

2024-07

Challenges and Opportunities of Youth Male Handball Project Layers At Merawi and Durbetie Towns

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**BAHIR DAR UNIVERSITY
SPORT ACADEMY**

DEPARTMENT OF SPORT SCIENCE

POST GRADUATE PROGRAM

RESEARCH TITLE ON

**CHALLENGES AND OPPORTUNITIES OF YOUTH MALE HANDBALL
PROJECT LAYERS AT MERAWI AND DURBETIE TOWNS**

BY

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SUBMITTED TO: ASTATKIE BOGALE (ASS.PROF)

JULY, 2024

BAHIR DAR, ETHIOPIA

BAHIR DAR UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

POST GRADUATE PROGRAM

**A THESIS SUBMITTED TO THE GRADUATE STUDIES OF BAHIR DAR
UNIVERSITY PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
DEGREE OF MASTERS OF SCIENCE IN HANDBALL COACHING**

BY

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DECLARATION

I, Haileyesus Beza declare that the paper is prepared for the partial fulfillment of the requirement of MSC Degree in sport science entitled “Challenges and opportunities of youth male hand ball project players in North Mecha and in South Achefer woreda” is prepared with my effort. I have carried out it independently with the guidance and support of the research advisor, Astatkie Bogale (Ass Prof.)

Declared by:

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Date Jun 2024

This thesis has been submitted for examination with my approval as a university advisor.

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Date Jun21/2024

Approval A

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APPROVAL OF THESIS FOR DEFENSE

I hereby certify that I have supervised, read, and evaluated this thesis titled “**CHALLENGES AND OPPORTUNITIES OF YOUTH MALE HANDBALL PROJECT PLAYERS AT MERAWI AND DURBETIE TOWNS**” by **HAILEYESUS BEZA** prepared under my guidance. I recommend the thesis be submitted for oral defense.

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ACKNOWLEDGMENTS

First and foremost, I would like to thank my god and thesis advisor, **Astatkie Bogale (Ass.prof.)**

Who gave me continuously invaluable comments and feedback? He helped me with the thesis topic and pushed me to think about my work in ways that I never thought of and has helped to shape my research interest. Ever since he has helped me to build my confidence and get to where I am. Thank you for sharing your knowledge and offering your advice. Secondly, I would be thankful for Bahir Dar University to give me this chance. Thirdly my gratitude is extended to north Mecha and south Achefer woreda respondents who have helped me in finalizing this study or thesis and data collection, for giving me your responses, because you have added value to my academic career.

Finally, I express my sincere thanks to my friends and my family, everyone who has contributed even in a small way towards the successful completion of this thesis paper.

Table of Contents

| Contents | page |
|---|-------------------------------------|
| DECLARATION..... | i |
| ACKNOWLEDGMENTS | iv |
| Table of Contents | v |
| List of figures | viii |
| List of tables..... | Error! Bookmark not defined. |
| LIST OF ACRONYMS..... | ix |
| <i>ABSTRACT</i> | x |
| CHAPTER ONE | 1 |
| 1. INTRODUCTION | 1 |
| 1.1. Background of the study..... | 1 |
| 1.2. Statement of the problem | 3 |
| 1.3. Objectives of the study | 4 |
| 1.3.1.General Objectives of the Study..... | 4 |
| 1.3.2.Specific Objectives | 4 |
| 1.4. Research questions | 5 |
| 1.5 Significance of the study | 5 |
| 1.6 Delimitation of the Study | 6 |
| 1.7 Limitation of the Study | 6 |
| 1.8 Operational Definitions of key Terms | 6 |
| 1.9 Organization of the study | 7 |
| CHAPTER TWO | 8 |
| 2. REVIEW OF RELATED LITERATURES | 8 |
| 2.1. Historical development of handball game..... | 8 |

| | |
|--|----|
| 2.1.1. Development of Handball in the World..... | 9 |
| 2.1.2. African History of Handball | 9 |
| 2.1.3. History of the Game in Ethiopia..... | 9 |
| 2.1.4. Characteristics of handball game..... | 10 |
| 2.1.5. Youth Hand ball Project..... | 11 |
| 2.1.6. Impacts of handball game | 11 |
| 2.1.7. Biomechanics of hand ball game..... | 13 |
| 2.1.8. Training Principles in Sports | 15 |
| 2.1.9. Training methods in hand ball game..... | 16 |
| 2.1.10. Injury prevention strategies in handball game..... | 22 |
| 2.2. FRAME WORK..... | 23 |
| 2.2.1 Theoretical frame work | 23 |
| 2.2.2. Conceptual frame work | 25 |
| 2.3. The challenges of handball players | 25 |
| 2.4. Opportunities in Handball Projects | 27 |
| CHAPTER THREE | 29 |
| 3. RESEARCH METHODS | 29 |
| 3.1 Description of the Study Area | 29 |
| 3.2 Research Design and Approach..... | 31 |
| 3.3 Source of data..... | 31 |
| 3.4 Population, Sample Size and Sampling Techniques..... | 31 |
| 3.5 Data Collection Instrument | 31 |
| 3.5.1. Questionnaire..... | 32 |
| 3.5.2. Interview | 32 |
| 3.5.3. Observation..... | 32 |

| | |
|---|----|
| 3.6 Procedures of Data collection..... | 32 |
| 3.7 Methods of Data Analysis | 32 |
| 3.8 Pilot study..... | 33 |
| 3.9 Ethical Issue and Consideration | 33 |
| CHAPTER FOUR..... | 34 |
| 4. DATA PRESENTATION AND ANALYSIS..... | 34 |
| 4.1 INTRODUCTIONS | 34 |
| 4.2 Data obtained through questionnaires | 36 |
| 4.3 Data obtained through Interview..... | 36 |
| 4.4 Observation Check Lists and rates | 46 |
| CHAPTER FIVE | 48 |
| 5. SUMMARY, CONCLUSION AND RECOMMENDATION | 48 |
| 5.1. Summary | 48 |
| 5.2. Conclusion..... | 49 |
| 5.3. Recommendation..... | 50 |
| REFERENCES | 51 |
| Appendix A | 57 |
| Appendix B..... | 60 |
| Appendix C..... | 61 |
| Appendix D..... | 62 |
| Appendix E | 63 |
| Appendix F..... | 64 |
| Appendix G..... | 67 |
| Appendix H..... | 68 |
| Appendix I | 68 |

List of figures

| | |
|--|----|
| Figure 2. 1. Conceptual model of the study | 25 |
| Figure 3.1: Geographical map of Mecha Woreda, Merawi Town..... | 29 |
| Figure 3.2 :Geographical map of south Achefer and north Mecha Woreda. | 30 |

LIST OF TABLES

| | |
|---|----|
| Table 1: Research setting and participation of the research | 35 |
| Table 2: Information on handball team respondents..... | 35 |
| Table 3: Coaches, Sport office administrators and officer's background..... | 36 |
| Table 4: Question on regarding to handball teams training center center problem | 36 |
| Table 5: Question on regarding to handball teams training center | 38 |
| Table 6: Question on regarding to handball teams training center problems | 41 |

LIST OF ACRONYMS

CSA- Central Statistical Agency

EHF- Ethiopian Handball Federation

IHF- International Handball Federation

MSc- Degree of mast

P.E- physical education

SPSS- statistical package software for social science

WHO- Word Health Organization

ABSTRACT

Handball is a dynamic team sport with the ability to increase community engagement, promote health, and nurture local talent (Rossing, 2018). In Merawi and Durbetie Towns, as in many other areas handball programs have been launched with the goal of promoting local sports development encouraging youth participation, and stimulating community engagement. However, executing such projects is fraught with challenges that can limit their success. So the study aims to analyze the challenges and opportunities faced by Merawi and Durbetie Towns aiming to provide strategic recommendations for their improvement and long-term sport development. This study uses mixed research design to analyze the challenges and opportunities of youth male handball team players. Purposive sampling was used to select the participants. Quantitative data was analyzed using percentages and frequencies, while qualitative data was analyzed with words. Based on data analysis and presentation the followings are the Major challenges, including lack of care, supervision, sport wear, periodic competition, field equipment, financial support, progressive performance tests. However, despite these challenges, opportunities also exist, such as players' interest, positive relationships with coaches, moral support from other coaches, parental support and availability of playing court. Recommendations for the respecting bodies, such as inviting responsible bodies during training sessions, creating competitions, encouraging all players to attend, raising awareness about the lifelong benefits of participating in training programs, involving private business owners, preparing bazaars for finance case.

Keywords: challenge, opportunitie, develohment

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Handball is a team sport in which two teams of seven players each (six out-court players and a goalkeeper) pass a ball by using their hands with the aim of throwing it into the goal of the opposing team (Grétarsdóttir, 2020). Handball originated in ancient times and was played in diverse forms by numerous civilizations, including the Greeks, Romans, and even the Egyptians. The game has changed over time, adapting to various cultures and societies (Brihault, n.d.).

The first account of a handball-like game dates back to ancient Egypt, where a comparable activity known as "rope pulling" was performed. This game involves two teams pulling on opposite ends of a rope, attempting to force their opponents out of a specific region (Levinson & Christensen, 1999; Thorlindsson & Halldorsson, 2019).

The principles of teamwork and competition paved the way for subsequent handball games. Players used their hands or forearms to hit the ball over a net or into their opponent's territory. This early style of handball stressed physical power and agility (Clanton & Dwight, 1996). However, it wasn't until the late nineteenth century that modern handball began to emerge. Karl Schelenz first brought team handball to Germany in 1892. He integrated aspects of other sports, including soccer and basketball, to create a fast-paced indoor game.

Handball gradually achieved international prominence, eventually becoming an Olympic sport in 1936. The regulations were standardized, and the International Handball Federation (IHF) was formed to oversee the sport internationally (Daka, 2022). Handball is being played at both the amateur and professional levels around the world. It has become one of the most popular team sports due to its fast-paced and strategic action.

Handball developed in Europe in the late nineteenth century and quickly spread over the world, including Africa. Handball first gained popularity in Ethiopia in the early twentieth century and has since evolved to be one of the country's most popular sports (Lemma Hordofa, 2020).

Handball was introduced to Ethiopia by European missionaries, who brought the game with them. They regarded it as a method to encourage physical health and social contact among Ethiopians. Handball has gradually become an intrinsic part of Ethiopian culture, with both men and women playing in the sport (Lagumina, 2007).

Handball is a dynamic team sport with the ability to increase community engagement, promote health, and nurture local talent (Rossing, 2018). Despite its lack of global popularity, handball is an important activity in many communities, providing possibilities for pleasure, competition, and socializing (Thorlindsson & Halldorsson, 2019)

In Merawi and Durbetie Towns, as in many other areas, handball programs have been launched with the goal of promoting local sports development, encouraging youth participation, and stimulating community engagement. However, executing such projects is sometimes fraught with challenges that can limit their success. Here are some common challenges you might encounter: Skill Development, Physical Conditioning, Technical Proficiency, Motivation and Engagement, Balancing Competition and Development, Limited time and resources, including access to facilities, equipment, and qualified coaching staff, Injury Prevention, Player Retention, and a lack of support from local governments or potential sponsors (Gheorghe & Mereuță, 2021).

Despite the challenges, there are also opportunities for improvement and growth in handball projects. One such opportunity is the potential for collaboration between local sports organizations, schools, and community groups to improve access to training facilities and equipment. By working together, these stakeholders can create a supportive environment for handball players and provide them with the resources they need to succeed. (Müller et al., 2018)

Concurrently, the possibilities for handball developments in Merawi and Durbetie Towns look excellent. Successful implementation can result in a variety of benefits, including improved physical health and well-being, increased community spirit, and the possibility of talent development, which might put Merawi and Durbetie Towns on the athletic map. Furthermore,

such efforts can provide youth with constructive activities, potentially diverting them away from negative behaviors and positively impacting their own development and the larger community.

This study looked into the numerous challenges and opportunities facing future handball teams in Merawi and Durbetie Towns. It aims to provide a full picture of the existing situation as well as insights that might help enhance and sustain handball and other sports programs in the area. Within this context, the current study will investigate the specific challenges encountered by the handball project players in Merawi and Durbetie Towns, as well as examine the possible opportunities that may arise if these issues are adequately solved.

1.2 Statement of the problem

While youth sports programs are known for their benefits in physical health, social skills, and community engagement, there is limited specific research on the challenges and opportunities faced by youth male handball players in Merawi and Durbete towns. Most studies in Ethiopia have focused on more popular sports like soccer and athletics, leaving a gap in understanding the dynamics of handball (Abebe, 2018). The unique socio-cultural and economic challenges for handball players in these towns are largely unexplored, as existing literature tends to focus on broader national trends or urban centers.

Research often generalizes the difficulties faced by young athletes, such as inadequate training facilities, limited professional coaching, and poor infrastructure (Kenos 2019). However, there is a lack of qualitative data on how these issues specifically affect handball players in Merawi and Durbete. Understanding these challenges is crucial for developing targeted interventions. Additionally, while some studies highlight the benefits of youth sports, they often overlook the specific opportunities available to handball players, such as local competitions, community support, and regional sports policies. Research is needed to explore how these opportunities can be leveraged to enhance player engagement and development in handball.

There is also a lack of evaluation of current local policies and programs aimed at promoting youth sports, particularly handball, in these towns. More research is needed to assess the effectiveness of these initiatives and their impact on player development and participation. Comparative studies examining the differences and similarities in challenges and opportunities

between handball players in smaller towns like Merawi and Durbete versus larger cities are also missing. Such comparisons could provide valuable insights for improving sports programs in smaller towns.

Furthermore, previous research rarely includes the perspectives of key stakeholders such as coaches, parents, and local sports administrators, which could offer a more comprehensive understanding of the challenges and opportunities faced by youth handball players. This study aims to address these research gaps by focusing on the specific context of Merawi and Durbete towns, providing a detailed analysis of the challenges and opportunities faced by youth male handball players. It will examine regional factors, evaluate existing policies and programs, and incorporate stakeholder perspectives to offer comprehensive insights and practical recommendations for improving youth handball development in these areas. This approach highlights the necessity of the study and its potential contribution to the broader body of knowledge on sports program development in similar socioeconomic settings.

1.2. Objectives of the study

1.2.1. General Objectives of the Study

The general objective of the study was to examine the challenges and opportunities of youth male handball project players in Merawi and Durbete towns with the goal of making strategic recommendations for youth's improvement and long-term sport development.

1.2.2. Specific Objectives

The specific objectives of the study are the followings.

1. To examine the major challenges of youth male handball project players at Merawi and Durbete towns.
2. To explore the opportunities of youth male hand ball project players at Merawi and Durbete towns.
3. To identify the level of development in terms of performance in relation to youth male hand ball project players.

1.3. Research questions

The research questions for the handball project players were the followings.

1. What are the major challenges of the youth male handball project players in Merawi and Durbetie towns?
2. What are the opportunities of the youth male handball project players in Merawi and Durbetie towns?
3. What is the level of development interns of performance in relation to youth male handball project players?

1.5 Significance of the study

- Primarily, this study would assist various entities by raising awareness of the major challenges encountered during the play and demonstrating the opportunities that may arise if conditions are met. The beneficiaries of this study are the coach of the team, the team players, the sport office officers and administrators and as well as the benefits are the followings.
- The players recognize their strength and weakness so that they will develop mechanize to alleviate their weakness and strengthen their positive aspects in association to their handball engagement.
- Identifies opportunities for improving handball players in Merawi and Durbetie Towns.
- It helps to create awareness about handball sport to the communities, to the players, to the coach, to sport office officers and administrators.
- It helps to improve interests and motivates to players, coaches and coordinators in handball players participation.
- The study adds to the body of information on sport players, particularly in handball, and can be used as a reference for future research.
- Identifies the needs of requirements of handball players in Merawi and Durbetie Towns enabling unique and effective training tactics.

1.6 Delimitation of the Study

The study concentrated solely on the challenges and opportunities of youth male handball project players in Merawi and Durbetie Towns and may exclude other locations or regions to limiting the findings. Furthermore, it applied only to male participants in this program who participated in the youth male hand ball project players before the current regional turmoil was emerged

1.7 Limitation of the Study

While conducting this paper, the researcher had faced many problems due to the current regional turmoil or situation such as transportation problems [costive , blasting and closed], closed of sport offices due to the current turmoil ,difficult to find participants and participants respondent, have no internet access at any place, the stoppage[in active of]the training session due to the current regional situation or turmoil which could disrupt the research process and the researcher filled out the observation checklist based on what he had observed during the active time of the training session or when the researcher were looked be for the rust of the training session, because the researcher was lives in Merawi and teaches in Durbetie towns and the last and finally he stolen different resources by tifer mans and illness are faced to the researcher

1.8 Operational Definitions of key Terms

Challenge- a circumstance or fact that influences the performance of youth male handball teams in Merawi and Durbetie towns.

Opportunities- the possibility or likelihood of some future event occurring in Merawi and Durbetie towns of male handball team players.

Youth-the age of under 17 players participated in the study

1.9 Organization of the study

The study was composed of five chapters, the first chapter deals with introduction, statements of the Problems, back ground of the study, research questions, objectives (Generals and specific), significance of the study, delimitation of the study, definition of keys terms and limitations whereas Chapter two deals with the review of related literature those are convenient to the topic of the study. Chapter three deals to research methods. The analysis and interpretation of data collected deals in chapter four and finally chapter five deals with summary, conclusion and recommendations of the study and lastly reference materials and appendixes would attached at the end of the paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1. Historical development of handball game

Handball is a popular team sport that requires strength, agility, and strategic thinking. Handball projects have become increasingly popular in recent years, notably in Merawi and Durbetie Towns; As a result, it is critical to examine the existing literature on the obstacles and opportunities associated with handball projects to obtain a better understanding of the aspects that influence their success or failure. The review was to give a comprehensive overview of the relevant literature, identify gaps in existing research, and highlight prospective areas for future exploration.

The origins of handball are not known. According to (Thorlindsson & Halldorsson, 2019), the development of the handball game can be traced back to ancient times, when it was played in various forms by different civilizations. One of the earliest records of a handball-like game dates back to ancient Egypt, where a similar sport called "rope pulling" was played. This game involved two teams pulling on opposite ends of a rope, trying to force their opponents out of a designated area. This concept of teamwork and competition laid the foundation for future handball games.(de la Rubia et al., 2021)

In medieval Europe, a game called "fistball" became popular. Players used their fists or forearms to hit a ball over a net or into the domain of their opponents. This early style of handball stressed physical power and agility. (DI AOF, n.d.) . However, it wasn't until the late nineteenth century that modern handball began to emerge. Karl Schelenz first brought team handball to Germany in 1892. He integrated aspects from other sports, including soccer and basketball, to create a fast-paced indoor game. (Kelly & Terry, 2001)

Handball gradually achieved international prominence, eventually becoming an Olympic sport in 1936. The regulations were standardized, and the International Handball Federation (IHF) was formed to oversee the sport worldwide. (Kelly & Terry, 2001). Handball is now played by millions of individuals on a professional and amateur level around the world. It necessitates

precise coordination among players and mixes aspects of basketball and soccer. With its fast-paced action, intriguing and strategic gameplay, and dynamic nature, handball continues to attract viewers all over the world. (Beljig, 2017)

2.1.1. Development of Handball in the World

The Oldrup Gymnastics School is credited with popularizing handball around the turn of the 19th century, according to the Danish encyclopaedia "Athena Lexicon." In 1898, 14 players, split into two teams, participated in a running game with two goals that was invented by teacher Holger Nielsen. Handball is the name of the game where participants pass a ball between their hands. The original set of game regulations was produced by "Wejdlending Handball" in 1906 at the Oldrup School. The game's developer, according to Germans, is also claimed. The handball game, according to Klaudina, originated from a game called "Konigsbergerball," which was later renamed "Torball," which means goal ball. Her book, "Das Handball Spiel," was published in Leipzig in 1941. Documents detailing the growth of handball in Germany are dated. From the post-1915 era. A Berlin-based teacher named Max Heiner started creating handball as a female sport in 1917. 1919 is another significant year. Karl Schelenz, a well-known handball propagator and physical education instructor at the German Academy of Physical Education, was also contributing to the game's popularity. There has been a few rule adjustments implemented. (Ryan et al., 2013).

2.1.2. African History of Handball

In 1974, the inaugural African Handball Championship was held, with Tunisian Cameroon Senegal being victorious in the men's division and the women's division. Algeria Egypt and Senegal have been eliminated since the Africa Cup's inception. Algeria the top three teams in the standings after taking into account Egypt's cumulative results are Tunisia and Egypt. Governments in Africa must to take note of talent-spotting initiatives in order to promote handball and give young people more influence. Furthermore, African leaders ought to collaborate with the handball federations in their nations to train coaches and assist them in spotting talent at the grassroots level. This implies that handball federations should get in touch with instructors in various regions and/or continents and provide them with basic instruction. To ensure continuous development, the game's development and infrastructure availability should go hand in hand. Since training environments have a significant impact on players' development,

governments throughout Africa should focus on developing their infrastructure while also holding regular computer sessions. Unfortunately, the majority of handball federations in the continent lack the funding and government support necessary to address these issues. (Demissie, 2014)

2.1.3. History of the Game in Ethiopia

Handball has a long and famous history in Ethiopia. Handball developed in Europe in the late nineteenth century and soon grew around the globe, including Africa. Handball became popular in Ethiopia in the early twentieth century and has since grown to be one of the country's most popular sports (Brihault, n.d.). According to Beljig, (2017), the game was originally played in our country at the University of Addis Ababa in 1960. Ato Tokame Weldetsadik and other physical education lecturers at Addis Ababa University established the Ethiopian handball game. In connection to its establishment, handball sports were originally launched in 1977 at the Old Airport in Bahir Dar town and subsequently extended across the area. The regional team won several titles at the Ethiopian handball Championship in the years between 1985 and 1991 E.C. Nevertheless, this has not persisted and not yet improved since the year 1991 E.C. (Endalew et al., 2011). The explanation for the poor development is a lack of skilled professionals, a lack of financing, and a lack of attention dedicated to the sport. However, there is a new technique that encourages the initiation of training for children and young people via various programs in different locations (Abebe, 2018).

2.1.4. Characteristics of handball game

Handball is a thrilling and fast-paced game that has been enjoyed by people of all ages for centuries. The objective of handball is simple: two teams compete to score goals by throwing a small ball into the opponent's net using only their hands. The game requires agility, coordination, and teamwork, making it both physically and mentally challenging (Lillis, 1989). According to the study conducted by (Sporiš et al., 2010), these were some of the characteristics:

- Versatility. It can be played indoors or outdoors on different surfaces, allowing for adaptation to various environments.
- Handball can be played at different skill levels, from casual matches among friends to professional competitions.

- Modern handball is played on a court of 40 by 20 meters (131 by 66 ft), with a goal in the middle of each end.
- The goals are surrounded by a 6-meter (20 ft) zone where only the defending goalkeeper is allowed; goals must be scored by throwing the ball from outside the zone or while "diving" into it.
- The game is fast and high-scoring: professional teams now typically score between 20 and 35 goals each, though lower scores were not uncommon until a few decades ago.
- Body contact is permitted for the defenders trying to stop the attackers from approaching the goal.
- No protective equipment is mandated, but players may wear soft protective bands, pads, and mouth guards.

2.1.5. Youth Hand ball Project

Youth handball will enable young people aged between 14 and 17 to cultivate life skills, have fun, make friends, and define their personalities. On the physical level, juvenile handball continues the same elements of strength, speed, endurance, conditioning, and mobility as in the previous phases, but is now starting to incorporate fundamental body strength exercises and all forms of mobility and injury prevention. (Nel, 2015). At school, competitive matches in youth handball consist of two 20-minute halves, while the playing time shall be equally divided among the players of the team. (Nel, 2015)

2.1.6. Impacts of handball game

The handball game enhances the full-body workout, thereby increasing body flexibility. Handball games strengthen the arm muscles and other parts of the body, especially the chest area. Handball games constitute healthy living through a cardiovascular workout that increases the heart rate and aerobic movement (Handball Benefits (sitesng.com)).

Firstly, handball is an excellent cardiovascular exercise that improves overall endurance. The constant running, jumping, and throwing involved in the game increase heart rate and oxygen intake, strengthening the heart and lungs. Regular participation in handball can lead to improved stamina and a reduced risk of cardiovascular diseases. (Christodoulou et al., n.d.)

Secondly, handball enhances muscular strength and coordination. The sport requires players to use their upper body strength for throwing, catching, and blocking shots while using their lower

body strength for quick movements and changes in direction. This combination of movements helps develop both upper and lower body muscles, leading to increased muscle tone and improved coordination. (Radu & Cătălina, n.d.)

Furthermore, handball promotes weight loss by burning calories. The intense nature of the game results in high energy expenditure, making it an effective way to shed excess pounds. Additionally, handball involves constant movement, which boosts metabolism even after the game ends. (Bangsbo, 2000)

Lastly, handball has significant mental health benefits as well. It promotes teamwork, communication skills, discipline, focus, and strategic thinking. These qualities not only improve mental well-being but also transfer to other aspects of life. (Hornstrup et al., 2018)

In conclusion, handball has a profound impact on physical fitness and health by improving cardiovascular endurance, enhancing muscular strength and coordination, and promoting weight loss. Moreover, it provides mental health benefits such as teamwork skills and strategic thinking abilities. Therefore, incorporating handball into one's lifestyle can lead to a healthier mind and body.

Handball is a sport that has gained immense cultural and social significance in various regions around the world. Originating in Northern Europe, handball has evolved into a popular sport played by millions of people globally. Its cultural significance lies in its ability to bring communities together, foster national pride, and promote physical fitness. In many European countries, handball is deeply rooted in their cultural heritage. It is not just a game but a symbol of national identity and unity. For example, in Germany, handball holds great importance as it represents the country's sporting prowess and competitiveness. The annual Handball Bundesliga attracts thousands of spectators who passionately support their favorite teams. (Abebe, 2018)

Furthermore, handball plays a vital role in promoting social integration within communities. It provides an opportunity for individuals from diverse backgrounds to come together and engage in friendly competition. This fosters social cohesion and breaks down barriers between different groups. (Abebe, 2018)

In conclusion, handball holds significant cultural and social value across various regions worldwide. It unites communities, promotes national pride, fosters social integration, and

enhances physical fitness. As this sport continues to grow in popularity globally, its impact on culture and society will only continue to expand.

Handball also promotes social interaction and camaraderie among players. Teamwork is crucial in this game, as players must work together to create scoring opportunities and defend against the opposing team's attacks. This fosters communication skills and builds strong relationships between teammates. (Thorlindsson & Halldorsson, 2019)

2.1.7. Biomechanics of hand ball game

Handball is a fast-paced and physically demanding sport that requires a unique set of biomechanical skills. The biomechanics of handball involve the study of how the body moves and interacts with the environment during gameplay. This essay will explore some key aspects of handball biomechanics, including throwing, jumping, and pivoting. (Plummer, 2015)

One crucial aspect of handball biomechanics is throwing. Handball players must generate significant force to propel the ball towards the goal accurately. This involves a complex sequence of movements, starting from the feet and transferring through the legs, trunk, shoulder, arm, and finally to the hand. The coordination between these body segments is essential for an effective throw. Although several forms of passing and goal shooting have developed, all these forms can be traced back to the classical models of throwing, to the moving process with which primitive man threw the stone, ancient man the spear, and modern man the ball. This model, refined and perfected with the development of man, is built up from the following phases (Wagner et al., 2011).

Forming the throwing position

Its purpose is, by preparing the ball for the throwing position, to form a position from which the appropriate throwing technique can be executed optimally and economically.

The throwing motions

Its purpose is to smoothly transfer the kinetic energy gained by building up impetus to the ball and throw it with the appropriate muscle power.

It is another critical skill in handball. Players often need to jump high to block shots or score goals. Biomechanically speaking, jumping involves a rapid extension of the ankle, knee, and hip

joints while generating force through muscle contractions. Proper technique is crucial to maximizing height and minimizing energy expenditure. (Ababei & Hagimă, 2017)

Due to the fact that players execute more and more techniques in the airspace above the scoreboard, the number of jumps has increased. By jumping, the attacker can better approach the goal, he can be effective over a tight defense wall, and a defender can increase the radius of blocking with a jump. According to this, jumping is generally connected to the movement of the ball as an instrument to gain possession of the ball or to throw it on. (Ababei & Hagimă, 2017)

During the game, attack and defense techniques give the player the possibility to execute the jump in various ways, for example, a vertical jump, a long jump, from one or both legs while running, from a basic position, and so on. The general principle, however, is that to push off from the basic position with both legs and while running with one leg is practical. All the jumps appearing in the game are based on the characteristic phases of the athlete's jump.

The phases of jumping are: (Akl et al., 2019)

a) Building up impetus

Its purpose is to gain the necessary horizontal speed for the jump and prepare the push-off.

b) Push –off

Its purpose is to get the player from a supported position (on the ground) to an unsupported position (in the air) by lifting his center of gravity to a suitable height or length.

c) Air work

Its purpose is to execute the techniques with the ball, maintaining body balance, and preparing for the landing by economically utilizing the trajectory of the players.

d) Landing

Its purpose is to secure the safe landing of the players without injury by taking the impact of hitting the ground.

Is another important aspect of handball biomechanics? Players frequently need to change direction quickly while maintaining balance and stability. Pivoting involves rotating on one foot while keeping the other foot in contact with the ground for support. (Andrade et al., 2016)

In conclusion, understanding the biomechanics of handball can enhance player performance by optimizing techniques such as throwing, jumping, and pivoting. Coaches and athletes can use this knowledge to refine their training methods and improve overall game performance. By studying how different body segments interact during gameplay, players can develop more efficient movement patterns that lead to success on the court.

2.1.8. Training Principles in Sports

Training means engaging in activity to improve performance and/or fitness; this is best accomplished by understanding general sports training principles: overload, reversibility, progression, individualization, periodization, and specificity. (Kasper, 2019, p. 95). Overload

It is described as the exposure of tissues to greater than accustomed-to training stress. Challenging current fitness and performance levels induces compensatory improvements. However, excessive overload and/or inadequate rest can result in overtraining, injury, and performance declines (Kasper, 2019, p. 95).

The observation is that withdrawal of tissue loading results in a loss of beneficial fitness and performance adaptations. The body adapts to cessation of a specific activity and inadequate training load with atrophy and fitness/performance declines (Kasper, 2019, p. 95).

The gradual and systematic increases in training stress maintain tissue overload and, thus, provoke continued training adaptation. As fitness and performance improve with training, training variables (i.e., frequency, intensity, and volume) must be increased to induce further adaptation. Rate of progression is important; progressing too rapidly can result in injury, while progressing too slowly will delay goal attainment. (Kasper, 2019, p. 95).

The modification of training to account for an athlete's unique capacity for and response to training A project should acknowledge differences in an athlete's capacity for adaptation from that of their teammates in order to ensure adherence to training principles for that individual; this capacity is affected by physiologic (e.g., age, current fitness, training history), psychologic (e.g., effort, confidence), environmental (e.g., nutrition, lifestyle habits), and genetic factors (Kasper, 2019).

The planned systematic and structural variation of a project over time Constant cycling of training variables (activity, rest, frequency, intensity, duration) within a project each day, week, and month aims to maintain optimal training stimulus, address changing goals and individual variability, and avoid overtraining, injury, and burnout; this is often implemented using micro cycles, meso cycles, and macro cycles (training cycles within training cycles of increasing duration) as a framework (Kasper, 2019, p. 95).

The observation that fitness or performance improves through training movement patterns and intensities of a specific task and fitness type (strength, power, endurance, or flexibility). Incorporating specific tasks from a sport will induce neuromuscular and metabolic adaptations to improve the specific structure, fitness, and exercise economy of the overloaded muscle groups. Training should be directed at improving the fitness and performance of a sport's distinct key components (Kasper, 2019, p. 95).

2.1.9. Training methods in hand ball game

Handball is a fast-paced and dynamic sport that requires a combination of physical fitness, technical skills, and tactical awareness. To excel in this game, players must undergo rigorous training methods that enhance their overall performance. This essay will discuss some of the key training methods used in handball. (Prieto et al., 2015)

Handball is a sport that demands high-intensity intermittent exercise with repeated running, jumping, sprinting, and changes of direction (i.e., 10- to 12-meter sprints of 2.3 s each; 50 turns per game). (Hammami et al., 2021)

Components of physical preparation for handball

The aim of physical preparation in handball is to develop the physical qualities of players in order to maximize their performance in matches. The main objectives of physical preparation in handball are (Ziv & Lidor, 2009).

- Improve players' overall physical condition
- Increase muscular strength and power.
- Develop speed and agility.
- Increasing endurance

To achieve these objectives, physical preparation in handball must take into account the different physical components involved in the sport. The main components are:

1. Muscular strength and power

Muscular strength and power are essential physical qualities for handball players, enabling them to perform fast, explosive movements such as shooting and passing. (Andrade et al., 2016)

2. Speed and agility

Speed and agility are also crucial physical qualities in handball, enabling players to move quickly around the court, change direction instantly, and gain an advantage over their opponents. (Andrade et al., 2016)

3. Endurance

Endurance is also an important component of physical preparation in handball, as the sport involves repetitive physical effort over an extended period of time. Players must be able to maintain a high level of effort throughout the match. (Andrade et al., 2016)

Examples of exercises and training methods used in physical preparation for handball

To improve these different physical components, handball players use a variety of exercises and training methods adapted to their specific needs. Here are a few examples of exercises and training methods commonly used in physical preparation for handball:

1. **Circuit training** is a high-intensity workout that combines strength and endurance exercises in a single circuit.

2. **Plyometric training:** training focused on explosive power and speed, including jumps, leaps, and fast-moving exercises.
3. **Strength training** is a workout focused on muscular strength and power using free weights, machines, or resistance bands.
4. **Sprint training:** speed and agility training, including short sprints and rapid changes of direction.
5. **Cardiovascular training:** a workout focused on improving overall fitness, which may include running, swimming, cycling, or jumping rope.

Physical preparation is therefore essential for handball players, enabling them to develop the skills they need to succeed on the court. With the right combination of strength, power, speed, agility, and endurance, handball players can perform better and reduce their risk of injury. (Engbers, 2021)

The techniques used in handball are crucial for success on the court. And are honed through repetitive practice and drills. Handball players must develop excellent ball-handling (the grab), reception, passing, shooting, and effective defensive techniques. Regular practice sessions focusing on these aspects are vital for skill development. (Clanton & Dwight, 1996)

The grab is one of the most basic fundamentals of handball; it is the act of holding the handball with one hand. The correct handball grab is made by holding the ball in the palm of the hand and squeezing (pressing) with the fingertips. (Ward, 1985)

Reception is one of the simplest fundamentals of handball; it is the act of receiving the ball. Handball reception should always be done with both hands parallel, slightly concave, and facing forward. (Bancroft, 2019). The pass is one of the main technical fundamentals of handball; the pass is the act of throwing the ball between the players of the same team. (Fasold et al., 2020)

Type of passing

1. **Over-shoulder pass:** the most used pass in a handball, can be done in a straight or parabolic trajectory.

2. **Pronation pass:** the handball A pronation pass is made by holding the ball with the palm pointing down and performing a spin of the fist outward. It can be done in a side or back direction.
3. **Behind-the-head pass:** The handball behind-the-head pass is executed exactly as the name says; throwing the ball “behind the head” can be done sideways or diagonally.
4. **Behind the body pass:** The pass behind the body is made by throwing the ball behind the body, which can be done in a lateral or diagonal direction.
5. **Backward pass:** This is the head-level pass with fist extension, throwing the ball backwards.
6. **Bounced pass:** This is when the ball touches the ground once before being received by the teammate. This type of pass is used to deflect the ball from an opponent.

Throwing is also one of the main technical fundamentals of handball; it is through throwing those goals are scored in a handball game. Throwing is the act of throwing the ball towards the goal of the opposing team. (Bayios et al., 1998)

Types of throws

1. **Standing throw:** this is the type of throwing in handball where one or both feet are in contact with the ground at the time of throwing.
2. **Suspended throw:** In this type of throw, the player makes a jump and is completely suspended in the air at the time of throwing.
3. **Falling throw:** this is the type of handball throw where the player projects a fall after the throw. By forcing a fall, the player projects his body and can put more power into the shot. It is a type of throw widely used among the pivots in handball.
4. **Rolling throw:** this is the type of throw where, after the player has thrown the ball, he makes a roll, usually a shoulder roll. It is a type of throwing commonly used by the wingers in handball. (Bayios et al., 1998).

1. Handball Dribbling

Is the act of bouncing the ball with one hand without losing control of the ball? Dribbling can be done with the player standing or moving. The main function of dribbling in handball is the progression of possession of the ball. (Ruslan & Hamdiana, 2019)

Types of dribbling

1. **The High Dribble:** It is widely used for speedy progressions by the handball player. The high dribble is widely used in counter-attacks.
2. **The Low Dribble:** The Low Dribble is basically used to protect the ball against an opposing player.

The goals of dribbling in handball are:

- Fake the defense.
- Escape from the opponent's defensive system;
- Reach a more favorable throwing position. (Ruslan & Hamdiana, 2019)

1. *Fake*

Handball fake is performed when a player in possession of the ball threatens to make a move in one direction to mislead and unbalance the opponent's defense and make the move in another direction. (Burger et al., 2023)

Handball Fake aims to:

- Pass an opponent.
- Unbalance a direct opponent;
- Distract the opponent's attention;
- Gain numerical superiority.

Features of a Good Fake:

- Have a good speed reaction;
- Have good movement speed.
- Have a good balance.
- Be agile in changing directions.

Types of fakes in handball

- Throwing fake;
- Pass fake;
- Right-shift fake;
- Left-shift fake.

It is another critical aspect of handball training. Players need to understand offensive strategies such as creating space for teammates or executing effective attacking moves. Defensive tactics like blocking shots or intercepting passes also require careful planning and execution. (Hastie et al., 2013)

1. Quick passes and movement

One of the most important tactics in handball is the use of quick passes and movement. Players must constantly be on the move, creating space for themselves and their teammates. By passing the ball quickly and accurately, teams can catch their opponents off guard and create openings in their defense. (Clanton & Dwight, 1996)

1. Effective communication

Furthermore, effective communication between teammates is essential in handball. Players must constantly communicate with each other to coordinate their movements, signal for passes, or alert each other about defensive assignments. This ensures that everyone is on the same page and can react quickly to changing situations on the court. (Wagner et al., 2014)

1. Defensive strategy

Lastly, an effective defensive strategy is vital for success in handball. Teams must work together to apply pressure to opposing attackers while also maintaining proper positioning to prevent easy scoring opportunities. (Gkagkanas et al., 2018)

In conclusion, handball requires a combination of skillful playmaking, strategic thinking, teamwork, and effective communication. By employing these tactics effectively, teams can gain an advantage over their opponents and increase their chances of winning matches.

Handball is a fast-paced and physically demanding sport that requires players to possess not only exceptional physical abilities but also strong psychological skills. The psychological demands of handball are crucial for success in the game, as they directly impact a player's performance and decision-making abilities. (Bonnet et al., 2020).

1. Mental toughness

One of the key psychological demands of handball is mental toughness. Handball players must be able to handle pressure situations, such as close games or high-stakes tournaments, without

succumbing to stress or anxiety. They need to remain focused and composed, even when faced with challenging opponents or unfavorable circumstances. (Popovych et al., 2021)

1. Concentration skills

Furthermore, handball requires excellent concentration skills. Players must be able to maintain their focus throughout the entire duration of the game, as split-second decisions can determine the outcome. Concentration is particularly important during offensive plays, when players need to quickly assess their options and make accurate passes or shots. (Schefke & Gronek, 2011).

1. Positive mindset

Lastly, handball places a great emphasis on resilience and perseverance. Players will inevitably face setbacks such as missed shots or defensive errors. It is essential for them to bounce back quickly from these setbacks and maintain a positive mindset throughout the game. (Cotterill, 2017)

In conclusion, handball not only requires physical prowess but also a range of psychological skills, including mental toughness, concentration, effective communication, teamwork, resilience, and perseverance. Developing these skills is crucial for any aspiring handball player looking to excel in this demanding sport.

2.1.10. Injury prevention strategies in handball game

Handball is a fast-paced and physically demanding sport that requires agility, strength, and coordination. As with any high-intensity activity, there is a potential for injuries to occur. However, with the implementation of proper injury prevention and rehabilitation strategies, the risk of these injuries can be significantly reduced. (Ageberg et al., 2019)

One of the most effective injury prevention strategies in handball is warm-up exercises. A thorough warm-up routine helps to increase blood flow to the muscles, improve flexibility, and prepare the body for intense physical activity. This can include dynamic stretches, such as leg swings and arm circles, as well as light cardiovascular exercises like jogging or skipping. (Daneshjoo et al., 2022)

Another important aspect of injury prevention in handball is proper technique and form. Coaches should emphasize correct body positioning during movements such as throwing or jumping to minimize stress on joints and muscles. Additionally, players should be educated on how to land safely after jumps to prevent ankle or knee injuries. (Ageberg et al., 2022).

In terms of rehabilitation strategies, prompt medical attention is crucial when an injury occurs. Handball players should have access to qualified sports medicine professionals who can accurately diagnose and treat injuries. Rehabilitation programs should be tailored to each individual's specific needs and may include exercises to regain strength and flexibility in injured areas.(Ageberg et al., 2019)

Furthermore, rest periods are essential for recovering from injuries in handball. Players need sufficient time off from training and competition to allow their bodies to heal properly before returning to play. (Ageberg et al., 2019)

In conclusion, while handball carries inherent risks of injury due to its physical nature, implementing effective prevention strategies can greatly reduce these risks. Warm-up exercises, proper technique education, prompt medical attention when needed, tailored rehabilitation programs, and adequate rest periods are all essential components in ensuring the safety of handball players at all levels of play. By prioritizing injury prevention and rehabilitation strategies related to handball effectively, we can help athletes stay healthy while enjoying this thrilling sport.

2.2. FRAME WORK

2.2.1 Theoretical frame work

The player development model, which was explored by Martindale et al. (2005) and Burgess & Naughton (2010), takes into account a wide range of elements that have an impact on the growth path of young handball athletes. A comprehensive analysis of the difficulties that these athletes face is provided by this model. These difficulties include a lack of proper training resources and a scarcity of coaches, as well as the socioeconomic environment and restricted exposure to

competition. Concurrently, it highlights the numerous options for progress, such as the enhancement of skills, the recognition of ability, and the establishment of community support structures. In particular, Burgess and Naughton's research investigates the processes of player identification, the effectiveness of training programs, participation in competitions, and support infrastructure. The purpose of this research is to identify the most important factors that influence players' progression and to provide suggestions for how to improve their development within the handball community.

In addition, the player development model outlines a set-up method that is specifically designed to facilitate the overall development and progression of individual players within the handball area. This stage plan includes the foundational phase, which focuses on teaching fundamental handball skills and analyzing coaching and resource availability. Additionally, this phase includes talent identification and selection, with an emphasis on grassroots initiatives and talent identification programs. In addition, the model places an emphasis on the development of skills, which encompasses technical, tactical, physical, and psychological components, with the goal of cultivating players at all levels, from novice to elite. Additionally, it places a high priority on gaining awareness of the competitive scene, which encompasses league and tournament opportunities, the quality of officiating, and the impact that competition has on the growth of players within their performance trajectories. Furthermore, the model places an emphasis on the significant role that support systems play in encouraging the athletic and personal growth of athletes. These support systems include services related to sports science, assistive medical care, academic help, and financial assistance.

Ultimately, successful young handball training programs are recognized as vital within this model, enabling numerous options for players' development. These programs serve as crucibles for talent advancement, tactical intelligence, physical training, mental resilience, teamwork, competitive exposure, and overall personal growth. Players not only improve their physical abilities via the use of controlled training environments, but they also gain critical life qualities such as self-control, resiliency, teamwork, and leadership, which contribute to their overall growth within the context of the sport and beyond.

2.2.2. Conceptual frame work

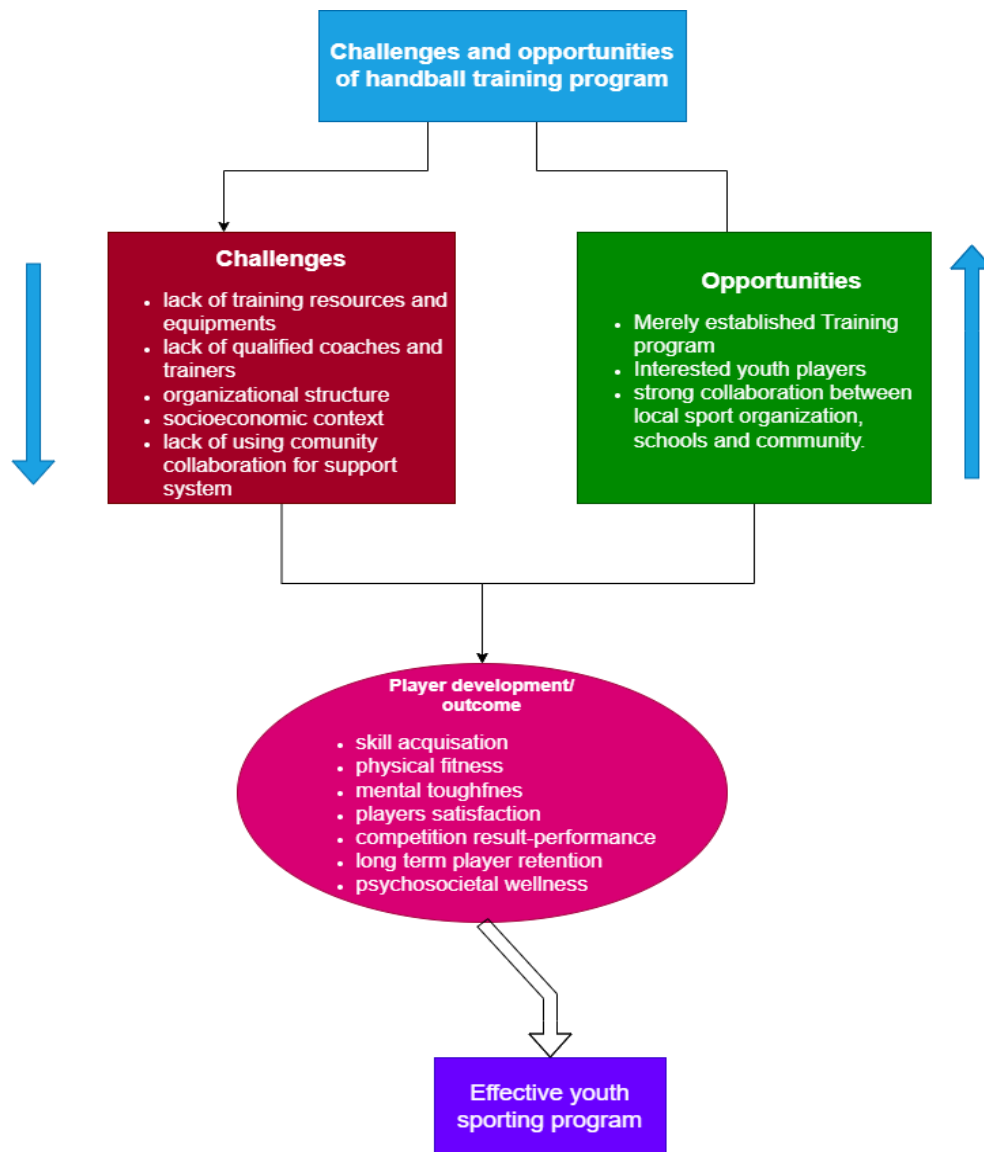


Figure 2. 1. Conceptual model of the study

2.3. The challenges of handball players

Youth projects are influenced by various factors, including organizational structures, coaching methods, and the socio-economic context of the region (Slack & Parent, 2006). Previous research has highlighted the significance of effective organizational structures in sports projects. Similarly the authors emphasized the importance of clear leadership, communication channels, and resource allocation within sports organizations. Understanding the organizational structures of

handball projects in similar contexts can provide insights into the challenges and opportunities faced by such programs in Merawi and Durbetie Towns.

The role of coaching methods in player development has been extensively studied in the sports literature. Research by Bloom et al. (2014), Horn (2008), and Martens & Vealey (2023) emphasized the impact of coaching styles, training techniques, and skill development programs on the overall success of sports training. Exploring the existing coaching methods and their effectiveness in handball projects can shed light on the opportunities for improvement and youth development.

The socio-economic context of a region plays a significant role in shaping sports participation and projects. Studies by Cerin & Leslie (2008) and Eime et al. (2015) highlighted the influence of socio-economic factors on access to sports facilities, participation rates, and the availability of resources for sports programs. Understanding the socio-economic context of Merawi and Durbetie Towns and its impact on handball projects is essential for identifying the challenges and opportunities specific to these regions.

Another factor for participation and good results is nutrition. The athlete who is striving for excellence should train hard and eat a balanced diet with enough calories to cover the load and maintain the body. Nutrients are chemical substances in food that function to furnish the body with fuel and to build and repair body tissue. Nutrients are classified into proteins, carbohydrates, water, vitamins, and minerals. Carbohydrates are the major energy source for the body, especially during intense training. Food is the fuel of athletic performance. Through once, we cannot control the food the athlete eats, but we can guide them to eat healthy. To do so, one must be acquainted with the basics of proper nutrition. (Martínez-Rodríguez et al., 2021)

One of the main challenges is the lack of access to proper training facilities and equipment. According to a study by Kenos (2019), many handball players in rural areas face difficulties accessing quality training facilities and equipment, which hinders their ability to fully develop their skills.

Additionally, the lack of qualified coaches and trainers has also been identified as a significant challenge in the literature. Without proper guidance and instruction, players may struggle to reach their full potential and may be at risk of injury. (Mesquita et al., 2011)

For sports programs Community engagement and support are crucial for the sustainability of sports projects. Research by Abebe (2018) emphasized the role of community involvement, sponsorship, and local partnerships in enhancing the effectiveness of sports programs. Exploring the level of community engagement and support for handball projects in Merawi and durbetie Towns can provide insights into the opportunities for collaboration and development.

By reviewing the existing literature on organizational structures, coaching methods, socio-economic context, and community engagement in sports projects, this study aims to identify the specific challenges and opportunities of handball projects in Merawi and Durbetie towns.

2.4. Opportunities in Handball Projects

Despite the challenges, there are also opportunities for improvement and growth in handball projects. One such opportunity is the potential for collaboration between local sports organizations, schools, and community groups to improve access to training facilities and equipment. By working together, these stakeholders can create a supportive environment for handball players and provide them with the resources they need to succeed (Jones et al., 2020).

The world of handball offers a multitude of exciting opportunities for players, catering to various skill levels, aspirations, and life goals. The most obvious path lies in pursuing a competitive playing career, participating in leagues and tournaments at all levels, from local youth teams to prestigious national and international competitions. For the truly elite, a professional career beckons, with top leagues offering lucrative contracts and the chance to compete on the world stage (Lascu, 2021).

Beyond the playing field, handball also opens doors to educational and coaching opportunities. Talented players can secure athletic scholarships at universities with handball programs, combining academics with athletic pursuits (Chevalier, 2023). Experienced players can transition into coaching roles, sharing their knowledge and passion with the next generation of athletes. Additionally, a handball background can be a valuable asset in the sports management field, paving the way for careers with teams, leagues, or sports apparel companies. Even for those who don't pursue a traditional sports career, handball skills can translate well to the fitness industry,

with opportunities as fitness instructors or personal trainers (Bucea-Manea-Țoniș et al., 2023; Varmus et al., 2021).

Handball players' development is a multifaceted process that involves skill development, tactical awareness, physical conditioning, and mental toughness. The foundation of a player's growth is mastering fundamental skills like dribbling, passing, and shooting through repetitive drills and exercises. Tactical awareness and teamwork are also crucial, as handball is a team sport that demands strategic thinking and seamless collaboration. Physical conditioning programs can enhance strength in the core and upper body for powerful throws and jumps, while mental toughness helps players manage emotions under pressure and stay focused during intense competition.(Bucea-Manea-Țoniș et al., 2023)

League participation offers players valuable experience in a competitive environment, exposing them to different playing styles and pressure situations. Tournaments and camps provide exposure to higher levels of competition, new coaches, and diverse playing styles. The journey continues beyond playing, with some athletes transitioning into coaching roles or refereeing. Handball experience also serves as a valuable asset in the sports management field.(Abdulla & Sharifa, 2020)

CHAPTER THREE

RESEARCH METHODS

3.1 Description of the Study Area

Merawi is a city in northwestern Ethiopia, 30 kilometers south of Bahir Dar, the seat of the Amhara Region. It was once known as Bahir Dar Awraja in Gojjam region. The town also serves as the seat of the Mecha Woreda government. Merawi is located around 30 kilometers south of Bahir Dar and roughly 525 kilometers from Ethiopia's capital, Addis Ababa. The settlement is located 7 kilometers from Koga Dam at latitude and longitude coordinates 11°24'31"N 37°9'39"E, with an elevation of 1901 meters above sea level. The 2005 Census was performed by CSA. The town's population was documented to be 22,676, with 11,432 males and 11,244 women. The town is also the capital of Mecha Woreda, one of the most populated Woreda in the Amhara area, with a total population of 292,250 in the 2005 Census (estimated at 340,289 in 2015). The majority of the population professed Ethiopian Orthodox Christianity ("Merawi, Ethiopia" Wikipedia, The Free Encyclopedia. 14 February 2024 (https://en.wikipedia.org/wiki/Merawi,_Ethiopia))

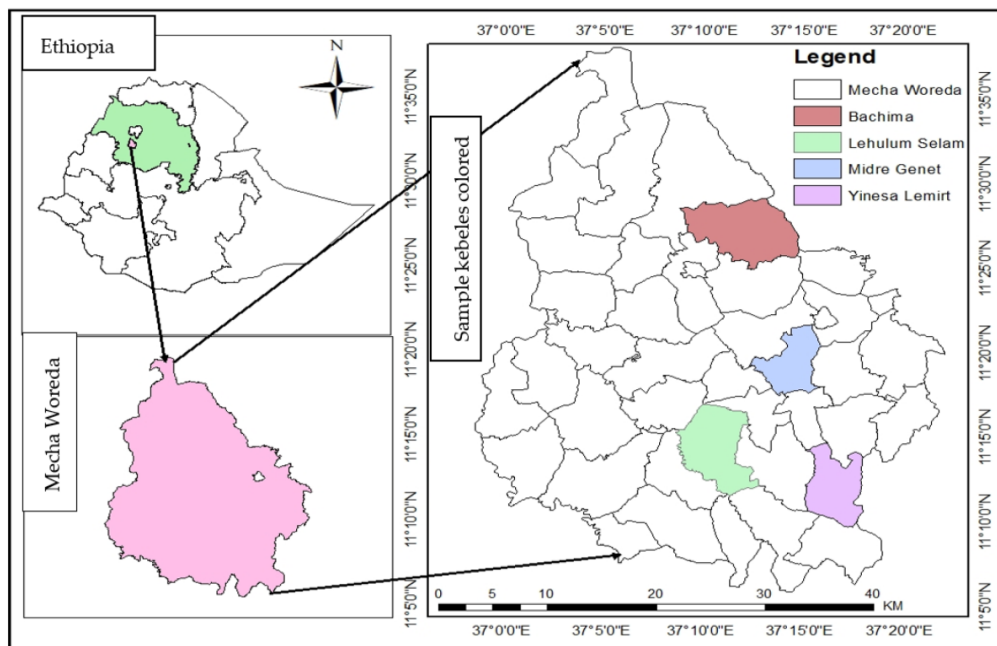


Figure 3.1: Geographical map of Mecha Woreda, Merawi Town.

South Achefer, also known as Durbetie, is a woreda in Ethiopia's Amhara Region. It takes its name from the Achefer historic quarter, which dates back to the sixteenth century.[2] Achefer, which is a portion of the west Gojjam Zone, is bounded by the Agew Awi Zone to the south and west, Semen Achefer to the north, and Mecha to the east; the Lesser Abay River establishes the eastern boundary of the globe. The old Achefer woreda included south Achefer. The woreda is a geographical area that is also incredibly rich in agricultural and animal product practices. In particular, cultivating maize is a nearly essential manufacturing line. However, because it takes so little time to get to market, there isn't much road access for animal harvesting. This woreda has a total population of 136,508 according to the Central Statistical Agency of Ethiopia (CSA) 2007 national census, of whom 69,239 are men and 67,269 women; 11,776 or 8.63% of the population live in urban areas. With 98.91% of the population identifying as Ethiopian Orthodox Christians, the majority of the population was Muslim (1.01%). ("Merawi, Ethiopia" Wikipedia, The Free Encyclopedia. 14 February 2024 (https://en.wikipedia.org/wiki/Merawi,_Ethiopia))

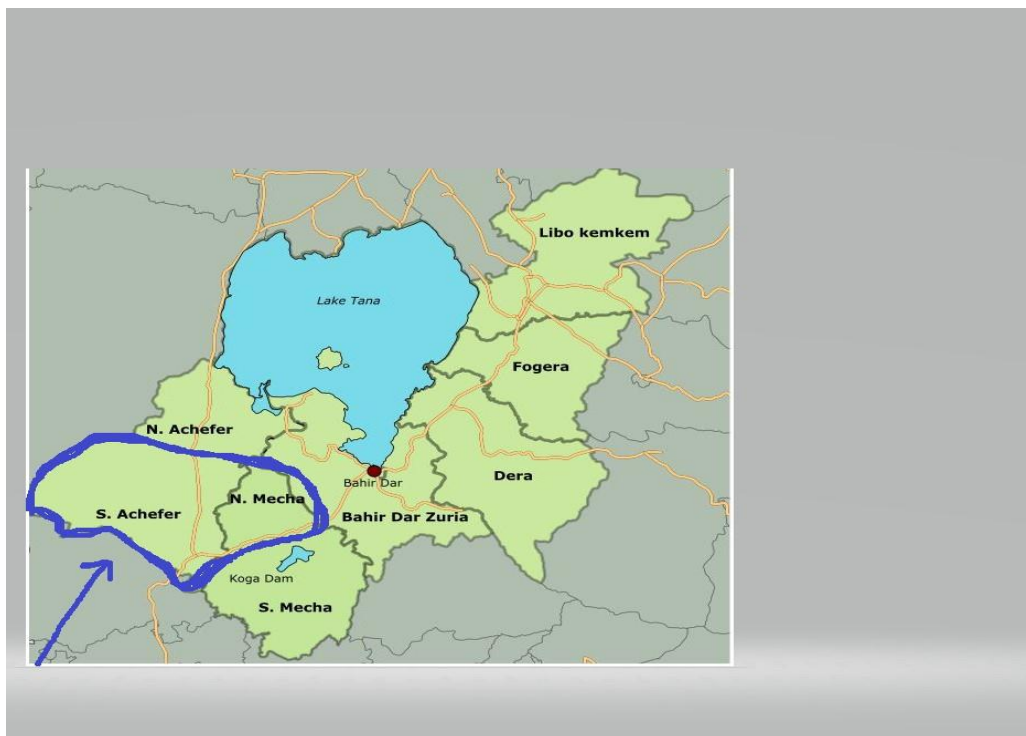


Figure 3.2 Geographical map of south Achefer and north Mecha Woreda.

3.2 Research Design and Approach

Convergent Parallel Mixed research design type with a mixed of qualitative and quantitative research approach has been used to describe the challenges and opportunities of youth male handball team players in Merawi and Durbetie towns. Because mixed research design integrates qualitative and quantitative research approach within a single study or research and also that provides a comprehensive understanding of the research topic by combining the strengths of both qualitative and quantitative approaches. Convergent Parallel design also involves collecting both qualitative and quantitative data concurrently, followed by independent analysis of each dataset. The findings are then integrated or compared to provide a more comprehensive understanding of the research topic.

3.3 Source of data

For this investigation, data from primary and secondary sources were used. The main primary source of information or data were the team players, the sport office officers and administrators in the municipalities of Merawi and Durbetie towns, and as well as the coaches and coordinators of the young male handball team players or the captain. The secondary data were gathered from different sources, including document analysis (unpublished booklets, books, journals, records) and online resources.

3.4 Population, Sample Size and Sampling Techniques

For this specific research the total population is 63 and the total sample size also 50. Purposive sampling technique was used to select the training site and the sport office officers and as well as a comprehensive purposive sampling technique also would be employ for all handball team players, coaches and administrators. Since they were few in number, which are 50 participants (44 youth male handball team players, 4 of them would be for the pilot study, 2 handball coaches, 2 sport office administrators, and 2 sport office officers. They were taken as a primary data source.

3.5 Data Collection Instrument

The researcher used data gathering instruments such as questionnaire, interview and observation to collect data that support the study. Since if facilitated triangulation of information from the

different sources. This multi-method approach reduced the changes that any inconsistent findings were attributable to similarities of method (Cohen et al.: 1991:101).

3.5.1. Questionnaire

14 closed ended questions were prepared in English and translated in to Amharic separately for youth that would be distributed and filled by handball teams of the training center.

3.5.2. Interview

Seven structured interview questions would be conducted with head coach, six structured interview questions would be held with sport office officers and administrators and six structured interview questions would be held to captains of the teams

3.5.3. Observation

Additionally, field observation had been made just to see what was actually happening regarding the challenges and opportunities of handball team players in the practical training session and the researcher would report what were already having been saw during the active time of the team training held before the rust or weakness of the training session due to the current governmental or regional turmoil and also the researcher knows the situation or setting of the training program, in case He lives in Merawi and also He teaches in Durbetie towns.

3.6 Procedures of Data collection

After review of the related literature, the researcher prepared the questionnaires. Next, the questionnaires were evaluated by an advisor and then the researcher would conduct a pilot study to check the validity and feasibility of the questionnaires for further modifications. Finally the actual questionnaires distributed and collected by a hard copy from each respondents and interview data was also collected using audio recording devices from coaches, sports office officers, sports office administrators and captain of the team. Finally the data obtained through sixteen-item checklists were reported thematically.

3.7 Methods of Data Analysis

Both quantitative and qualitative research approach data analysis method was used in this study. After the Collection of data through questionnaires the raw datas classified and tabulated to make it easily understandable. After tabulation, the quantitative data were analyzed using frequency, percentages, chi—square and p--value by using statistical package software for social science

(SPSS) V.26 .Structured interviews and observations were also analyzed qualitatively in different themes by using words

3.8 Pilot study

The research instruments were piloted in (4 players) Bahirdar City Youth Handball project players the pilot team was not included in the study. Ambiguous statements were rephrased to enhance the validity of the data collection tools before the actual study is carried out.

Reliability statistics

| Cranach's Alfa | No. of Item |
|-----------------------|--------------------|
| 0.80 | 14 |

The instrument of data collection has been pilot tested using the Alfa coefficient (Cronbach's Alfa) on 4 Handball project players before it has put into practice. The pilot test was conducted to test the reliability value was 0.80. The pretest was accomplished with the aim of confirming items included in the instrument could facilitate the researcher to collect the required information. The feedback on the relevance of the questionnaire content implied that the instrument was consistent.

3.8 Ethical Issue and Consideration

The researcher had been got permeation from adviser and academy department to start the research and the researcher also would keep all the personal information of the respondents and not show it to any other organizations or persons as well as inform the respondents before distribute the questionnaires not need to write their names on the questionnaires, but also they can write other information on the questionnaires.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTIONS

In this chapter, the data gathered from various sources or instruments were presented in real and meaningful ways. Furthermore, the study's major findings were given using tables, followed by descriptive statements (quantitative data) and by using words (qualitative data) for analysis that provide answers to the study's core questions. The total sample of this study was 50, as shown in the table below, which includes 44 comprehensively chosen youth male team players in Merawi and Durbetie towns, two sport office administrators (one from each town), two sport office officers (one from each town), and two handball team coaches (one from each town). All of the respondents listed above were chosen based on their availability and the whole questionnaires and interviews were returned to the researcher.

There were 14 items or questions in the supplied questionnaires. All of which were closed-ended and interviews also were done with the team captains, handball team coaches, administrators and officers. some of the closed ended questionnaires were identical to those in the handball coaches, captains of the team and administrators and officers interviews, working in the sports office which is very important to double-examine the information provided. Furthermore, the researcher conducted field observations during the training session before the rust of the training session. And also most of the time the researcher was looked the training program, in case of, he lives in merawi and he teaches in durbetie towns

The researcher was focused on the core challenges and opportunities of handball teams, level of program implementation, the relationship between youth handball teams and coaches, team spirit and their skills. Data obtained through questionnaire and interview were presented, analyzed and discussed thematically as follows:

Table 1: Research setting and participation of the research

| Participants | Number | Methods of data collection |
|--|---------------|--|
| hand ball team players | 44 | Questionnaires and observation |
| Coaches of the team | 2 | Interview and observation |
| sport office administrators and officers | 4 | Interviews |
| Total sample of the study(population) | 50 | Questionnaires, observation and Interviews |

A, Respondents Background

Youth handball team players with an age between 15 and 17 attending the handball training program since 2014 E.C in Durbetie and before 2014 E.C in Merawi .Both Merawi and Durbetie towns were selected as the study respondents. These were students from grade 7–10 during the active time of the training sessions until the current situation in Amhara region began in the last 2015 E.C., which extremely affected the activity of participants and the training program.

Table 2: Information on handball team respondents

| Age | | | | | | Grade level | | | |
|------------|-----------|-----------|-----------|-----------|----------|--------------------|-----------|-------------|-----------|
| 15 | | 16 | | 17 | | 7-8 | | 9-10 | |
| NO | % | NO | % | NO | % | NO | % | NO | % |
| 28 | 64 | 12 | 27 | 4 | 9 | 11 | 25 | 33 | 75 |

As indicated in Table 2, 44 male youth handball team players were involved in the study. Of the total respondents, 28 (64%) were 15 years old, 12 (27%) were 16 years old, and the rest 4 were 17 years old. Regarding their schooling grade level, the majority of these 33 (75%) of them were attending grades 9–10, and 11 (25%) of them were attending grades 7-8 during the active time of their training participation until the current situation began and almost all activity of the teams as well as their regular education was stopped.

Table 3: Coaches, Sport office administrators and officer's background

| Respondents | | | | Service years/experience | | | | Qualification | | | | |
|-------------|-----|--|-----|--------------------------|---|------------|-----|---------------|------------|-----|---------|---|
| Coaches | | Sport office administrators and officers | | Below 5 years | | 5-10 years | | MSc. Degree | BSc Degree | | Diploma | |
| No | % | No | % | No | % | No | % | No | No | % | No | % |
| 2 | 100 | 4 | 100 | 0 | 0 | 6 | 100 | 0 | 6 | 100 | 0 | 0 |

According to Table 3, two (100%) of the coaches were interviewed, and four (100%) of the heads of youth and sport office and officers in the two towns were also interviewed. All of the respondents were male, and all are BSc degree holders and have more than five years' coaching experience

4.2 quantitative Data obtained through questionnaires and analysis

Table 4: Question on regarding to handball teams training center center problem

| No. | Items | Alternatives | F | % | Chi-square | p-value |
|-----------|--|---|----|------------|------------|-------------|
| 1. | What are the main challenges of Merawi and Durbetie towns of handball teams training center? | sport wears | 12 | 27 | 16.909 | .002 |
| | | Sufficient Equipment (balls) | 18 | 41 | | |
| | | Playing court/field | 6 | 14 | | |
| | | Care and first aid service | 4 | 9 | | |
| | | Administrative Support and supervision | 4 | 9 | | |
| | | Total | 44 | 100 | | |
| 2. | To what extent that shortage of training equipment's affects your training sessions? | medium | 8 | 18 | 17.818 | .000 |
| | | high | 36 | 82 | | |
| | | Total | 44 | 100 | | |
| 3. | How would you rate the quality of training facilities? | very poor | 8 | 18 | 24.182 | .000 |
| | | poor | 30 | 68 | | |
| | | good | 6 | 14 | | |
| | | Total | 44 | 100 | | |
| 4. | What are the main challenges you face with the training facilities? | Poor goal posts installment | 12 | 27 | 24.545 | .000 |
| | | Lack of space or court | 3 | 7 | | |
| | | poor flooring (difficult for dribbling) | 24 | 55 | | |
| | | Poorly marked space (standardization) | 5 | 11 | | |
| | | Total | 44 | 100 | | |

As of The data presented in Table 4 item 1 the players were asked to identify the main challenges of Merawi and Durbetie towns of handball teams training center. it showed that 12 (27%) of the players responded that; there is lack of sport wear, 18 (41%) replied lack of sufficient playing balls is a challenge for their training sites, and 6(14%) of players identified the lack of proper playing field as a challenge: also 4 (9%) of players identified the lack of care ad supervision as a challenge. Similarly, 4(9%) of the players replied that there is a lack of support and supervision from the sport officers and administrators. In addition to these the chi-square goodness of fit test indicated that the difference is significance with chi- square value 16.909 at p-value .002 (significance at $df=4$ which is chi-square result of the observed result is greater than 9.488 at p-value 0.05. The result revealed that lack of sport wears, insufficiency of Equipment (balls), Playing court/field, Care and first aid service, Administrative Support and supervision are identified as the challenges for the training sites.

In item 2: the players were asked to rate the extent how the shortage of training equipment's affects the training sessions: and the result shows that 36 (82%) of players responded that a shortage of playing equipment affects the training program highly, and 8 (18%) of the respondents replied that a lack of playing equipment affects the training program at a medium level. the chi-square goodness of fit test indicated that the difference is significance with chi-square value 17.818 at p-value .000 (significance at $df=1$ which is chi-square result of the observed result is greater than 3.841at p-value 0.05.. This result indicated that the shortage of training materials and equipment have influenced the training program.

In item 3: the players were asked to rate on the quality of the training facilities and they responded as follows: 6 (14%) of the players rate the training court as fair to play, whereas 30 (68%) and 8 (18%) of them considered the training facility poor and very poor, respectively. and the chi-square goodness of fit test indicated that the difference is significance with chi- square value 24.182 at p-value .000 (significance at $df=1$ which is chi-square result of the observed result is greater than 3.841 at p-value 0.05. This result indicated that the shortage of field material and equipment has influenced the training program.

In item 4: the players were asked **on the main challenges they faced with the training facilities.** And the majority of players 12 (27%) replied that there is a problem with goal post installation, and 3(7%) replied that there is problem regarding the availability of playing spaces or courts. 5(11%) of players considered a lack of standardization (demarcation); and most of the players 24(55%) replied that there is flooring problems. and as of the analysis of the chi-square goodness of fit test indicated that the difference is significance with chi- square value 24.545 at p-value .000 (significance at df=3 which is chi-square result of the observed result is greater than 7.815 at p-value 0.05. This result indicated that the shortage of training material and equipment has influenced the training program. The data revealed that even if the playing field is available, inappropriateness of flooring affect practicing some basic skills like dribbling.

Table 5: Question on regarding to handball teams training center

| No. | Items | Alternatives | F | % | Chi-square | p-value |
|-----|--|---|----|------------|------------|-------------|
| 5. | What are the main challenges you face with the coach & coaching methods or style? | Lack of attention (punctuality) | 4 | 9 | 31.273 | .000 |
| | | Inadequate feedback | 2 | 5 | | |
| | | Poor communication | 4 | 9 | | |
| | | Lack of quality training. | 4 | 9 | | |
| | | Lack of progressive player performance assessment | 20 | 45 | | |
| | | Lack of preparation and organization | 10 | 22 | | |
| | | Total | 44 | 100 | | |
| 6. | How would you rate the effectiveness of your training sessions? | very effective | 4 | 9 | 55.818 | .000 |
| | | effective | 38 | 86 | | |
| | | Neutral | 2 | 5 | | |
| | | Total | 44 | 100 | | |
| 7. | What are the main challenges with the support from the sport training administrators? | Lack of resources (equipment's) | 16 | 36 | 12.545 | .006 |
| | | Lack of regular supervision | 1 | 2 | | |
| | | Financial support (for sweat replacement) | 14 | 32 | | |
| | | Lack of sport wears support | 13 | 30 | | |
| | | Total | 44 | 100 | | |
| 8. | How supportive is in the local community towards handball teams? | medium | 32 | 73 | 9.091 | .003 |
| | | low | 12 | 27 | | |
| | | Total | 44 | 100 | | |
| 9. | How would you rate your overall handball skill level? | Beginner | 4 | 9 | 46.545 | .000 |
| | | Intermediate | 36 | 82 | | |
| | | Advanced | 4 | 9 | | |
| | | Total | 44 | 100 | | |

| | | | | | | |
|------------|---|-------------------|----|------------|--------|-------------|
| 10. | How many hours per week do you spend on handball training? | Less than 3 hours | 2 | 5 | 55.818 | .000 |
| | | 4-6 hours | 38 | 86 | | |
| | | 6-10 hours | 4 | 9 | | |
| | | Total | 44 | 100 | | |

In Table 5 item 5 the players were asked **to identify the main challenges they faced with the coach & coaching methods.** and a few players 4 (9%) responded that the coaches are sometimes late coming to the training site, 2 (5%) of the players replied that they didn't obtain adequate feedback, 4(9%) of the players doubt on the quality of the training and 10 (22%) of the players replied that their coach lacks preparation; 20(45%)players agreed that there is no performance test given throughout the training sessions. and as of the analysis of the chi-square goodness of fit test indicated that the difference is significance with chi- square value 31.273 at p-value .000 (significance at df=5 which is chi-square result of the observed result is greater than 11.070 at p-value 0.05. From this result the researcher concluded that coaches have a problem on being role models for time management, organization, and preparedness. They should not also gave progressive assessments of their players performance to check their progression as well as the training program.

In item 6; the players were asked **to rate the effectiveness of their training sessions.** And 4 (9%) of respondents rated the coaching qualities service is very effective, 38 (86%) rated the coaching service effective, and the rest (2%) were neutral. Inanition to these the analysis of the chi-square goodness of fit test indicated that the difference is significance with chi- square value 55.818 at p-value .000 (significance at df=2 which is chi-square result of the observed result is greater than 5.991 at p-value 0.05. The above result indicated that the majority of players rated the coaching service they received as good; it indicates that the training sessions were effective, which should be continued with some improvement.

In the item 7: the players were asked **about the challenges with the support from the sport training administrators.** And it showed that 16 (36%) of the respondents indicated that there is a lack of training equipment and resource support; 1(2%) of them responded that there is also a lack of regular supervision; additionally, 14(32%) players indicated that there is no financial support obtained from these bodies, both as sweat replacement incentives and 13(30%) of the players indicated that lack of sportswear support were another challenge. and the analysis of the chi-

square goodness of fit test indicated that the difference is significance with chi- square value 12.545 at p-value .006 (significance at $df=3$ which is chi-square result of the observed result is greater than 7.815 at p-value at 0.05. the researcher concluded that; lack of support from the sport administrators are another challenge for players training.

In item 8: the players were asked to rate the level of supportive **they got from the local community. And the data** indicated that a majority of 32 (73%) of players responded that the local community has a moderate level of attitude towards their participation, whereas 12 (27%) of the community have a low perception towards their children's participation. and the analysis of the chi-square goodness of fit test indicated that the difference is significance with chi- square value 9.091 at p-value .003 (significance at $df=2$ which is chi-square result of the observed result is greater than 5.991 at p-value at 0.05. the researcher concluded that; even though the local community have moderate support for the training they are not actively engaged for material support for trainees.

In Table 5 item 9: the players were asked to rate **their overall handball skill level; and the data** indicated that 4 (9%) of players are beginners, and similarly, 4 (9%) of players are advanced and have good handball experience, but the majority of the players, 36 (82%), are at the intermediate level. and the the chi-square goodness of fit test indicated that the difference is significance with greater chi- square value of 46.545 at p-value .000 (significance at $df=2$ which is chi-square result of the observed result is greater than 5.991 at p-value at 0.05. the researcher concluded that Even though the training program started in 2014, most players have improved their skills and gained good handball playing experience with this rust training program.

On Table 5 item 10: the players were asked **about the training hours they spend on training per week: and the data** indicated that 2 (5%) of the players responded that they are participated for less than 3hours per a week; another 4(9%) of players replied that the are engaged on training for more than 6hours/week. However, the majority of players 38(86%) are participated for 4-6 hours/week. and the chi-square goodness of fit test indicated that the difference is significance with high chi- square value of 55.818 at p-value .000 (significance at $df=2$ which is chi-square result of the observed result is greater than 5.991 at p-value 0.05. And the researcher concluded that the players had appropriate training time with some improvement.

Table 6: Question on regarding to handball teams training center problems

| No. | Items | Alternatives | F | % | Chi-square | p-value |
|-----|---|--------------------------------|----|------------|------------|-------------|
| 11. | Do you regularly attend your training? | yes | 34 | 77 | 13.091 | .000 |
| | | sometimes | 10 | 23 | | |
| | | Total | 44 | 100 | | |
| 12. | How often do you participate in competitive matches and tournaments? | sometimes | 2 | 5 | 36.364 | .000 |
| | | Not at all | 42 | 95 | | |
| | | Total | 44 | 100 | | |
| 13. | Which areas of skill development do your coaches focus on the most during training? | Offensive skills | 8 | 18 | 9.455 | .092 |
| | | Defensive skills | 10 | 23 | | |
| | | Goalkeeping | 2 | 5 | | |
| | | Physical conditioning | 12 | 27 | | |
| | | Tactical understanding | 8 | 18 | | |
| | | Psychological training | 4 | 9 | | |
| | | Total | 44 | 100 | | |
| 14. | What areas of personal development need improvement? | Technical skills | 4 | 8 | 14.182 | .007 |
| | | Physical conditioning | 10 | 23 | | |
| | | tactical understanding | 14 | 32 | | |
| | | Mental/psychological trainings | 14 | 32 | | |
| | | Teamwork and communication | 2 | 5 | | |
| | | Total | 44 | 100 | | |

On the above table 6, item 11: the players were asked on **the regularity of their attainment: and** the data indicated that the majority of respondents, 34 (77%), said that they regularly attended the training program, while 10 (23%) of the respondents were not regularly (sometimes) attending the program. And as of the chi-square goodness of fit test the difference is significance with chi-square value of 13.091 at p-value .000 (significance at df=1 which is chi-square result of the observed result is greater than 3.841 at p-value 0.05). And the researcher concluded that the players had appropriate training time with some improvement.

In item 12: the players were asked **about the opportunity they have on competitive matches and tournaments:** and the data showed that the majority of players 42 (95%) of responded that they had not competed against other teams, even Durbetie and Merawi towns each other. While 2(5%) of them replied that they sometimes had competition. the chi-square goodness of fit test indicated that the difference is significance with chi- square value of 36.364 at p-value .000 (significance at

df=1 which is chi-square result of the observed result is greater than 3.841 at p-value 0.05. and the researcher concluded that players were not have competition opportunities with other teams.

In Item 13: the players were asked to reflect **areas of skill development do their coaches focused.** **And the data revealed:** 8 (18%) of players replied that they practiced offensive training; 10 (23%) of players also replied that they participated in defensive training; 2 (5%) of players also have goalkeeping training; and a few players 8 (18%) responded that they took tactical training. And only 4 (9%) of players responded that they had psychological training. And 12(27%) of them also replied that they are trained for their physical development. And the chi square goodness of fit test indicated that the difference is not significant at chi square value of 9.455 at p value Of .092 (not significant, at the chi square goodness of fit test is not greater than the expected/assumed critical value of the chi-square value (11.070) at df-5 at p-value 0.05.) From these result the researcher concluded that the training incorporates most of the fundamental areas to be covered and the distribution were equally responded as of the chi-square goodness of fit test.

At last, item 14: **players were asked to suggest areas for personal development and improvement:** and the data indicates that 14(32%) of the players demand tactical; similarly, 14(32%) of players suggest to have mental/psychological training; 4 (8%) of players also stated that they demand technical training for skill proficiency; and 10 (23%) of the respondents demand physical training for their fitness improvements. And only 2 (5%) are considered teamwork and communication trainings as essential areas to be considered. And the chi-square goodness of fit test indicated that the difference is significance with chi- square value of 14.182 at p-value .007 (significance at df=4 which is chi-square result of the observed result is greater than 9.488 at p-value at 0.05. And the researcher concluded that players demand to be improved in all areas. Specifically, as of the observed frequency players highly required to have tactical and mental trainings and improvements.

4.3 Data obtained through Interview

Structured interview questions were employed as an instrument to collect significant data and structured, open-ended interview questions were prepared and translated into Amharic for ease of communication. The interviewee was then asked to provide the below-mentioned samples.

A, Face to face interviews through structural open-ended questions

1. With Captains of handball teams of each town: -

Structured interviews were implemented with two handball team captains (one for each town). Most of the questions were focused on the player's current level of performance, level of development, effectiveness of the training program, the role of their respective bodies in the handball teams, the level of support they get, the availability and sufficiency of equipment and facilities, the coaches' efficiency of training delivery, players' interactions with team members, and their coaches. The responses are presented thematically to be aligned with the research objectives and discussed as follows:

Both teams' captains confirmed that lack of psychological and tactical training, coaches late arrival and missing of some training days, lack of sufficient handball training equipment's, lack of support and supervision from sport administrators, lack of sporting equipment's, lack of financial aids like sweat replacing incentives, lack of material support such as sportswear from the sport offices and the local community, less attention given and lack of competition exposure compared with other ball games like football, and lack of progressive performance test are the major challenges of their training sites.

However, the teams captains replied that the availability of an open-space training court, good team spirit, smooth relationships and communication between players and coaches with brotherly and fatherly approaches and advice are an opportunity for them not only be good to handball players but also to be valuable citizens.

Finally, the captain said that during the active time of their training, all of the players were improving their skills and could all play the game they had with each other. However, they replied that currently their training session is rust and they doubt the performance they got before.

2. with heads of youth and sport office [administrators] and officers of each town

The researcher interviewed heads of sport office administrators (two heads from each town's and two sport officers from each towns). Most of the questions were focused on the challenges of the training center, the contributions of administration bodies, the benefits of the project to the youth, for society, and for the country at large, means of improving the quality of the training program, and ways of tackling multiple problems that were faced and the data were analyzed thematically as follows:

They admitted that their inability to regularly supervise and their lack of support for the trainees and the coach were their major problems and they were promised to work hand in hand with them to improve the effectiveness of the training program. Furthermore, they point out that the current regional situations are also another great problem for them to do such activities.

The officer said also that voluntarily based participation of youths in such sport training would impact positively for their town's children, youths, themselves, and the community as well, through developing positive attitudes towards an active lifestyle, far from some addictive behaviors, and also by developing positive interaction with the rest of society, which is a good opportunity for players and the rest of the youths so far.

So having such administrators who are capable of admitting their mistakes for better future cooperation and support systems, if they can be practical, can be considered an opportunity for the improvement of the training program for the future.

3. With the coaches of each team from each town

The researcher interviewed two coaches (one from each town). Questions were focused on the major challenges of the training program, the level of support obtained from the local community, sport officers and administrators, non-governmental organizations, players interests, the effectiveness of the training program, players level of performance and improvement, opportunities they had and the impact of the current regional situations on their training and as well as engagement level. Their responses were presented thematically as follows:

The coaches of both teams replied that, with the exception of some moral support from some local youths, football coaches, and administrators, there is no material or equipment, financial support, which are the main problems for their training. Whereas coaches considered the player's

interest, cooperation, team spirit motivation of regular engagement, and the availability of an open space field for practice as an opportunity for the long-term running of the training program until the current regional situations started in late 2015 E.C. Coaches also underlined that player were in good improvement and progression even though a lot of challenges were faced, and they emphasized that all players have the ability to apply the basic skills of handball, that each can dribble, shoot, and pass the ball properly and that they can actively participate during matches with each other. However, they are not tactically creative enough.

4.4 Observation Check Lists and rates

Since the researcher was an insider who worked as a physical education teacher at Durbetie town and has been living in Merawi town, the following checklists were filled out based on the long-time observation and personal assessment of the situation that happened before the current regional situation started and resulted in rust of these training programs.

Training center: Merawi and Durbetie towns youth handball team players

| No | Activities | Yes | No | Remark |
|----|---|-----|----|--------------------|
| 1 | Are there sufficient field equipment? | | √ | |
| 2 | Is there standard handball playing area? | | √ | field is available |
| 3 | Is there enough sport wear? | | √ | |
| 4 | Method of coaching that the coach used to make the training enjoyable and attractive? | √ | | |
| 5 | Is the training center comfort to dribble the ball? | | √ | |
| 6 | Are they participating actively? | √ | | |
| 7 | Is the coach always informing the objective of training lesson to the players? | | √ | sometimes |
| 8 | Does the sport office support to handball and supervise during training session? | | √ | |
| 9 | Is there enough periodical competition? | | √ | |
| 11 | Is there team cooperation on the project? | √ | | |
| 12 | Is there a positive relationship between coach and handball teams | √ | | |
| 13 | Are there talented player on the project? | √ | | |
| 14 | Is their incentive or means of after training sweat replacement? | | √ | |
| 15 | Are players good at basic techniques of the game | | √ | |
| 16 | Are the coaches well prepared and organized? | | √ | Need improvement |

Field observation was made just to see what was actually happening regarding the challenges and opportunities of the Merawi and Durbetie town handball teams during training sessions. The data gathered by the field was written down in diary form and the main results of the observation are discussed here as follows:

Challenges observed include the unavailability of enough sportswear and equipment, lack of standardized sports fields, a lack of support systems and supervision from respected bodies, Shortage of competition opportunities, either with other handball projects or friendly with a nearby district or zone club,

As per the researcher's observation, players have great team spirit. The researcher observed in regular training sessions that, at the end of the training, they concluded the session by making a circle and singing and dancing to express their team spirit. Further, the handball players are good at obeying the coach's instructions and demands; they are actively performing their training; their relationship with coaches is very smooth; however, the researcher observed that there is no care, first aid support, or supervision from the sport offices and the researcher observed that all players could apply the basic skills of the handball game, with relative differences among them. All could play the team game prepared by the coach between these players themselves.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This paper aims to investigate the challenges and opportunities of handball team players in Merawi and Durbetie town's handball training centers. The study employed Convergent Parallel mixed research design and was conducted in two districts of handball training centers, which are located in the west Gojjam zone of the Amhara region, by purposively selecting 44, handball team players, 2 coaches (1 from each team), and 4 sport office administrators and officers[one from each towns].

The data were obtained from the sampled respondents through a questionnaire, an interview, and observation. The data obtained through questionnaires were analyzed using percentages and frequencies. Further, the data obtained through interviews and observation were properly arranged and discussed with words. Based on the data analysis and presentation the following major findings were obtained.

The challenges of Merawi and Durbetie towns of handball team players training centers were, had no resources (finance and equipment or material, a shortage of sport wear; a lack of care and supervision; a lack of support and first aid services; weak cooperation with sport officers and administrators; a lack of competition opportunities; a lack of regular performance tests; and well-prepared facilities were the major problems of these training sites. The current regional situations also might shift the focus of the sport office officers, administrators, and coaches.

Even though the handball teams have the above-mentioned problems, smooth relationships among players and coaches, cooperation and spirit of the team, players interest and motivation, moral support from other sport trainees and coaches, playing space availability, having interested and positively approachable coaches are considered an opportunity for these training sites and better player development, Whereas the above-mentioned problems and opportunities those players had, they were under better skill improvement and overall developmental progression that all players have observed they could play the game, even though they are not considered to be at an advanced level. However, currently the training has rust and players are in different situations.

5.2. Conclusion

Based on the above summary and finding from chapter four the following conclusions were drawn:

Merawi and Durbetie town handball team training centers have many challenges, such as:

- Lack of follow-up from the expected bodies.
- Lack of care, supervision, and support
- Shortage of sport wear
- Lack of field equipment
- Lack of attention and financial support by the sport offices.
- Lack of progressive performance tests.
- Lack of competition opportunities with other teams.
- Lack of training center facility
- Instability of the regional as well as national situations, are the main challenges or hindrance of the successful implementation of Merawi and Durbetie towns' handball teams and handball's performance as well as personality development . Even though these challenges hinder the effectiveness of the training program, the following points are indicated as an opportunity:
 - Player's motivation, interest, and team spirit
 - Positive relationship with coaches.
 - Moral support from other team game coaches and sports families.
 - Interested and advise coaches.
 - The mere support of their parents
 - Availability of playing court/field space.

Even the above-mentioned problems and opportunities that players had, they were under better skill improvement and overall developmental progression that all players. It has been observed that they could apply the basic skills of the game and were capable of playing the game even though they are not considered to be at an advanced level. However, currently, the training has rusted, and players are in different situations.

5.3. Recommendation

Based on the finding the following recommendations were put forwarded:

- Coaches should invite the responsible bodies during training sessions to aware them how much the problems affect their training sessions.
- Youth and sport officers should create opportunities of competitions among nearby Woreda or Zone handball teams
- All handball players should be always attending their training.
- Awareness should be created for the local communities on the lifelong benefits of participating in such training programs.
- The local community project shall be community based
- Invite private business owners during training sessions to find sponsorship.

Preparing bazaar (means of income or generating money).

- Preparing panel discussions for the administrative staff or bodies to sustain the project for a long period of time.
- The sport office should work hand in hand with each team for mobilizing the community so as to invest on it, for sufficiency of training equipment.
- Coaches shall also personally try to facilitate friendly match as much as possible.
- The local community should support their children as possible.
- Coaches should provide progressive performance test to players.
- The sport office should budgeted or facilitated well floor handball court.

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Appendix A

Questionnaires filled by handball trainees

These questionnaires are designed to collect information for research purposes only. Its objective is to assess your opinion for a study on the challenges and opportunities of the Merawi and Durbetie town handball teams. I kindly request that you give your genuine response to each of the questions. All information and data you provide will be used only for the purpose of this study.

Direction: -

No need to write your name

Circle or mark the space you thought of as a response.

Instruction: Write and tick your own background information in the space provided.

Age group: 13–15 Years of Age 15–17 Years of Age

Grade: 7-8 9-10

1. What are the main challenges facing the Merawi and Durbetie towns of handball project training centers? (Select all that apply.)

- Lack of resources (equipment's)
- Sport wears
- Sufficient Equipment (balls)
- Playing court (field)
- Care and first aid service
 - Administrative support and supervision

Specify if others _____

2. To what extent does the shortage of training equipment affect your training sessions?

- High Medium Low

How would you rate the quality of the training facilities?

- Excellent God Fair Poor Very Poor

4. What are the main challenges you face with the training facilities? (Select all that apply.)

Poor goal post installations

- Lack of space

- Poor flooring (difficult for dribbling)
- poorly marked space (standardization)

Specify if others _____

5. What are the main challenges you face with the coach and coaching methods or styles?

(Select all that apply.)

- Lack of attention (punctuality)
- In adequate feedback
- Poor communication
- Lack of quality training.
- Lack of progressive test
- Lack of preparation and organization

Please specify if others _____

6. How would you rate the effectiveness of your training sessions? (During the active time of your training.)

- Very effective
- Effective
- Neutral
- Ineffective

7. How do you rate the support of sports office administrative bodies?

- Excellent
- Good
- Fair
- Poor
- Very Poor

8. Which opportunity is the most important for the betterment of the future?

- Open court or field
- Smooth relationship
- Interest and team spirit

9. How would you rate your overall handball performance level?

- Beginner
- Intermediate
- Advanced
- Expert

10. How many hours per week do you spend on handball training?

- Less than 3 hours
- 4-6 hours
- 6-10 hours
- More than 10 hours

11. Do you regularly attend your training?

- Yes
- no/sometimes

12. How often do you participate in competitive matches and tournaments?

- Frequently
- sometimes
- not at all

13. Which areas of skill development do your coach focus on the most during training? (Select all that apply.)

- Offensive skills
- Defensive skills
- Goalkeeping
- Physical conditioning
- Tactical understanding
- Psychological training

14. What areas of personal development need improvement? (Select all that apply.)

- Technical skills
- Physical conditioning
- Tactical understanding
- Mental/psychological trainings
- Teamwork and communication

Specify if others_____.

Thank you!

Appendix B

Interview questions for hand ball coaches

Dear: coach

The main purpose of this interview is to gather information for the study of the challenges and opportunities of handball in Ethiopia, in the case of the Merawi and Durbetie towns handball team players .For this research to be effective, your kind and genuine response is appreciated.

Thank you in advance for your cooperation.

Instruction: Please write and tick your background information in the space provided.

Qualification: diploma bachelor degree master's degree

Work of experience or service in year's _____

1. From your perspective, what are the biggest obstacles hindering the development of the youth male handball team?
2. Are there limitations in resources (e.g., equipment, facilities, and qualified coaches) that affect the team's progress?
3. Are there opportunities for collaboration with other coaches, clubs, or schools to enhance the team's development?
4. How do you incorporate strategies to improve the team's access to tournaments or competitions?
5. In your opinion, what are some strategies to increase public awareness and generate more support for youth handball in the community?
6. Based on your coaching experience, how would you assess the current skill level of the players' development on your handball team?
7. Based on your observations, what are the key areas where you see the most room for improvement within the youth male handball team?

Thank you!

Appendix C

Interview questions for team captains

Dear: captains, the main purpose of this interview is to gather information for the study of the challenges and opportunities of handball in Ethiopia, in the case of the Merawi and Durbetie town handball teams. For this research to be effective, your kind and genuine response is appreciated.

Thank you in advance for your cooperation.

Instruction: Please write and tick your background information in the space provided.

1. What are the main obstacles to the project?
2. How do you describe your interaction amongst yourself and with your coaches?
3. How do you evaluate the discipline of your teammates?
4. Do you periodically compete with other teams?
5. How do you describe the current status of the project?
6. What opportunities do you have for the betterment of the future?

Thank you!

Appendix D

Interview questions for sports office administrators and officers

Dear youth and sports office officers and administrators: The main purpose of this interview is to gather information for the study of the challenges and opportunities of handball in Ethiopia, in the case of the Merawi and Durbetie town handball team players. For this research to be effective, your kind and genuine response is appreciated.

Thank you in advance for your cooperation.

Instruction: Please write and tick your background information in the space provided.

Qualification: diploma bachelor degree master's degree

Work of experience or service in the year's _____

1. From your perspective, what are the biggest obstacles facing the development of the youth male handball team?
2. Are there any resource limitations (e.g., funding, equipment, facilities) that hinder the team's progress?
3. How would you describe the current coaching situation for the youth male handball team? Are there any challenges in finding qualified coaches?
4. Can you describe any existing programs or initiatives that support the development of the youth male handball team?
5. How can the sports office better facilitate participation in tournaments or competitions for the youth male handball team?
6. What are some potential strategies to increase public awareness and support for youth handball in the community?

Appendix E

Observations Check List

Name of the training center: Merawi and Durbetie towns youth male handball teams.

Since the researcher were an insider who worked as a physical education teacher at Durbetie town and has been living in Merawi town, the following checklists were filled based on the long-time observation and personal assessment about the situation happed before the current regional situation started and result cessation of these training program.

Training center: Durbetie/merawi town youth handball project

| No | Activities | Yes | No | Remark |
|----|--|-----|----|--------|
| 1 | Are there sufficient field equipment? | | | |
| 2 | Is there standard handball playing area? | | | |
| 3 | Is there enough s sport wear? | | | |
| 4 | Method of coaching that the coach used to make the training enjoyable and attractive? | | | |
| 5 | Is the training center comfort to dribble the ball? | | | |
| 6 | Are the handball s participating actively? | | | |
| 7 | Is the coach always informing the objective of training lesson to their s? | | | |
| 8 | Does the youth and sport office support to handball s and supervise during training session? | | | |
| 9 | Is there enough periodical competition? | | | |
| 10 | Is there care and supervision from the respective bodies? | | | |
| 11 | Is there team cohesion on the project? | | | |
| 12 | Is there relationship between coach and handball s? | | | |
| 13 | Are there talented s on the project? | | | |
| 14 | Is s used after training Replacement of sweat? | | | |
| 15 | Are players good at basic techniques of the game | | | |
| 16 | Are the coaches well prepared and organized? | | | |

Appendix F

ለእጅ ኳስ ተጨዋቾች የተዘጋጁ መጠይቆች

እነዚህ መጠይቆች የተዘጋጁት ለምርምር ዓላማ ብቻ መረጃን ለመሰብሰብ ነው። አላማው በመራዊ እና ዱርቤቴ ከተማ የእጅ ኳስ ስልጠና ተግዳሮቶች እና እድሎች ላይ ጥናት ለማድረግ የእርስዎን አስተያየት ለመሰብሰብ ነው። ለእያንዳንዱ ጥያቄ ትክክለኛ ምላሽ እንድትሰጡ በትህትና እጠይቃለሁ። ሁሉም የሚሰጡት መረጃ ለዚህ ጥናት ዓላማ ብቻ ጥቅም ላይ ይውላል።

ስለትብብርዎ በጣም አመሰግናለሁ።

ማሳሰቢያ

ስምህን መጻፍ አያስፈልግም

እንደ ምላሽ ያሰቡት ቦታ ላይ የ x ምልክት ያድርጉ።

ዕድሜ : 13-15 ዓመት 15-17 ዓመት

የክፍል ደረጃ: 7-8 9-10 11-12

1. የመራዊ/ዱርቤቴ የእጅ ኳስ ቡድኖች ማሰልጠኛ ማዕከል ዋና ዋና ተግዳሮቶች ወይም ችግሮች ምንድን ናቸው?

(የሚመለከተውን ሁሉ ይምረጡ)

- በቂ የመለማመጃ ቁሳቁሶች
- የስፖርት አልባሳት
- በቂ የመለማመጃ ኳሶች
- የመጫወቻ ሜዳ
- እንክብካቤ እና የመጀመሪያ ህክምና እርዳታ አገልግሎት
- የአስተዳደር ድጋፍ እና ክትትል

ሌሎች ካሉ ይግለጹ _____

2. የስልጠና ቁሳቁሶች እጥረት በስልጠናው ላይ ምን ያህል ተጽዕኖ ያሳድራል?

- ከፍተኛ መካከለኛ ዝቅተኛ

3. የስልጠና ቦታውን (ሜዳውን) ጥራት እንዴት ይገመግማሉ?

- እጅግ በጣም ጥሩ ጥሩ መካከለኛ የማይመች በጣም የማይመች

4. ከስልጠና ቦታው (ሜዳው) ጋር የሚያጋጥሙዎት ዋና ዋና ችግሮች ምንድን ናቸው? (የሚመለከተውን ሁሉ ይምረጡ)

- ያልተስተካከለ የሜዳ ጎሎች
- የቦታ እጥረት
- ምቹ ያለመሆን (ኳስ ለማንጠር አስቸጋሪ)
- በደንብ ያለመሰመር

ሌሎች ካሉ ይግለጹ _____

5. በአስልጣኙ እና በስልጥና ሂደቱ ላይ የሚያጋጥሙዎት ዋና ዋና ችግሮች ምንድን ናቸው? (የሚመለከተውን ሁሉ ይምረጡ)

- ትኩረት ማጣት (ጊዜን ያለማክብር)
- በቂ ያልሆነ አስተያየት
- ደካማ የሐሳብ ልውውጥ ማድረግ
- ጥራት ያለው ሥልጠና ማካተት
- የለውጥ ክትትል ውይይት ተከታታይ የአቅም ምዘና አለመኖር
- የዝግጅት እጥረት

ሌሎች ካሉ

ይግለጹ _____

..

6. የስልጠና ክፍለ ሂደቱን ውጤታማነት እንዴት ይገመግማሉ? በስልጠናዎ በነበረበት ጊዜ)

- በጣም ውጤታማ
- ውጤታማ
- ምንም ማለት አልቻልኩም
- ውጤታማ ያልሆነ

7. የስፖርት ቢሮ የአስተዳደር አካላትን ድጋፍ እንዴት ይገመግማሉ?

- እጅግ በጣም ጥሩ
- ጥሩ
- መካከለኛ
- ዝቅተኛ
- በጣም ዝቅተኛ

8. የአካባቢው ማህበረሰብ ለእጅ ኳስ ቡድናችሁ ስልጠና ምን ያህል ድጋፍ አለው?

- ከፍተኛ
- መካከለኛ
- ዝቅተኛ

9. አጠቃላይ የእጅ ኳስ ችሎታዎን ደረጃ እንዴት ይመዘኑታል?

- ጀምሮ
- መካከለኛ
- ከፍተኛ
- በጣም ከፍተኛ

10. በእጅ ኳስ ስልጠና በሳምንት ስንት ሰዓት ታጠፋለህ?

- ከ3 ሰዓት በታች
- 4-6 ሰዓት
- 6-10 ሰዓት
- ከ10 ሰዓት በላይ

11. በመደበኛነት ስልጠናዎን ይከታተላሉ?

- አዎ (ሁልጊዜ)
- አይ/አንዳንድ ጊዜ

12. ከሌሎች አቻ ቡድኖች ጋር ምን ያህል ጊዜ ውድድሮችን ታደርጋላችሁ?

- በተደጋጋሚ
- አንዳንድ ጊዜ
- በጭራሽ

13. አሰልጣኝዎ በሰልጠና ወቅት የበለጠ የሚያተኩሩት በየትኛው የክህሎት ዘርፎች ላይ ነው? (የሚመለከተውን ሁሉ ይምረጡ)

- የማጥቃት ችሎታ
- የመከላከል ችሎታ
- ግብ ጠባቂ
- አካላዊ አቅም ማጎልበት
- ታክቲካዊ ግንዛቤ
- የሥነ ልቦና ሥልጠና

14. በየትኞቹ የግል የክህሎት ዘርፎች ላይ መሻሻል ያስፈልጋችኋል? (የሚመለከተውን ሁሉ ይምረጡ)

- የቴክኒክ ችሎታዎች
- አካላዊ ማስተካከያ
- ታክቲካዊ ግንዛቤ
- የአዕምሮ/የሥነ ልቦና ሥልጠናዎች
- የቡድን ስራ እና ግንኙነት

ሌሎች ካሉ ይግለጹ _____.

አመሰግናለሁ።

Appendix G

ለእጅ ኳስ አሰልጣኞች የተዘጋጁ የቃለ መጠይቆች

ውድ፡ አሰልጣኝ የዚህ ቃለ መጠይቅ ዋና አላማ በመራዊ እና ዱርቤቴ ከተማ የእጅ ኳስ ስልጠና ፕሮጀክት ተግዳሮቶች እና እድሎች ላይ ጥናት ለማድረግ ነው። ይህ ጥናት ውጤታማ እንዲሆን የሚሰጡን እውነተኛ ምላሽ እጅጉን አስፈላጊ ነው።

ስለ ትብብርዎ አስቀድመን እናመሰግናለን።

የትምህርት ደረጃ፡

ዲፕሎማ

የባችለር ዲግሪ

የማስተርስ ዲግሪ

የስራ ልምድ ወይም የአገልግሎት ዘመን _____ አመት

መጠይቆች

1. በእርስዎ የስልጠና ቦታ ዋና ዋና ተግዳሮቶች ምንድን ናቸው ይላሉ?
2. የሰልጣኞችን እድገት የሚገድቡ የግብአት (ለምሳሌ፣ መሳሪያዎች፣ መገልገያዎች፣ ብቁ አሰልጣኞች) ውስንነቶች አሉ?
3. የሰልጣኞችን ብቃት ለማሳደግ ከሌሎች አሰልጣኞች፣ ክለቦች ወይም ትምህርት ቤቶች ጋር የመተባበር እድሎች አሉ?
4. የሰልጣኞችን የውድድር እድል ለማመቻቸት ምን አይነት ስልቶችን ይጠቀማሉ?
5. በእርስዎ አስተያየት የህብረተሰቡን ግንዛቤ ለማሳደግ እና በህብረተሰቡ ውስጥ ለወጣቶች የእጅ ኳስ ተጨማሪ ድጋፍ ለማመንጨት ምን አይነት ስልቶችን ብንጠቀም ይመክራሉ?
6. በአሰልጣኝነት ልምድዎ መሰረት የእጅ ኳስ ሰልጣኞችዎን አሁን ያለውን የክህሎት ደረጃ እንዴት ይገመግማሉ?
7. በእርስዎ ምልከታ መሰረት፣ በወጣቶች የእጅ ኳስ ሰልጣኞች ውስጥ ብዙ መሻሻል የሚያስፈልግባቸው ቁልፍ ክህሎቶች ወይም ብቃቶች የትኞቹ ናቸው?

አመሰግናለሁ።

Appendix H

ለቡድን ካፒቴኖች (አምበሎች) የተዘጋጁ የቃለ መጠይቅ ጥያቄዎች

ውድ፡ ካፒቴኖች፣ የዚህ ቃለ ምልልስ ዋና አላማ እናንተ በምትሰለጥኑበት ጣቢያ (፣በመራዊ እና ዱርቤቲ ከተማ የእጅ ኳስ ሰልጣኞች) ውስጥ የሰልጠናቸውን ዋናዎና ተግዳሮቶች እና እድሎች ለማጥናት መረጃ ለማሰባሰብ ነው። ለዚህም ጥናት ውጤታማነት የእርስዎ እውነተኛ ምላሽ እጅግ አስፈላጊ ነው።

ስለ ትብብርዎ አስቀድመን እናመሰግናለን።

1. የፕሮጀክቱ ዋና ዋና መሰናክሎች ተግዳሮቶች ምንድን ናቸው?
2. የሰልጣኖቻችን የዕርስ በእርስ እንዲሁም ከአሰልጣኛችሁ ጋር ያለችሁን ግንኙነት እንዴት ትገልጻላሉ?
3. የቡድን አጋሮችህን ተግሣጽ (ፀባይ) እንዴት ታየዋለህ?
4. በየጊዜው ከሌሎች አቻ ቡድኖች ጋር ውድድር ታደርጋላችሁ?
5. የፕሮጀክቱ ወቅታዊ የሰልጠና ሁኔታ እንዴት ትገልጻላሉ?
6. ለወደፊት መሻሻል ምን እድሎች አሉ ትላላህ?

Appendix I

ለስፖርት ቢሮ አስተዳዳሪዎች የተዘጋጁ የቃለ መጠይቅ ጥያቄዎች

ውድ: የወጣቶች እና የስፖርት ቢሮ ኃላፊዎች የዚህ ቃለ መጠይቅ ዋና አላማ በመራዊ እና ዱርቤቴ ከተማ የእጅ ኳስ ስልጠና ተግዳሮቶች እና እድሎች ላይ ጥናት ለማድረግ ነው።ይህ ጥናት ውጤታማ እንዲሆን የእርስዎ እውነተኛ ምላሽ እጅግ አስፈላጊ ነው።

ስለ ትብብርዎ አስቀድመን እናመሰግናለን።

የትምህርት ደረጃ:

- ዲፕሎማ
- የባችለር ዲግሪ
- የማስተርስ ዲግሪ

የስራ ልምድ ወይም የአገልግሎት ዘመን _____ አመት

1. በእርስዎ እይታ የወጣት ወንድ የእጅ ኳስ ስልጣኞችዎን እድገት የሚያደናቅፉ ዋና ዋና ችግሮች ምንድን ናቸው?
2. የስልጣኞችን የብቃትና እድገት የሚያደናቅፉ የሀብት ገደቦች (ለምሳሌ የገንዘብ ድጋፍ፣ መሳሪያ፣ መገልገያዎች) አሉ?
3. እርስዎ በሚመሩት የስፖርት ቢሮ ስር ባለው የወጣት ወንዶችን የእጅ ኳስ ስልጠና አሁን ያለውን የስልጠና ሁኔታ እንዴት ይገልጹታል? ብቁ አሰልጣኞችን ለማግኘት ፈተናዎች አሉ?
4. የወጣት ወንድ የእጅ ኳስ ቡድንን እድገት የሚደግፉ ያሰባቸውት ወይም እየተሰራ ያለ ነገር አለ?
5. የስፖርት ጽ/ቤት ለወጣት ወንድ የእጅ ኳስ ቡድን የውድድር እድልን እንዴት በተሻለ ሁኔታ ማመቻቸት ይችላል?
6. የሀብረተሰቡን ግንዛቤ ለማሳደግ እና በማህበረሰቡ ውስጥ ለወጣቶች የእጅ ኳስ ስልጣኞች ድጋፍ ለማግኘት ምን ምን ስልቶችን ብንጠቀም ይላሉ?