



Exploring the major factors that hinder the participation of female students in learning handball in some selected preparatory schools, south Wollo zone, Amhara regional state

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Abstract

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

Keywords: handball, motivation, participation, physical education and learning

Introduction

In this section the investigator discussed about the background of the study, statement of the problem, research questions, scope, significance, general and specific objectives of the study.

Background of the Study

Handball also known as team handball or Olympic handball, is a team sport in which two teams of seven players each (six field players and one goalie/goal keeper) pass a ball using their hands with the aim of throwing it in to the goal of the other team. A standard match consists of two periods of 30 minutes, separated by an intermission of 10 minutes and the team that scores more goals is declared as winner.

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

The rules for modern handball was drawn up by Danish gym teacher Holger Nielsen in 1898 and published in 1906. In Germany, handball rules were published by Max Heiser, Karl Schelenz and Erich Konig in 1917. And since then it has gone through several amendments as well. The first ever international handball game where played under these rules for men in 1925

and for women in 1930. Interests in the sport grew rapidly during these early years and on July 11, 1946; the International Handball Federation (IHF) was formed at the initiative and invitation of Denmark and Sweden. The founding members of the new federation were France, the Netherlands, Switzerland, Poland, Norway, and Denmark and Sweden. Handball as an international sport was recognized by the international Olympic committee in 1965, and it was included as a new Olympic event for men in 1972 at Munich and for women in 1976 at Montreal. Handball is now permanent Olympic event for both men and women (Gezahegne and Araya, 2006) [8].

According to the data obtained from Ethiopian Handball Federation as cited in Tesfaye (2014) [14], the game of handball was introduced to Ethiopia during the 1967 via university instructors. After two years, participants consisting of members from the police, military forces and various sections /organs have been provided with the relevant course on the subject sport; this arrangement laid the ground for frequenting handball sport among the countries citizens. The EHF was established in 1962 E.C.

The AAHF was formed in 1993 under the Addis Ababa sport commission. Then Ethiopian championship competition were organized and conducted in the case of which Ethiopia has been accredited as one of the international handball federation

members in 1971. And during these early years 1975 up to 1982, the participation of females in handball sport was very interesting and their participation in different clubs was good. However, starting from 1982 to 2011 the practice and the popularity of handball in Ethiopia had been significantly lowered and this was the time such sporting practices were treated with a high frugidity. As indicated in the above short history, there has been given no focus for the development of Ethiopian handball especially for women. This may affect the sport development to spread throughout the country and also may affect the participation of females in handball lesson in the school. So the researcher were tried to explore the factors that affect the participation of female students in some selected preparatory schools in South Wollo Zone.

Statement of the Problem

Handball is one of the most popular sports in the world, and it introduced in to Ethiopia in 1960 E.C by university instructors. Now a day, handball is recognized as one of the most and major part of physical education in the preparatory school curriculum design. And the far reaching function of education cannot be realized without an active participation of the society in general and students in particular. In other words bringing about quality of education can never be realized by the only interaction of students, teachers and parents. This great achievement rather calls for the participation of stake holders. This means education should be supported by parents, education officials, the governments and other stake holders like NGOs (Afeework, 2014) [1].

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

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

Scope of the Study

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

Objective of the Study

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

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

Materials and Methods

Research Design

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

This method allows getting in-depth understanding of the research problems. In addition to this, it permits the researcher to gather information from respondents quickly and inexpensively. Using the descriptive survey method, the researcher also were tried to undertake the investigation on students, teachers and principals with regard to teaching and learning process of handball and to identify the challenges of handball learning. Therefore, descriptive survey design is preferable over the others for this kind of study.

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

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

Data Sources

In order to gather sufficient information related to the problem under study, the researcher used primary data sources. The primary sources of data were obtained from the students, physical education teachers and school principals from the selected three preparatory schools through questionnaire, interview and observation.

Sampling Techniques

The researcher used simple random sampling to select representatives from the selected schools. These are Modern preparatory school, Walelegn and Mekane Selam preparatory

schools. The total numbers of female students in each school are 118, 106 and 98 respectively. So the total numbers of grade 12 female students from the selected schools are 322. From the total population the researcher took 178 students by using Slovincs formula, to calculate the sample size (n) given the population size (N) and a margin of error (e). So the researcher was applied the following scientific formula to estimate sampling size from the total population.

It is computed as follows:

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

Where n= the sample size
 N= the population size
 e =the margin of error (5%)

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

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

$$= 322/1.805 = 178$$

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

Data Collection Instruments

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

Methods of Data Analysis

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

A total of 178 questionnaires have been prepared and distributed to 178 female students which is selected from the selected preparatory schools namely Modern preparatory school, Walelegn and Mekane Selam preparatory The total number of questionnaires distributed, 178(100%) were properly filled in and returned. All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentages and frequencies. The information collected through observation checklist and semi structured interview is also qualitatively described in order to give appropriate answer for the basic questions set in the study.

As the data collected from the respondents, 100% the principals, vice principals were male. Similarly to this the percentage of teacher respondents 100% was male in terms of gender. More over this, in the case of student respondents 100% were female. The main reason for this is that the researcher thinks that female students are highly exposed to this low participation in handball learning as compared to male students which is found in the selected preparatory schools due to different factors. Concerning the age of principals 2(66.6%) their age is between 25-41years and 1(33.3%) is above 55 years. On the other hand, teacher respondents 4(100%) their age is also between 25-41 years. Whereas the age of student respondents 178(100%) their age is between 10-25 years. But, there was no one whose age is 25 or greater.

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

These shows, the qualification they had and the demand that the position required in the case of principals is based on the ministry of education (MOE) policy, but in the teacher’s case even most were with suitable qualification the remaining should upgrade their educational status. According to the grade level they teach regarding with teacher respondents 4(100%) were teach in grade 12(twelve).

Interpretation and Analysis of Female Student Response on Closed Ended Questionnaires.

Table 1: Your interest/motivation to learn handball lesson

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

*x²=calculated value of chi square, df (degree of freedom) =2, P=significance Mean value(x) =1.94 and standard deviation (SD) =0.678

As indicated in table 2, 46(25.8%) of female students responded that their interest or motivation to learn handball lesson is low, 96(53.9%) of the respondents replied that they have moderate interest or motivation to learn handball lesson and 36(20.2%) of the respondents replied that their interest or motivation to learn handball is high. So most respondents 96(53.9%, X=1.94) replied that they have moderate interest to learn handball lesson. The computed chi square value is 34.81 which is greater than the table value = 5.99 at a significance level α=0.05 which degree of freedom 2 and P value = 0.000. As understood in the table the interest of students to learn handball lesson is medium so the

interest of the students is a significant factor for female student’s participation in learning handball, because motivation is one of the key components for every activity. The significance difference is $P=0.000<0.05$.

Table 2: Your habit to wear sport clothes during handball practical class

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

*x²=calculated value of chi square, df (degree of freedom) =2, P=significance, Mean value(x) =1.99 and standard deviation (SD) =0.725

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

Table 3: Your teacher variety teaching method usage in handball class

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

*x²=calculated value of chi square, df (degree of freedom) =2, P=significance, Mean value(x) =1.67 and standard deviation (SD) =0.786

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

Table 4: Your teacher communication skill while he teach in handball class

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

*x²=calculated value of chi square, df (degree of freedom) =2, P=significance, Mean value(x) =2.13 and standard deviation (SD) =0.769

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

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

Table 5: Opinion of respondents on school environment related factors

No	Items	Rating scale	Freq	%	X	SD	X ²	P
1.	The school environment is conducive for handball practical class	I agree	43	24.2	1.69	1.54	38.101	0.000
		Undecided	37	20.8				
		I disagree	98	55.1				
2.	Availability of equipments and facilities for handball lesson	Enough	21	11.8	1.54	0.698	57.382	0.000
		Medium	54	30.3				
		Low	103	57.9				

*x²=calculated value of chi square, df (degree of freedom)=2, P=significance, Mean value(x) for item 1 =1.69 and standard deviation (SD) =1.54 for item 2, X=1.54, and SD=0.698

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

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

It also indicated in table 13, item 2, 21(11.8%) of the respondents responded that enough, regarding the availability of equipments and facilities in the school and 54(30.3%) of the respondents

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

Table 6: Poor understanding of the school communities about the role of handball

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

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

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

As understood from table 14, the majority of the respondents 84(47.2%, $X=15.921$) replied that the school communities has low understanding about the role of handball. The computed chi square value of responses is 15.921 which is greater than the table value (critical value = 5.99) at a significance level $\alpha=0.05$ which degree of freedom 2 and P value = 0.000 so the school communities understanding about the role of handball is significant factor for students participation in handball learning. Because the significance difference is $P=0.000<0.05$.

Table 7: The school playing area (court) is suitable for handball practical class

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

* χ^2 =calculated value of chi square, df (degree of freedom) =2 P=significance, Mean value(x) =1.44 and standard deviation (SD) =0.766

As shown in the above table out of the total population the sample respondents replied that, which are 129(72.5%) of them responded the school has no suitable playing area (court) for handball practical class and 19(10.7%) responded undecided and the rest 30(16.7%) of them agree about the school playing area is suitable. So this indicated that less number of students are agreed but most of them 129(72.5%, $X=1.44$) responded that the school playing area which is used for handball practical class is not suitable. The computed chi square value of responses is 123.719

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

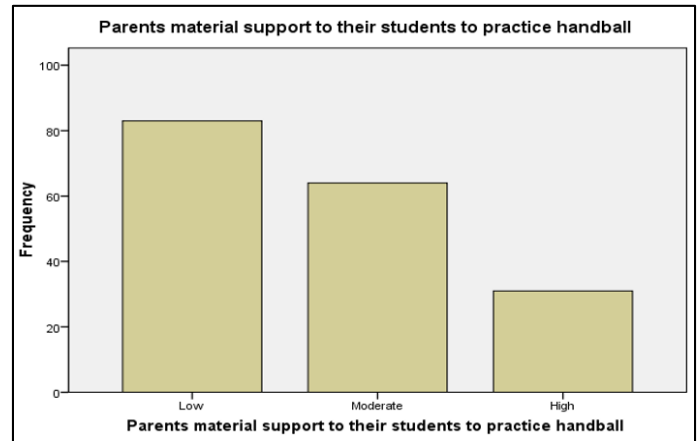


Fig 1: Parent’s material support to their children necessary to practice handball

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

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

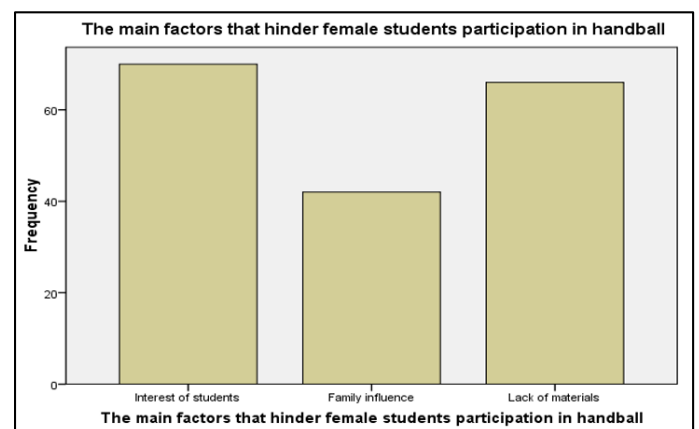


Fig 2: The main factors that hinder female student’s participation in handball

As indicated in the above table and chart 70(39.3%) of the respondents replied that interest of the students highly affect female students participation in handball learning and which is 42(23.6%) replied family and the remaining 66(37.1%) respond

that lack of materials in the school greatly affects female students less participation. The computed chi square value of responses is 7.730 which is greater than the table value (critical value = 5.99) at a significance level $\alpha=0.05$ which degree of freedom 2 and P value = 0.021. This indicates that, all are a significant factor for female students less participation in learning handball. Because the significant value $P=0.021 < 0.05$.

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

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

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

2. Does the teacher demonstrate well in handball practical class?

- Physical education teachers need to be as a role model but sometimes with the practical part it seems to be careless. So this was the main problem for females that if they didn't get good demonstration they will be expelled through the class. So the researcher observed that most of the teachers are not good demonstration skill.

3. Do the students try to perform the given tasks in a best manner?

- Even if some students were tried to perform the given tasks efficiently and effectively but most students were not interested to perform the tasks given by their teachers and also their ability to perform different techniques of handball was low.

4. Does the teachers supervise and give correction when the students performing the given tasks at the right time?

- A good teachers or effective teachers able to maintain an orderly, productive learning environment, controlling discipline problems and give feedback at the right time appropriately while encouraging and providing opportunities for the students to learn.
- During the observation time the researcher observed the following points, some physical education teachers was supervise and give correction for female students when they perform different techniques but on the contrary most teachers are not interested to supervise and they does not give correction and feedback at the right time for students especially females.

5. Do the students follow attentively when their teacher teaches and demonstrate different techniques of handball?

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

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

- The success of physical education teaching learning process depend a great extent on the adequacy of materials and equipments (teaching aids). Hence, schools should have

available and adequate teaching aids to teach the subject with appropriate method without problem.

- Since the schools does not have adequate equipments and facilities necessary for handball learning, most teachers does not use different materials and equipments during the practical class and they have low encouragement and motivation to demonstrate different techniques of handball. Generally they are careless to teach.

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

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

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

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

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

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

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

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

Interpretation and Analysis of Data Obtained from Teacher and school principals through semi structured interview questions

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

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

- Lack of proper facilities and equipments in the school

- Poor educational background of the students/lack of skill
- Lack of encouragement and motivation of the school communities and subject teachers
- Poor understanding of students about the role of handball game
- Parents low attitude about the role of handball game
- Lack of motivation and interest of the students itself
- Un conducive environment of the school
- Shortage of reference book in the libraries
- Low attention given by PE teachers
- Due to PE subject is not included in their national grade 12 leaving certificate exam. So from this we can analyze that those factors pointed out by teachers and principals can be one cause for female students less participation in learning handball.

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

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

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

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

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

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

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

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

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

- Uncomfortable handball field
- Negative attitude of students and school societies
- Lack of equipments and facilities to learn handball
- Weather condition/it may be stable/changeable
- Imbalance of students number and teachers

- Inadequate time allotment to physical education course etc so from this we can infer that the school environment really affects female student's participation in handball learning.

Question 5: what solutions do you suggest to foster students interest towards handball learning?

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

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

Summary, Conclusion and Recommendations

Conclusions

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

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

Recommendations

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

- Physical education teacher should be a role model for their students and motivate females to participate in handball learning by giving more time

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

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