

# **WELKITE UNIVERSITY**



**College of Natural and Computational Science**

**Department of Sport Science**

**EFFECT OF SCIENTIFIC TRAINING PROGRAM ON HANDBALL BASIC SKILLS IN  
CASE OF WELKITE UNIVERSITY FOURTH YEAR SPORT SCIENCE STUDENTS.**

**Research Proposal Submitted To Department Of Sport Science in Partial Fulfillment of  
Bachelor Degree of Science (BSC) in Sport Science**

**Prepared By: -Anchinalush Berihun Bogale**

**ID NO: - 020/08**

**Adviser: -Bizuneh Shamebo (MSc)**

**Welkite, Ethiopia**

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## SENIOR ESSAY APPROVAL FORM

The senior entitled as “effect of scientific training program on handball basic skills in a case of welkite university fourth year sport science in partial fulfillment of the requirements of Bachelor degree in sport science.

Student name Ancinalush Berihun -----  
Name

Advisor:-

Name	Signature	Date
.....	.....	.....

Examiner:-

Name	Signature	Date
.....	.....	.....

Department hade:-

Name	Signature	Date
.....	.....	.....

## **Declarations**

This is certified that senior essay based on effects of scientific training program on dribbling, passing, receiving, shooting and feinting hand ball in case of welkite university fourth year sport science student. Summated in partial fulfillment or requirement for the award of the degree of bachelor in sport science, in the department of sport science Welkite University, this scientific work carried the out by Anchnalush Berihun under our guidance and supervision. The matter embodied in this senior essay research work has not been under taken and summated earlier for the award any degree or any diploma in this university or any other universities in Ethiopia.

## **Acknowledgment**

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## **Abstract**

The purpose of the study was to assess the effect of scientific training program on dribbling, passing, receiving, shooting and feinting hand ball in case of welkite university fourth year sport science student.

The aim of the study was to understand the drawback of hand ball students on dribbling, passing, receiving, shooting and feinting techniques of handball. All students were considered and 30 students sample size. The data was analyzed and interpreted based on observational data description method and also by table percentage and words. Which it was collected, organized, presented, analyzed, and interpreted.

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# **CHAPTER ONE**

## **1 INTRODUCTION**

### **1.1 BACK GROUND OF THE STUDY**

The historical back ground of handball: - the game of handball that we know today originated in Germany at the end of the 19<sup>th</sup> 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.

It did not have its own governing body it came under the jurisdiction of the International Amateur Athletic Federation (IAAF) from 1904, handball developed steadily under the watchful eye of the IAAF. To keep pace with the progress of handball and other developing sport, the IAAF appointed a special committee, presenting the countries where it was played, to look into the possibility of producing a standardized set of rules for the game.

In 1928, eleven handball playing nation met in Amsterdam on the occasion of the Olympic games and as a result of this meeting, the international amateur handball federation was formed.

In 1931, just three years after a training a separate entity, handball was included in the program of the games by the international Olympic committee. This game was first included in the Olympics held in Berlin in 1936.

Handball began in Checkeos-Levakia by giving the name checky-handball 7:7 players the court as competitive sport. The credit for starting real handball with same rules in Germany the exact origin of court handball was played by Greeks and Romans in the school. It was certainty played in Ireland about played by Greeks and Romans in the school. It was certainty played in Ireland about thousand years ago. Irish emigrates took their four wall game to American in the 19<sup>th</sup> century.

An international handball match for the first time was played in Germany, it was highly popular among other countries, after some years the participant countries develop a head then Germany in the Olympic game, for example: Yugoslavia, Rumania, Russia, Bulgaria, Poland, Hungary etc. are highly popular in the world.

As a part of reorganization plan welkite university fourth year sport science students started a new handball to become a part of problem solver in this field. In line with this, the researcher is developed to assess the effect of scientific training program on handball basic skill in case of welkite university fourth year sport science.

## **1.2 STATEMENT OF THE PROBLEM**

The handball students in Welkite university third year sport science students in particular are not effective in scientific training program on handball basic skill. In most cases the students may face or have problems in using the scientific training program on handball basic skill which has different impact on the students. Dribbling and controlling the scientific training handball is a skill that can be practiced alone and separate from the other ball skill on the court. Ball handling, however, involves knowledge of the game and integrates dribbling, passing, and decision-making. By definition, that means all students are involved with the process of playing the game and should function as one. One of the primary skills crated to accomplish this is passing. Yet, passing remains one of the most under-taught, under-emphasized, and under drilled skill in the training.

In this demanding world, there is an increase public expectation from the handball students by avoiding the old fashioned philosophy and accommodating the new scientific method. Even though handball sport studies a central part in life of the society for long years in Welkite University there is huge gab in the hand ball sport popularity. Handball has multi-dimensional hindrances that could affect its rapid development and popularity in the city. However, this multi-dimensional problem could be solved through newly started handball in the city.

Due to these above reasons the researcher believes that the proposed study which addresses the effect of scientific training program on passing and dribbling skill of handball in welkite university fourth year sport science students is timely and relevant to point out the contribution of scientific training for development of handball.

## **1.3 Objectives of the Study**

### **1.3.1 General objective**

The general objective of this study is to assess the effect of scientific training program on handball basic skill in case of welkite university fourth year sport science students.

### **1.3.2 Specific objectives**

The specific objectives of the study are:-

- To identify the effect of scientific training program on dribbling, passing, receiving, shooting and feinting basic skill of hand ball in case of welkite university fourth year sport science students.
- To identify the major problems influencing handball in case of welkite university fourth year sport science students dribbling, passing, receiving, shooting and feinting techniques.
- To compare the performance different between pier and post scientific training program on dribbling, passing, receiving, shooting and feinting in case of welkite university fourth year sport science students.

### **1.4 RESEARCH QUESTIONS**

The paper will be conducted based on the following questions:-

- What can influence handball skill in case of welkite university fourth year sport science students in dribbling, passing, receiving, shooting and feinting handball scientific training?
- What are the problems which influence the handball in case of weslkite university fourth year sport science students to applying different dribbling, passing, receiving, shooting and feinting handball scientific training?
- What is the significant different between dribbling, passing, receiving, shooting and feinting skill handball in scientific training program?

### **1.5 Limitation of the study**

The study would see welkite university only fourth year sport science students in dribbling, passing, receiving, shooting and feinting handball basic skill scientific training problem. The study would be conducted in welkite university due to the easy availability of those university in terms of time and transportation cost.

### **1.6 Significance of the study**

The study has significance impact in pointing out the major problem hindering the development of handball basic skill on dribbling, passing, receiving, shooting and feinting incase of welkite university fourth year sport science students. It may also serve as a reference material for the research, handball teacher and other in order to find out solution for the problem and react accordingly.

It also gives important information how scientific training could improve the dribbling, passing, receiving, shooting and feinting skill of handball welkite university fourth year sport science students. Information about perception of handball students toward the scientific training were also collected which would help the trainer organization to adjust the training according to the need of the students.

## **CHAPTER TWO**

### **2 .REVIEW OF RELATED LITRATURE**

#### **2.1 .Concept of Handball**

Handball also known as team handball, European handball or Olympic handball is a team sport in which two teams of seven players each (six out court players and a goal keeper) pass a ball using their hands with the aim of throwing 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 of 40 by20 meters (131 by 66 ft), with a goal in the middle of each end. The goals are surrounded by a 6-meter (20 ft) zone where only the defending goalkeeper is allowed; goals must be scored by throwing the ball from outside the zone or while "diving" into it. The sport is usually played indoors, but outdoor variants exist in the forms of field handball, Czech handball (which were more common in the past) and beach handball. The game is fast and high-scoring: professional teams now typically score between 20 and 35 goals each, though lower scores were not uncommon until a few decades ago. Players may score hat tricks. Body contact is permitted for the defenders trying to stop the attackers from approaching the goal. No protective equipment is mandated, but players may wear soft protective bands, pads and mouth guards.

The game was codified at the end of the 19<sup>th</sup> century in Denmark. The modern set of rules was published on 29 October 1917 in Berlin, which is seen as the date of birth of the sport, and had several revisions since.

The first official handball match was played in the same year in Germany. The first international games were played under these rules for men in 1925 and for women in 1930.

Men's handball was first played at the 1936 Summer Olympics in Berlin as outdoors, and the next time at the 1972 Summer Olympics in Munich as indoors, and has been an Olympic sport since. Women's team handball was added at the 1976 Summer Olympics.

Two teams of seven players (six court players plus one goalkeeper) take the court and attempt to score points by putting the game ball into the opposing team's goal. In handling the ball, players are subject to the following restrictions:

After receiving the ball, players can pass keep possession, or shoot the ball. Players are not allowed to touch the ball with their feet, the goalkeeper is the only one allowed to use their feet but only within the goal area. If possessing the ball, players must dribble (not similar to a basketball dribble), or can take up to three steps for up to three seconds at a time without dribbling. No attacking or defending players other than the defending goalkeeper are allowed to touch the floor of the goal area (within six meters of the goal). A shot or pass in the goal area is valid if completed before touching the floor. Goalkeepers are allowed outside the goal area, but are not allowed to cross the goal area boundary with the ball in their hands.

The ball may not be passed back to the goalkeeper when they are positioned in the goal area. Notable scoring opportunities can occur when attacking players jump into the goal area. For example, an attacking player may catch a pass while launching inside the goal area, and then shoot or pass before touching the floor. Doubling occurs when a diving attacking player passes to another diving teammate.

An outdoor handball court handball is played on a court 40 by 20 meters (131 ft 3 in × 65 ft 7 in), with a goal in the centre of each end. The goals are surrounded by a near-semicircular area, called the zone or the crease, defined by a line six meters from the goal. A dashed near semicircular line nine meters from the goal marks the free-throw line. Each line on the court is part of the area it encompasses. This implies that the middle line belongs to both halves at the same time.

The goals are two meters high and three meters wide. They must be securely bolted either to the floor or the wall behind. The goal posts and the crossbar must be made out of the same material (e.g., wood or aluminum) and feature a quadratic cross section with sides of 8 cm (3 in). The three sides of the beams visible from the playing court must be painted alternating in two contrasting colors which both have to contrast against the background. The colors on both goals must be the same.

Each goal must feature a net. This must be fastened in such a way that a ball thrown in to the goal does not leave or pass the goal under normal circumstances. If necessary, a second net may be clasped to the back of the net on the inside.

The goals are surrounded by the crease, also called the zone. This area is delineated by two quarter circles with a radius of six meters around the far corners of each goal post and a connecting line parallel to the goal line. Only the defending goalkeeper is allowed inside this zone. However, court players may catch and touch the ball in the air within it as long as the player starts their jump outside

the zone and releases the ball before they land(landing inside the perimeter is allowed in this case as long as the ball has been released).If a player without the ball contacts the ground inside the goal perimeter, or the line surrounding the perimeter, they must take the most direct path out of it. However, should a player cross the zone in an attempt to gain an advantage (e.g., better position) their team cedes the ball. Similarly, violation of the zone by a defending player is penalized only if they do so in order to gain an advantage in defending.

Outside of one long edge of the court to both sides of the middle line are the substitution areas for each team. Team officials, substitutes, and suspended players must wait within this area. A team's area is the same side as the goal the team is defending; during halftime, substitution areas are swapped. Any player entering or leaving the play must cross the substitution line which is part of the sideline and extends 4.5 meters (15 ft) from the middle line to the team's side.

A standard match has two 30-minute halves with a 10- or 15-minute (major Championships/Olympics) half time intermission. At half-time, teams switch sides of the court as well as benches. For youths, the length of the halves is reduced—25minutes at ages 12 to 15, and 20 minutes at ages 8 to 11; though national federations of some countries may differ in the implementation from the official guidelines.

Handball is sport from the category known as sport game, and is becoming more and more popular in the world. A relative rapid learning of this game, based on natural human motion, has allowed it to be popularized quickly. The development of the game is also influenced by its attractiveness based in variable action and direct conflict with an opponent.

Handball is a team game, so it plays an important role in education. Players learn to cooperate with each other. A game must be tough but in accordance with the fair play rules team work and a sportsmanlike conduct. All these positive aspects and forms of conduct result as time go in socially acceptable behavior in everyday life. This is vital, educational aspect of playing handball.

The development of handball in the world, the Danish encyclopedia “Athena lexicon” says, that at the turn of the 19<sup>th</sup> century handball was popularized at the old Rup Gymnastic School. In 1898, the teacher Holger Nielsen introduced a running game with two goals in which 14 people, divided into two teams, took part. The game in which a ball was passed with the players hands was called handball.

The first game rules were issues 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 “Das

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.

A record on handball development in Germany is dated from the period after 1915. In 1917, MaxHeiner, a teacher from Berlin began developing hand ball as a sport for women. Another important year is 1919. Famed propagation 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 hand been introduced. The dimensions of the playing field were increased to 80 x 40m, the goal line moved to 8m, and the goals dimensional were changed to 5m in width and 2, 10 in height. Those rules embraced playing with a ball and the body, which greatly influenced the technical development of handball.

International handball began in 1928. In that year the first organization the IAHF (International Amateur Handball Federation) congress held its meeting. The following countries organized the Federation: Germany, Czechoslovakia, Holland, Belgium, Austria, USA, France, Ireland, Denmark and Canada.

After the 2<sup>nd</sup> world war in 1946, the representatives of the 15 countries crated a new Federation, called IHF. The dynamic progress of hand ball in the world had begun. Nowadays it is played in more than 130 countries. In 1991, the European Handball Federation (EHF) was founded with its base in Vienna. The Federation is responsible for development of hand ball in Europe.

## **2.2 Hand Ball handling skill**

The first concern of players with the ball is to hold it properly. Ball handling is to mean the position of your hands as well as the action of your hands when holding the ball.

The following fundamental techniques are important for proper ball handling:-

1. Throw the ball into the air and jump to catch it.
2. Throw the ball into the air and control it with a foot, then dribble into space.
3. Throw the ball into the air and control it on the thigh, to the ground, then dribble in to space.
4. Throw the ball into the air and control with the chest, to the ground, and then dribble into space.
5. Throw the ball into the air and control with a turn into space, and then a dribble.
6. Roll the ball between their legs, before turning and sprinting after it.

7. Throw the ball back over their head before turning to control and dribble. This case the elbow to naturally fall under the ball. The researcher saw some young players with the thumb too far under the ball and pointing straight left ward, which cause the elbow to fly out ward.

## **2.3 The basic Skills and Techniques of Handball**

The basic techniques of Handball are, passing, dribbling by bouncing to the floor(dribble), catching the ball upon receiving the catch, throwing the ball towards the goal (shooting), and blocking the opponent's attack with how to block the opponent's ball shot by hand, and blocking the movement of the opponent (block).

Handball combines the skills of running, jumping, catching, and throwing into a fast-moving, exciting game. Team handball most closely resembles basketball, having roughly the same number of players, utilizing dribbling, passing, pick & rolls, and fast breaks.

Technique is the basis of any team sport. The technique is a skill which is necessary to perform a game. The technique is conditioned by meteoric abilities of players and the frequency of exercise repetitions. The exercise repetitions should provide fast and almost automatically performed activities. If the players have good technique they will pay more attention to team work and properly performed tactical tasks during the game.

Generally fundamental skill is basic classified into two groups. Movement with ball and movement without ball (Grade 11<sup>th</sup>2006 student's text book)

### **2.3.1 Passing skill**

Passing is the basic skill allowing all attack actions and it should follow a flat not too fast trajectory at chest level. A handball pass is done by holding the ball in one hand. Right-handed players should move the left foot forward, twisting of the trunk to the right.

It is the most fundamental skill in every game, and it is defined as the action of ball throw towards team mate or friends. Passing is the one which enhances to create scoring opportunities in the match and it is the best way to address/arrive automatically to the opponents goal. If it is properly executed as the situation of the game, it serves as player number 8. There are so many types of passes, those are listed below. However, the most fundamental and frequently used passes in team handball are overhand (set) pass and wrist pass.

- **Overhand (set) pass:** - It is the most fundamental and frequently used passing technique. It allows the player more accurate and control. It is the most accurate and easy to execute and it travels long distance than the other passes.

It is the basis for all shoot techniques. Execution of the techniques:-

- ✓ Be up on the basic position of handball on maintain proper stance.
  - ✓ Grip the ball with your fingertips (fingers should be comfortably spread and place on the top of the ball).
  - ✓ Lift the ball up and back with your elbow flexed at about 90°.
  - ✓ Put your weight on the back foot (the same as throwing arm).
  - ✓ Place your shoulder perpendicular to the target by turning the upper body. To make the pass:-
    - Step forward with the foot of the non-throwing hand.
    - Transferring your weight from the rear to front foot.
    - Rotate the upper body and square the shoulder to the target.
    - Lead with your elbow, whip the forearms, finally snap the wrists and release the ball.
- **The wrist pass:** -It allows to make quick pass without having to turn the upper part of body (upper torso) when organizing your attack in front of the defense. It is a passing type which is needed to elude opponent players and to get an appreciation from the spectators. Most often this pass is used to covering short distance because it is difficult to make long passes or to shoot the ball held in this way. Use peripheral vision to see your target and follow the ball.

Execution of the wrist pass:- Be up on the basic position i.e. stand facing the defender with your feet shoulder width apart, knees slightly bend, weight evenly distributed over the feet, hold the ball security with both hands at waist level. To make his pass: \_

- Step laterally towards the target. At this point your passing hand should grip the securely while the other hand is supporting underneath. Then transfer your weight towards the target and quickly extend your elbow and forearm in the same direction. At the same time flip your wrist in an upward motion and give the ball a final push with your thumb.

- Follow through is naturally with your arms extended and relaxed, knee bent and weight on your passing side foot.

### **2.3.2 Catching (Receiving) skill**

Hand ball Receiving is the set of movements through which a player gains possession of the ball. Catching is the way a player holds the ball.

Catching (Receiving) is the skill which permits the player to catch the ball properly. Passing and receiving (Catching) are the fundamental skill and the starting point of team handball.

There are five (5) types of catching:-

1. **Catching the ball above the waist:** - Align your body with the ball. Extend the arms towards the ball loosely with elbows pointing away from the body and slightly flexed. Fingers up and lightly (comfortably) spread, thumbs towards each other.
2. **Catching below waist (half high to low balls):-** It is not the ideal place to receive a pass and certainly not a place where you could give target.
3. **Catching the ball while running:-**When catching the ball while running it is important to catch the ball without breaking the rhythm of the movement. To do so push from one leg ( the rear one) and extend the arms towards the ball simultaneously, then catch the ball and step forward with same foot, while the other foot lands bring the ball close to your chest. When the ball comes from the side, change the motion slightly as you turn your body sideways to catch the ball.
4. **Catching the ball with one hand:-** sometime the ball is caught with one hand provided that a player has a highly developed feeling for the ball. The player must be able to judge (asses) accurately the force and trajectory of the ball. Then catch the ball by flexing the arms and upper body.
5. **Stopping the ball:** -this technique is used to stop bad balls (to low and hard ball). In such cases balls can be stopped by striking the ball with the open hand and forcing it into the running courses then the ball is secured by catching with both hands.

### **2.3.3 Dribbling (Bouncing) skill of handball**

Good dribbling skills enable a player to keep control of the ball, travel past a defender or to simply move the team forward up the court.

It is the only fundamental skill which permits the player to move with ball down the court. It is the action of moving the ball by repeated bounces. The ball is dribbled whenever the player continually bounces the ball “on the spot or whilst on the move” with one or both hands alternatively.

It is not important to know how often he/she bounces the ball on the floor and how many steps he takes between each ball contact. If, however the ball is held by one or both hands and brought under control, it must be passed once more after three seconds or three steps.

It will be an excellent weapon if you use it to create scoring opportunity for yourself or teammates. However, excessive and inappropriate dribbling without purpose will destroy the game’s fast tempo and team work necessary for successful attack. There for the ball should be dribbled whenever it is necessary or advantageous both tactically and technically.

The technique of bouncing is stated below as Fritz and Peter Hating (1979) mentioned:-

- The dribbling hand is open, the fingers slightly spread.
- The movement emanates from the wrist and lower arm.
- The hand is move up and down in such a manner that it adjusts to the natural kinetic energy of the ball.

#### **2.3.4 Shooting techniques**

Shooting individual defensive skills. Goal keeping skills, supplementary drills lead up games and modifications are included. Shooting is an action of throwing a ball towards the goal. Shooting is considered as the back bone/ corner stone of the game, because it determines the winning team in match. It is the final action and the objective of offense in any game. The basic handball shoots are, set shoot/direct/center shoot, jump shoot, wing shoot and fall or dive shoot.

#### **2.3.5 Feinting or faking skill**

Feinting or faking is the skill which is required to elude an opponent player in order to get or create scoring opportunities. It is executed by showing wrong direction for the opponent players while the fake players may do his faking towards the opposite direction. Feinting or faking has different types; which may be executed with the ball or without the ball. Those are: - eye, body, foot, shoulder, ball, head, total body fake etc.

## **2.4 The equipment and facilities in handball**

The playing court is a 40 meter long and 20 meter wide rectangle, consisting of two goal areas and a playing area. There should be a safety zone surrounding the playing court, with a width of at least 1 meter along the side lines and 2 meters behind the goal lines. The goal place is height of 2 meter and a width of 3 meter. The goal lines shall be 8 centimeter wide between the goalposts whereas all other lines shall be 5 centimeter wide. In front of each goal there is a goal area. The goal area is defined by the goal-area line (6m line). The free-throw line (9 meter line) is a broken line, drawn 3 meters outside the goal-area line. Both the segments of the line and the spaces between them measure 15 cm. The 7-meter line is a 1 meter long line, directly in front of the goal. It is parallel to the goal line and 7 meter away from it (measured from the rear edge of the goal line to the front edge of the 7 meter line). The goalkeepers restraining line (the 4m line) is a 15cm long line, directly in front of the goal. The center line connects the midpoints of the two side line. Penalty Throw Line the 7meters line is the penalty throw line. Court lines the width of all court line is 5cm, excluding the goal line which shall be 8cm wide between the goalposts. Penalty throw line a penalty throw line, measuring 1m in length, is marked 7m out from the center of the goal line.

The ball is leather or synthetic, women's-size ball IHF size with a circumference of 54-56cm and a weight of 325-375 gram will be used at world games. Male's IHF size 58-60 cm and 425-475 gram inflation of the ball should be checked by pressing the thumb into the cover.

## **CHAPTER THREE**

### **3. Methodology of the Study**

#### **3.1 Study area**

Welkite is the administrative capital of Gurage zone of southern nation's nationalities people's region of Ethiopia. Gurage Zone welkite university campus which is located 170km from the capital city of Ethiopia Addis Ababa this town has a latitude and longitude of 8°17'N 37°47'E / 8.283°N 37.783°E and an elevation between 1910 and 1935 meters above sea level. It is surrounded by Kebena woreda and it was part of former Goroworeda. According to the Gurage Zone government, Welkite is one of 12 towns with electrical power, one of 11 with telephone service and one of nine that have postal service.

The SNNPR's Bureau of Finance and Economic Development, adds that as of 2003 Welkite also had a bank branch and other financial institutions, as well as a hospital. An all-weather road was built in 1963 which connects Welkite to Addis Ababa by way of Endibir. At Welkite an extreme example of an attempt at eviction of tenants before the Ethiopian revolution is reported to have occurred. A retired colonel living in the area held title to 4,000 hectares, which some 500 tenants cultivated. Following a fertilizer demonstration by the United Nations' Food and Agriculture Organization in 1969, the colonel decided to introduce modernized farming. At first he decided to modernize rapidly and announced that he was going to terminate the tenancy relationships with all of his tenants. The tenants, however, are said to have responded violently, attempting to stone their landlord one night as he left a bar in Welkite. The colonel then changed tactics, modernizing his lands piecemeal and evicting smaller numbers of tenants.

By 1972 he had 160 hectares under tractor cultivation, and 140 tenant families were said to have been evicted. These people did not, however, leave the area, relying on the sensate cultivations around their houses for a minimum of food. Demographics, Based on the 2007 Census conducted by the Central Statistical Agency, this town has a total population of 28,866, of whom 15,074 are men and 13,792 women. The plurality of the inhabitants practiced Ethiopian Orthodox Christianity, with 48.17% of the population reporting that belief, while 42.31% were Muslim, 7.86% were Protestants, and 1.34% was Catholic. The 1994 national census reported this town had a total population of 15,329 of whom 7,580 were men and 7,749 were women. In the villages around Welkite there are believed to be about 1,000 speakers of Gumuz, who are a Nilo-Saharan people whose homeland straddles the border between

Ethiopia and Sudan. (Gurage Zone Socio-Economic Profile Gurage Zone Government web page (accessed 4 September 2007))

### **3.2 Study Design**

The study would be designed in qualitative and quantitative way based on the datum conducted through questionnaire, interview and observation by specific training of basic skill of hand ball techniques such as dribbling, passing, receiving, shooting and feinting handball. The study also believes that the method would be the best to collect reliable information in order to examine the extent of the status of handball basic skill as well as the opinion of respondents towards the problem.

### **3.3 Study Population**

The research population would be included welkiste university fourth year sport science handball 1 teachers, 30 students, 17male students and 13female students, both male and female students were included and 1assistant teacher are the study of population.

### **3.4 Sampling Size and Sampling Techniques**

For this paper the researcher would select welkite university fourth year sport science students and teachers. The researcher select the sample based on who they think would be appropriate for the study. The respondents are select on the basis of their knowledge of the information desired. This is used primarily when there are a limited number of people that have expertise in the area being researched. Therefore, the researcher used purposive (Judgment) sampling techniques to represent the population of the given area. The research would be selected as a sample 30 students, 17male students and 13female students, both male and female students were included. The entire population and 1teacher, the teacher was selected by purposively method.

### **3.5 Source of Data**

The researcher would use qualitative research in terms of quality that can be expressed. For this research the researcher will use both primary and secondary data sources to increase the reliability and availability of the research. Primary data sources are questionnaires and interviews. Secondary data would have obtained from published books. They include text books, internet, from libraries, and other research materials which are done by other researcher before.

### **3.6 Data Collection Procedures**

Interviews would employees to prepare the preplanned questionnaires. Since valuator are literate the researcher will employ questionnaires. And to obtain full information related to effect of scientific

training program on dribbling, passing, receiving, shooting and feinting basic skill of hand ball. Field observations will use to collect data about the topics and to obtain quit and independent information about the study area.

### **3.7 Method of Data Analysis**

The quantitative collected data will be edited, coded, tabulated and finally disseminate the result. The collected data would be analyzed by using measures of percentage, ratio and interval methods depending upon the data type and the qualitative data would be interpreted, discussed, analyzed and summarized.

### **3.8 Ethical Issue and Code of Conduct**

The research would be asked the respondent politely by respecting their norm and culture. To get accurate information first the researcher would explain the objective and for what purpose the information would be used.

## CHAPTER FOUR

### 4. DATA ANALAYSIS AND DISUSSIONS

This chapter was deals with the analysis and interpretation of the data collected through questioners and interview from the hand ball students and teacher. Students as well as asses for students of hand ball skill in dribbling, passing, receiving, shooting and feinting in wolkite university fourth year sport since was also analyzed .the data consists of two parts. The first parts treat the general characteristics of respondents and the second part accounts for the analysis and interpretation of data. The data was analyzed and interpretation in terms of item, table alternative, respondent number, percentage and words.

Table 1 General characteristics of the student

Number	Item	Alternative	respondent	Percentage%
1	Sex	male	17	56.66%
		female	13	43.33%
		Total	30	100%
2	age	20-22	23	76.66%
		>22	7	23.33%
		Total	30	100%
3	before this year have you played	Male	17	56.66%
		Female	13	43.33%
			All are no played	0 %
		Total	30	100%

As we have seen in the above table, item 17 are male student and there 13 female students. Hence, the data indicated that all respondent are both male and female.

Item two age 23(76.66%) of the respondent are between >22years and 7(23.33%) of the respondent are between >22 years. This shows that majority of the respondent are 20-22 years.

#### 4.1 close ended result of student response

Table 2 about the importance of scientific training for dribbling, passing, receiving, shooting and feinting hand ball

number	Item	Alternative	respondents	Percentage %
2	do you agree on the importance of scientific training for the development of dribbling, passing, receiving, shooting and feinting Hand boll	A, yes	25	83.33%
		B, No	5	16.66%
		Total	30	100%

As we have seen from the above table the student's response about importance of scientific training for the development of dribbling, passing, receiving, shooting and feinting hand ball. The majority that is 25(83.33%) of the respondent said scientific training is importance for development of dribbling, passing, receiving, shooting and feinting. The 5(16.66%) of the respondent said it is not importance. These indicate that the importance of scientific training is high.

Table 3 students respond about the interest of teacher towards teaching dribbling, passing, receiving, shooting and feinting?

Number	Item	Alternative	Respondent	Percentage%
3	What is the interest of teacher towards teaching the dribbling, passing, receiving, shooting and feinting skills of handball?	A. very high	8	26.7%
		B. High	15	50%
		C. Low	5	16.7%
		D. very low	2	6.7%
		Total	30	100%

As we have seen in the above table, 8(26.7%) of the respondent that the interest of teacher towards teaching the dribbling, passing, receiving, shooting and feinting skill have high. The next 15(50%) of respondents said high, and 5(16.7%) said low, also 2(6.7%) of said very low. This shows that the interest of teacher toward teaching the dribbling, passing, receiving, shooting and feinting skill is high.

Table 4 students respond about the teacher motivate them to participate in practice of dribbling, passing, receiving, shooting and feinting?

Number	Item	Alternative	Respondent	Percentage %
4	Does the teacher motivate you to participate in the practice of dribbling, passing, receiving, shooting and feinting hand ball	A. yes	20	66.66%
		B. no	10	33.33%
		Total	30	100%

As shows in the table above table, most of the respondent 20(70%) of respondent reflect said yes and 10(30%) said that no. these indicates that the teacher motivate students in the practice of dribbling, passing, receiving, shooting and feinting hand ball.

Table 5 students' responses on whether the teacher works hard does all the times?

Number	Item	Alternative	Respondent	Percentage %
5	Does the teacher work hard all the time?	A. agree	22	73.3%
		B. disagree	8	26.7%
		Total	30	100%

As we have seen from the above table, 22(73.3%) of respondent reflect said agree with the teacher work hard all the times but 8(26.7%) of the respondent disagree with the teachers work hard all the times. As a result, the respondent agree work hard all times is greater than that of said disagree.

Table 6 Response of the student about the teacher use their time for teaching the students?

Number	Item	Alternative	Respondent	Percentage %
6	is the teacher use his time properly for teaching the hand ball	Yes	25	83.3%
		No	5	16.7%
		total	30	100%

As it can be noticed from the above table, 25(83.3) is said that the teacher use his time properly for teaching the students hand ball. While 5(16.7%) of the respondent said that the teacher do not use their time for teacher the students. This indicated that the teacher used their time properly for teaching.

Table 7 the students respond about their interest to take scientific training?

Number	Item	Alternative	Respondent	Percentage %
7	Do you have full interest to take scientific training?	A. yes	25	83.3%
		B. no	5	16.7%
		total	30	100%

As we have seen from the above table respondent of 25(83.3%) of the respondent said that they have full interest to take scientific training. And 5(16.3%) of the respondent said that they have no interest to take scientific training. So this indicates the respondents have full interest to take scientific training.

Table 8 students respond whether looking the ball or not during dribbling?

Number	Item	Alternative	Respondent	Percentage %
8	His your eyes looking down at the ball when you are dribbling?	yes	27	90%
		no	3	10%
		total	30	100%

As we have seen from the above the table, most of respondent or 27(90%) of the respondent said that their eyes looking down the ball when they are dribbling the ball. While 3(10%) of the respondent said not looking down the ball during dribbling. So this indicates that most of the students have looking the ball when they are dribbling the ball.

Table 9 student respond to role of secondary school in your teacher?

Number	Item	Alternative	Respondent	Percentage %
9	Do you have the role on your secondary school in your teacher?	yes	27	90%
		no	3	10%
		total	30	100%

#### 4.2. Open ended result of teacher questionnaires

- What types of method you to increase the dribbling, passing, receiving, shooting and feinting skill of your students?

**Answer:** -dribbling, passing, receiving, shooting and feinting, try to many times from left and right side of the hand, training to make fake on opponent in practice and game methods.

- What are the main factors that decrease the skill of your students?

**Answer:** -absent from training, superiority of students without experience lack of equipment and facilitate and background of the students.

- How you improve the skill of your students?

**Answer:**-crating awareness for students, those who have low interest appreciating the students by rewarding, showing video of different types of dribbling, passing, receiving, shooting and feinting

during scientific training and using different improving programs by motivation in practice additional times.

- What types of materials and equipment are available for teacher and students?

**Answer:-**only ball are fully and other materials and facilities are not fulfilled.

- What are the main problems that limit to develop the dribbling, passing, receiving, shooting and feinting skill of students in your training?

**Answer:-**

- ✓ Shortage of training time
- ✓ Lack of budget and transport
- ✓ Environment temperature whether hot or cool
- ✓ Background of the student knowledge attitude etc.

## **CHAPTER FIVE**

### **5. Summery**

This study was conducted in Welkite university to assess the degree and the related with effect of scientific training program of dribbling, passing, receiving, shooting and feinting skill in case of welkite university fourth year sport science students. The study population was both students and teacher. On the other hand, lack of equipment and space, high interest, and lack of awareness in the university affected both students and teacher to participate and study their roles in effectively and efficiency. The numbers of students learning in both classes do have many impacts on the teaching learning process. Especially, teaching hand ball practical class indirectly connecting within the number of students in the class.

The study is focused on identifying the major of scientific training program on dribbling, passing, receiving, shooting and feinting skill of hand ball practical class in fourth year sport sciences students. Identifying weather adequate space and equipment are not to practices, having an adequate time for the students to learner hand ball practical class.

This research or study the researcher used the following data collection methods liked primary and secondary resource. In primary data collection method researcher distributed questioner with both open and clothed ended question. This study used random sampling technique for selecting 17male students and 13 students. The data analysis method was qualitative and quantitative method.

### **5.1 conclusion**

Based on the result above can say that almost all may objectives were achieved in terms of improving students capacity and awareness regarding to dribbling, passing, receiving, shooting and feinting techniques of handball. When they were being without getting any guidance, almost all of them couldn't know the rule and regulation of hand ball students and high interest of result for each kind of dribbling, passing, receiving, shooting and feinting hand ball. But after they had been trained, all things were reversed to good result either individually or averagely assess of measure location and making narrow the variation among them in all cases. From this we concluded that the effectiveness of the handball students should be achieved only by using systematic procedure rather than random activities.

## 5.2 Recommendation

Based on the result obtained from the study, the following recommendations were forwarded:-

- Attention should be given to handball students from the beginning.
- Awareness should be given about importance of handball students by any considered bodies specially using different Medias.
- The government should be give attention and encourage hand ball activity like football and volleyball.
- In Welkite university fourth year sport science students the teacher should have to design different training that improves the dribbling, passing, receiving, shooting and feinting skills of handball students.
- The teacher of handball should have to teaching his study by using effect of scientific training of dribbling, passing, receiving, shooting and feinting skill of handball.
- The government body should have to fulfill the importance material for handball students.

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## Appendix

### WOLKITE UNIVERSITY

College of Natural and Computational Science  
science

Department of Sport

#### Questionnaires for students

Effect of scientific training program on handball basic skills in case of welkite university fourth year sport science students.

This question is designed to collect data from handball students found in south nation's nationality people of Ethiopia, from Wolkite University.

Dear players you have to read and follow the instruction given for the questionnaires carefully.

1. No need of writing your name
2. Fill in the blanks and circle that you choose from the alternative

Part I: - personal information

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Before this years have you played \_\_\_\_\_

Part II: - study the related information

1. Do you agree on the necessity of scientific training for the development of dribbling, passing, receiving, shooting and feinting skills of handball? A. yes B. No
2. If your answer on question number one (1) is yes write the necessity of scientific training

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3. What is the interest of teacher towards teaching the dribbling, passing, receiving, shooting and Feinting skills?

A. Very high    B. high    C. very low    D. low

4. Does the teacher motivate you to participate in the practice of dribbling, passing, receiving, shooting and feinting skill handball?

A. Yes    B. No

5. If you answer on question number 4, is “yes” how the teacher motivates you?

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6. Does the teacher work hard all the time?

A. Agree    B/ disagree

7. Is the teacher use his time for teaching the student?    A/ yes    B/ No

8. Do you have full interest to take scientific training?    A/ Yes    B/ No

9. If your answer on question number 8 is not what are the factors decrease your interest?

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10. Is your eye looking down at the ball dribbling?

A. Yes    B. No

11. Do you have the role on your secondary school in your teacher?

A. yes    B. No

**Questionnaire for teacher**

1. What types of method you use to increase the dribbling, passing, receiving, shooting and feinting skills of your students?

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2. What are the main factors that decrease the skill of your students?

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3. How you improve the skill of your students?

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4. What types of material and equipment are fully available for teachers and students?

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5. What are the main problems that limit to develop the dribbling, passing, receiving, shooting and feinting skills of students in your training?

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