



# **WOLKITE UNIVERSITY**

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

**RESEARCH TITLE:- ASSESSING THE ATTITUDE OF SECOND YEAR  
SPORT SCIENCE STUDENTS TOWARD HANDBALL GAME IN WOLKITE  
UNIVERSITY**

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## Table Content

Acknowledgement.....	i
<i>Abstract</i> .....	ii
CHAPTER ONE.....	1
Introduction.....	1
1.1 Back ground of the study.....	1
1.2 Statement of the problem.....	3
1.3 Objective of the study.....	3
1.3.1 General objective of the study.....	3
1.3.2 Specific objective of the study.....	3
1.4 Research question (Hypothesis).....	4
1.5 Significance of the study.....	4
1.6 Delimitation of the study.....	4
1.7 Limitation of the study.....	5
1.8 Definitions of terms.....	5
1.8.1 Operational terms and their definition.....	5
1.9. Organization of the Study.....	6
CHAPTER TWO.....	7
2. Literature review.....	7
2.1 General concept of attitude.....	7
2.2. Rule and Regulations of Handball.....	8
2.2.1. Fundamental Techniques of Handball.....	9
2.2.2 Catching the Ball.....	9
2.2.3 Passing.....	9
2.2.4. Dribbling.....	9

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2.2.5. Shooting.....	9
2.2.6. Faking.....	1 0
2.2.7. Goal keeping.....	1 0
2.3. Some Factors that Affect handball Skill learning.....	1 0
2.3.1. Lack of Equipment and Materials.....	1 0
2.3.2. Students Interest.....	1 1
2.3.3. Background of the Students about Handball.....	1 1
2.3.4. Weather Condition.....	1 1
2.4 How attitudes change student behavior.....	1 1
CHAPTER THREE.....	1 3
3. RESEARCH DESIGN AND METHODOLOGY.....	1 3
3.1 Description of the study area.....	1 3
3.2 Study Design.....	1 3
3.3 Sample Size and Sampling Technique.....	1 3
3.4 Source of data.....	1 3
3.5 Data Collection Producers.....	1 4
3.6 Method of data analysis.....	1 4
CHAPTER FOUR.....	1 5
4. Data analysis and interpretation.....	1 5
Table 4.1.1 personal profile of respondent.....	1 5
CHAPTER FIVE.....	2 3
5. Summary conclusion and recommendation.....	2 3
5.1 Summary.....	2 3
5.2 conclusions.....	2 3
5.3 Recommendations.....	2 4
References.....	2 5
Appendix I.....	2 6
Appendix II.....	2 8

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## *Abstract*

*The main purpose of this study was to identify the attitude of sport science students to ward hand ball practical session in Wolkite University end of the finding the researcher aimed to solve the identified problem.*

*The collected data was interpreted by using qualitative and quantitative method of the data analysis the source are from primary and secondary source of data. At the end of the study the researcher aimed to create common agreement between the sport science students to ward hand ball practical session in Wolkite University*

# CHAPTER ONE

## Introduction

### 1.1 Back ground of the study

Team handball will be invented in Europe around the 1890's. In parts of Europe, it was be played with 7 players per team on and indoor field. In other parts, it will be played outdoors with 11 players per team. Most describe the sport as a cross between basketball, hockey, soccer, and water polo. Official rules were created and it became an Olympic event. Men's team handball made its Olympic debut at the 1972 Olympics in Munich. Women's team handball was later added in 1976 at the Montreal Games. The United States has never enjoyed much success in the sport, drawn from the fact neither the men nor women's teams qualified for the Sydney Games. But the women's team finished 8th at the Atlanta Games in 1996, while the men took 9th.

Rules of Team Handball are played on a 40 x 20 meter court. A 3-meter wide goal is located at each end of the court. A game lasts one hour (two 30 minute halves). The object of the game is to get the ball into the goal. Because a player cannot hold the ball for more than 3 seconds nor take more than three steps while holding the ball, passing advances the ball. The ball can also be advanced by dribbling the ball (as in basketball). Back line; A line across the end of the court, but not including the goal line; also called the outer goal line." Center back; player centered largely on mid-court who directs the offence and shoots or tries to penetrate the defense; also called a "playmaker Center line across the court dividing it into two halves. Corner throws an offensive player's throw from a corner at the offensive end of the court, restarting play after the ball went over the back line when a defender other than the goalkeeper touched it. Court the playing area for team handball. Court player any player on the court except a goalkeeper; also known as a "field player. "Dribble to move the ball by bouncing it on the floor. Exclusion when a player is ejected from the game with no replacement allowed.

Field player any player on the court except a goalkeeper; also known as a "court player."

Four-meter line A line four meters in front of a goal that marks the limit of where a goalkeeper may advance to defend a penalty throw; also known as the "goalkeeper's restraining line." Free

throw a fresh start to offensive play without the interference from the defense, awarded for a minor offence by the opponent. Free-throw line an arching dotted line extending nine meters from the goal, marking where an attacking team resumes play after being fouled outside the line; also known as the “nine meter line.” Goal Area The D-shaped area extending six meters from the goal and occupied only by the goalkeeper. Goal area line an arching line that defines the goal area; also known as the “six-meter line.” Goal line the line the ball must cross to score a goal. Goal throw a throw-in from goalkeeper to a teammate, restarting play after the goalkeeper on the opposition last touched the ball before it passed over the back line. Goalkeeper the player in charge of defending the goal. Goalkeeper’s restraining line A line four meters in front of a goal that marks the limit of where a goalkeeper may advance to defend against a penalty throw; also called the “four-meter line.” Harpastum An ancient Roman team sport believed to be a forerunner to handball, in which players threw a small ball to teammates while trying to avoid opposing players. Jump shot a shot attempted while leaping. Line player an offensive player who plays largely around the six-meter line; also called a “pivot.” Nine-meter line an arching dotted line extending nine meters from the goal, marking where an attacking team resumes play after being fouled outside the line; also known as the “free throw line.” Outer goal line A line across the end of the court, but not including the goal line; also called the “back line.” Penalty line a one-meter line seven meters in front of the goal where penalty throws are attempted; also called the “seven-meter line.” Penalty shoot-out a tie-breaking system where players on each team try to score against the opposing goalkeeper from the penalty line to determine a winner. Penalty throw a seven-meter shot at goal defended only by the goalkeeper and awarded for a serious offence or because the defense illegally spoiled a clear chance to score a goal; also called a “seven-meter throw.” Pivot an offensive player who plays largely around the six-meter line; also called a “line player.” Play maker a player centered largely on mid-court who directs the offence and shoots or tries to penetrate the defense; also called a “center back.” Red card a card signifying a referee has ejected a player from the game. Referee plays Similar to a jump ball in basketball, a throw into the air by the referee so a player on each team can jump and try to control the ball. Running shot a shot attempted while running.

## **1.2 Statement of the problem**

The factor that challenge the development of hand ball athletes performance are in proper teaching method ,inadequate nutrition ,lack well trained teachers , scarcity of facility and equipment ,improper training center on field, lack of good evaluating system to avoiding problem in hand ball teaching .This study is concerns about the assessment on the attitude of sport science students towards hand ball practical session in Wolkite University. The reason of focusing on these students is to know the various effects that have impacts on the active participation of students in hand ball practical classes like back ground of students, personal interest, the ethics level of the students, the insufficiency of material and comments’.

## **1.3 Objective of the study**

### **1.3.1 General objective of the study**

The general objective of this study is to investigate the attitude of sport science students towards hand ball practical class.

### **1.3.2 Specific objective of the study**

This study has the following specific objectives: -

- To know whether the students will how positive or negative attitude towards Hand Ball
- To identify the major problems that affect the motivation of students towards Hand Ball
- To encourage or to increase attitudes of students to Hand Ball practical class
- To assess the major challenges that hinder students motivation in hand ball.

## **1.4 Research question (Hypothesis)**

What instates the students to participate ate in the practical course of hand ball?

- What are the contributions of the school to develop sports?

What are the major problems that physical education teachers faces while teaching learning process in hand ball practical class?

- To develop sports?

What are the major challenges that hinder students to motivate in hand ball practical class?

- What are the attitudes of students to participating in Hand Ball practical class?
- How attitudes of students could affect the learning and teaching program of hand ball practical class?

## **1.5 Significance of the study**

This study has the following significance

- It provides useful information indicated the extending situation of attitude of hand ball practical core.
- It addresses problem that influences the development of attitude of the students towards sport activities.
- The study will helps to improve the student's fitness and strength of the body.
- Attracts other researches to conduct further study on the finding.

## **1.6 Delimitation of the study**

This is study area is confirmed the scope in Wolkite university second year sport science students

## 1.7 Limitation of the study

Due to some constraints (hindrance like you are close to you are participants it the study fiancé and materials, the study is expected to limited. Also the following are some limitations.

- Un wiliness of the respondents answer to the equations.
- Un availabilities it enough and current secondary data.
- The research will be conducted of fixed section.

## 1.8 Definitions of terms.

### 1.8.1 Operational terms and their definition.

- **Attitude;** -a predisposition or tendency to respond positively or negatively to wards certain idea, object, person, or situation.(Source: <http://team-handball.net>)
- **Hand ball;** - a game similar to squash in which a ball is hit with hand in a walled court.
- **Practical course. ;** - the practical aspect it of something involve real situation and events.
- **Sport science;** -is a discipline that students the application of scientific principles and techniques with the aim of improving sporting performance.
- **Assessment;** the act of making a judgment about something : the act of assessing something

## **1.9. Organization of the Study**

- The research is organized in five chapters. Chapter one deals about background of the study, statement of the problem, objective of the study, and definition of population terms. Chapter two deals about review related literature. Chapter three include methodology of the study, area of description ,design of the study, sampling size and sampling techniques, data collection instrument, and method of data analysis. Chapter four discuss about data analysis, interpretation. Chapter five tried to include summary, conclusion and recommend.

## CHAPTER TWO

### 2. Literature review

#### 2.1 General concept of attitude

Attitudes of attitude a broad concept that do not have simple and revised definition school or who are concerned with attitude study have different definition and interpretation regarding the attitude of student towards. On object regarding the common view of different school are in defining attitude as being noting the common more or less than one evaluative discipline (1996) from this definition. It is evident that all attitudes are evaluated in their characteristics (Andrew Colman, 1996). This means that they are evaluation disposition to respond either positively or negatively to the object even though scholars believe that attitude involve evaluative dispositions, they; however, in the way supplemental features are integral to the definition. In order to understand this it would be better to see some definition given by different scholars the Concise Encyclopedia of psychology gives the following of attitude. Some scholars defines attitude as an evaluative disposition towards something and a party anti continuum (1996). according this definition attitude range from very favorable or evaluative continuum or scholar (part-anticontinuum, 1996). The second, group scholar define attitude as asset of beliefs the persons holds about the attitude objectives. Based on this definition the fundamental element of an attitude are individual beliefs, or cognition (part, anti-continuum, 1996) The third group of scholar define attitude as asset of motivation force operating on the persons that are related to the attitude objective (1996) (1974), the scholars believe that the basic element of attitude consists, the value needs derives motives, persons, personalities of dispositional of a person.

The emphasis the view that the evaluative characteristics of the attitude are functional motivation factors of force their argument is that positive attitude emerge it and only if basic motivation needs are satisfied by positive reasons pointed out attitudes involve their components knowledge feeling and behavior.

More so said that even though the three components are interconnected. However, they do not have simple cause and effect relationship between them (more, fax, 1996). The further comment, that some are will have knowledge about on object, but if there is no evaluation and hence en-

facing them he/she does not have hence an attitude to it attitudes are not innate character traits of people rather way they are learned through experience, an individual not born with a negative or positive attitude towards an object are learned, but he/ she develop such as attitude through a time as conscious a cyclopedia of psychology. (1995) explained attitudes are learned from past experience. Information influences, reinforcement and motivation pressure. Since attitude learned behaviors it is possible to change once attitudes towards an objective either positively or negatively. However, the task reversing once attitudes is as an easy task, it needs a great effort.

Attitude informally concerned with, the way an individual looks and interprets the world and acts towards it different scholars had studied attitude and given different definitions to it.

This field of study will be difficult for research. As it is stated in an international encyclopedia of psychology, psychiatry, psychological phenomenon dealing with the feeling, desire, emotion and beliefs of a person.

Although attitude with feeling of a person's interest and opinion towards something an idea attitudes are already identified from the concept of opinion interest and feeling by the fact that they always concern a particular target. To strengthen this idea (Freiwort 1996) state that all persons could have their own interest regarding the interest of something or opinion out of an idea which is raised by some (Freiwort, 1996).

## **2.2. Rule and Regulations of Handball**

Handball is played on a 40m long and 20m wide court which is the largest court of any indoor ball sport. Each goal is worth one point. At the Olympics the handball game is divided between two 30 minute halves. The halftime break lasts for 10 minutes per half each team is awarded a single timeout. If at end of the regulation play the scores remain tied overtime period is granted divided in two five minute halves to decide the winner. During overtime there are no timeouts. However, if the scores are equal even at the end of the first overtime, a five minute break is taken and then a second overtime period commences. If the match still remains tied, a soccer-style shoot out is held in which each team picks five players who then make alternate shots from the 7-meter line. If there's still no winner, the shootout continues until one team has at least one goal more than the other having made equal attempts.

During the game if a player commits repeated fouls or particular foul is deemed un sportsman like, the referees can eliminate the player for two minutes or even disqualify him or her for the rest of the game only certain kinds of contact between players are allowed in handball. When players stop out of line, game officials award free throws and 7- meter shots. The free throw is made from the spot where the foul occurred.

## **2.2.1. Fundamental Techniques of Handball**

### **2.2.2 Catching the Ball**

Catching the ball is an essential technical element in handball. Accurate catching is very important and ensures a fast, smooth and efficient game. Catching the ball with two hands is the best method. Fingers must be relaxed and properly placed on the ball providing shock absorption during impact. An additional element, which is important while catching, is the speed of movement and the proper positioning of a player in regard to the path of a ball.

### **2.2.3 Passing**

Passing is one of the basic technical elements of handball. It is the quickest and most effective way to get the ball from player to player. Decision to which a pass should be directed depends on the player's position in a particular situation. Depending on the particular situation the player can pass with standing, while running, and with jumping

### **2.2.4. Dribbling**

Dribbling is a key skill in handball as it allows a player to travel with the ball, and consider whether they are going to pass, run past their opponent, or shoot.

### **2.2.5. Shooting**

Goal shooting is the conclusion of the attacker with the hope of scoring. In the handball game a player can shoot the ball by the different types such as; over arm shot, underarm, curved, high jump, sliced jump curved jump, falling and dive shot.

### **2.2.6. Faking**

Faking is the deception of the opponent, forcing to unfavorable position for the sake of successfully executing a preplanned technique. It is a technical element which enables an attack player to free himself from a defender in order to get a better position for shooting or passing the ball.

### **2.2.7. Goal keeping**

A goalkeeper greatly influences the game and the final result. Playing a goal keeper is requires a lot of physical and mental efforts, his actions are not only limited to defending the goal, it takes part in a game

## **2.3. Some Factors that Affect handball Skill learning**

The are many factors that affects hand ball skill learning but the basic are the following

### **2.3.1. Lack of Equipment and Materials**

The handball equipment section of the difficult handball rules specified all handball equipment required at a game. Reference to high level compunctions indicates that the equipment is imperative for this level completion indicates that the equipment is imperative for this level and strongly recommended for all other competitions

The following equipment will be required in the level of students in skill learning:

- Handballs
- Playing court
- Playing floor
- Goal posts

### **2.3.2. Students Interest**

Improving your handball skill depends on your own will to become better it takes determination and patience in order to a better player. If you ever want to improve your handball skill the ability to concentrate on becoming better on the type of handball skills that you are working on is very important.

### **2.3.3. Background of the Students about Handball**

Due to the rare distribution of handball concept, the students have a low concept regarding to the handball. They couldn't familiarize with its legal technique at standardize stage. In other hand, by the reason of lack of full materials and well enough intellect power there are less participation and concept regarding to the handball comparing to the other games.

### **2.3.4. Weather Condition**

When handball is played outdoors in the heat of summer temperatures can often times feel sweating, heat exhaustion and heat stroke are two potentially dangerous results of playing handball all in such weather and also playing handball outdoors in the cold will require that the participant wear layers of clothing which makes it more difficult to run and maneuver on the court.

## **2.4 How attitudes change student behavior**

An attitude is a powerful motivator for behavior regarding this idea. Freiwot 1995 states that a student who has their own attitude towards different aspects might change it because of various reasons. One of the reasons changing attitude is that a student wants to conform their attitude in order to avoid conflict (Freiwot, 1995). By supporting the above explanation, attitude is usually based on individual accumulated experience. Different aspects of life according to attitude are not permanent of rapid rather they change over time. In this informational encyclopedia of psychology it is stated that in general, attitudes are learned or more broadly changed through experience.

Therefore attitude of students sloped or mold changes the attitude and the behavior of child since the attitude of teacher or parents has a great impact on the child attitude it will be said that it is possible to changes ones attitude in to the desirable one (Frehiwot,1995).

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Description of the study area**

The research is conducted in Wolkite University which is located in Wolkite town Gurage zone at south part of Addis Ababa and 165km from Addis Ababa

#### **3.2 Study Design**

This research study mainly focuses on the attitude of sport science students towards hand ball practical section therefore the researcher used descriptive survey method was be second year sport science student.

#### **3.3 Sample Size and Sampling Technique**

From the total 37 total second year sport science students and 14 sport science teachers. The researcher was use as sample 20of students and 3 teachers would be selected randomly. The researcher was use random sampling technique, which is used to get respondents of students those who give the necessary information for this study. The sample is selected out of the total population of second year sport science students and their teachers by using lottery method. The total populations have equal chance to select as a sample.

This research study mainly focuses on the attitude of sport science students towards hand ball practical section. Therefore it uses descriptive survey method.

#### **3.4 Source of data**

The study is based on both primary and secondary data source. The primary data would be collected from 2nd year both male and female sport science students in Wolkite University by the use of questionnaires and interview. The secondary source would be from written documents such as relevant books, internet and use other additional information for the study document analysis and information from department.

### **3.5 Data Collection Producers**

The relevant data is collected through questionnaire and distributed to the respondent student by preparing close ended and open ended questions.

To gather the necessary data and information in case of understanding; questionnaires were prepared in English language. Based on the research questions the questionnaire was prepared with (12) close ended questionnaires. Then the researcher was duplicated and distributed to sample population groups and the interview took place at the office of the teachers. All the respondents would be fill in questionnaires. The researcher used the questionnaires because the selected population is a literate and time for collecting data is limited. The researcher would be developing close-ended questions mostly because they are easy to fill, save time and keep the respondents focused on the subject. Questionnaires were used to get necessary information about the attitude of sport science students towards hand ball practical section.

### **3.6 Method of data analysis.**

After the data is gathered the information would be grouped, tabulated, interpreted by analysis procedure are used finally possible definition, conclusion and recommendation. The researcher would be use quantitative descriptive method for analyzing the collected data by tabulating with percentage following by interpreting the information analyzed.

The collected data from the respondents were organized for data analysis by using different method of data organization.

Data analysis was done by using qualitative and quantitative method, and information was presented in the form of

## CHAPTER FOUR

### 4. Data analysis and interpretation

This chapter deals with analysis and interpretation of data obtained from the subjects students and instructors through questionnaire and interview. For this study 20 students and 3 teachers were taken as sample out of sport science students and teachers. All samples of students and 3 teachers were allowed to fill the prepared questions.

**Table 4.1.1 personal profile of respondent**

No.	Variable	Number of respondent	Percentage
	Sex		
	Male	13	56.5%
	Female	10	43.5%
	Total	23	100%
	Age		
	20-25	23	100%
	25-30	-	-
	Total	23	100%

As show in table 1,56.5% response were 'male' and the other remaining 43.5% of were female. Therefore, the above finding that the majority were male rather than female.

As shown in table 100% respondents responded the age range between 20-25 years of age.

**Table 2**

Item	Alternative	Number of respondent	Percentage
1.Do you like learn hand ball practical class ?	Yes	23	100%
	No	0	0
	Total	23	100%

As show in the above table all of 23(100%) respondents is like to participate hand ball practical session.

**Table 3**

Item	Alternative	Number of respondent	Percentage
2. What about the availability of facility and equipment to participate hand ball practical session?	Suitable	17	73.9%
	Not suitable	6	26.1%
	Total	23	100%

As show in item number two indicates that 73.9% of respondents agreed that the period of practical session is suitable on the other hand 26.1%of respondents responded that the period of practical session is not suitable to learn handball in practical session.

If their answer for the item one “1” in table one is not suitable, students asked to put their idea to make it suitable and they answered as follows.

It is important to report for higher positioned administration of the Wolkite University. Because it is not matter of students, but it requires more from administrations.

**Table 4**

<i>Item</i>	<i>Alternative</i>	<i>Number of respondent</i>	<i>Percentage</i>
<i>3.What about encouragement of your department participation in practical session hand ball?</i>	<i>High</i>	<i>17</i>	<i>73.9%</i>
	<i>Medium</i>	<i>6</i>	<i>26.1%</i>
	<i>Low</i>	<i>0</i>	<i>0</i>
	<i>Total</i>	<i>23</i>	<i>100%</i>

According to item number 3 of table four 73.9% the of students responded high encouragement of the department to participate in practical session of hand ball, on the other hand 26.1% of responded medium encouragement from their department to participant in the practical session of hand ball. Therefore the finding clearly shows that the encouragement of department to ward students to participate in practical session of hand ball is medium.

**Table 5**

<i>Item</i>	<i>Alternative</i>	<i>Number of respondent</i>	<i>Percentage</i>
<i>4.Do you department have scheduled intramural activity that help sport science students to complete each other ?</i>	<i>Yes</i>	<i>16</i>	<i>69.5%</i>
	<i>No</i>	<i>7</i>	<i>30.5%</i>
	<i>Total</i>	<i>23</i>	<i>100%</i>

As shows item number 4 table five 69.5% of the respondents responded ‘yes’ our department has scheduled intramural activities that help spot science students to compete each other on the other hand 30.5% of the respondents responded’ no’ our department has not scheduled it regular activates that helps sport science students to complete each other. Therefore, the finding clear shows that majority of respondents responded three is no intramuscular activities are organized the help sports science students to compete each other.

- The students asked to explain, their attitude toward hand ball practical session. They explained as follows.
- This Response indicated that they have positive attitude toward hand ball practical session and they stated that hand ball is very interesting sporting activities to have practices.

**Table 6**

Item	Alternative	Number of student	Percentage
5. How extent your teachers motivate you to learn hand ball ?	High	8	34.8%
	Medium	15	65.2%
	Low	0	0
	Total	23	100%

As in item number 5. Table six, 34.8% of students responded that high and on the other hand 65.2% of the students responded that medium. Therefore, the majority of finding is indicating that there is high degree (level) of students' attitude wards hand ball practical session.

**Table 7**

Item	Alternative	Number of respondent	Percentage
6. What is the degree level you attitude to wards hand ball practical session?	High	7	30.4%
	Medium	13	56.5%
	Low	3	13.1%
	Total	23	100%

As indicate in the above table 7 item number 6 of the respondents responded that high 30.4%, on the other hand 56.5% the respondents responded that medium and the remaining 13.1% was low.

Therefore above finding clearly suggest that majority of respondents responded that the four contact hours in a week to practice hand balling practical session.

**Table 8**

Item	Alternative	Number of respondent	Percentage
7. The students interest to participate in tactical?	High	10	43.5%
	Medium	13	56.5%
	Low	0	0
	Total	23	100%

As show in item number 7 table 8, 43.5% respondents responded that high and the other and 56.5% of respondents responded medium. Therefore, the finding indicates that student's interest to participate in practical session of hand ball is medium.

**Table 9**

Item	Alternative	Number of respondent	Percentage
8. In what level your teachers motivate you in practical session?	High	13	56.5%
	Medium	7	30.4%
	Low	3	13.1%
	Total	23	100%

As shown in item number 8 table 9 , 56.5% of respondents responded high and on the other hand 30.4% respondents responded medium and ,the remaining 13.1% respondents responded low level of teachers motivate them in hand ball practical session. Therefore, the above finding indicates that the teachers have motivation to teach hand ball practical session.

**Table 10**

Item	Alternative	Number of respondent	Percentage
9. In what level of your teacher s give emphasis to you towards hand ball practical session?	Very high	6	26.1%
	high	14	60.9%
	Medium	3	13%
	Low	0	0
	Total	23	100%

As indicated in item number 9. Table 10, 26.1% of student’s respondents responded that “very high” one the other hand 60.9% of student’s respondent responded that high and the remaining 13.0% responded that the level of teacher’s emphasis to teach hand ball in practical session is medium There for the above finessing indicates that the level of emphases given by the teacher to hand practical session is medium

**Table 11**

Item	Alternative	Number of respondent	Percentage
10.What is the level of your teachers creation and application of his/her idea to develop your attitude towards hand ball practical session?	Very high	4	17.4%
	High	12	52.2%
	Medium	7	30.4%
	Low	0	0
	Total	23	100%

as shown in item number 10,table 11, 17.4% respondent responded that “very high”, on the other hand 52.2% students responded that “high”, and the remaining 30.4% students responded

“medium “ respondents responded that the teachers level of creation and application of his/her idea to develop students attitude toward hand ball practical session is “low “from the majority of students response the researcher interpreted that the teacher have high level of creation and application of his/her idea to develop students attitude towards hand ball practical session. Information about the attitude of sport science students towards hand ball practical session in Wolkite University. Structured type of interview was prepared to deal with selected hand ball teacher.

In the first the interviewer asked to response about the fulfillment of facilities and Equipment’s for hand ball the department. And he answered as follows.

There are some emphasis give to full fill hand ball facilities and equipment’s to practice of in practical session not all at all. The interview asked to state in short about his attitude towards hands ball practical session from his response, have positive attitude towards hand ball practical session because the technique tactics and play game is attractive but in our department, there is no playing court, so this may make decreases my positive attitude.

According to the above interview he replied as the subject is new for them that mean they have no full information about hand ball that is why because hand ball is not popular sport in Ethiopia.

Also the teacher interview to fell possible solution to develop positive attitude by students towards hand ball practices session. Department and other concerning body should focus to construct the court of hand ball in Desire campus. He responded that, we will pay attention in lower level. We will do the popularity of the game hand ball in lower grades in order to enhance the attitude of students.

Lastly the interviewer asked to answer the performance difference between male and female students during practical session of hand ball. Because of the sport hand ball is not well known in some parts of Ethiopia; the student’s performance level found between male and female is nearly similar but some females can easily learn(adapt) technique and tactic of hand ball more than males.

## **Interview questioners from teachers**

1. Do you agree your department give emphasis in the fulfillment of facilities and equipment's for hand ball practical class?
  - Yes agree
2. State in short about your attitude towards hand ball practical class?
  - I have positive attitude towards hand ball practical class.
3. What are the factors that cause your students negative attitude towards hand ball practical class?
  - Lack of students physical ability and skill of the sport and less social emphasis, lack of psychological readiness.
4. Would you tell me possible solution to develop positive attitude of students towards hand ball practical class?
  - Yes students learn simple to complex physical skill .
  - Giving psychological inspiration training .
  - Giving awareness creation program for society.
  - Providing special physical training progress.

## CHAPTER FIVE

### 5. Summary conclusion and recommendation

#### 5.1 Summary

The main objective of this study was to study attitude of sport science students to words hand ball practices session of Wolkite University. Therefore, to know the attitude of the students the written questionnaire were for 20 students 13 male and 7 female students based on their response.

- The study assessed the level of participation of both sex sport science students
- The study identified the attitude of sport science students hand ball practical session
- The study identified negative attitude of the students hand ball practical session
- The study identified the factor that discourages the participation of students in hand ball practical session.
- The study analyzed and awareness of students about hand ball practical session.
- The study assessed the degree level of your attitude towards hand ball practical session in Wolkite University. The purpose of this study was to asses and analysis the attitude of sport science students towards hand ball practical session.

#### 5.2 conclusions

Based on the result inter pretend and discussed in the previous chapter the following conclusion the derived it is concluded that the attitude of sport science students to ward hand ball practical session is good . Most of the students are having positive or good attitude it is three is some problem like lake of facility and equipment is to practice had ball in practical session.

The main reason is less availability of equipment from the department and also from him or herself, lack of management of their time and lack of awareness about the time and game in sport as well as less know of their family same have an attitude, some have not due to the factor listed in the above parts and finally possible solution are supposed in the

## 5.3 Recommendations

The causes that attitude of sport science students towards hand ball practical session are;

- Lack of availability of equipment like courts and hand ball, net, poll, etc. should fulfill in the university.
- Lack of awareness of the students should improve by teaches as well as families of the students.
- Less development of this sport when compared with other sport like foot-ball less converges should be under line and improved.
- Less number of people who are having knowledge about this sport and sharing the important of taking part for physical, mental, and psychological benefited.

So to avoid this factor scholar recommendation that university must give avocation to some people in order to share their experience to the people of the country as well as the students.

The teacher might play an important role to change the students attitude, especially physical education teacher must have to teacher about these sports by felling the importance of participation of sport.

The university must prepare inter completion and inter teachers completion and fulfill the need equipment's like, court, ball and man power as well as different materials including multimedia.

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Appendix I  
Wolkite University

College of natural and computational science

Department of sport science

**Questionnaire to be filled by students**

**Dear student:** This questionnaire prepared to gather information about Attitude of Sport Science Students towards Handball Practical Class in Wolkite University and your appropriate response is to conduct the study usefully.

Thank you participating to respond the correct information.

Direction:-no need of writing your name

You circle mark (x) to answer your question

Background information

Sex A. male  B. Female

1. Do you like to learn Hand ball practical class?

A. yes  B. no

2. What about the availability of facility and equipment to participate hand ball practical session?

A . Suitable  B . Not suitable

3. What about the encouragement of your department to participate in practical class of hand ball?

A. High  B Medium  C. Low

4. Do your department has scheduled intramural activities that help sport science students to compete each other? A Yes  B No

5.Explain your attitude towards had ball practical session.....

6.How extent your teachers motivate you to learn hand ball ?

A. High  B. Medium  C. Low

7. What is the degree (level) of your attitude towards hand ball practical session?

A High  B Medium  C Low

8. The students interest to participate in tactical?

A. High  B. Medium  C. Low

9. In what level your teachers motivate you in hand ball practical session?

A. High  B. Medium  C. Low

10. In what level of your teachers give emphasis to you towards hand ball practical session?

A. very high  B. high  C. medium  D. Low

11. What is the level of your teachers creation and, application his/her idea to develop your attitude towards hand ball practical session?

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

## **Appendix II**

**WOLKITE UNIVERSITY**

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

### **Interview to be filled by hand ball teacher**

**Dear teacher ;**This interview prepared to gather information about attitude of sport science students towards hand ball practical class in Wolkite university and your appropriate response is to conduct the study successfully. Thank you in advance for your cooperative by responding correct information.

1. Do you agree your department give emphasis in the fulfillment of facilities and equipment's for hand ball practical class.?
2. State in short about your attitude towards hand ball practical class?
3. What are the factors that cause your students negative attitude towards hand ball practical class?
4. Would you tell me possible solution to develop positive attitude of students towards hand ball practical class?