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PRACTICE AND CHALLENGES ON HANDBALL SPORT DEVELOPMENT IN AWI ZONE

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**BAHIR DAR UNIVERSITY
SPORT ACADEMY**

**POST GRADUATE PROGRAM (MSc)
COACHING HANDBALL**

**PRACTICE AND CHALLENGES ON HANDBALL
SPORT DEVELOPMENT IN AWI ZONE**

By: Mitiku Arayaw

June, 2019

Bahir Dar

PRACTICE AND CHALLENGES ON HANDBALL SPORT DEVELOPMENT INAWI ZONE

A Research Study Submitted to Bahir Dar University Sport Academy in
Partial Fulfillment of the Requirement for Master of Science in
Handball

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Advisor: Teketel Abriham (Ph.D)

June, 2019

Bahir Dar

APPROVAL

This is to certify that the thesis prepared by Mitiku Arayaw, entitled "Practice and Challenges on the Development of Handball Sport in Awi Zone", in partial fulfillment of the requirements for the degree of MSc in Coaching Handball, complies with regulation of the university and meets the accepted standards with respect to originality and quality.

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DEDICATION

This thesis is dedicated to my lovely son Yosef Mitiku and all my friends who did a lot for the success of my thesis.

DICLARATION

I, the undersigned, declare that this thesis is my original work and has not been submitted in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Declared by:

Full Name: Mitiku Arayaw

Signature: _____ Date _____

Acknowledgment

First I would like to thank God for giving me the grace and privilege to pursue and successfully complete this thesis. I thank all Bahir Dar University Sport Academy Staff specially advisor Dr. Teketel Abriham for sharing me his deep and all round knowledge with a warm and welcoming face. Starting from the first, he was encouraging me to carry out this research and devoting his valuable time in the whole parts of this study. I also would like to thank Mr. Shimelis Deribe for his valuable encouragement in advice and moral and Mr. Andualem Melese for sharing his experience & assistance in giving relevant information in the research process that help me to finish this study. Finally, and most importantly, I would like to thank you to my wife Gelila Hassan for her advice and financial support, and to all my friends for their great support, ambitious and hope and the participants of respondents for their cooperation and willingness to participate in the study.

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ABSTRACT

The purpose of this study was to assess practice and challenges of handball sport in seven selective Weredas & administrative towns of Awi zone. To undertake this study the researcher took 25 Weredas sport officers, 25 Handball trainees, 14 Weredas handball committee Zone sport department officers, 4 Handball coaches and 2 Zone handball committee total of 79 samples. Dangila, Injibara, Chagni, Ankesha, Guagusa shikudad, Banja and Fagita were purposively selected. However, to collect data the researcher applied three data collection instruments which were questionnaire, interview and observation. Both qualitative and quantitative research methods have been employed. SPSS version 23 software was used for quantitative data analysis and words used for qualitative analysis. demographic characteristics of respondents and the results were analyzed by descriptive statistics. The results regarding practice and popularity of handball in Awi zone, the mean value was greater than the expected mean; this shows handball sport was popular in Awi zone but no regular training, competition and players were not attain the training consistently indicated the mean values (2.02, 1.84 and 1.75) are less than the expected mean (3.00). Equipment and facilities were also inadequate. mean value 2.5 was less than the expected mean. The results show that availability of equipment and facilities were not good enough and regarding follow up and support from the sport organizations federations and committees were very low. Federations and committees were not functional regarding taking responsibilities and accountabilities to develop handball. Sport conclude, Very less emphasis given by sport officers, shortage of certified coaches, shortage of playgrounds and facilities, low encouragements of youth to come to play handball greatly limit the development of handball sport. Handball sport cannot develop only by sport government bodies, so Handball committee, non-governmental organizations and the societies should support handball sport. Also Zone sport department should activate the committees and work cooperatively to overcome the problems of follow up, finance, equipment, facilities and shortages of coaches. Handball federation and sport commission are the vital bodies to take the initiation to develop handball sport, therefore, the federation and sport organizations should work jointly to overcome the problems related to handball sport.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Handball is one of the most popular team sports in the world because it is a body contact and attractive game; it is one of the fastest games in the world involving continuous movement and actions, involves both sexes and all ages, can be played indoor or outdoor or beach and expensive in terms of cost. It is a dynamic sport that requires flexibility, strength, speed, great fitness and above all, team work. This sport requires a high level of physical condition in the relevant actions of the game like jumping, diving, blocking, running, sprint, and throw (Gorostiaga, et al., 2006)

Early origin of team handball, although it has only been played internationally since the 19th century, the origin of team handball go back a long way and the best teams are found in Europe. Some of the top nations in Europe are Germany, Sweden and France. For the national team, Spain, France and Germany being the strongest leagues in the Europe as well as in the world. In many countries on the world, handball is the second most important ball game next to football.

African (Algeria and Egypt) and Asian (South Korea and China) nations started to make an impact on the international competitions (especially the Olympics) in the late 1980s early 1990s. According to Addis Ababa Sport Commission website launched on (2014) handball has a short history in Ethiopia. Before 1960, handball in our country was not well known. After the year 1960, it should a tremendous development throughout the country, especially in military camps and in some senior high schools. In 1962 EC Ethiopian handball federation was established in Addis Ababa and at the same year Ethiopia has got a temporary membership in International Handball Federation (IHF). After the federation was established Ethiopia was participating in Africa and in the international level. Handball teams are usually organized as clubs on national level; the clubs are associated in federations which organize matches in leagues and tournaments. After handball started in 1960 in Addis Ababa University by the foreigners then the course was given for Armed Force members in 1961. The interest in the sport grew

rapidly to Ethiopia in schools. After on, the first official handball competition held between Addis Ababa and some regional leagues in the same year. Then the Ethiopian Handball Federation was formed and Ethiopia became a member of International Handball Federation (IHF) in 1964 E.C.

Players of Awi zone have been contributed for regional and all Ethiopian Handball Championships in the past times. But now, their contributions greatly declined through time and also there were no scientific researches regarding the development and /or the declining of handball sport in this zone. In order to see the problems, the researcher has designed a study in this regard.

1.2 Statement of the Problem

According to, Matt Herb (2014) the handball game that we know today was developed in northern Europe at the end of the 1880s. Accordingly, it was popular in German, Sweden, Norway and Denmark. It is believed that, Denmark was recognized as the birth place of modern handball. As a result the rules for modern handball was drawn up by Danish Gym teacher Holger Nielson in 1898, and published in 1906.

Nowadays, handball sport has becoming to familiarize the world. Similarly, in our country with a little limitation in some area of sports it is performed by citizens. Even though handball sport was first introduced in 1977 E.C. in Amhara, at the old Airport in Bahir Dar, handball was expanded throughout Amhara regions. The overall handball sport as the clubs, projects, inter school and extracurricular competitions development in Amhara region become gradually declined (Zemenu Teshome 2011)

In Awi zone, handball sport was one of the known sports and one of the competent team in regional championship afterwards participations in handball sport dramatically declined. As a result, the researcher was tried to assess the current practices & development of handball and the major causes for the declining of handball sport in Awi zone.

1.3 Research Questions

The research of the study was mainly focused on the challenges and practice of the development of handball sport. Therefore, the study was tried to attempt the following research questions:

1. What are the current practices of handball sport in Awi Zone?
2. What are the major barriers that hinder handball sport development?
3. How do the practice of stakeholders towards developing handball sport?
4. What are the suitable conditions required to develop handball sport in Awi zone?

1.4 Objective of the Study

1.4.1 General Objectives

The general objective of this study was to assess the practices and challenges on the development of Handball sport in Awi Zone.

1.4.2 Specific Objectives

The specific objectives are

- To assess the current practice of handball sport in Awi Zone
- To identify the major challenges /barriers of handball sport development at project level
- To analyze the practice of stakeholders towards handball sport development
- To find out suitable conditions required to establish handball project areas in Awi zone.

1.5 Significance of the Study

This study was designed in the direction to assess the current practices and challenges on the development of handball sport in Awi Zone. The researcher hoped that, there could be a possibility of identifying the barriers that hinder the development of handball sport. It would be beneficial by providing some important recommendations and forward possible solutions for the problems and challenges that would be identified by the study. The outcome of the study has been initiated the sport federations, committees, coaches, players, officials and other concerned bodies to pay attention concerning the promotion and development of handball sport. Finally, it would be helpful to give an opportunity for other researchers who might wish to carry out in depth to investigate in this field.

1.6 Delimitation of the Study

In order to make the study more specific and manageable, this study is mainly focused only on the practices and challenges on the development of Awi Zone handball sport.

1.7 Limitation of the Study

Studying the challenges and practices of handball sport in wider range was very crucial and assessing the whole aspect of challenges and practices is better but the researcher encountered problems. The study was in a very limited area; it might not have been universally proved, shortage of finance; in addition, the scarcity of sufficient books and literature in the area of study was the major short coming that the researcher encountered the execution of the study. In spite of these, however, the researcher has attempted to make the study as complete as possible

1.8 Operational Definitions of Terms

Challenge: Problems or difficulties which are obstacles on the development of handball sport
Dugalic, S.(2013). Challenges of sport activities and management in the 21st century
Singidunum University. SPORT Science & practice, Vol. 3, No 2

Development Processes of growing: causing something to grow or become larger /more advanced
Hare, H.(1982). The development of youthful athletes can be suited if the athlete trains in sport of discipline for which he/she is best suited.

Practice: To do or perform often, customarily or permanently so as to become proficient through systematic exercise
Hoye, J. (2006). Sport Management: Practice and Principles of sport.
Elsevier. Ltd in: vol. 2 Issue 4.

CHAPTER TWO

REVIEW OF RELETED LITRATURE

2.1 History of Handball in the World

According to Beck Mann Druck (1997), the history of handball is that: the game of handball that we know today is originated in Germany at the end of the nineteenth century, when it was introduced to the world by a gymnastics Master, Konard Koch. However, the development of the game since its introduction has not been smooth at first; it was not recognized as a separate Sport. Now a day, handball is the most popular sport throughout world. It was introduced by German gymnastic teacher in the year 1871. The popularity of Handball is not only the causes of healthy competitive sports. It was very easy to play in the small area with two goal, ball and simple rules. It is believed to be one of humanity,s oldest games. Some historians speculate that it predates soccer since humans have always been better at manipulating objects with their hands with their feet.In handball game, the players compete with other opponent team.

According to Tefera and Sahlemichael (2002), in Europe, where handball began, the game is referred to only as "handball". But for most of Americans the name "handball" brings to mind a game using a ball played with in a small enclosed, vaulted room. Thus in America, they use the name team handball to distinguish a game involved fourteen players including two goal keepers, who, on a court attempt to score by shooting a ball into a goal.

Germany, Czechoslovakia and Denmark claim responsibility for the development of the games that closely resemble handball. The game was originally played during the early 1900s, on a large outdoor field.As its name imply, handball game is played by hand and it is popular game all over the world. Nowadays, the game has two teams consisting of seven players.

Accordingly, it consists of six field player and one goal keeper in both teams. Like any sport events, hand ball also had its own rules and regulations which the player should follow during the game. As cited in Matt Herb (2014), games similar to modern team handball have historically been played in many different cultures around the world. According to this site, ancient Greeks and Romans played a type of handball, and it was also played by the French in Europe as early as

the middle Ages. By the 19th century, handball was played in countries such as ~~Switzerland~~ (Gandbol), Denmark (Handbold), Germany (Torball), Lovakia (hadzana) and Czech Republic (Hazena). This indicates that handball was played in many countries, even though the name given to them differs or depends on the countries. In the context of ancient time; thus, (Ibid) narrated the development of handball. It was developed in Northern Europe by the end of the 1800s.

According to this site, thus handball was popular in Sweden, Norway, Denmark and Germany. Thus it believed that handball Denmark was widely recognized as the birthplace of modern handball. The rules for modern handball was drawn up by Danish gym teacher Holger Nilsen in 1898 and published in 1906. Rasmus Nisolla, also a Danish teacher, drew up similar rule in 1897. In Germany, handball rules were published by Max Heiser, Karl Schelenz and Erich Konig in 1917.

Germany met Austria, and the same rules were used for that match as well. Handball continued to flourish in Scandinavia and Germany, and men's field handball was showcased at the 1936 summer Olympics in Berlin. After that, it would however wait until the 1972 summer Olympics in Munich before men's handball became a part of the Olympics, and women's handball wasn't added until the 1976 summer Olympics in Montreal. Thus we can understand that, handball was introduced and shows rapid development before 1950s in the world context. As stated in (Ibid), On July 11, 1946, the international handball federation (IHF) was formed at the initiative and invitation of Denmark and Sweden. The founding members of the new federation were France, the Netherlands, Switzerland, Poland, Norway, Denmark and Sweden. The IHF replaced the international amateur handball federation (IAHF). Today, the IHF has nearly 170 members and governs about 795 teams worldwide.

2.2 The Development of Handball in the World

According to Janusz and Frantisek (1997) the turn of the 19th century handball was popularized at the Old Rup Gymnastics School. In 1898, Holger Niesen introduced a running game with two goals in which 14 persons, divided into two teams, took part. The game which was passed with the players, hands was called handball. The first game rules were issued in 1906 at the old Rup School published by 'Wejdlending Handball'. The Germans also claim to have

developed the game. Klaudina, the author of a book *€Handball Spiel*, published in 1941 in Leipzig, claims that handball derives from a game called *€Konigsbergerball*, which was then renamed *€Torball* which means goal ball. Records on handball development in Germany are dated from the period after 1915. In 1917 Max Heiner, a teacher from Berlin began developing handball as a sport for women. Another important year is 1919. Famed propagator of handball, Karl Schelenz, a teacher of physical education at the German Academy of physical Education, was also popularizing the game. Some changes in rules had been introduced. The dimensions of the playing field were increased to 30x 40m, the goal line moved to 8m, and the goal dimensions were changed to 5m in width and 2m in height. Those rules embraced playing with a ball and the body, which greatly influenced the technical development of handball. In 1920 handball was introduced into school program. Handball, however, didn't have separate federation in Germany.

Czechoslovakia is the third country which claims to have created handball. In a book entitled *€Metodej Zejec Dejiny Hazeny*, published in 1948, the author says that Czechoslovakia is the homeland of handball, which originated from hazena (*€hazet* means to throw). A founder of hazena, which was introduced in that country in 1906 was a teacher of physical education in Prague named A. Kristed. He wanted boys to turn their interest from soccer, which he recognized to be a dangerous game, to hazena for which he developed rules. International handball began in 1935. (Ibid)

The IAHF (International Amateur Handball Federation) congress meeting. The following countries organized the Federation: Germany, Czechoslovakia, Holland, Belgium, Austria, USA, France, Ireland, Denmark and Canada. After the World War II, in 1946 the representative of the 15 countries created a new Federation, called IHF. The dynamic progress of handball in the world had begun. Nowadays it is played in more than 130 countries. In 1961 the European Handball Federation (EHF) was founded with its base in Vienna. (Ibid)

2.3 Modern Handball

According to Mebratu B. (2002), the credit for started real handball with the same rules and regulations in Germany, before Germany the exact organ of court handball played by Greek and Roman in the school. An international handball match for the first time was played in Germany.

It was highly popular among country, but after some years the participant countries developed and used the modern handball and regulation and a head than Germany in the Olympic Games.

The team handball game of today was codified at the end of the 19th century in northern Europe primarily in Denmark, Germany, Norway and Sweden. The first written set of team handball rules was published in 1906 by the Danish gym teacher, lieutenant and Olympic medalist Holger Nielsen from Ordrup grammar school north of Copenhagen. The modern set of rules was published on 29 October 1917 by Max Heiser, Karl Schelenz, and Erich Konig from Germany. After 1919 these rules were improved by Karl Schelenz. The first international games were played under these rules, between Germany and Belgium for men in 1925 and between Germany and Austria for women in 1930. Handball is a team sport in which two teams of seven players each (six outfield players and a goalkeeper on each team) pass a ball to throw it into the goal of the other team. A standard match consists of two periods of 30 minutes, and the team that scores more goals wins. Modern handball is played on a court 40 by 20 meters with a goal center of each end.

The game was codified at the end of the 19th century in northern Europe, chiefly in Scandinavia and Germany. The modern set of rules was published in 1917 in Germany, and had several revisions since. The first international games were played under these rules for men in 1925 and for women in 1930. Men's field handball was first played at the 1936 Summer Olympics in Berlin, and the next time at the 1972 Summer Olympics in Munich, and has been an Olympics sport since. Women's team handball was added at the 1976 Summer Olympics. IHF (2013)

2.4 IHF

Didactics of handball, (2002) stated that an International handball match for the first time was played in Germany. It was highly popular among others country, but after some years the participant countries develop and used the modern handball and regulation and a head than Germany in the Olympic Games. The International Handball Federation (IHF) is the administrative and controlling body for international handball. In 1926, the Congress of the International Association Athletics Federation nominated a committee to draw up international rules for field handball. The International Amateur Handball Federation was formed in 1928, and the International Handball Federation was formed in 1946.

The International Handball Federation organized the men's world championship in 1938 and every 4 years from World War II to 1995. The International Handball Federation was formed in 1946, and as of 2013 has 174 member federations. The sport is most popular in continental Europe, whose countries have won every single medal in men's world championships since 1938, and all women's titles until 2013, when Brazil broke the series. The game also enjoys popularity in Far East, North Africa and Brazil. Since the 1995 world championship in Iceland, the competition has been every two years. The women's world championship has been played since 1957. The IHF also organizes women's and men's junior world championships. By July 2009, the IHF listed 166 member federations, approximately 79,000 teams and 19 million players. Later on, every two years world IHF championships were held. Both sexes World Championship tournaments were administered by the IAHF (International Association Handball Federation), the forerunner organization of 1946. IHF, which was founded in 1928, and meant to be celebration events for the 10th "birthday" of the Organization. The first field Handball World Championship was held in July of the same year in Berlin and other Germany, which was also won by Germany. In 1972, handball for men was included in Munich Olympic Game whereas, four years later in 1976, the Montreal Olympic Games was the first to introduce women's handball. Handball is now permanent Olympics event for both men and women (Tefera and Sahlemichel, 2004).

According to Team Handball Journal (2013), the IHF World Men's Handball Championship 2009 and 2011 title holders was France; the 2013 title holders are Spain. The IHF World Women's Handball Championship 2009 title holders were Russia; the 2011 Women's World Championship title holders are Norway.

2.5 Handball Sport in Africa

Africa is organized much like Europe, but there is a significant split in the level of organization between the North Africa/Arabic nations and the Sub-Saharan nations. For men's handball, Egypt, Tunisia, Morocco and Algeria have national programs and club competitions that are comparable to Europe. Egypt, Algeria and Tunisia handball teams are the best in the Africa continent and also have a strong national league. Most of the national team play in known handball league in Europe. With the exception of Angola; handball is less developed in Sub-Saharan Africa. As such men's competition is principally dominated by the North Africa continent. For women's

handball, the North Africa nations are not as structured and the dominant nation recently has been Angola. The CAHB is responsible for organizing the African handball tournament and are responsible for organized regional competition.

2.6 Handball in Ethiopia

According to Addis Ababa Sport Commission website in 2014, the games of handball were introduced to our country during the 1960 E.C via university instructors after few years, participants consisting of members do form the police, military forces and various sections (organs) have been provided with the relevant courses on the subject sport, the arrangement of which firstly laid the ground for frequenting the handball sport among the country's citizens.

The Ethiopian Handball Federation was established in 1962 E.C. One year later, 10 clubs were established in Addis Ababa for the first time, which was followed by the establishment of Addis Ababa Handball Federation in 1986 E.C under the Addis Ababa Sports Commission. Then, Ethiopian championship competitions were organized and conducted, in the case of which Ethiopia has been accredited as one of the International Handball Federation members in 1962 E.C. Women's clubs were 10 in number from 1976 E.C, during which tournaments under such sport have been enjoyable organized and conducted.

2.7 Handball Sport Development in Ethiopia

Even though handball sport is debatable about the beginning in the country, it has a good historical background in Ethiopia. Being one of the sports, which have brought honors in the country, Ato Tekwamem made handball to have one of the finest programs in the country. Apart from being played in the army, handball was also played in school in the country. Even if handball is being played in schools and army places, still the handball sport has its own merit, that is not sufficient clubs and have enough young projects and women handball teams in the country, especially in the city.

According to Mekbib A. (2003) after the establishment of Handball federation, in spite of its financial problem, annual competitions were held continuously. As the result of the considerable effort made by the committee members of national handball federation in 1964 EC, Ethiopia has become a member of international handball federation and athletes were sent to take part in

the conference in Nuremberg and Ethiopia had taken part in the Olympic prepared in Munich city and this could be considered as the first phase of the development of handball in Ethiopia. In 1968 EC handball has become much popular in the society there. And the Ethiopian in the 21st Olympic game held in Montreal city of Canada. As the result the team has got a good result. In 1970 EC consecutive courses under handball were given for handball coaches and many Ethiopian has benefited from this course also, many courses were given for coaches and teachers of physical education beginning that time onwards. Afterwards a handball game was prepared and included in the annually sport competition that was held among the different section of the police force.

2.8 The Decline of Handball Sport in Ethiopia

In recent study indicated that the teams, clubs and projects of handball sport become declined and decrease from time to time after 1982. The competence capacity of the national handball team also declined hand in hand with the decline of the team or club of handball in Ethiopia. The causes of the decline according to the scholars are:

- The problem of the organization of the institution of the Handball Federation of Ethiopia
- The qualification of the coach and the training method was decline from time to time.
- Qualified sport administration and amateur management committee are deterred.
- The federation also gets lack of enough budget and finance

2.9 Handball in Amhara

The handball project was practiced over Ethiopia by the overall support of the National Federation at the time of 1990. The objective of the project was to:

- Facilitate the Development of Handball to establish strong bases in handball sport uniformly all over the country.
- Produce elite players at regional, national and international level

The Ethiopian handball federation was responsible of monitoring & follows up as a whole the project activity in addition, give basic trainings for the project instructors & distribute teaching materials (coaching manual) which are uniform. At first, the only nominated practice area in the region were:

Bahir Dar administration City
South Wollo (Desie)

The projects were practiced and contained both male & female trainers in Bahir Dar & Dessie. The numbers of trainees in Bahir Dar were 240 (Male 120 and Female 120). The numbers of trainees in Dessie were also similar to those of the Bahir Dar. As a result 480 trainees were practiced handball throughout the region & the necessary facilities were covered by the national federation before the beginning of the project. Before the handball projects have been practiced, the trainees were recruited from different primary schools in Bahir Dar and Dessie.

The project time was from 1990-1994 EC when the training term of the 1st project practice completed, the national federation began 2nd term of project training starting in 1995 E.C stayed another 4 years the 2nd term of project trainings covered wider range of the regions which includes seven zones of the region namely :-

West and East Gojjam
North and South Wollo
North Shewa
North Gonder &
Bahirdar

This term of training was more successful than the first one but the problem was zones were not planed on budget for competition purpose of handball project because of this there was no repeatedly competition among the Zonal projects of handball. The other problem was no one was volunteered to have a handball club in each zone. Due to the mention and other reasons handball becomes not as the same as the first time. (According to the Amahra youth & Sports written document Report in 1999).

Generally the Amhara region handball sport was started after the decline of ~~1985~~ E.C which bases on:

Structures of the federation &
Practice of handball in the region

There was well organized federation officials, at regional level and had been technical adviser at regional level. There were also established committee officials in the woreda & zonal level, the problem is that there was no focal person as technical adviser in the woreda & Zonal level (Office)

The practices of handball sport in the region were more popular by the society. When the sport was practiced in a competition form or training, the numbers of spectators were become greater and greater like other sports. This was true until 2000 E.C.

In early time, project champion was practiced once in a year regional and national level. Later on, due to lack of budget the competition held every two years. The first champion started at 1985 E.C in Amhara, Bahir Dar city.

The following list has shown the result on Amhara handball team during the time of ~~1985~~ E.C Ethiopian handball champions.

1. 1985 E.C 1st & had been gold medalist in Men
2. 1986 E.C 2nd & had been silver medalist in Men
3. 1987 E.C 1st & had been gold medalist in Men
4. 1988 E.C 1st & had been gold medalist in men
5. 1989 E.C 2nd & had been silver medalist in men
6. 1991 E.C 2nd & had been silver medalist in men
7. 1993 E.C have no rank
8. 1995 E.C have no rank
9. 1997 E.C have no rank
10. 1999 EC 3rd & had been silver medalist in women during the 1st all Ethiopia championship
11. 2001 E.C 3rd & had been silver medalist in men

12.12. 2002 EC 2nd & silver medalist in men's handball (Source: Taken from E.H.Fas cited in Zemenu T.)

2.10 Handball in Awi Zone

Handball sport was practiced popular and attracted by players but nowadays, it has become declined the popularity and practice of handball in Awi zone. Weak organized committees, lack of commitments and other reasons, handball becomes not the same as the earlier time. (Awi Administrative Culture, Youth and Sport written document Report in 2008 E. C).

It was not known when handball sport was first started, but in the last 15 years, in the regional handball champions Awi zone handball was actively participated like other zones according to the reports. Handball committees were organized from wereda to Zone at every time but it lacks its continuity especially at the recent times in Awi zone.

The following list has shown the participation of Awi zone handball team during the time of 1995-2010 E.C in regional handball champions.

Years of regional handball champion ship	1993	1995	1997	1999	2001	2002	2004	2006	2008
Participation of Awi zone handball team	0	0	0	0	0	-	-	0	-

Awi Administrative zone Handball team was consecutively participative and competitive team before 2002 but after wards declined their participation. (Awi Administrative Culture, Youth and Sport written document Report in 2008 E. C).

2.11 Diversity in School Sports Facilities and Motivation

Many high school students come to school unmotivated to learn, thus educators must incorporate the most effective motivational strategies to help them acquire the necessary skills they deserve to have before they leave school, (Weisner, 2007). If educators wish to maximize students' achievement in school, they must understand how to motivate students successfully. Schools too must search for ways to raise students' engagement and motivation in the education arena in order to see improved results. Studies have shown that the value children

place on many academic activities and their belief about the usefulness of school decline as they get older, (Williams and Stockdale, 2004). By the time they reach high school they put forth minimum effort, they are bored with the educational process and they begin to view many school tasks with less significance.

Sports practice with new and modern facilities and equipment, and playing against some top competitors in their sports of interest offers the challenge that helps in developing an appropriate self-identity. Goleman (1996) adds that adolescents frequently have greater socialization pressures because they make every effort to determine the social norms and gain acceptance by their peers. A good combination of sports activities together with the academic programs blended well in the overall school timetable enables many students to organize themselves and fit their own schedules. As they follow such programs, they are able to set their own schedules ahead. A combination of both academic and non-academic activities within the school program provides more than enough experience for learning to the youth of adolescent age. These experiences are quite diverse with some being purely social, intellectual, academics, or even physical, psychological and physiological in nature.

2.12 The Role of Physical Education in Ball games in Schools

Physical Education helps students to identify physical activities and sports suited to their abilities and interests and provide each student with positive experiences, with a view toward developing a positive self-concept and feeling of self-worth (Bucher and Wuest, 1987). Physical Education may also help students to correct physical conditions that can be improved through exercise, especially among children and adolescents, in particular those with special needs, (Brisbane, H E. 2000). It assists an individual student to achieve the highest level of ball sport skills as his/her interests. Also it helps easy and comfortable movement for an individual at older age and therefore slows down the negative effects of aging.

Like all subjects, Physical Education including sports and games programs have standardized curriculum that is used in the country at Primary, Secondary schools, and Teachers training college levels. It is allocated a fixed number of lessons per week at each of the different levels. Unfortunately, the subject has been plagued with a negative attitude from teachers and administrators, as it is not examined at national levels, (Onyango, J. 2004). Consequently, the

lessons allocated for physical education are often used to teach other subjects that are examined. The objectives of the primary school physical education are stated clearly in the syllabus. These objectives state that by the end of the primary school cycle, the learner should be able to:

Develop physical and neuromuscular skills.

Perform skillful and efficient movements through physical and mental coordination
the development of ball games

Appreciate and enjoy movement for its own sake with or without apparatus.

Create a desire for the development of a variety of skills for recreational values and positive use of leisure time.

Pursue physical activity for health, fitness and general growth and development.

Appreciate and participate in and develop both national and international sports for preservation of own and other cultures.

Develop interpersonal and social skills through physical activities.

Develop self-discipline through understanding and application of rules and regulations in games and sports.

Develop movement skills.

Improvise and use a variety of equipment and facilities in different ways.

Identify, nurture and develop individual talents in specific sports.

Develop positive attitudes towards physical Education and sports as a career.

The success of the Physical Education (PE) program is pegged on the achievement of its objectives. However, the success of any sporting and games program is pegged on among others, the allocation of adequate time for acquisition of the necessary skills essential for successful participation at higher levels, the availability of diverse and good sports facilities and equipment that offers students opportunities to use their abilities to the limit, and a well laid down plan for sports activities that would not delegate academic work to the background. Teachers must therefore be ready and well-trained to handle the workload involved in schools.

2.13 Theoretical Framework - Sports and Heritage

Many successful sportsmen and women often identify different characteristics as making the backbone, or the basic building block of the foundation of their success. Whatever forms the

foundation or basis of a successful sportsperson, sprung into the apex of sports performance, excellent sports facilities, equipment and appropriate guidance are key to very high achievements in modern sporting for all individuals, including those without any favorable backgrounds. The theoretical framework for this study takes the approach that, good facilities and equipment, combined well with the appropriate guidance from officials, in this case teachers, with the right attitudes towards imparting required knowledge provides the right path to successful performance in sports among the youth regardless of the background. Thus, a healthy and normal individual without the traditional building blocks can take advantage of good facilities, equipment and appropriate direction, guidance and coaching and be a success.

Theory is seen in methods and results because operationalization and study designs must serve the deductions drawn from theory. A theory assembles claims about causally related constructs and can help guide research and turn should change as new findings point to improvements, (Dooley, 2003).

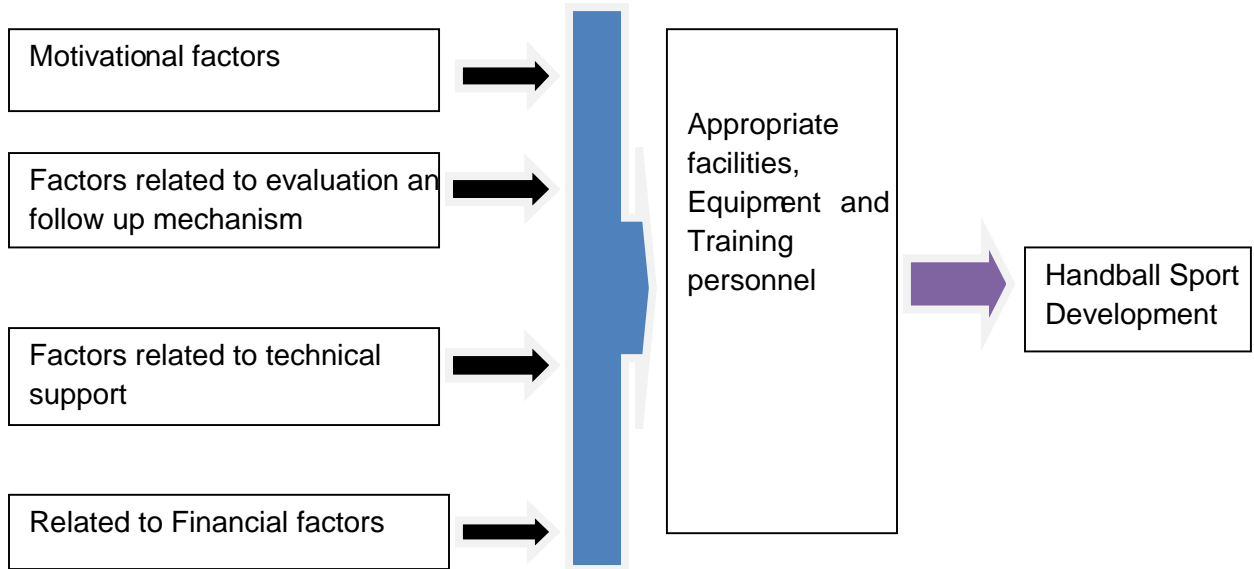


Figure 1: Diagrammatic Depiction of a Theoretical Framework (Dooley, 2003).

2.14 Factors Related to Teachers

2.14.1 Development of Handball Sport in Schools

Physical education teachers are basic elements for development of sport activities and for enhancing student's participation in different sports games and activities. So as far as teachers are

concerned, the international Bureau of education (1993) remarked that, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Therefore in order to implement the teaching learning process, teachers play a decisive role which also the same for physical education teachers that, they are a role model for their students to enhance the participation level.

Posner (1992) also stated that teachers play a crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his or her skill, and experience attitude is the most important of all in determining the success or failure for the process of teaching and learning with enhancing female students, participation. PE teacher's attitude is the basic ground to act in a positive or negative way towards the participation of female students in handball. They are very responsible in giving a good lesson for their students in the school. This is supported by Cooper (1986), that he suggests teacher's attitude towards students is every important aspects in helping to improve the development of their

2.14.2 Factors Related to Schools

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

2.15 Motivational Environment

According to Howard and Madrigal (1990) state that creating an effective motivational environment is crucial if a talented athlete is to develop their full potential. Extremely high levels of motivation may be necessary to produce repeatedly the kind of high quality sessions that are required for elite performance and Participate are those behaviors witnessed when an athlete tries harder, concentrates more, persists longer pays attention, performs better, chooses to

practice longer and joins in rather than dropping out of sport. As highlighted earlier, the influence of parents and coaches on the motivational environment is high (Duda et al., 1995) the social reactions of parents and other individuals in the immediate environment being very important in establishing this original motivation (Ericsson A.A, 1993).

Limitations of research into athletes own motivation appear to lie with the separation of ego and task orientation. The little evidence that does exist suggests that elite performers have both high task and high ego orientation (Hardy, 2000). However, there is little research into the motivational environment that is required at varying stages of development. Although it does appear that at a young level it is very important to develop a learning atmosphere that encourages fun and intrinsic motivation (Bloom 1985). This initial environment promoting fun and self-improvement focused reward develops the initial motivation which would appear to lead to a committed involvement in their chosen domain (Bloom 1985).

2.16 Other Challenges in Sports

Ethiopia faces a significant challenge due to its lack of sports professionals in the areas of coaching, training and sport science. In addition, current materials on training and health are scarce, compounding the knowledge gap in the country. Building and maintaining sport infrastructures is an ongoing challenge. Despite these difficulties, the government of Ethiopia places a high value on sport as a development tool. The government has pledged to increase access to sport by investing in infrastructure. According to Good Practice in Ethiopia (2011), the government expects to have about 50,000 playing fields and play grounds across the country, ideally one in every community. The government is establishing community based committees to organize the play grounds of their area. Mobilizing communities has been relatively easy because sport is popular and people believe that it contributes to social status.

2.16.1 Infrastructure for Sport Development

Yusuf Dauda, (2010) proposed that Africa should work with handball federations in their respective countries in training of coaches and helping them on how to identify potential talents from the grassroots level. This also means handball federations should reach coaches in different areas and/or parts of the continent give them basic education. The development of the game should also go hand in hand with the availability of infrastructure to achieve continuous

development. Training conditions will have a big influence in the development of the players. Therefore, African governments should embark on an infrastructure development exercise and at the same time have regular competitions. Sadly most handball federations in different Africa are handicapped by a lack of financial and state support.

To alleviate this problem, handball federations should be equipped with permanent staff in order to be better able to carry out the various activities in the development of this sport. Qualified administrators, coaches and referees are needed such that development can be realized within the shortest possible time. Africa also improve the standard of handball like any other sporting code in the continent, lack of sponsorship is killing handball. Without proper funding, the game of handball cannot develop to its full potential.

Stem and Federhoff (1982) stated that; the development of the game should go hand in hand with the availability of infrastructure to achieve continuous development training conditions which have a big influence in developing the players. Some of the major problems for the development of sport activities are the following:

- Lack of finance and man power
- Lack of proper facilities and equipment
- Shortage of welltrained coaches both in number and quality
- Lack of academic research in sport development
- Lack of proper and scientific handball projects based on talent identification and agespecification
- Lack of continuity between clubs, teams and projects

2.16.2 Problems Related to Sponsorship

Yusuf Dauda (2010), the president of the Handball Federation of Nigeria, blames the low standard of the sport in Africa on lack of sponsors for the federation, its program and inadequate funding from governments. There is the need to make the sports attractive to corporate bodies by holding competitions and exposing the young players to international tournaments.

According to Dauda, efforts to revive the sport should be geared towards youth development program and to effectively empower them, teams should extend their scouting yardstick to rural

areas because talent is not only in towns and cities. Furthermore, handball teams should nurture raw talent that is potentially abundant in areas where the game remains unknown. This means handball federations across African counties should fund initiatives that enhance talent identification and groom raw talent for national handball teams.

To bring sponsors, Dauda believe that it is important to build the game so that we will have a good brand to present to sponsors. African governments, through responsible ministries, should give attention to this sporting code instead of only thinking of soccer.

2.16.3 Media and Sport

Nicholson, M.(2007) studied that the media are hence forth considerate as a tool to product, reproduce and amplify many of the discourses associated with sport in the modern world. And to talk in term of product, the coverage of sport has created a product to be consumed by audiences, sold by clubs and leagues, bought and sold by media organization and manipulated by advertisers. The link between sport and media is so strong and indelible.

As illustrate NicholsonM. (2007) "Sport and media are not two separate industries". Rather their evolution, particularly throughout the twentieth century, has resulted in them being inextricably bound together. This nexus drive by the technology, the commercialization, the convergence (the global media landscape is dominated by massive media organization that continue to acquire smaller organizations, means of distribution, cross-media ownership, technological changes (means of delivery) and globalization. This mutation managed by the media organizations, is very interesting because it is relevant that the involvement of them. Value of media in sport is that, Media campaigns and regular broadcast programs on radio and television reach across the country and have raised awareness of health issues and value of physical activities. Sport, which will not follow the media,s wishes, will die gradually.

2.17 The Factors Affecting Participation in Sports

Numerous factors are affecting participation in sports such as a lack of time, no club to play with, not many friends or scared to socialize, no energy, no motivation or real drive, just no desire to do a sport, family or friends do not want you to, fear of humiliation or confidence or self

belief, don't want to learn a new or current skill, other commitments, may have a condition affecting you or your mind see Eileen Kennedy and Laura Hill (2009).

2.18 Ethiopian Sport Policy

Sport encompasses the various forms of physical activities carried out by an individual or a group either organized or unorganized manner to recreate self, build his physique, and cultivate his brain, test his state of fitness, irrespective of age, sex, place and time. The bases for sport are of course the community and mankind at large. Participating in sports not only empowers the individual with healthy physique and brain but also strengthens social bondage by creating harmony with others.

Modern sport has a history of over half a century in this country. Even if many types of games are introduced within this period, the growth of modern sport is still at lower level. The causes for these are organizational and that of outlook (The Federal Democratic Republic of Ethiopia Sport Policy 198). The policy states that, as the leadership in sports lacks popular base in this country, it has been undergoing a series of continuous reorganization.

Yet as this intent on gaining victory lacks broad base that would replenish able sports persons, the results registered have been declining as well. The limited role of the community in sports, the decline of sports in schools, the shortage of sports facilities, sportswear and equipment as well as the lack of trained personnel in the sphere has made the problem more complex. So according to the Ethiopian sport policy, in order to gradually solve the fundamental problems and guide our sports in a different direction with a new outlook, the community and organizations (such as federations, committees) centered movement remains the only best alternatives. The main focuses of the policies are to:

- Ensure the overall organization and management of sport is the community based
- To facilitate the participation of the society in different sport activities in their localities, schools and working places
- To facilitate the local production of facilities and equipment to solve the challenges raised due to the above problems

• Facilitate the training of qualified sport personnel to abate the shortage of skilled manpower

2.19 Sport Organization Management and Finance

Sport development cannot be achieved without the involvement of public organs in the country. Therefore, availability of officials (such as federations, committees, and clubs) is vital for the development of sports in Ethiopia. Regarding sport organization management and finance:

- Ensure the supportive role of governmental organs (sport commission) at every level to the public organs (clubs, federations, committees and sport councils)
- Create relationship with different governments and sport organization
- Support fund raising program for sport
- Devise ways of encouraging investors to invest in areas of sport

And regarding training and institute for sport;

- Create a conducive situation for the establishment of institute for sport with the aim of alleviating the lack of trained manpower, effecting capacity building and making research possible
- Train personnel specializing sports
- Establish different sports development centers at all levels ((The Federal Democratic Republic of Ethiopia Sport Policy 1998).

2.20 Facilities and equipment, Practice and the Role of the Coach

David Levinson and Karent Christensen (2005) proposed about sport equipment and facilities; availability of sport facilities and equipment has a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in sufficient manner it is too easy to produce a number of outstanding athletes who can show highest performance at national or international level. Administrators and stakeholders must provide facilities and equipment for their projects, clubs or teams for its development.

According to Talabi (1998), the attainment of a world class status in sports is a reflection of the presence of top standard equipment and facilities. He added that most developing countries wish to arrive at the level of the developed countries sports overnight, but that while developed countries are putting so much into building excellent facilities and providing standard equipment as well as creating conducive environments for their athletes, developing countries seem to lag behind in the provision of the necessary amenities. He further stressed that one area of very poor start is in the provision of standard facilities/equipment while the few provided are obsolete, not functional or substandard.

In the opinion of Ekpe (2001), it is difficult to separate the standard of sports in a country from the standard of facilities and equipment available. Omoruan (1996) posited that facilities and equipment are the greatest among all factors that affect the growth of a handball sport.

Ogbemudia (2001) emphasized that if Nations must attain the desired standards in performance and attain top ratings in the Olympic Games, then the planning and management of sports facilities and equipment must not only be broad based but also be backed with adequate provision and maintenance of the available facilities and equipment. Availability of Facilities and Equipment are among the major factors that promote the growth and development of handball sport all over the countries.

2.21 The Basic Skills of Coaching

Carlson (1988, 1993) argued that the behavior of coaches and their involvement with a child are more important in the development of talent are initial ability levels. The child's maturational readiness (biological social, psychological) for intense involvement in sport is also essential to experience satisfaction. Good coaches know when to push players and when to reduce the intensity of training and their expectations. Moderation of effort and potential drop out may occur if harmony does not exist between coach and player. Some effort should be made to prevent this loss of talent by encouraging the player to return to systematic training. Elite players are more likely to think highly of their coaches from early years of involvement (Carlson, 1993).

According to Bloom (1985), identified three important phases in the development of expertise: initiation, development and perfection. Bloom's work suggests that social environments help to

shape young talented individuals across the early, middle and late stages of their careers. The implication is that various situational factors and the role of family members and mentors override the natural ability of the performer.

Creating an appropriate environment in which to nurture talent may play a more significant role in the development of expertise than does heredity (Salmela, 1996). Inherent talent may be necessary, but it is insufficient criteria for the prediction of eventual playing level. Cote (1999) suggested four distinct stages of participation in sport, namely sampling, specializing, investment and recreation years. At each initial level children have the potential to move to another level drop out of the sport, or enter the recreation stage. A key area for further research therefore is to provide guidelines for nurturing and developing players through each of these stages.

The process of coaching can be simply stated as a process of planning what you are going to do. Doing what you have planned to do and then reviewing what you done. When a coach first begins to work with athletes he tends to be initially focused on developing his competence in the doing of his coaching. The competence of coaching by identifying the five basic skills of coaching that all coaches should use as a foundation for their work with athletes. These are the basic skills of coaching

- Build and Develop Relationships
- Instruct and Explain
- Demonstrate
- Observation & Analysis and
- Feedback (Thompson 2000)

2.22 Evaluation and Follow up Mechanisms

2.22.1 Federal Sport Commission

The following are the tasks that Zonal sport bureau should follow up for the development of handball sport:

- Follow up the acceptance of the project by all the stakeholders
- Follow up the organization of the different kinds of committees to implement the project

- Follow up the implementation of directions about the project by the different stakeholders
- Follow up the fulfillment of the required human resources, finance and materials for the project
- Ascertain the selection of the coaches is the selection takes place based on the criteria or not.
- Fill the knowledge and the skill of the project coaches by giving different types of training
- Evaluate the project by different professionals, are the project takes place in the direct or not

2.22.2 National Federation

The national sport federation concerns or follows the following:

- The implementation of the project based on the schedule by preparing different data collecting mechanisms or collect data about the project training.
- The project to have sufficient human resource, materials and facilities.
- Follow up by the report system about the training situation of the region, zone/own administration projects and teams
- Follow up by sending professionals to the training station and give solution about the facing problems
- Follow up the capacity building tasks are giving in the right situation or not for the project and team coaches.

2.22.3 Zone Administration Sport Bureau and Handball Federation

The following are the tasks that Zonal sport bureau should follow up for the development of handball sport:

- Follow up the selection of the project trainers based on the criteria within the city/region.
- Follow up the facility, finance, human resource and different materials for the main and local projects
- Solve the problem face during the training with the integration of the education bureau federations

- Evaluate the manuals which are prepared by the national levels whether the manual implemented properly or not.
- Follow up the project training and supported by competition by making essential preparation.
- Evaluate the zones and woredas report.
- Ascertain the project is taken place according to the schedule
- Evaluate the proper implementation of the manuals and the plans prepared by the national level.
- Follow up the essential preparation of the project training and competitions are supportive.

2.22.4 Woreda Handball Project Committee

The woreda handball committee duties and responsibilities are the following:

- Follow up the selection of the project trainers based on the criteria
- Follow up the fulfillment of the project inputs by finance, human resource and by training materials.
- Work with the stockholders on the problems that face during the training
- Evaluate the implementation of the prepared manuals and plan with the professionals
- Follow up the project trainings whether they are supported by competition or not.
- Follow up the inputs are implemented for the project purpose
- Ascertain the projects are taken place by the training schedule.

2.23 Project Problems and their solution

2.23.1 Problems

- Insufficient finance support shortage of training materials and sport wear
- The project training time and the formal education schedule not goes ahead.
- Payment not on time to the coaches monthly.
- The training fields may be used for other social school services or unused of the training fields for the project training
- Poor interaction between stakeholders sport leaders.

• The selection criteria of the trainers and the coaches fulfill standards that are addressing insufficient knowledge, skills to evaluate the training process.

2.23.2 Solutions

- Fulfilling the required inputs for the training like human resources (trained coaches), finance, equipment and materials
- Discuss with stakeholders like sport commission offices, education bureau, non-governmental organizations and also parents preparing regular program.
- Prepare standards to select both the trainers and the coaches and the selection must be done by professionals.
- Prepare measurement (Federal sport commission 2003).

CHAPTER THREE

RESEARCH METHODS

3.1 Research Design

The researcher employed descriptive survey study method. Information was gathered from different sources besides for various data gathering tools to obtain relevant information.

3.2 Population

Regarding to population of the study in Awi Zone among a total of 12 woredas, 4 administrative towns and 4 weredas, were included in the study areas. The researcher took those areas in which they were actively participated in Zonal handball championship. For the specific study of the research, Zone sport department officers, handball committees, HB coaches and male HB trainees from projects a total of 79 respondents would have been participated for the necessary data.

Table 3.1 Categories of participant and research instrument

No	Participant	Research Instruments			
		Questionnaire	Interview	Observation	Total
1	Weredas' Sport Officer	30	-	-	30
2	Zone Sport Department Officer	-	4	-	4
3	Handball Trainees	25	-	-	25
4	Weredas' Handball Committees	14	-	-	14
5	Zone Handball Committees	-	2	-	2
6	Handball Coaches	-	4	-	4
	Total	69	10	-	79

3.3 Sampling Techniques

In order to come up with the possible solutions of this research, the researcher used purposive sampling technique because this method enables the researcher to include those weredas, and administrative towns that were very active and highly involved in handball sport. Handball trainees, sport officers and handball committees were selected purposively. The researcher

believed that these subjects (respondents) would be able to give basic information for the desired research.

3.4 Data Gathering Instruments

Data collection is a systematic way of gathering information which is relevant to research purpose or question, accordingly by having this concept, in order to obtain necessary information for the study, the researcher used both primary and secondary source of data. Therefore, the researcher has preferred questionnaires which have been closed & open ended interviews and observation.

3.4.1 Questionnaires

A questionnaire was chosen as data collection instrument. A questionnaire is a printed self-form designed to elicit information that can be obtained through the written responses of the subjects. To find suitable information using questionnaires is the best instrument. Data will be collected using questionnaire to clearly analyze the quantitative part of the study. Questionnaires have been operationalized for those main subjects of this study: 14 Weredas, handball committees, 30 Wereda sport officers, and 25 HB trainees were administered, who are available at the appointed study area and the area of questions were considered as the closed and open ended in accordance with necessity and analyzed and interpreted by both qualitative and quantitative methods. 26 closed ended and 5 open ended questions were prepared for weredas, handball committees & sport officers and handball trainees. The response of the questionnaire items has five point rating scales (1=strongly disagree, 2= disagree, 3= Neutral, 4= agree, 5=strongly agree).

3.4.2 Interview

Interviewing is one of the most common and powerful methods that can be used to understand human experiences. According to Dunn (2000) "interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate".

The interviewer has adjusted (made) a set of planned questions for guidance and the interview administered only to those professional 2 Zonal HB committees, 4 Zone sport

department officers and coaches in the appointed study area. Every effort was made to create a good atmosphere of trust and confidence. The interview was followed by probing a set of pre-determined questions and issues abruptly raised by interviewees. The interview was recorded by the tape in order not to miss every single idea of the interviewees. On this basis, the interview was held in Amharic language to avoid communication gap, and clarity of ideas. Finally, the responses of the overall interview were analyzed and interpreted.

3.4.3 Observation

According to Best and Kahn (2003), observation of real condition is very important in the study in order to strengthen and confirm information obtained from other data collection instruments and for the aim of cross-checking the responses with the existing reality. So, it is important to secure additional facts through observation by preparing a checklist. The checklists consist of:

- appropriateness of facilities and preparation
- availability of playing area (courts)
- presence of well-trained coaches
- availability of training based on the schedules
- availability of projects and local projects
- Presence of active handball committees from the study areas.

3.5 Data Collection Procedures

The following procedures were applied to carry out the study. First, relevant and accessible literatures related to the study were collected. Secondly, the prepared data collection instruments, particularly the questionnaire, structural interview guide, and checklists, were checked by the advisor. In addition to this, language teachers were also consulted to check the clarity of questionnaires and its grammatical errors. Finally, the relevant information collected and analyzed.

3.6 Method of Data Analysis

The analysis of the whole study was interpreted, based on the nature of data collection method and both qualitative and quantitative procedures were employed. Accordingly, the data obtained

from interviews and observation (checklists) was described by using words (qualitative manner) whereas, the data that obtained from questionnaire was interpreted and analyzed in a quantitative manner as a result the operationalized data has been described and SPSS version 23 was used to analyze and interpret the item of the questionnaire (descriptive statistics was used) and finally, the summary, conclusion and recommendation were formulated based on the findings.

3.7 Ethical Issues

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. Taking this in to account and make the research participants well aware of the purpose of the research, the researcher discuss with them before the beginning of data collections. The researcher promised to participants not be exploited other than the purpose of the study. Besides this, the prof data collections were done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed was very much minimized.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Results

The purpose of the study was to assess the practice and challenges on the development of handball sport. The demographic characteristics of respondents and the analysis are as follows:

Table 4.1 Respondents' Demographic Characteristics

No	Respondents characteristics	Categories	Frequency	Percent
1	Sex	Male	68	86.07
		Female	11	13.93
		Total	79	100
2	Age	Below 14	-	-
		14-17	8	10.12
		18-22	17	21.52
		23-27	7	8.87
		28-32	28	35.44
		Above 32	19	24.06
Total			79	100
3	Educational level	Grade 78	3	3.79
		Grade 910	16	20.25
		Grade 1112	6	7.6
		Certificate	2	2.53
		Diploma	8	10.13
		Degree	41	51.89
		master	3	3.79
Total			79	100
4	Work experience	1-5	6	7.59
		6-10	13	16.45
		11-15	26	32.91
		Above 16	9	11.39
		Others are students	25	31.64
Total			79	100
5	Occupation	Governmental	49	62.03
		Students	25	31.64
		Private	5	6.33
Total			79	100

Source: Field Survey

The above table shows the demographic characteristics of respondents from handball trainees, wereda sport officers, zone sport officers, handball sport committees and coaches, age,

educational background, work experience and occupation. Among a total 79 respondents, the majorities (86.0%) were male and small number of participants 13.93% were females. Concerning age level 35.44 % of respondents were found between 32-38 ages, 24.06% of respondents, age was above 39. These indicates respondents have good experience to give relevant information for this study. Other respondents 21.52% their ages were 18-22, whereas, 10.12% 8.87% of respondents were 17 and 23 respectively. With regard to educational level, majorities were above degree holders, whereas, 2.53 and 10.13% of respondents were certificate and diploma. The rest of respondents were students those are trainees which are vital to give relevant information to carry out this study. And with regard to work experience, majorities have 6-15 years, experience which was believed to have good experience regarding the practice and challenges on the development of handball sport. Most of them were trainees which have no work experience those were graduates. Students vital to give relevant information to the study.

Finally, regarding to job occupation, only few respondents (6.33%) were private but the rests were governmental and students.

4.1.1 Current Practices and Popularity of Handball Sport

Table 4.2 Responses regarding current practices of handball in Awi Zone.

No	Item	N	Mean	Ex. Mean	St. err	SD
1	Handball sport was highly practiced in your areas	69	3.66	3	0.121	1.002
2	Handball sport training is currently practiced regularly	69	2.02	3	0.1	0.664
3	Handball sport committee & sport officers do jointly for the development of handball sport	69	1.75	3	0.066	0.438
4	Projects in handball are given in your area	69	2.63	3	0.144	0.755
5	Regional Handball Federation work jointly with zonal handball committee for its development	69	1.68	3	0.096	0.639
6	Inter-competition between handball trainees are taking place	69	1.84	3	0.056	0.37
7	Media coverage for the development of handball sport	69	1.12	3	0.076	0.332
	Valid N (listwise)	69				

As indicated in the above table, handball was practiced in Awi Zone that the mean value (3.66) indicates handball was popular in Awi zone. The interviewers stated that handball was popular and highly practiced in Awi zone and the current practice of handball is very low. They stated the reasons of the major obstacles for the development of handball sport; these were failure to

work the federation, committee and sport office department jointly, unable to give emphasis for handball sport, and no continuity of trainings. According to the result in item 4, even though projects are present in some areas as the mean value indicates (2.63), it is less than the expected mean (3.00); shows that the projects are not enough. High numbers of projects present are vital for the development of handball sport. Whereas, item 2, 3, 5, and 6; each item's mean value is less than the expected mean (3.00), this states that the stakeholders unable to work jointly, absence of inter-competition between projects or trainees,, absence of media coverage which was discussed by the trainees, werda sport officers and committees declined the development of handball sport in Awi Zone.

Nicholson, M (2007) studied that the media are hence forth considerate as a tool to product, reproduce and amplify many of the discourses associated with sport in the modern world. Media is a vital tool to promote and develop sports but as indicated the above item 9, the mean value 1.12 is less than the expected mean having standard deviation of 0.332, means there was very less media coverage for handball sport. The concerned bodies should work jointly with the media to promote handball sport.

4.1.2 The Attention of Stakeholders on Handball Sport

Table 4.3 Responses regarding giving emphasis for handball sport

No	Items	N	Mean	Exp. mean	Std. Error	Std. Dev.
1	HB Coaches give emphasis to their profession to develop handball sport	69	3.45	3	0.154	1.022
2	Players are interested to train and play hand sport	69	3.55	3	0.151	0.999
3	Regional sport commission gives equal attention for HB sport like other sports	69	1.52	3	0.076	0.505
	Valid N (listwise)	69				

Coaches gave emphasis for their profession and players positive attitude towards handball are very essential to promote and develop handball sport. The responses of, also states that there is no problem from coaches and players, other stakeholders facilitate opportunities like supports, follow up and emphasis. As the result indicates, the mean values (3.4555) are greater than the expected mean (3.00) giving a standard deviation of 1.02 and 0.99 respectively. Contributions of regional sport commission for sport development is essential but as the above table item 3 and interviewers, states that for handball sport less attention is given by sport

commission. The mean value 1.52 indicates low level of emphasis was, because the mean is less than the expected mean. From this result one could conclude, less emphasis and support have a negative impact on the development of handball sport.

4.1.3 Availability of Coaches, Materials and Finance

Table 4.4 Responses regarding availability of facilities coaches present and budget

No	Item	N	Mean	Ex.Mean	Std.Err	SD
1	Availability of certified coaches present	69	2.41	3	0.154	0.79
2	Budget allotment/ finance/ for HB sport	69	1.52	3	0.076	0.505
3	Availability of sufficient materials for HB spbr	69	2.55	3	0.161	0.86
	Valid N (listwise)	69				

David Levinson and Karent Christensen (2005) also proposed about sport equipment and facilities; availability of sport facilities and equipment has a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in sufficient manner it is too easy to produce a number of elite athletes who can show highest performance at national or international level. Therefore, the researcher suggested, administrators and stakeholders must provide facilities and equipment for their projects, clubs or teams for its development.

Certified coaches, facility and equipment are very vital for the development of handball sport. But respondents state that coaches, present, budget allotment and availability of sufficient materials present are found at low level. The observation checks assured that there were no adequate materials and equipment in the study areas.

In the opinion of Ekpe (2001), it is difficult to separate the standard of sports in a country from the standard of facilities and equipment available. Omoruan (1996) also posited that facilities and equipment are the greatest among all factors that affect the growth of sport. From the results obtained by interview, questionnaires and observation, one can conclude that inadequate coaches in quantity and quality, materials and finance greatly hamper the development of handball sport. Therefore, availability of facilities and equipment, sufficient human resources

and finance are among the major factors that promote the growth and development of handball sport all over the countries.

4.1.4 Technical Support and Follow-up on Handball Sport

Table 4.5 Respondents' view related to follow-up and technical support

No	Item	N	Mean	Ex. Mean	Std. Err	SD
1	Committees evaluate the training of handball project	69	2.05	3	0.045	0.302
2	Follow up the project training whether they are supported by competition	69	1.95	3	0.032	0.211
3	Follow up the inputs are implemented for project purposes	69	2.07	3	0.068	0.452
4	The effectiveness of taking responsibility of handball committee	69	2.02	3	0.076	0.505
5	The contribution of the Society to handball sport development	69	2.07	3	0.088	0.587
6	Regional sport commission and/or federation give skill development for Zonal officers and other concerned bodies regularly	69	1.61	3	0.074	0.493
7	Regional Handball Federation work jointly with zonal handball committees for its development	69	1.12	3	0.096	0.639
8	Zone sport commission evaluate the proper implementation of work Plan of handball sport	69	1.68	3	0.078	0.518
9	Weredas, sport office give technical support for handball training effectively	69	1.98	3	0.069	0.457
10	HB committees, coaches and sport officers encourage youngsters to like and play handball sport	69	1.86	3	0.052	0.347
	Valid N (listwise)	69				

The trainings of handball sport is not supported by competition, there are no encouragements of youth by responsible bodies. Without technical support by responsible bodies, evaluation of handball sport, joint work of the federation, committees and sport department handball sport could not be achieved. Those responsible bodies do not have encouraged youngsters to like handball sport. The results show that a low level of contribution of the society, accountability of the committees, and technical supports from responsible bodies for handball sport greatly hampers its development. The items (4, 5, 6 and 7) in the above table each mean value is less than the expected mean (3.00). The mean values of the items in the table indicate that, almost all are found at low level. These factors are the reason for the decline of handball sport development. Therefore, as the interviewees stated, follow-up the facility, the training and

evaluate the proper implementation of the manuals and plans by professionals have a positive impact for the development of handball sport.

Data Obtained from Interview

Based on the interviews which were conducted with Handball Coaches, Zone Handball Committees and Zone sport department officers, all sample respondents agreed that the current practices of handball sport is very low and regarding major problems on its development, majorities, of the respondents agreed that:

- Unable to work with schools and amateurs
- Failure to work the federation, committee and sport department jointly
- Shortage of well-trained coaches both in number and quality
- Unable to give emphasis
- Lack of proper facilities and equipment especially playgrounds
- Shortage of finance and budget for handball sport and
- Lack of training continuity of handball sport

Based on the major problems that hinder handball development discussed by the respondents, they listed the following solutions to develop handball sport:

- Work from primary and secondary schools since they are the main sources of youngster to get and encourage them.
- Give equal attention like other sports and take account of all stakeholders
- Stakeholders cooperation /responsibilities/ towards developing handball sport
- Need to have trained coaches
- Fulfill playgrounds and equipment
- Encourage youngsters to play and like handball sport
- Give awareness for players, society and other stake holders that handball is very attractive, easily developed, practiced and popular type of game

Regarding possible opportunities to develop handball sport in Awi zone, they listed the following:

Societies are interested for sports

High interest of youngsters for handball sport

High interest of the societies for sport if effectively promoted

Schools are potential areas to develop and promote handball sport

With regarding to the habits of the players and /or its popularity/ in Awi zone, respondents replied that they knew handball sport was popular and well known and many youngsters and players have a good habit in playing handball. Whereas, very small respondents especially sport officers reported that they don't think and know handball's popularity; the reason behind them was they are new employer and they have not well informed for the environment. Concerning with the issue of their suggestion for the development of hand ball projects and resolve the problems related to facility and equipment, most participants replied; if stakeholders from region to wereda work jointly, take their responsibilities and give attentions like other sports, the facilities and equipment will easily resolved. According to their report, the main challenge is changing the attitude towards handball sport.

Regarding the contribution of the coach for the development of handball sport, coaches can play a great role to develop handball sport by giving regular training, working jointly with sport officers and committees and they can encourage youth to play handball.

Concerning with roles of Awi zon handball committees for the development of handball sport, even though they couldn't play their responsibilities, they reported the following summative suggestions for handball sport:

Support and followup wereds, committees

Work with other stockholders on the problems and find out solutions

Have follow up mechanism and evaluate werdas, committees duties

Get support from federation

Work jointly with zone sport department office

Facilitate training for coaches

Use the budgets properly

Facilitate opportunities to have projects in different areas

Handball trainees state that they need the following support from the responsible bodies:

- Trained/certified coaches
- Adequate budget allotment
- To open handball projects from different areas
- Playgrounds and facilities /such as sport wear, balls/
- Technical support and follow up from sport officers and other stakeholders

Data Obtained through Observations

Table 4.6 Observation check-lists

No.	Items	Adequate	Medium	Inadequate
2	Availability of playgrounds (courts)	-	-	•
3	Balls, cones and net	-	-	•
4	Presence of qualified coaches			•
5	Availability of training based on the schedules	-	-	•
6	Availability of active projects	-	-	•
7	Presence of active handball committees	-	-	•
8	Trainee sport wear and shoes	-	-	•

Based on the observation check-list the researcher observed that, facilities and equipment (like balls, cones, posts, net), qualified coaches, active project playgrounds are inadequate in Awi zone. Handball training is not given regularly and the trainees do not have sport wears like shoes, shirts and shorts. From these one can infer that the development of handball sport cannot be achieved.

4.2 Discussion

According to the findings in this study the previous practice of handball sport was good having a mean value of 3.45 and standard deviation of 1.002. This indicates that handball sport was popular and practiced in the previous time but the current practice of handball sport in Awi Zone is very low. All stakeholders especially sports department /officers/, federation and committees do not work jointly to develop handball sport. Management committee in the federation do not play leadership role to develop the sport (Demirachew 2014). Also, Zemenu T. (2011) supported this result that handball sports gradually lost its practice. In contrary to this study, Addis Ababa Handball Federation work collaboration with school to produce young handball players (Demirachew F., 2014).

David Levinson and Karent Christensen (2005) also proposed about sport equipment and facilities; availability of sport facilities and equipment has a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in sufficient manner it is too easy to produce a number of outstanding athletes who can show highest performance at national or international level. Administrators and stakeholders must provide facilities and equipment for their projects, clubs or teams for its development (as cited in Demirachew F., (2014).

As the mean value 2.55, the current research found that there is inadequate facilities & equipment, failure to follow up (from responsible bodies), failure to give equal emphasis like other sports and inadequate budget allotment are the major problems accounted in Awi zone. Similar to this study there is inadequate facility and equipment for handball sport (Demirachew 2014), simiret (2014), Tesfaye A., (2014) and Zemea (2011).

In the opinion of Ekpe (2001), it is difficult to separate the standard of sports in a country from the standard of facilities and equipment available. As the findings indicated, the development of handball in Awi Zone is low. Whereas, Demirachew F., (2014) the development of handball sport in Addis Ababa is moderate.

The hand ball sport had not given that much attention by the government just like football or athletics (Demirachew F., 2014). The current study found similar reports, which sports officers, are failure to give equal emphasis like other sports in Awi zone.

Demirachew F(2014), the absence of known handball sport training centers in Ethiopia youth and sport academy is the big problem for the development of the sport. Similarly the current study also reveals that there is less number of projects in Awi Zone.

The researcher found that there is shortage of qualified coaches in Awi Zone; similarly other studies revealed that shortage of qualified coaches are a major challenge to practice and develop handball sport (Zemenu T., 2011, Tesfaye A., 2014).

The researcher found that there is a low level of evaluation and follow up by responsible bodies and there is no media coverage. Simiret D., (2014) states, that there is weak supervision and support of the sub city in Addis, concerned body project coordinators and low media coverage. Also, Zemenu T, (2011) confirmed there is no enough media coverage concerning handball in Amhara region.

The current research reveals that handball sport is not supported by competition like other sports, thus hampers the deployment of handball sport in Awi zone. This finding is supported by Tesfaye A. (2014), stated that ignorance of handball competition in sport festivals is one of the main problems to decline handball sport in Addis Ababa sub cities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of this study was to assess the practice and challenges on the development of handball sport in Awi zone. The study was mainly designed to answer the following basic research questions:

What are the current practices of handball sport in Awi Zone?

What are the major barriers that hinder handball sport development?

How do the practice of stakeholders towards developing handball sport?

What are the suitable conditions required to develop handball sport in Awi zone?

To achieve the designed objectives and answer basic research questions, the researcher utilized combination of both qualitative and quantitative methods of data collection with appropriate instruments such as questionnaires, interview and observation. A total of 79 participants were used to collect relevant information. The researcher used SPSS version 23 descriptive statistics to answer the research questions.

The results shows, there are major challenges of the development of handball sport. The following main findings were obtained from the study:

Ø Handball sport was popular in the previous time in Awi Zone

Ø It lacks attention from different officials (such as federation committees, sport commission and sport officers)

Ø Handball sport is not seen as equally as other sports

Ø Shortage of budget

Ø Hand ball trained/certified coaches are very limited

Ø Inadequate facilities and equipment have a negative impact on the development of handball sport in Awi Zone

Ø Lack of attention given by the societies

Ø The absence of role model player in handball sport to motivate trainees for participation and a better work.

Ø Absence of media coverage have a negative impact in the development of hand ball sport

Ø Even though handball projects began in some areas, they have totally stopped

Ø Handball project annual competition gradually decreased compared with other ball games and a decline of Zonal championship competition.

Ø Unable to organize projects in different areas

In general, lack of support and follow-up from officials, inadequate facilities and very low attention is given for handball sport and project; these tend to have a decline of handball sport in Awi zone.

5.2 CONCLUSION

Based on the major findings of the study, the following conclusions have been drawn. The basic motive of the study is to show the factors that affect the development of handball sport in Zone. Based on the major findings, the researcher reached the following conclusions

Handball sport development is the result of cumulative effects of adequate equipment and facilities, qualified coaches and consistency of competition. As shown in the data there are inadequate equipment, facilities, certified coaches and annual competitions in handball. So the researcher concluded that, the above elements are among the factors that hampers the development of handball sport in Awi zone.

The present study also shown that there was no supervision, follow-up, and technical support from the responsible bodies. These problems affect the development of handball sport negatively.

In general, less attention given for handball is the cause for the decline of the practice and development of handball sport in the study specific to Awi Zone, so to resolve the above listed problems committees and coaches should work hard to develop handball sport. And also it is necessary to work with handball federation to get coaches updating course, in preparing and participation of Varsity completion. To fulfill the shortage of facility and equipment, sport department officers should work with responsible bodies.

5.3 RECOMMENDATIONS

The result of this research clearly indicates that, the development of handball declined in the light of the problems identified and data gathered from this study, following recommendations were forwarded:

- Ø Handball sport cannot develop only by sport government bodies, so the societies private sectors and non-governmental organizations come and support handball sport.
- Ø Regional handball federation can play great role for the practices and development of handball sport. So, federations should give emphasis and a regular follow up in Awi Zone.
- Ø Handball federation should work with governmental bodies to have a coverage and sponsors in every aspects of handball sport.
- Ø Handball federation and sport commission are the vital bodies to take the initiation to follow up and technical supports for the development of handball sport throughout the region, the federation and sport commission should work jointly to overcome the problems related to create awareness to the community and problems related to equipment and facilities.
- Ø Federation and committee should have strong connection and commitment for the practices and development of handball sport.
- Ø Sport commission and federation should have to facilitate training for coaches.
- Ø Awi Zone sport department should give attention, regular supervision and find support mechanism for the growth and development of projects.
- Ø Active handball committees can achieve the growth and development of handball sport. Therefore, Zone sport department should activate the committees and work cooperatively to overcome the problems of follow up, finance, equipment, facilities and shortages of coaches.
- Ø Project is one of the main sources of players for the club as well as for the national team. Therefore, each Wereda's sport office coordinators should work projects in collaboration with handball committees and coaches so as to produce youth.
- Ø Weredas, sport officers are very vital body to fill the gaps such as shortage of playgrounds, shortage of coach, facilities. So, wereda sport offices should take their responsibilities with collaboration of stakeholders to achieve its development.

- Ø Wereda, sports handball sport committees should work and take responsibilities with sport office to fill the gaps regarding encourage the coach, consistent follow up and support develop handball sport in the Wereda.
- Ø The responsible bodies should have to fulfill handball facilities and equipment.
- Ø The handball sport project areas should have to focus on the production of elite hand ball player.
- Ø Nowadays, media plays a great roll in the development of sport. So, Awi zone sport bureaus should have to use different medias
- Ø Since training should followed by competition there should be Hand ball completion at different level
- Ø Finally, Coaches should give regular training and encourage players to come and play handball sport.

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APENDIX A
Questionnaire

Bahir Dar University

Sport Academy

Post Graduate Program (MSc)

Questionnaires to be filled by Handball Trainees, Wereda Handball Committees and Sport Officers

Dear respondents,

These questionnaires designed to collect relevant information on Practice and Challenges of Handball Sport Development in Awi zone. The information that you provide with this questionnaire will be as a primary data, which the researcher conducting as a partial fulfillment of the requirements for Master's degree in handball coaching at Bahir Dar University. The researcher wants to assure that all the information you will provide only for academic purpose for the research authorized by Bahir Dar University, Sport Academy MSc Program. All answers will be kept strictly confidential and only aggregate results will be reported. Therefore, the researcher needs valuable support and would like appreciate your devoting time to me to complete the questionnaire. Your genuine contribution will greatly essential for the success of this study. Thus, you are kindly requested to fill the questionnaire carefully and honestly.

General direction

1. No need of writing your name on any page of the questionnaires
2. Put a mark for an appropriate value from the given rate scale accordingly. The scale nominated as:
3. Strongly disagree= 1, Disagree= 2, Neutral= 3, Agree= 4, Strongly Agree = 5
4. For the open ended questions, try to give precise answers.
5. Your participation on this study is completely based on voluntarily.

Remark: any item that is left incomplete could affect the result of this study. Hence, I kindly request you to complete all questions.

Thank you in advance for your cooperation!

Part I: General Information

1. Sex: Male Female:
2. Age: below 14 14-17 18-22: 23-27: 28-32:
Above 33:

3. Educational background Grade 78 Grade-90 Grade 11 12

Certificate: Diploma: Degree: Master:

4. Work experience: -5: 6-10: 1-15: Above 16:

5. Occupation/ profession: Governmental private

Part II: Questions related to the study

No.	Item	11	22	33	44	55
1	Handball sport was highly practiced in your areas					
2	Handball sport training is currently practiced regularly					
3	Handball trainees are interested to train handball sport					
4	Handball sport committee & sport officers do jointly for the development of handball sport					
5	Projects in handball are given in your area					
6	Availability of certified coaches present					
7	HB Coaches give emphasis to their profession to develop handball sport					
8	Players are interested to train and play handball sport					
9	Committees evaluate the training of handball project					
10	Follow up the project training whether they are supported by competition					
11	Availability of sufficient finance for HB sport					
12	Availability of sufficient materials for HB sport					
13	Follow up the inputs are implemented for project purposes					
14	The effectiveness of taking responsibility of handball committee					
15	The contribution of the Society to handball sport development					
16	Regional sport commission gives equal attention for HB sport like other sports					
17	Regionalsportcommission and/or federation give skill development for Zonalofficers and other concerned bodies regularly					
18	Regional Handball Federation work jointly with zonal handball committees for its development					
19	Zone sport commission evaluate the proper implementation of work Plan of					

	handball sport					
20	Trained coaches give handball training					
21	Federation and committees gives assist and follow up the handball project					
22	Inter-competition between handball trainers are taken place					
23	Material support from the government and stakeholders					
24	Media coverage for the development of handball sport					
25	Weredas, sport offices give technical support for handball training effectively					
26	HB committees, coaches and sport officers encourage youngsters to like and play HB sport					

Open-ended questions

1. What are the major challenges on the development of handball sport in your area?

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2. What possible solutions can you recommend for handball sport development?

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3. Which obstacle most hinders the development of handball project in your areas?

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4. List out the preferable solutions on the obstacles rose above (q.3)?

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5. What types of supports are needed from the responsible bodies for the development of handball sport?

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APPENDIX B
Questionnaire

Bahir Dar University

Sport Academy

Post Graduate Program (MSc)

Interviews for Handball Coaches, Zone Handball Committees and Zone sport department officers.

1. What is the current practice of handball sport compared to previous practices in Awi Zone?
2. What are the major problems related to handball sport development?
3. What solutions can you recommend on the development of handball sport in your zone?
4. How do you rate the availability of handball facilities and equipment?
5. What are the possible opportunities to develop handball sport in Awi zone situation?
6. How do you see the habits of players /its popularity/ in your areas?
7. How do you suggest the development of handball sport and resolve the problems related to facility and equipment?
8. As a coach what contributions should be played for the development of handball sport? (For coaches).
9. As a committee what roles should you play? (For HB committees).

APPENDIX C
Observation check list

No.	Items	Adequate	Medium	Inadequate
2	Availability of playgrounds (courts)			
3	Balls, cones and net			
4	Presence of qualified coaches			
5	Availability of training based on the schedules			
6	Availability of active projects			
7	Presence of active handball committees			
8	Trainee sport wear and shoes			

By MitikuArayaw

APPENDIX D

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APPENDIX E

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9. $\text{¥} \cdot \text{€} \text{ } ^3 55 \text{V} - \text{®} \text{ } t \cdot u \hat{=} 5 \text{V} - \text{€} \tilde{o} \text{ } u \cdot \text{í} \cdot u \text{ } 5 \text{p} \ddot{E} = \text{!} - - u \text{ } e \cdot e \text{ } \acute{=} \ddot{e} 5 \text{Q} (\text{®} \text{ } \text{t})$