

WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

INVESTIGATION OF THE MAJOR CHALLENGES OF FEMALE STUDENTSIN PARTICIPATION IN HANDBALL PRACTICAL CLASS. IN THE CASE OF RAZESLASIE PRIMARY SCHOOL

RESEARCH SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT FOR THE REQUIREMENT OF A BACHELOR DEGREE IN SPORT SCIENCE.

BY

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Abstract

*The purpose of this study is to investigate the major challenges of female students' participation in handball practical class in the case of Razesilasieelementary school. To achieve the objective of the study, the researcher used a descriptive research design followed the survey method. Out of the 45 female students in*Razesilasie elementary school*in grade 8, only 20 female students and two teachers were selected by stratified and purposive sampling techniques to get relevant data for the study. The data collection instruments used in this study werea questionnaire, interview, and observation to get enough and relevant information from students and teachers. The findings of the study showed that there were environmental challenges, biological challenges, lack of sufficient facilities for female student's practical classes, and theequipment and the teaching-learning methods werenot appropriately organized for students. To overcome these problems the researcher recommended that fulfill equipment and facility, teaching-learning methodology and practical class period should be organizedproperly.*

Keywords: Challenges, Female students, Handball

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 19th 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. When we are looking at the development of handball, at the early stage in Egypt, they were starting handball by throwing wood from one place to distance, like a shoot-put, only for physical
fitness and strength competition, but after a long time they changed to using a leather substance like basketball dimension with grass in it and they make a group and played as they liked without goal areas as recreation for physical fitness. So in this way it was transferred to the Greek and Rome empires and other countries.
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 19th 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 .

1.2. Statement of the problems

This study is trying to assess major challenges of female students' participation in handball practical class in the case of Razesilasie elementary school. In Razesilasie school the students face many factors that affect the participation of female students in handball practical class. These are environmental factors, social factors, and society's attitude towards handball participation during practical class. Therefore, the researcher was initiated to minimize the above problems.

1.3. Research questions

The study answered the following research questions:

- What are the major challenges of female students' participation in handball practical classes?
- How do teachers' methodology of teaching affect female students' participation in HB practical session?
- What should be done to improve female students' participation?

1.4. Objectives of the study

1.4.1. General Objective

The general objective of this study is to investigate the major challenges of female students' participation in handball practical class in the case of Razesilasie elementary school

1.4.2. Specific Objectives

- To identify the major challenges that affect the participation of female students' in handball practical sessions.
- To investigate how teachers' methodology of teaching affects female students' participation in HB practical sessions.
- To recommend remedial solutions to improve female students' participation inHB practical sessions.

1.5. Significance of the study

The finding of the study would contribute to identify the major challenges of female students participation in handball practical class. Therefore, the outcome of the study have been see as useful to contribute for making effective participation and development towards handball for female students of Razesilasie elementary school so to this effect the significance of the study are, To provide meaningful experiences to females in participating handball and in order to consider such information curriculumorganization.To provide information on what will be expected from female students, teachers and communities for young generation. To contribute some basis for further study to be conducted in this area.

1.6. Delimitation of the study

The scope of this research involved the major challenges of female students in participation on handball practical in Razesilasie elementary school. There are so many challenges like gender, environmental, social and cultural problems but the research to be manageable and to complete within limit time, the researcher delimited on Razesilasie school grade 8 female students.

1.7. Limitation of the study

Some limitation of this study was finance, shortage of time, shortage of reference material and lack of experience; because of this the researcher was limited to do the research on Razesilasieelementary school.

1.8. Definitions of key terms

Educations: -is the process of receiving or giving systematic instruction especially at schools, colleges or University (Deriseetal, 1986).

Factor: - circumstances, fact or influence that contributes to a result or outcome (Dirix, 19)

Gender: -the state of being male or female (typical used with reference to social and cultural differences rather than biological (Davisetal, 1992).

Handball: a game similar to fives in which the ball is hit with the hand in walled court. It is also a team game played by two teams (Dirix, 1988).

Participation: is the action of taking part in something (Djetrich, 1982).

Physical Education: is an education which is given mainly through physical activities to develop and maintain all aspects of personality as physical, mental and social wellbeing (Strevonuruy,1983).

Performance: The action of carrying out or accomplishing action, task or function.

Sport: It is an activity involving physical exertion and skill in which an individual or team competes against another or other for entertainment (Leonard, 1998).

Teaching: is refers to the process of improving knowledge and skill from a teacher to a learner.

1.9. Organization Study

This study was consisting five chapters. The first chapter deals with introduction, statement of the problem, objectives of the study, significance and delimitation of the study and definition of key terms. Second chapter deals about review of related literature. Chapter three deals research methodology and chapter four deals with data analysis and interpretation. The last chapter deals with conclusions and recommendations of the study.

CHAPTER TWO

2. Review of related literature

2.1. Historical back ground of Handball

The fact that the human being so differs from the animals in it is ability to use its hands in an extremely skilled ways leads to amazing phenomena. Probably the most beautiful on what comes to sport in handball.

Games similar to modern team handball have historically been played in many countries around the world. We do for instance know that the ancient Greeks and Roman's played a type handball. Handball was also played by inviting Greenland and the French in Europe in early as the middle ages. By the 19th century handball was played in countries such as Ukraine (gang bow), Denmark (Handball), Germany (for ball), Slovakia, hand zone and CzechRepublic.

Team handball as we know it today developed in Northern Europe by the end of the 1800s.it was especially popular in Sweden, Norway, Denmark, and Germany during this period and Denmark is widely recognized the birth place of modern handball (**Nelson** in 1898 and published in1906).In 1926, the congress of the international Amateur Athletic Federation Nominated and Committee were to draw up international rules for field handball. Two years later the international amateur handball federation was found (Germane kanji's beigerball). Handballcontinued to flourish in Scandinavia and Germany and Men's field handball was show caused at the 1936 Summer Olympics inBerlin.

After that it however take until the 1992 Summer Olympics in Munich before man's handball became a part of the Olympic and women's handball wasn't added until 1970 Olympic summer in material man's handball world champion ship premium 1983 before going on hiatus' until the end of world war II. It then was played every 4(50minutes) years to 1995 since the 1995 world championship has been bi annual event. The first females handball world champion ship took place in 1917 on July 1946 the International Handball Federation (IHF) was formed at the initiative and invitation of Denmark and Sweden. The IHF replaced has nearly 170 members and governs about 795,000 teams worldwide (handball 1906 is seeded (Richard, 1980).

2.2. Female in Sport and Gender

Society expects males and females to adopt believe in and fulfill specific gender roles and stereotypes that have been established in the Western world males expected to be strong. Independent and participant whereas females are expected to be quite obedient attractive nature society demands compliance to the enforced gender order where these gender norms are violated it is common for labels to given (i.e. lesbian) and people to be reducible / a girl playing/ handball, football what at batch while traditional gender stereotype have remained types have remained fairly constant over the fast few centuries they have also been challenged and comforted by many women feminists. The specific area in which traditional gender stereotypes have been evaluated and analyzed in sported and physical activities (Kane.M J,1998).

Comparing traditional female gender stereotypes with those 21st century women in sport it is clear the female is beginning to establish themselves in the sports world. This ability to challenge sexist barriers and restrictive nationals about women's physical appearance ability and participation in sport is evident through their increased involvement in sported however it is also true that traditional female stereotypes continue to prevail (Maslfekiabad caver,2005).

2.3. Factor of Success in Handball

There is a range of physical and mental components that contribute to successful performance in handball sport. Each sport and activity require specific set of these skills. Being successful in one sport does not necessarily make you successful in another as success requires a whole range of factors to come together and interact in right way (Zecki and caver**,** 2005).

There are many factors that contribute to female participation in handball these include individual, social, and organizational and environmental factors. The figure over leaf provides the factors for females' participation handball. It is important to understand that these influences do not work in isolation from one another; instead there are often multiple influences on physical activity behavior. When designing programs or strategies to promote participation in handball by females it is important to take all of influences in to account (Zecki and Caver,2005).

2.4. Environmental Factors

The environment is one of the factor affect achievement of female students participation in handball practical class. Even environment impose constraints on the participation the weather and climatic condition of the environment influence learning hence performance. Accordingly, the climate of the place imposes bigger constraints on the realization and organization of the school year and make practical participation is very difficult. The environment should be arranged at appropriate time of the day (Admasse, 1980).

Sport activities are carried out on a variety of playing spaces in ranging of surrounding and during different environmental altitudes of participant conditions. Like other conditions ground floor abnormalities and attitudes of participants involved all of these can be potential factors in causing the activity commences to identify potential problems or dangers (Kiovula, 1995).

2.5. Cultural Factors

Cultural influences are instrumental during adolescent period which girls are discouraged from physical activity on female participation in sport that females has to be confined and prevented from doing anything that might damage their productive system means that female has to be prevented from doing vertically and physical activity. The most obvious cultural influences are in sport are gender, catching style/role of coach geographical location income and economic status. A family influence time available and environments are affected females to participate in sporting activity (Atison,2001).

2.6. Social Factors

Many socio-cultural, psychological and contextual factors affect female students participation in handball practical section affecting female students in handball been show to related to social constraint of gender and gender stereotypes (Cockbum and Derk, 2002).

The main reason for sex stereotyped view was the need to feed socially accepted parents and other influential people expect boys to play handball while girls are expected to participate indancing and other type activities. If students are step out of side the real of social accept, ability, they view themselves of risk and sort of social penality (Key hordongle, 2003).

2.7. Equipment and Facility

The provision of facilities for taking part in sporting activity only to charge made for facilities and equipment for participation in sporting activities. Equipment and facility are incidental the provision of sport activities. It is the proposed that very little equipment is needed to get started handball. It is important to see that equipment in both safe and sustainable and attractive with other. Equipment and facilities, we use qualities of athletes to develop better attitudes about handball (Side top, 1998).

CHAPTE THREE

Research methodology

3.1 Study Design

The objective of this study was to investigate the major challenges of female students' participation in handball practical class in Razesilasie elementary school. To achieve the objective of the study, the researcher used descriptive research design. Descriptive survey method is used for describe the current issue of the study.

3.2. Study area

The study was conducted at Razesilasie elementary school which is located in Gurage zone which is 157km far from Addis Ababa. The town is found in an area of average altitude about 1780 meter above sea level and generally characterized by warm climate with a mean annual maximum temperatureof28^0cand minimum temperature of 14^0c.

3.3. Sample size and Sampling Techniques

The total populations of this study were 100 students of grade 8 Razesilasie elementary school in 2013 E.C. Out of the total students 45students are females. From these total female students, 20 female grade 8 Razesilasiestudents and two teachers were participated. Besides, to get relevant data, stratified and purposive sampling techniques were employed.

3.4. Sources of Data

In this study the both primary and secondary sources of data were used. The primary source of data were interview, observation and questionnaires included both close and open-ended questions for grade 8 female students. And secondary source of data were books, internet, written documents and magazines.

3.5. Data collection Instruments

The data collection instruments used in this study was questionnaire, interview and observation in order to get enough and relevant information from students and teachers.

3.6. Questionnaire

The aim of questionnaire was to collect appropriate data from students. Thus, the researcher was used both open and close ended questionnaires.

3.7. Interview

The researcher was conducted the interviews for teachers by preparing structured interview which is related to the challenges of female students' practicalclass.

3.8. Observation

To obtain more information observation is very important; it can provide observation being a desirable part of data gathering instruments. Therefore, to obtain more information, observation of the actual teaching and learning process of handball in Razesilasie elementary school grade 8 female students. The researcher observedwith co-observer to get valid and reliable data by using Check list. The co-observer, who is working in handball federation in Guraghe Zone, Wolkite town, was selected purposely to observe the actual problems that the female students face in practical sessions.

3.9. Data Collective Procedures

To collect the data properly the researcher followed a series of steps as follows. First, the researcher introduced himself and gave some introduction about the questionnaire for students how they answer the questions as its necessity and question items. Second area interview for Razesilasieelementary school sport teachers and finally observe the major challenges of female students participation in handball in practical class to get relevant data about the female students participation in handball practical class.

3.10. Method of Data Analysis

In this study both quantitative and qualitative methods were used to analyze the information which collected by using different instruments from different sources. The quantitative data obtained from questionnaires were analyzed using percentage and frequency and the qualitative data were first organized in to meaningful information and data were described both as expressed observation to develop the female student's interest in handball.

CHAPTER FOUR

4. Data analysis and interpretation

This chapter deals with the analysis and interpretation of the data obtained from of the selected Razesilasie elementary school grade 8 female students. This data was selected and analysis based on the respondent of 20 female students and two teacher interview answer, respectively. The study was aimed to investigate the cause that hinders the problems of female participation in handball.

4.1. Description of respondents of students.

Questionnaire was distributed for 20 female students who are learning at Razesilasie elementary school grade 8 female students. The total questions were12. The response arranged in the following.

Table 4.1 Demographic Characteristics student and teachers

Item	Students			Teachers	
	Description	Frequency	%	Frequency	%
Sex	Male	-	-	1	50%
	Female	20	100%	1	50%
Age	10-15	3	15%	-	-
	15-20	17	85%	-	-
	Above 26	-	-	2	100%
	Total	20	100	2	100%
Educational Background of	Diploma	-	-	1	50%
	Degree	-	-	1	50%

teachers	M.sc	-	-	-	-
	PhD	-	-	-	-
Work experience	1-5 year	-	-	2	100%
	6-10 year	-	-	-	-
	11-15 year	-	-	-	-

Table 4.1 indicate that 100% of respondents were found in Razesilasie elementary school grade 8 female student and also 17(85%) of respondents have age group from 15-20 and 3(15%) of them were found in age group of 10-15. In addition to these two teachers were found age group in above 26 years and their work experience found 1-5years.

4.2. Analysis and interpretation of respondents of students.

Table 4.2 students challenge during handball practical class

Item	Alternatives	Number of respondents	%
Is there any challenges that hinder you to participate in handball practical class	yes	11	55%
	No	9	45%

1.Table 4.2 item 1, indicated that 11(55%) of female students responds ‘yes’ and remaining 9(45%) of the respondents replied as ‘No’. This implies that the highest percent i.e. 55% of respondents believed that there are challenges for female students during practical class. Analysis from open ended questions suggested that does the environment affect the participation of students during practical classes.

Table 4.3 Appropriate and sufficient facility and equipment in handball practical class

Item	Alternative	Number of respondents	Percentage
Does your department have appropriate and sufficient facility and equipment in handball practical class?	Yes	4	20%
	No	16	80%
	Total	20	100

In the above table 4.3 indicated that 4(20%) of respondents responds 'yes' and remaining 16(70%) of the respondents replied 'no'. This implies that the highest percent (80%) of respondents believe there is no appropriate and sufficient amount of facilities and equipment for grade 8 female students. Analysis from open ended questions raised that, explain what challenges that you have face in participation in handball class? Most of respondent suggested that there is no enough equipment and facilities like appropriate courts, balls, playing ground and also weather condition.

Table 4.4. Lack of facility and equipment and its effect on student's participation in handball practical class

Description of item	Alternative	Number of respondents	Percentage
The lack of facility and equipment affect students from the participation of handball practical class	High	13	65%
	Medium	6	30%
	Never	1	5%
	Total	20	100%

As table 4.4 indicate that 13(65%) of respondents replied high, 6(30%) of respondents replied medium and 1(5%) of respondents replied never. Generally, this implies that lack of facility and equipment does affect female students from handball practical class participation Analysis from open ended questions most of the respondents suggested that balls playing courts and nets are the most needed material in the school so it should be fulfilled as soon as possible according to the respondents. The researcher also observed the facility of sport equipment prepared for female students.

Table 4.5 Teaching learning method

Item	Alternative	Number of respondents	Percentage
Does the teaching-learning methods are appropriate for students?	Yes	17	85%
	No	3	15%
	Total	20	100%

In the above table 4.5 indicated 17(85%) of response ‘yes’ and remaining 3(15%) of the respondents ‘no’. From this the researcher concludes that, the majority of respondents replied the teaching learning methods are appropriate for students. From open ended questions Most of the respondents raised that the teaching learning method is appropriate but some teachers have shortage of confidence unless it is good teaching learning process in the school. The questions also raised, what do you think minimize the problem related to the participation of female students in handball? Here most of the respondents are said that to minimize the problems of the teachers should give tutorial program and fulfill the equipment.

Table 4.6 Teacher class Organization

Item	Alternative	Number of respondents	Percentage
Teacher classroom organization is appropriate to the students	High	4	20%
	Medium	13	65%
	Low	3	15%
	Total	20	100%

As table 4.6 indicated 4(20%) of the respondents replied high, 13(65%) of the respondent's medium, and remaining 3(15%) of respondents were respond low. The result indicated that the majority of respondents replied as, teachers' classroom organization is medium. In the observation of the researcher noted that teacher organized the classroom properly. Researcher also observed students' class are not well organized.

Table 4.7: Weather conditions and its effect on handball practical class

Item	Alternatives	Numbers of respondents	Percentage
Does the weather condition affect students from handball practical participation	Yes	15	75%
	No	5	25%
	Total	20	100%

In the above table 4.7 indicated 15(75%) of student's response 'yes', 5(25%) of students response 'yes. This implies that the highest percent of 75% respondent believes the weather condition has its own negative effects on handball practical class. Analysis for open ended questions show that, explain how can it can be affecting the weather condition on female students' practical class? The most of respondents are replied weather condition can be affect our performance case of loss of high amount of fluids from our body duringtraining.

4.3. Analysis and interpretation of Data Gathered through Interview

1. What are the challenges that affect the participation of female students in handball? Actually, not only female students but also male student have so many challenges, female student are most of a time affected by biological factors, this is related to menstruation cycle in case where five days for practicalclass.

2. What is the impact of biological factors for the effectiveness of female students in handball? Therefore, there is negative impact on theirperformance.

3. Do you treat both female and male student equally during practical class when they were injured? In fact, injury, or exercise injury can be happened during apparatus gymnastics on the other hand the teacher said that he treated both female and male student equally because all individuals are equal in terms of students, but they are other challenges that are not treated each student equally.

4. Do you think environment can affect the participation female student in handball practical class? These are their power, flexibility, strength and standard, so they are treated biological equal. Students are may come from cold and hot environment, in case they have not adapted the environment because of they are come from different altitude and weather conditions, they are not afford especially in the environment and biologically female students are cooler than male students so environment can affect the participation of female students in handball practical class. In addition, for example by providing a competition for female students, again the teacher will provide a tutorial class both theoretically and practically. on the other hand, the teacher will provide a competitiveness between male and female students.

5. What should be done improve the participation of female students'handball? Creating awareness how much they are strong because in sport there is influence religious and culturally female are not allowed to go outside in terms of religious, they believe they are not much stronger than male students. Therefore, awareness creation is important round in thisarea.

CHAPTER FIVE

1. Summary, Conclusionand Recommendation

5.1. Summary

The purpose of this study was to investigate the major challenges of female students' participation in handball practical class in case of Razesilasie elementary school grade 8 female students. To achieve this purpose the researcher developed the following basic questions.What are the major challenges of female students' participation in handball practical class?What should be done to improve female students' participation of handball?What are the major roles of the teacher for effectiveness of female students' participation in handball?

In this study the researcher was used descriptive research design following survey method. The study was conducted in Razesilasie elementary school grade 8 female students. In this study the researcher selected20 female students sample size. The researcher was employed three data gathering instruments such as; questionnaire, interview and observation. In the study both quantitative and qualitative methods were used to analysis the information collected in using different data collection instruments from different sources.

The general findings and results of study revealed that there is no appropriate and sufficient amount of facilities and equipment for female students, and environment is the major factors that can be minimize our participation during handball practical class.

5.2. Conclusions

Basedon the results and analysis of the study the following finding has been proved by respondents. Environment is the major factors that hinder female students' participation during handball practical class.Study showed that, there is no appropriate and sufficient amount of facilities and equipment for femalestudents. Natural conditions, cultural and biological factors are major factors that hinder female students' participation during handball practical class.Weather condition can be affected female performance case of loss of high amount of fluids from our body during training.Teaching learning method is appropriate but some teachers have shortage of confidence unless it is good teaching learning process in school.

5.3. Recommendations

In order to solve the effects of the factors causing the problem of female students in practical activity the following possible suggestion are forwarded.

- The school should be fulfilling the equipment to increase the participation of female students towards sportactivity.
- The practical class period should be organized properly because the weather condition is difficult to do the practical class especially in the afternoonsession.
- Proper guidance and counseling service should be giving for femalestudents.
- Further researcher in the study area should be conducted to bring empower and progressive development in female students participation in sport related to physical activity.

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Appendices

Appendix 1

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Questionnaire for Grade 8 female students Dear Students:

This questionnaire is designed to collect information for research purpose only. Its objective is for investigate the major challenges of participate of female students in handball practical class. Please do not leave any statement blank.

General Direction

1. It is not necessary to write your name in thispaper
2. Please circle the alternative letter for closeended
3. Give appropriate answer for open endedquestions

Part one: Background Information

1.Age: A. 10-15 B. 15-20 C. above 20

2.Sex: A. Male B. Female

Part two: Read the following questions carefully and fill appropriate answer on space

1. Is there any challenge that hinders you to participate in handball practicalclass?

A. Yes B.No

2. If your answer for question 1 is yes' explain briefly what challenges that you have face in participation handball class_____Does your department have appropriate and sufficient facility and equipment for handball practicalclass? A.Yes B. No
3. If your answer for question 3 is No' please mention that are not present in the department____
4. The lack of facility and equipment affected you from the participation of handball practical class? A.High B.Medium C. Never
5. Does teaching learning methods are appropriate for students? A.Yes B. No
6. If youranswer for question number 6 is No, please describe the advantages?_____
7. Teacher classroom organization appropriate to the students?

   A. High B. Medium C. low
8. Does the weather condition affect student from handball practical participation?

   A. Yes B.No
9. If your answer for question 8 is yes, explain briefly as much as possible how it can be affect?_
10. What do you think to minimize the problem related to the participation of female students in handball?_____
11. Does the environment affect your performance?_____

Appendix 2

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Interview for sport teacher

Dear Instructor:

The major purpose of this study is to investigate the major challenges of female students' participation on handball practical class.

Part-I Background information

1.1sex:_____

1.2 Age category:A.18-20 B. 19-25 C. 26-30 D. Above30

Educational background _____

Work experience A.1-5years B. 6-10 years C. 10-15years

Specialization on:_____

Part_ II structure interview guide to administered for Teacher

1. What are the challenges that affect the participation of female students in handball?
2. What is your role for effectiveness of female students in handball?
3. Do you treat both female and male students during practical class?
4. Do you think environment can affect the participation of female students in handball practical class?
5. What should be done to improve the participation of female students in handball?