordered on the west by the Bashilo which separates it from Tenta, on the north by the Semien Wollo Zone, on the southeast by the Mille River which separates it from Tehuledere, and on the south by Kutaber; the Walano, a tributary of the Bashilo, defines most of its southern border. Its largest town is Wuchale. Elevations in this woreda range from 1200 to 3200 meters above sea level; the divide between the drainage areas of the Nile and the Awash runs through the middle of Ambassel. Based on the 2007 national census conducted by the CSAE this woreda has a total population of 121,899, an increase of 9.65% over the 1994 census, of whom 61,290 are men and 60,609 women; 5,882 or 4.83% are urban inhabitants. With an area of 882.24 square kilometers, Amba Sel has a population density of 138.17, which is less than the Zone average of 147.58 persons per square kilometer. Wuchale (also spelled Uccialli) is a town in northern Ethiopia. Located about 40 km north of Dessie in the Debub Wollo Zone of the Amhara Region, this town has a latitude and longitude of 11°30'N 39°36'E and an elevation of 1711 m. It is the largest settlement in Ambassel woreda and is located along Ethiopian Highway. Based on figures from CSA in 2005, Wuchale has been estimated the total population of 6,811.

(<http://www.google-map/south-wollo/wuchale.com.et/esearch?q=google+map+picture>).

3. 2. Research Design

The study investigated the challenges of grade twelve female students in handball practical class in Wuchale-17 secondary school. A descriptive survey method was employed to

conduct the study. The research used both quantitative and qualitative approaches to collect and analyze data.

3. 3. Sources of Data

In order to gather sufficient information related to the problem under the study, the primary data sources were used.

3. 3. 1. Primary Source of Data

The primary data were obtained from grade twelve female students and their parents, physical education teachers, and school principals of Wuchale-17 secondary school.

3. 4. Population, Sampling Size and Sampling Techniques

There are two hundred grade twelve female students, four school principals, twelve physical education teachers, ten parents of grade twelve female students in the selected school for study. So, from the total of two hundred female students the investigator used twenty percent in a systematic random sampling method. Based on this, to select the sample first so investigator combined all female students together and arranged their names alphabetically. The investigator then assigned a roll number one up to two hundred students. From these two hundred female students the investigator was started the fifth student and then every fifth female student was selected up to the last two hundred students. The investigator so found forty female students as a sample. But four school principals including the school supervisor, school director, two school vice directors selected purposively from the total of four. And ten physical education teachers including all (three) grade twelve male physical education teachers and only seven physical educations teachers who have taught nine up to eleven grade levels selected purposively from the total of twelve physical education teachers in the school. Similarly, ten parents of grade twelve female students were selected purposively from the total of fifteen parents. For this case first the investigator randomly selected fifteen female students that their parents are willing to the main participant as a study sample. But among fifteen female students the investigator used only ten students who are more volunteer and able to present their parents for the purpose of thesis achievement by giving relevant documents.

3. 5. Methods of Data Collection

Multiple data gathering instruments are sought and used because no single sources of information can be trusted. Therefore, the investigator used three kinds of data gathering tools; questionnaire, interview and observation. (Paton, M. Q., 1990).

3. 5. 1. Questionnaires

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 the number of participants in one place at a time. Hence, the investigator was used questionnaires for forty grade twelve female students in the study area to find out their feelings about challenges that hindering female students' handball practical classes. The item of written questionnaires are both closed and open ended. So, questionnaires including eighteen open ended and twenty six closed ended questions for grade twelve female students. It was prepared precisely, neatly for students. Because they enable to understand about questionnaires concept with giving an appropriate information.

3. 5. 2. Interview

Semi structured interview questions was employed as an instrument to collect relevant information from parents of grade twelve female students, grade twelve physical education teachers, grade nine up to eleven physical education teachers and school principals through a careful examination of their feelings and opinions about the factors that hinder female students' handball practical classes. 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 investigator cross check the data collected through the questionnaire. The investigator was so prepared seven open ended questions for ten parents of grade twelve female students, seven open ended questions for four school principals and eleven open ended questions for grade twelve physical education teachers and nine opened ended for grade nine up to eleven physical education teachers in the study area.

3. 5. 3. Observation

Observation gives the firsthand account of situations under study and combined with other data collecting tools, it allows for a holistic interpretation of the situations which are being studied. Robson, C. (2002). So, the investigator first used the observation checklist guide for grade twelve female students. Bearing this mind, would be used the structure observation method 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' handball practical classes in the selected school. For instance, the investigator observed that how much equal opportunities were given the physical education teachers for female students like the males, how and how much the teacher demonstrated it, the degree of students practicing and the like. So, it was determined specific outcomes to observe and assess, decide what to look for, ensure students know and understand what the criteria are. And again the checklist guide was recorded the number of absent female students in each handball practical classes. The observational data was recorded after dispatching questionnaires and interview in order to get more information. So, from handball practical observation the investigator recorded the data based on how the students active to perform, expressing emotions, developing confidences and concentration. And how teachers encourage female students for using their sportswear by creating opportunities, both students and physical education teachers a frequent use of sportswear while practicing handball.

3. 6. Pilot Study

Before the actual study carried out, the questionnaire, the semi structured interview and observation checklist guides was commented through pilot study for this study. So, the instruments were prepared by investigator and then commented by two physical education teachers and school counselor (who were not participated in the main study) to ensure the appropriateness of the items in securing the relevant information for the research. Based on the feedback gained, some amendments have been made. For instance, they have been commented that questions should be prepared shortly and precisely with giving priority questions towards challenges of female students in handball practical class. So, the investigator included the idea of those participants in the pilot study. Yet again, from the

selected school, English and Amharic teachers examined questionnaires that related to grammars, spellings, ideas, and content errors. So, investigator amended eight semi structure interview questions, thirteen closed ended questionnaires and six observation questions. The main purpose of the pilot study is to improve some important aspects of the data collection instruments. For instance, to determine the quality of questions, weather the items are ordered properly, check out the sequence of the questions and ethical questions. After the pilot study modification would be made on the instruments to obtain appropriate and valid information.

3. 7. Data Collection Procedure

To collect relevant information from the participant of the study area; first the purpose and importance of the research in general, interview and observation questions, questionnaires in particular explained to them briefly.

Following this, the investigator dispatched the questionnaires directly to the participant. And then the investigator was collected the questionnaires from the participants after they were finished. Secondly, interview was made from parents of grade twelve female students and from the selected secondary school physical education teachers, school principals so as to carefully examined their feeling about the factors that hindering female students' during handball practical classes. Finally, observation was made to the sample students and physical education teachers from the study area during handball practical classes in order to see the way the teacher to teach and the reaction of the students in the actual handball practical class situations. The investigator was thought crucial to the entire research process based on observation checklist. So, the investigator was interpreted all the collected data from questionnaires, interview and observation.

3. 8. Method of Data Analysis

In this study the investigator was used both quantitative and qualitative analysis. By using quantitative analysis, the closed ended questionnaires were analyzed with frequency and percentage. With the help of qualitative analysis all the data would be collected from questionnaires, interview and observation would be analyzed by using words or phrases.

3. 9. Ethical Considerations

The research was conducted as per the rules, politics and research ethics of Haramaya University, and the privacy of the participants would be protected by the protocol that was approved by the university guidelines. The participant was informed earlier which was harmless to them, and would be taken a signed agreement to participate in this study with a written letter. Generally the research was going in line with necessary ethical issues.

4. RESULTS AND DISCUSSIONS

This section deals with the presentation, interpretation and analysis the major findings of the study. The purpose of the study was to assess the challenges of grade twelve female students in handball practical classes: The case of Wuchale -17 secondary school, Ambassel worda. To achieve the purpose of the study forty female students, three grade twelve physical education teachers, four school principals, seven physical educations teachers who taught grade nine up to eleven, ten parents of grade twelve female students were selected as a study samples. The data instruments were questionnaires, interview and observation checklist. The investigator was distributed eighty eight written and interview questionnaires and all (100%) of questionnaires were returned.

The closed ended questioners were analyzed through descriptive types of data would be applied by using frequency and percentage. But the information collected through observation checklist and semi structured interview is also qualitatively described in order to give appropriate answers for the basic questions set in the study. The response of female students, school principals, sport science teachers and parents of grade twelve female students can be summarized as follows.

4. 1. Data Analysis of Grade Twelve Female Students

Table 1. Your interest/motivation to learn in handball practical lesson

Rating scales	Number of Respondents	
	Frequency	Percentage
Low	13	32.5
Moderate	20	50
High	7	17.5
Total	40	100

As indicated in table 1 above, 13(32.5%) of female students responded that their interest or motivation to learn handball practical lesson is low, 20(50%) of the respondents replied that they have moderate interest or motivation and 7(17.5%) of the respondents replied that their

interest or motivation is high. As it is noted from the table, the interest or motivation of female students is moderate and low. Accordingly the findings, majority of grade twelve female students have low interest so this can affecting during their handball practical classes. Students do not want to participate on activities whose abilities, need and interest may be different form their own. (As Buchres, C. A., 1975).

Table 2. The degree of your handball practicing at the school

Rating scales	Number of Respondents	
	Frequency	Percentage
high	12	30
moderate	21	52.2
low	7	17.5
Total	40	100

As indicated in table 2 above, 12 (30%) of the respondents replied that they have degree of school's handball practicing, 21(52.2%) of them reported that they can be participated moderately in it and 7(17.5%) of the respondents replied that they have weak involvement during handball practical classes. We can infer from the result, majority of female students have low level or degree for handball practicing. This indicates grade twelve female students' voluntarism is low for school's handball practicing. This is so an obstacle to engage in handball practical classes.

Table 3. Your understanding about the use of handball practicing

Rating scales	Number of respondents	
	Frequency	Percentage
Low	25	62.5
Moderate	9	22.5
High	6	15
Total	40	100

According to the table (Table 3), the majority of participants 25(62.5%) responded that their understanding towards handball practicing is low, 9(22.5%) of the students replied that they have a moderate understanding to it and 6(15%) of them responded that they have a high understanding to handball practicing at school.

From the data in Table 3, female students' understanding to handball practical class is low and moderate. This situation can therefore contribute to the weak participation in it.

Table 4. The interaction of teachers and students during handball activity

Rating scales	Number of respondents	
	Frequency	Percentage
Low	17	42.5
Moderate	19	47.5
High	4	10
Total	40	100

As indicated in the above Table 4, 17(42.5%) of grade twelve female students responded that they have low relationship with their physical education teachers during handball activity and 19(47.5%) of female students responded that they have moderate relationships and also 4(10%) of the respondents have high relationships. This result implies that most of female students, 19 (47.5%) responded that they have moderate relationship with their physical education teachers. So, according to this the result from Table 4 above, female students hardly interact with their physical education teachers. This condition may be a significant factor for the low involvement of female students in learning and practicing of handball at schools.

Table 5. Your attitudes towards the occurrence of injury during handball game

Alternatives	Number of Respondents	
	Frequency	Percentage
Yes	30	75
No	10	25
Total	40	100

As indicated in Table 5 above, 30 (75%) of respondents felt that injuries can occur during playing a handball game. 10(25%) of them responded that handball game cannot be harmful. It can be concluded from the result that most female students believed that they can acquire injury by playing handball. Due to fear of injuries, therefore, grade twelve female students tend to ignore for playing handball game at the study area.

Table 6. Religious and cultural factors influence for sportswear during handball practical classes

Rating scales	Number of respondents	
	Frequency	Percentage
Never	6	15
Sometimes	30	75
Always	4	10
Total	40	100

As indicated to Table 6 above, 6 (15%) of the respondents felt that religion and culture cannot affect to sportswear during handball practical classes. And majority of respondents, 30(75%) replied that religion and culture can rarely influence to sportswear and the rest 4(10%) of them replied that sportswear has a frequent challenges on religion and culture during handball practical classes. It can be concluded from the result, it is the factor that can protecting from handball activities.

Table 7. Teachers' demonstration ability during handball practical lesson

Rating scales	Number of Respondents	
	Frequency	Percentage
Low	10	25
Moderate	25	62.5
High	5	12.5
Total	40	100

According to the above table (Table 7), 10(25%) of female students responded that physical education teachers demonstration ability is low to handball practical session and 25(62.5%) of the respondents replied that physical education teachers demonstration ability is moderate and also 5(12.5%) of the respondents replied that teachers demonstration ability is high about it. According to the result in the above table, most physical education teachers have medium demonstration ability during handball practical classes. So, it is a significant factor that may a barrier for grade twelve female students' from active participation at handball practical classes.

Table 8. Teachers used variety of teaching method to handball practice

Alternatives	Number of respondents	
	Frequency	Percentage
Low	18	45
Moderate	15	37.5
High	7	17.5
Total	40	100

As indicated in the above Table 8, 18(45 %) of the respondents replied that their physical education teachers used variety of teaching methods during handball practical class is low and 15(37.5 %) of them replied that they have moderate and the rest 7(17.5%) responded that their physical education teachers can use a high variety teaching methods. As it is

noted from the table, the majority of respondents believe that they have used a single teaching method. Therefore, the findings indicates that majority of physical education teachers have used a single teaching method. This can be a factor to decrease female students' motivation and therefore this has an impacts for the low handball practicing to them.

Table 9. Teachers' communication skill teaching in handball practical classes

Alternatives	Number of Respondents	
	Frequency	Percentage
Low	9	22.5
Moderate	21	52.5
High	10	25
Total	40	100

The above table (Table 9) showed participants response on the communication skills of their physical education teachers while demonstrating in handball practical classes. Accordingly, (N=9, 22.5%) of them reported, physical education teachers have weak communication skill. Most participants (N = 21, 52.5%) indicated that they have moderate communication skill and also 10(25%) of the respondents replied that their physical education teachers have high communication skills in it.

As it is noted from the data above, that most physical education teachers lack effective communication skills to teach handball practically. It is so a factor to understand that how to practicing handball activities. So, it is the one barrier for of grade 12 femal students during their handball practical classes.

Table 10. Students' opinion for challenge of school's environment to handball activity

No.	Items	Rating scales	Frequency	Percentage
i.	The school environment is conducive for handball practical classes	I agree	14	35
		Undecided	7	17.5
		I disagree	19	47.5
ii.	Availability of equipment, materials and facilities for handball lesson	High	6	15
		Moderate	11	27.5
		Low	23	57.5

As indicated in the above Table 10, item one, 14(35%) of respondents were replied that the school environment is conducive for handball practical classes and 7(17.5%) were responded that undecided whether the school environment is suitable or not and also 19(47.5%) of the respondents replied that the school environment is not conducive.

It can be concluded from the result, most female students believe the school environment which is not suit for handball practical classes. Due to this, the participants faced to the challenges for handball practical classes.

It also indicated in table 10 above, item two, 6(15%) of the respondents reported that the school has high handball equipment, materials and facilities and 11(27.5%) of the respondents indicated that it is moderate and most of the participants, 23(57.5%) of them responded that it is low. From the data in Table 10, most of the respondents reported to the availability of handball facilities and equipment are low and moderate. According to the findings, inadequate materials, facilities and equipment of handball can affect to female students from the getting of supports to handball practicing.

Table 11. Your understanding about the negative impact of your physical education teachers

No	Items	Rating scales	Frequency	Percent
i.	The skill of physical education teachers initiate to teach handball practically rather than other ball games	High	10	25
		Moderate	13	32.5
		Low	17	42.5
ii.	motivation ability and skill of their physical education teachers during handball practical classes	High	11	27.5
		Moderate	15	37.5
		Low	14	35

The above table (Table 11), item one, showed the responses of participants understanding on the degree of their physical education teachers' initiate to teach handball practical classes rather than the other ball games. Accordingly, 32.5% (N = 13) of the participants reported that their physical education teachers have moderate skills on initiate to teach during handball practical classes rather than the other ball games. Most participants (N = 17, 42.5%) indicated that they have low skills and the rest few participants (N=10, 25%) replied that they have high skills about it. According to the findings, teachers' low skills can influence on initiate to teach and which is hinder to students learning handball practically.

It also indicated in table 11 above, item two, showed the response of participants to teachers motivational abilities and skills during handball practical classes. Accordingly, 11(27.5%) of grade twelve female students were indicated that their physical education teachers have high motivational skills and ability during handball practical classes and most of participants (N= 15, 37.5%) reported that they have moderated skills and ability to motivation. On the other hand (N=14, 35%) of them said physical education teachers have low skills and ability to motivation. It can be concluded from the result, teaching on weak skills of motivation can be affected especially female students from the voluntarily engagement and an active handball participating at school.

Table 12. Teachers provided handball practice to female students as a tutorial class

Rating scales	Number of Respondents	
	Frequency	Percentage
Never	9	22.5
Sometimes	24	60
Always	7	17.5
Total	40	100

As shown in the above table (Table 12), most of the respondents (N=24, 60%) replied that their physical education teachers can sometimes provide handball practical activities for female students as a tutorial classes. And (N=9, 22.5%) of them responded that they do not used handball practicing for female students as a tutorial classes. Again the rest (N=7, 17.5%) of the respondents replied that they can always provide handball practical activities for female students as a tutorial classes. According to the findings, teachers have a random and informal used of tutorial classes towards female students' handball practical activities. This is so a factor to affect acquiring of necessary skills from handball practicing. As the result, female students lack of fostering with reducing the regular handball participating.

Table 13. The school communities low understanding about the role of handball practicing

Alternatives	Number of Respondents	
	Frequency	Percentage
I disagree	9	22.5
Undecided	11	27.5
I agree	20	50
Total	40	100

As it could be seen in table 13 above, 9(22.5%) of the respondents replied that the school communities do not have low understanding about the role of handball practicing and 11(27.5%) respondents indicated that they cannot decide to inform that either school

communities have low understanding or have not understandings about handball practical classes. But majority respondents, 20(50%) replied that they have low understanding about the role of handball practical classes. From the data in Table 13, school communities so may not be contributed to reduce female students' sport or handball challenges like students low interest, negative attitudes through appreciation. Thus, female students' handball practicing can be affected by this situation

Table 14. The school playing area (court) is suitable for handball practical classes

Rating scales	Number of Respondents	
	Frequency	Percentage
I disagree	17	42.5
Undecided	14	35
I agree	9	22.5
Total	40	100

As shown in the above table (Table 14), out of the total participants 17(42.5%) were replied that the school has not suitable playing court for handball practical classes and 14(35%) of them replied, it is neither suitable nor relevant for handball practical classes. The rest 9(22.5%) again replied to suitable. As it is noted from the table, that most female students cannot be participated during handball practical classes conveniently.

Table 15. Parental understanding to the importance of handball practical exercises at school

Rating scales	Number of Respondents	
	Frequency	Percentage
Low	23	57.5
Moderate	9	22.5
High	8	20
Total	40	100

As shown in table 15 above, 23(57.5%) of participants showed that parents' understanding is low about the benefits of handball practical exercise and 9(22.5%) of them responded that they have a medium understanding about it. And 8(20%) were replied to parents have a high understanding to it. According to the data in the above table, most female students responded to their parents have low understanding towards the benefit of handball practical activities. So, it is a significant factor that may hinder for grade twelve female students material support and an active involvement during their handball practical classes.

Table 16. Parents' material support to their children for practicing handball game

Rating scales	Number of Respondents	
	Frequency	Percentage
Low	30	77
Moderate	6	15
High	4	10
Total	40	100

The above table (Table 16) showed the responses of participants on parents' material support to their offspring's for school handball practicing. Accordingly, 30(77.5%) of students reported to parents have low material support them for well handball practice, 6(15%) of them were replied that they have a moderate material support and the rest 4(10%) agreed that they have a high material support to them during their school's handball practical class. Parental low understanding towards handball practice may lead to limited material support to their female children. So, this can be another factor that limits the student's practicing in handball activities and games.

Table 17. Families' voluntarism to allow their female students in handball practicing

Rating scales	Number of Respondents	
	Frequency	Percentage
Low	15	37.5
Moderate	13	32.5
High	12	30
Total	40	100

As shown in table 17 above, 15(37.5%) of the respondents replied that they are a low volunteer to engage their female children for handball practical classes and 13(32.5%) of them were responded that they are a moderate volunteer allow to engage their female children towards handball game and the rest 12(30%) replied to that parents have a high okay to engage their female students in school's handball practical classes. So, from this we can concluded since in our country trends of gender issue is unsolved. So, parents' discourage has a significant challenge to less involvement of female students during handball practical classes.

Table 18. Collaboration of principals and physical education teachers to organize sport

Rating scales	Number of Respondents	
	Frequency	Percentage
Not at all	15	37.5
Moderate	13	32.5
High	12	30
Total	40	100

According to the above table (Table 18), most of the participants (N=15, 37.5%) replied that they never to work cooperatively for organizing sport programs in the school and (N=13, 32.5%) of them replied that they can cooperate moderately to organize sports at school. And (N=12, 30%) of students replied that they have a high cooperation while organizing sports at school. It can be concluded from the result, most female students believed that school principals and physical education teachers did not work cooperatively in order to organize sport programs. Due to this, female students have not an opportunity to improve basic sport skills. Therefore this can be contributed for the weak imitate to handball practice.

Table 19. To motivate females for improving the interest of handball practicing, the teacher should be;

Activities	Number of Respondents	
	Frequency	Percentage
i. Used female students as a role model during handball practical classes	15	37.5
ii. Used different creativities that helps to improve students' handball practice.	25	62.5
Total	40	100

As shown the table (Table 19), for item one, 15(37.5%) of the respondents replied that teachers should be used as a role model during handball practical classes during handball practical classes in order to increase the interest of their handball practicing. And most of them, 25 (62.5%) were replied that they should be used different creativities that helps to improve students' handball practice. So, based on the data, it be can infer that since teachers' creativity enable to solve low interest of students towards different sport activities including handball practical classes.

Table 20. Female students' handball practicing habit can improve through practice;

Alternatives	Number of Respondents	
	Frequency	Percentage
When they play with boys	5	12.5
When they play alone	10	25
When they play in groups	25	62.5
Total	40	100

The above table (Table 20) showed the responses of participants about the ways to improving female students in handball practicing habits through. Accordingly, 5(12.5%) of the participants reported that they can improve it when they play with the boys and 10(25%) of them were responded that they can improve when they play with alone. The most respondents, 25(62.5%) agreed that they enable to improve it play when they play in groups. It can be concluded from the data, playing in groups have a better chance for increasing the habit of handball practical classes for grade twelve female students.

Table 21. The ball is sufficient during handball practical classes

Responses	Number of Respondents	
	Frequency	Percentage
Yes	17	42.5
No	23	57.5
Total	40	100

The above table (Table 21) shows 17(42.5%) of respondents agreed that there is enough ball distribution during handball practice but 23(57.5%) of them were reported that it is not adequate during handball practical classes. According to the findings, most of the participants in the study disagree about the adequacy of ball distribution. This can be therefore a factor for low involvement of female students in learning handball practically.

Table 22. Grade twelve teachers' absenteeism during handball practical classes

Alternatives	Number of Respondents	
	Frequency	Percentage
Always	-	-
Sometimes	36	50
Never	4	30
Total	40	100

As shown in table 22 above, none of the respondents replied that they are not absent frequently from handball practical classes and 36(90%) of the majority respondents showed that they are sometimes absent and the remaining 4(10%) of them believed that teachers are not absent totally. According to the data, indicated that teachers tends to absent from handball practical classes. So, teachers' absenteeism is a failure to female students' engagement from handball practical classes.

Table 23. The size of the class with teachers' ratio is relevant at your school

Alternatives	Number of Respondents	
	Frequency	Percentage
Yes	10	25
No	30	75
Total	40	100

As shown in table 23 above, 10(25%) of the respondents replied that they have a relevant ratio between teachers and students in the selected school for the study and 30(75%) of the majority respondents replied that they have not proper ratio between them. According to this findings, it is a significant factor for teachers have the challenges to well monitoring, supporting due to this female learners lack interests during handball practical classes.

4. 2. Data Analysis of Grade Twelve Physical Education Teachers

1. In your opinion what factors contribute to the low learning achievement of female students towards handball practicing?

Physical education teachers, in their interview, pointed out the following factors that can contribute to the low learning achievement of female students in handball practical classes:

- Lack of proper handball facilities and equipment at the school
- Low educational background and practicing habit of female students from handball practicing.
- The school communities and physical education teachers' low interest to motivate grade twelve female students from handball practical classes.

So, this can be a factor to limit students' a regular basis of practicing from school's handball.

2. How do you motivate grade twelve female students in order to reduce their challenges in practical classes of handball?

Physical education teachers were responded that they are motivated to participate in handball learning by the following ways:

- By creating awareness about the importance of handball activities.
- By delivering the lesson in a best manner in both theoretical and practical ways
- By demonstrating the different techniques and skills of handball relevantly.
- By giving handball practice as a tutorial classes for female students.
- Constructing handball playing area and fulfilling its materials like balls, cones, and goalposts.
- Developing positive relationship with their teachers and classmate.

According to the findings, these can helps to the students for a better twig and practicing of handball.

3. Do you think that the school provides available equipment and facilities for better teaching learning process for handball practical classes?

All physical education teachers replied to the availability of school facilities and equipment ensure needed for the better teaching learning process of handball. But the

selected school for study do not have adequate facilities and equipment. It is so a factor that influence for well involvement of female students towards handball practice

4. What things in the school environment can affect female students' involvement for handball practicing?

Through interview, teachers screening out its different factors as follows.

- Bumpy and shoal playing court.
- There is no trees for drop shadow.
- The school has fluctuation or haggling topography.
- Has rubbish environment in the school. Therefore, these and the like factors in the school environment actually can make challenges to female students' involvement and achievement of it.

5. What solutions do you suggest to foster the interest of female students towards handball practical classes?

All physical education teachers replied as a solution to enhance female students' engagement in handball practical learning can develop by the following ways:

- Physical education teachers should communicate with female students, school societies, school principals for creating good awareness about handball roles, and they fulfilled handball equipment and facilities.
- The handball activities should be practiced tutorial classes regularly in order to improve female students handball practicing.
- Organize intramural and extramural handball competitions.
- Give awards for female students who is a better performer in handball practicing.

As it is noted from interview, all of these things which is a factor to foster the interests for increasing female students' handball practical classes.

6. What do you make to induce the crucial effect of students' regular basis of physical activities, facilities and materials for handball practical classes?

Through interview, all teachers were replied the following factors which is advantage to induce its effects for female students.

- Increasing confidence, attention and interest for a regular involvement at handball practical classes. So, it is beneficial to increasing especially grade twelve female students' a regular engagement in handball practice.

7. Is there the playing field has the area for changing sportswear, to bathe or use toilet especially for female learners at the school?

- Grade twelve physical education teachers replied that there is no favorable places around the playing field to change or peel of sportswear and to washed at the bath room or to use toilet. So, it can be concluded from the findings, particularly, female students influenced by these basic issues. So, this is another factor can influence to the free involvement and all rounded improvement of students towards their handball practical classes.

8. What do you think the lack of handball materials and other sources of teaching aids that can contributes to negative impacts to female students at handball practical classes? What do you suggest as a solution?

- Majority of teachers reported that in the study area there is no enough teaching materials and facilities for all sport activities especially to handball practical classes. So, this can be a factor to hinder the involvement of female students in physical, mental and social fitness. Due to this grade twelve female student decrease in their handball practicing. And they suggest that all concerning bodies should be work cooperatively for solving these obstacle.

9. How do you explain the degree of grade twelve sport science teachers' motivated female students towards their handball practical classes?

- Majority of respondents replied that they have weak motivations for female students during handball practical. As it is noted from interview, teachers ensure

that do not support during their handball classes sufficiently. This is so a factor that can minimize female students in handball practical classes.

10. What kinds of teaching methods do you prefer for handball practical classes? Why do you prefer it?

- Most of the interviewee, said that they are using demonstration in the form of row formation methods. And they replied this for reason to use, it helps for getting well handball demonstrations for female students at school. It is noted from this interview, teachers' row formation method can distinguish female students' handball challenges with increasing their practicing in it.

4. 3. Data Analysis of Grade Nine up to Eleven Physical Education Teachers

1. In your opinion what are the factors that can affecting to female learners during handball demonstration at school?

Through interview, they pointed out the following factors:

- Sport science teachers did not treat all students equally and they were not a role model in handball practicing to female students at school.
- They could not be attempted to suggest and obligate the school principals for fulfilling proper and sufficient water facilities, first aids, handball facilities, and materials especially to the well performing at handball practical classes.
- Teachers did not have well organized daily attendance, tutorial and make up classes at handball practical classes.
- They have interests to change their teaching methods in both practical and theoretical classes. It can be concluded from the findings, teachers have many challenges to teach, critical thinking, problem solving and incomplete understanding. This can be a barrier to grade twelve female students during handball practical classes.

2. What are the factors affecting to learning and practicing of female students at school's handball?

They pointed out, the following factors can affect towards this:

- Female students should be affected by the cultural, socio -economic factors and they were influenced by their peers, physical educations teachers, other subject

teachers, school communities and their parents towards their handball practical session.

- Female students have not been often attended in tutorial and practical classes' handball.
- Female students should not be aware the importance of physical activities and its safety procedures.
- They could not be communicated with their parents and all other concerning bodies obviously to tell the learning of their challenges. According to the data, it indicates these factors can significantly affect to female students practicing in handball.

3. Do you believe in what extent can affect to student's low learning background towards teaching-learning process at handball practical classes?

- Teachers replied from this, students are absent from handball practical classes and they show unexpected behaviors frequently including disturbing or insult teachers, school mate and they have weak practicing degree to handball. It is so a barrier to hinder grade twelve female students from the free and active engagement in handball practical classes.

4. What do you suggest the reasons for parents' influencing at female students' handball practicing?

For this case, teachers pointed out the following factors:

- Parents enforced their children at home work.
- They were fearing of sexual abuses.
- They did not allowed female students handball practicing due to religious and cultural influences.
- Parents believed on females' married rather than their practicing.

So, it is a serious challenge can affect to students' handball practicing regularly.

5. In your opinion the number of physical education teachers are sufficient per a class and the size of classes?

All teachers replied that they have not a proper ratio between classes and the number of students in each class. It can be concluded from this findings, teachers have a saddle to practice all his or her periods and control or treat students

sufficiently and relevantly. This is due to it creates both teachers and students boredom and exhaustion for practicing sufficiently.

6. What do you expect the extent of school principals understanding for handball practicing?

Majority of interviewee, pointed out the degree of school principals' towards handball practice as follows:

- School principals should not be communicated with parents of grade female students, physical education teachers and other concerning bodies.
- They have not a habit to observe school's handball tournaments especially female students' handball practicing and the challenges of handball practical classes.

It is so difficult to well performing for grade twelve female students at their handball practical classes. Due to this they cannot be distinguished and supported females at their challenges.

7. What are negative impacts for female students on handball practical classes who is demonstrated by their male physical education teachers?

- All respondents said that they are fearing, afraid of when they are practicing it; some students were not voluntary to perform, they were asked a permission ungrounded and the like. From this findings, it can be concluded, female physical education teachers have a better chance to avoid those impacts with increasing their handball practicing capacity to than male counterparts.

8. Are all physical education teachers meet with parents for inviting female students' challenges during handball practical classes?

Majority of interviewee indicated, some of teachers only could be meet with parents for the purpose of inviting and solving and solving the challenges of it.

This is so a factor to limit for majority of grade twelve female from handball practicing.

4. 4. Data Analysis of School principals

1. Do you have the roles for reducing the burden of female students' handball practicing from the community?

- School principals have not been contributed for minimizing students' burden which is derived from their community. It implies they did not totally support females from burdens such as early marriage, economic dependent, social, psychological inferiority extra. This is so hindrance in female students' affective, cognitive and psychomotor domains for handball.

2. What do you think the school and school environment hinder to grade twelve female students at handball practical classes?

What do you suggest as a solution to those problems?

- They said that messy, projection, stony and incomplete facilities at school environment can be faced to many challenges towards female students' handball practical classes. So, it is a barrier for improving the interest of handball practicing and physical, mental, social fitness of it.

And they suggested the following things as a solution:

Comfortable, clean and attractive school environment should be organized.

Proper toilet, bathroom, facilities and changing or exchanging centers for sportswear should be built around playing field in the school.

These solutions so which is fostering female students' better involvement with reducing the challenges of handball practice.

3. Are you allocate budget for physical education department to fulfil equipment, materials and facilities for handball practicing?

Most of the respondents said that both ministry of education and regional educational bureau have annual budget to schools' sport competition program including handball practicing. Our school is therefore allocating budget for physical education department for fulfilling sport materials, equipment and facilities especially to handball. But they said that the budget is too low. Hence, according to

the findings, the budget can affect to buy adequate and quality sport's or handball equipment, materials and facilities. So, it is hindering the effect of female students through sports or handball practice at school.

4. Do you have roles to motivate grade twelve female students in school's handball activities and out of its school's sport competitive programs?

All of interviewee reported that they have a few of motivation to students especially for grade twelve female students' in handball activities. So, this clearly indicated the school's principals were not well motivated females during their handball practical classes and out of the school's its competition program. This is a significant factor for decreasing a regular and free engagement during handball activities.

5. Do you have the habit to show good approach and communication for students especially to grade twelve at their handball practical classes?

Through interview, majority of them responded that they have not attractive approaches and communication with female students at school. Due this to this school principals cannot be identify the level of students' handball practical challenges and unable to solve it. This is the one factor for gender issue so that it is a barrier to female students practicing at handball effectively.

6. Do you advise female students if they can keep from drug abuses for the better presentation of female in handball practicing?

- Most of the respondents were advised to students but it was not a regular and formal ways. It can be concluded from this data, school principals should not advise sufficiently. This is so another challenge to students a regular involvement in handball practice.

4. 5. Data Analysis Parents of Grade Twelve Female Students

1. Would you have a habit to dialogue with your female children about problems of handball practical classes regularly and seriously?

- Majority of participants have not a habit to discuss with their female offspring's regularly and relevantly. Hence, this findings indicated, parents certainly unable to distinguish their female students' handball practical backgrounds. This is another

impacts can hinder to female learners attaining of a relevant supports and solutions from their parents at school's handball practical classes.

2. How much your female children can score from handball practical classes?

- All respondents replied that they are enable to scoring a maximum of 50 and below 50. According to the findings, really grade twelve female students have been low attendance from their handball practical classes. This is so a factor to miss a sufficient score during handball practical classes.

3. Do you ask the school principals, physical education teachers and other concerning bodies about the problems of female students on the practical classes of handball?

- At this aspect, most of the interviewee, replied that they have not a habit to forwarded questions to them. Parents therefore do not attain such particular handball practical challenges of their female students. Due to this parents unable to give a proper supports and solutions to them at handball practical classes.

4. Do you know the benefits of exercises for the rapidly development of the physical and mental challenges?

- Parents have not been concepts about exercises benefits to intellectual and physical development. Parents so could not be totally supported their students' female in the physical, mental or social improvements via handball practicing or other sport activities.

This is can be affecting grade twelve female practice at school's handball.

5. What roles do you play for your female students at handball practical classes?

Parents could be reinforced and supported to their female offspring's during handball practice by fulfilling sportswear, giving suggestions and recommendations.

- But these were not smug because parents' roles have not been solutions and organized systems to females' handball practice. It can be conclude from the findings, such parents' incomplete and unreliable activities have not a good value for female students' handball practicing at school.

6. What do you suggest as a solution for religious and cultural influence to female students' handball activities at school?

Interviewee supposed the following solutions for this females students' challenges.

- All concerning bodies should give training to female students, their parents, their male counterparts, school principals and school communities about the no impacts of handball practicing to religion and cultures issue.

4. 6. Data Analysis of Observation Checklist

1. Did physical education teachers can give equal opportunities for boys and girls during handball practical classes?

Towards this question, the investigator observed the following things during handball practicing:

- Grade twelve physical education teachers had better appreciation and support for males rather than female students. We can conclude from this alienation, majority of females were not participated actively and some of them were isolated from the activities. This is so another factor that can expose to depression, bad feeling, less socialization and the like. This can contributed the weak contribution for handball practicing.

2. Can teachers well demonstrated during handball practical classes?

- The investigator inspected that they have been low demonstration capacity. From this findings, it can be concluded that female students can be confused when they are practicing handball. This can contributed to the weak contribution of grade twelve female students for handball practicing.

3. Did grade twelve female students performed the given tasks in a best manner during handball practice?

The investigator observed that only some female students were slightly attempted to do the different handball activities. From this findings, indicated that majority's female students were inactive from handball practice.

4. Can teachers well supervising and managing absent and inattentive students in each handball practical classes?

Towards this issue, the investigator was observed the following teachers' activities at the study area:

- Teachers have not been a sufficient and a regular supervision and conducting systems for the practicing of female students at handball practical classes. Thus, the data indicated that female students have a negative impacts on their handball practical achievements.

5. Did female students desire to minimize religious and cultural barriers during their handball practical classes?

Towards this issue, investigator could be observed the following things at the study area:

Most female students have not interested to reduce religious and cultural factors at their handball practicing. It can infer that students have been felt on traditional believes. Thus, female students have not been interest to participate in handball practical classes.

6. Did teachers used different materials and equipment that needed for handball practical learning?

- The investigator observed the following things while the teachers demonstrated during handball practical classes. Most teachers were not used different teaching aids. As it is noted from this findings, the lesson which is not clear so that the students became confused and they were not motivated. This is so another factor for grade twelve female students' weak practicing in handball practical classes.

7. Are school environment and playing court comfortable to handball activities?

- The selected school for study was not suitable to handball activities. And even it was not comforted for other ball games including football and volleyball. Because the school campus has been shrub, stony and prominent area and it was not hygienic. Uncomfortable playing area and school environment can hinder to students' all rounded learning and practicing of handball and varied sports.

8. Have teachers a sufficient and relevant motivation to female students at their handball practical classes?

At the observation time all physical education teachers have been motivated. But they were not refresh sufficiently and relevantly. So, female students could be ignored for practicing handball because their fearing and afraid of during handball activities

9. Can teachers and female students used sportswear in handball practical classes regularly?

- The investigator observed that all teachers have been a habit to use sportswear but some of female students were not wore and majority them could not be wore regularly. This data indicates due to incomplete use of sportswear female students' lack of interest and comfort for handball practicing regularly at school.

10. Can teachers have well planned tutorial classes used as handball practical classes and applying it to female students only?

- Towards this aspect, the investigator has observed the following things through the lesson of handball practical classes. Teachers have already tutorial classes for female students only. But it was not a well-planned and a regular. From this data, it can be concluded that female students unable practicing sufficiently. Because the teacher cannot be well managing and helping them.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5. 1. Summary

The main objectives of this study was to investigate and to come up with a solution for challenges of female students in handball practical class: The case of Ambassel woreda secondary school, South Wollo zone, Amhara regional state. To meet the objective in detail, the following research questions were carried:

1. What are the factors that hinder female students in handball practical classes?
2. What are the factors related to parents, teachers that influence female students in handball practical classes?
3. What are the school environment related factors that affect female students in handball practical classes?
4. What is the attitude of female students towards handball practical classes?

In order to answer the above questions, data was collected through questionnaire, semi structured interview and observation checklist. The study employed both quantitative and qualitative research approach and it was conducted in Wuchale-17 secondary school for grade twelve female students. Forty female students were selected by using systematic random sampling method but ten physical education teachers, four school principals, and ten parents who participated in the main study; were selected by using purposive sampling technique. The collected data were analyzed by using frequency and percentage. So, both qualitative and quantitative data were expressed or analyzed in words or phrases.

You know that societies are not more familiar with practicing sport like handball especially the rural part of the societies. After conducting the research the investigator got some challenges of grade twelve female students during their handball practical classes and handball game at school. So, among the challenges were low performance, inadequate involvement, low educational concepts, lack of motivation from all concerning bodies, low understanding of the school's director and parents towards grade twelve female students challenges in handball practical class. The one big problem was there is no conduct the research work to this at the school before in order to solve challenges of female students' handball practicing. The investigator therefore conducted the research questionnaires based on the challenges of handball practical class and he distributed to grade twelve female

students only. In addition to this, semi structured interview were prepared and asked to school principals, sport science teachers, parents of grade twelve female students. Observation checklist were prepared for getting data during handball practical learning outcomes. After the data gathered through questionnaires, observation and interview the investigator was analyzed and interpreted the data and the major study findings were identified.

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

- The findings, confirmed that grade twelve physical education teachers a medium concepts and knowledge, low communication, demonstration capacity and a single demonstration methods were hinders to grade twelve female students' handball practicing effectively.
- Teachers' inability which is difficult to identify the degree of female students' handball practicing. Again unequal motivation with their male counterparts, informal controlling methods for absent students, irrelevant and inadequate use of demonstration aids could be hindered during handball practical classes. Only one credit hour per a week for physical education class, unconducive and in adequate school's playing court and improper handball materials was seen as a problem for both students and teachers for demonstrating it effectively.
- Parents, school principals, students and other concerning bodies weak interest and motivation to aware the benefit of handball practicing was seen as a problem to minimize challenges of grade twelve female students' handball practicing. Parents' low understandings, desires and habits of discussion with all concerning bodies and their low activities for minimizing religion, cultural factors and the like could be affected to grade twelve female students in handball practice sufficiently.
- School principals' low support and voluntarism to allocate budget, less concepts, and supervisions was seen as a barrier for females' handball at practicing.
- Irregular and informal tutorial classes, the ratio between students and teachers can affecting in female students' handball practicing.

5. 2. Conclusions

Based on the result of the study the following conclusions are forwarded.

- Unskilled Physical education teachers have a chance to use a single teaching methods, low demonstration and communication skills due to this handball practicing is a factor to affecting for grade twelve female students.
- Low motivation and interests of female students, their peers, physical education teachers, their parents, school principals which is a barrier to practicing at female students' handball practical classes.
- School principals' and other concerning bodies low advising, supervising or controlling habits to inattentive and absent students can be exposed to bad habits like chewing chat, drinking alcohol and the like. This is a factor that can make barriers to handball practice.
- Lack of proper handball facilities and materials, very weak background of female students at handball practicing, absence of water facilities and health center and unconducive school's environment can decrease female students from handball practical classes.
- Uncoordinated work and discussion of teachers, school principals, parents and other concerning bodies has a negative impacts for supporting and controlling female students at handball practicing.
- Grade twelve female students and physical education teachers' absenteeism, unconducive playing court, can contribute to from handball practical classes can contribute students' low learning and skill developments.
- School principals' and other concerning body's low support and voluntarism, interest to aware the importance of handball benefit, to allocate low budget can highly affecting grade twelve female students at handball practical class.

5. 3. Recommendations

Based on the findings of this study the following recommendations are forwarded

- School principals and other concerning bodies should allocate enough budget for health and physical education department in order to fulfill sport material especial for handball. Again they give an attentions for building of water facilities and health center like first aid which helps for the active involvement with decreasing challenges of female students during handball practical class.
- School community, principals, peer of students, their parents and physical education teachers should encourage female students for more staying in handball activity.
- All concerning bodies should arrange the size of the class with teachers ratio, prepare well planned make up and tutorial classes, built wider and conductive school compound and playing court for better engagement and all rounded improvements of female learners through handball practical classes.
- Grade twelve female students should obviously communicate with their parents and all other concerning bodies introduce or tell their challenges, should not be absent from handball practicing in order to get the crucial solution for females' handball practical challenges.
- Female students' understanding should be positive in order to limit the barriers in culture, socio-economic, their peers, teachers, and their parents in order to reduce their challenges during handball practical.
- Physical education teachers should attempt to avoid a tendency to absent from handball practical classes, use well organized tutorial classes, varied teaching methods, well demonstration and inspection to improve female students' handball practicing habits. Teachers should suggest and invite the school principals and other concerning body's in order to fulfill propel facilities water facilities, adequate and relevant sport materials especially to handball activity.
- Parents and teachers should make good relationships with female learners in order to check and control their school attendance, score in handball practicing and giving rewards for more motivation, openly discuss with the students for purpose of more supports towards their handball practical challenges.

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7. APPENDICES

Appendix -A

Participant's Information Sheet and Informed Consent Form

Investigator's Name: Eyasu Teshome Reta (Bed in Physical Education minor Biology)

Advisor's Name: Desta Enyew (PhD)

Co-Advisor's Name: Aesmerom Tekle (PhD)

Proposal title: Challenges of Female Students in Handball Practical Class: The Case of Ambassel Woreda Secondary School, South Wollo Zone, Amhara Regional State, Ethiopia.”

Purpose of the study:

The purpose of this study is to investigate the challenges of grade twelve female students in handball practical class. The findings of this study can very much contribute for students. More over the aim of this study is to write a thesis for the partial fulfillment of master program in Teaching Physical Education.

Procedure and duration:

The investigation or data collection period will be taken only two months. Target groups were undergone without the normal physical education classes program. So, two practical days were taken per a week as a regular program from Wuchale 17 secondary school.

Risk and safeguard:

Female students will not perform in handball practical classes properly that mean if they tired, injured or feel pain too quickly the investigator will be given a recovery period, first aid and/or medical treatments. There may be personal benefit for participating in this study. However, I hoped that, in the future the school society will beneficial from this study by understanding the challenges of grade twelve female students in handball practical classes and adjusting life styles in their daily routines. .

Confidentiality:

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

Rights:

Participation in this study will be a fully voluntary based. You have the right to declare to participate or not in the study. And if you decide to participate, you have the right to withdraw from the study at any time and this will not be labeled you for any loss of benefits which you otherwise are entitled.

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

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Appendix- B

Questionnaires for Grade Twelve Female Students

Dear respondents:

The purpose of this questionnaire is to obtain the primary and relevant information from you for MEd study entitled “the challenges of female students in handball practical classes in the selected secondary school in Ambassel woreda.” The data will be used only in a study that aims at identifying problems and proposing some feasible solutions accordingly. Therefore, your cooperation by giving genuine information will have a significant contribution to valid research findings. You are therefore, kindly requested to be genuine and honest in providing factual information in the course of the questionnaires. Individual data will be kept confidential.

Thank You in Advance for Your Cooperation.

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

Part 1. Background information: -

Instruction 1. Please write background information on the space provided

Name of the school _____

Sex _____

Age _____

Qualification _____

Grade level _____

Work of experience _____

Region _____ Sub-city _____ kebele _____

1. In which level of interest/motivation you learn in handball practical lesson.
A, Low B, Moderate C, High Please, give your reason for your answer ____
2. In which degree you practice at school’s handball practical lesson ?

A, Never B, Always C, Sometimes

3. In which extent you have understand about the use of handball?
A, Low B, Moderate C, High
4. The interaction of teachers and students during handball activity is;
A, Low B, Moderate C, High
5. Do you have attitudes towards the occurrence of injuries during handball game?
A, Yes B, No
6. In which extent the religious and cultural factors influence for sportswear during handball practical classes?
A, Never B, Always C, Sometimes
7. To which extent teachers' demonstration ability during handball practical lesson?
A, Low B, Moderate C, High
8. To which extent physical education teacher used variety of teaching method to handball practical classes.
A, Low B, Moderate C, High
9. In which level of teachers' communication teaching at handball practical classes?
A, Low B, Moderate C, High Please, give your reason for your answer ____
- 10. Students' opinion for challenge for school's environment related factors handball to handball activity**
 - i. The school environment is conducive for handball practical classes
A, I Agree B, Disagree C, Undecided
 - ii. Availability of equipment and facilities for handball lesson
A, Enough B, Moderate C, Low
- 11. Your understanding about the negative impact of your physical education teachers in handball practical classes.**
 - i. To which level have the skill of physical education teachers imitate to teach handball practically rather than the other ball games?
A, High B, Moderate C, Low Please, give your reason for your answer ____
 - ii. The degree of motivational ability and skills of their physical education teachers during handball practical classes?
A, High B, Moderate C, Low

12. How often the teachers provided handball practice to female students as a tutorial class?
A, Never B, Sometimes C, Always Please, give your reason for your answer _
13. Do you expect school communities have low understanding about the role of handball practicing? A, I Disagree B, Undecided C, I Agree
14. Do you believe that the school playing court is suitable for handball practical classes?
A, I Disagree B, Undecided C, I Agree
15. Parental understanding to the importance of handball practical exercises is;
A, Low B, Moderate C, High
16. The level of parents' material support to their children for practicing at handball game is? A, Low B, Moderate C, High
17. Families' voluntarism to allow their female students in practicing handball is;
A, Low B, Moderate C, High
18. To what level collaboration of principals and physical education teachers to organize sport?
A Not at all, B, Moderate C, High
19. **To improve female students' for improving the interest of handball practicing the teacher should be;**
- i. Used female students as a role model during handball practical classes
 - ii. Used different creativities that helps to improve students' handball practice.
- If your answer may be i or ii for question 19 explain your reasons briefly_____
20. Female students' handball practicing habit can improve through practice when playing with;
A, Boys B, Alone C, groups (in both boys and girls)
21. Is the ball sufficient during handball practical classes?
A, Yes B, No Please, give your reason if your answer is either A or B ____
22. Grade twelve teachers' absenteeism during handball practical classes is;
A, Always B, Sometimes C, Never
23. Do you believe class size with teachers' ratio is relevant at your school?
A, Yes B, No Please, give your reason if your answer is B ____

Appendix- C

Interviews for Grade Twelve Physical Education Teachers.

Dear respondents:

The purpose of this interview is to obtain the primary and relevant information from you for MEd study entitled “the challenges of female students in handball practical class in the selected secondary school in Ambassel woreda.” The data will only be used in a study that aim at identifying problems and proposing some feasible solutions accordingly. Therefore, your cooperation by giving genuine information will have a significant contribution to valid research findings. You are therefore, kindly requested to be genuine and honest in providing factual information in the course of the interview. Since writing your name is not required. Individual data will be kept confidential.

Thank you in advance for your cooperation.

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

Name of the school _____

Sex _____

Age _____

Qualification _____

Grade level _____

Work of experience _____

Region _____ Sub-city _____ kebele _____

1. In your opinion what factors contribute to the low learning achievement of female students towards handball practicing?
2. How do you motivate grade twelve female students in order to reduce their challenges in both theoretical and practical class of handball?
3. Do you think that the school provides available equipment and facilities for better teaching learning process of handball?

4. What things in the school environment can affect female students' involvement for handball practicing?
5. What solutions do you suggest to foster the interest of female students towards handball practical classes?
6. What do you make to induce the crucial effect of students' regular basis of physical activities, facilities and materials for handball practical classes?
7. Is there the playing field has the area for changing sportswear, to bathe or use toilet especially for female learners at the school?
8. What do you think the lack of handball materials and other sources of teaching aids that can contribute to negative impacts to female students at handball practical classes? What do you suggest as a solution?
9. How do you explain the degree of grade twelve sport science teachers' motivated female students towards their handball practical classes?
10. What kinds of teaching methods do you prefer for handball practical classes? Why do you prefer it?

Source: self-made

Appendix- D

Interviews for Grade Nine up to Eleven Physical Education Teachers.

Dear respondents:

The purpose of this questionnaire is to obtain the primary and relevant information from you for MEd study entitled “the challenges of female students in handball practical class in the selected secondary school in Ambassel woreda.” The data will only be used in a study that aims at identifying problems and proposing some feasible solutions accordingly. Therefore, your cooperation by giving genuine information will have a significant contribution to valid research findings. You are therefore, kindly requested to be genuine and honest in providing factual information in the course of the questionnaires. Individual data will be kept confidential.

Thank you in advance for your cooperation!

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

Part 1. Background information: -

Instruction 1. Please write background information on the space provided

Name of the school _____

Sex _____

Age _____

Qualification _____

Grade level _____

Work of experience _____

Region _____ Sub-city ____

1. In your opinion what are the factors that can affecting to female learners during handball demonstration at school?
2. What are the factors affecting to learning and practicing of female students at school's handball?

3. Do you believe in what extent can affect to student's low learning background towards teaching-learning process at handball practical classes?
4. What do you suggest the reasons for parents' influencing at female students' handball practicing?
5. In your opinion the number of physical education teachers are sufficient per a class and the size of the classes?
6. What do you expect the extent of school principals understanding for handball practicing?
7. What are negative impacts for female students on handball practical classes who is demonstrated by their male physical education teachers?
8. Are all physical education teachers meet with parents for inviting female students' challenges during handball practical classes?

Source: self-made

Appendix- E

Interviews for School principals

Dear respondents:

The purpose of this interview is to obtain the primary and relevant information from you for MEd study entitled “the challenges of female students in handball practical class in the selected secondary school in Ambassel woreda.” The data will only be used in a study that aims at identifying problems and proposing some feasible solutions accordingly. Therefore, your cooperation by giving genuine information will have a significant contribution to valid research findings. You are therefore, kindly requested to be genuine and honest in providing factual information in the course of the interview. Since writing your name is not required. Individual data will be kept confidential.

Thank you in advance for your cooperation.

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

Name of the school _____

Sex _____

Age _____

Qualification _____

Grade level _____

Work of experience _____

Region _____ Sub-city _____ kebele

1. Do you have the roles for reducing the burden of female students' handball practicing from the community?
2. What do you think the school and school environment hinder to grade twelve female students at handball practical classes? What do you suggest as a solution to those problems?
3. Are you allocate budget for physical education department to fulfil equipment, materials and facilities for handball practicing?

4. Do you have roles to motivate grade twelve female students in school's handball activities and out of its school's sport competitive programs?
5. Do you have the habit to show good approach and communication for students especially to grade twelve at their handball practical classes?
6. Do you advise female students if they can keep from drug abuses for the better presentation of female in handball practicing?

Source: self-made

Appendix- F

Interviews for Parents of Grade Twelve Female Students

Dear respondents:

The purpose of this interview is to obtain the primary and relevant information from you for MEd study entitled “the challenges of female students in handball practical class in the selected secondary school in Ambassel woreda.” The data will only be used in a study that aims at identifying problems and proposing some feasible solutions accordingly. Therefore, your cooperation by giving genuine information will have a significant contribution to valid research findings. You are therefore, kindly requested to be genuine and honest in providing factual information in the course of the interview. Since writing your name is not required. Individual data will be kept confidential.

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

Name of the school _____

Sex _____

Age _____

Qualification _____

Grade level _____

Work of experience _____

Region _____ Sub-city _____ Keeble

1. Would you have a habit to dialogue with your female children about problems of handball practical classes regularly and seriously?
2. How much your female children can score from handball practical classes?
3. Do you ask the school principals, physical education teachers and other concerning bodies about the problems of female students on the practical classes of handball?
4. Do you know the benefits of exercises for the rapidly development of the physical and mental challenges?
5. What roles do you play for your female students at handball practical classes?
6. What do you suggest as a solution for religious and cultural influence to female students' handball activities at school?

Appendix- G

Observation Checklist.

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 grade twelve female students' in handball practical classes.

No	Items	Yes	No
1	Did physical education teachers can give equal opportunities for boys and girls during handball practical classes?		
2	Can teachers well demonstrated during practical classes?		
3	Did grade twelve female students performed the given tasks in a best manner during handball practice?		
4	Can teachers well supervising and managing absent and inattentive students in each handball practical classes?		
5	Did female students desire to minimize religious and cultural barriers during their handball practical classes?		
6	Did teachers used different materials and equipment that needed for handball practical learning?		
7	Are the school environment and playing court comfortable to handball activities?		
8	Have teachers a sufficient and relevant motivation to female students at their handball practical classes?		
9	Can teachers and female students used sportswear in handball practical classes regularly?		
10	Can teachers have well planned tutorial classes used as handball practical classes and applying it to female students only?		

Source: self-made

Appendix -H

1. The investigator that demonstrating some handball techniques



1. 1. Pictures that the investigator demonstrating how to execute the set pass



1. 2. Pictures while the students performing the set pass



1. 3. The investigator correcting students' common errors during set pass



1. 4. Pictures that the investigator demonstrating how to execute wrist pass correctly



1. 5. Pictures while the students practicing wrist pass



1. 6. Pictures that the students practicing bounce pass



1. 7. Picture of students executing the jump pass



1. 8. The investigator observes while subject teacher and students to perform bounce pass



1. 9. The investigator observes during the subject teacher and students in jump pass



