



WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

INVESTIGATION OF THE MAJOR CHALLENGES OF FEMALE STUDENTS
IN PARTICIPATION ON HAND BALL PRACTICAL CLASSIN CASE OF
ABAFRANSUA MARKOS ELEMANTARY SCHOOL

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Abstract

The purpose of this study is to investigate the major challenges of female students' participation in hand ball practical class in case of aba fransua markos elementary school. To achieve the objective of the study, the researcher used descriptive research design followed survey method. Out of the 62 female students in aba fransua markos elementary school grade 8, the researcherthe study was selected 20 female students by stratified and purposive sampling techniques in order to get relevant data for the study. 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. The study showed that, there were environmental challenges, biological challenges lack of sufficient facilities for female students practical class and equipments and the teaching learning methods are appropriate for students. To overcome these problems the researcher recommended, fulfill equipments and facility, teaching learning methodology should be organized in proper manner and practical class period should be organized properly.

Key words: Challenges, Female students, Hand ball

CHAPTER ONE

1. Introduction

1.1. Background of the study

Hand ball is a team sport in which two teams of seven players each /six field players and a goal keeper / pass a ball throw it into the goal of other team. The team was with the most goals after two periods of 30 minutes.

In general there are many problems in the hand ball and students' interests that govern hand ball are also a drawback for its complexity and lack of interest. The focus and concern of hand ball is development of physical, social and emotional, and teaching skills, the a question of knowledge and the development of attitude through movement and as result it contributes match to the education process (Butcher, 1999).

This is invention of different kinds of game activities which no doubt had profound effect on the current level of physical education. Today hand ball is recognized some of major parts of physical education program in most high schools and it corporate in curriculum.

Females are more interested to training activities that they perceive to be relevant to their lives in selecting lives in for instruction, the potential of activities of the education should be consider as well as its ability to meet the needs and interest of students. As females became involved in the physical education programs coaches should seek to expand their interests by offering new activities and boarding curriculum opportunities(Griffin, 1998).

Female training process of hand ball is most common only used to demo they have participated in the subject area rather than studies of hand ball trends have developed. Gradually to incorporate more activities in to hand ball introducing female to life time activities at any sport commission level can students develop hand ball skills/blind (Sutton, 1998).

1.2.Statement of the problems

This study was trying to assessed major challenges of female students' participation in hand ball practical class in case of aba fransua markos elementary school. In Abafransua school the students face many factors that affect the participation of female students in hand ball practical class. These are environmental factor, society factor and society attitude towards hand ball participation during practical class. Therefore, the researcher was initiated in order to minimize the above problems.

1.3.Basic Research questions

The researcher was mainly focused on the participation of female students in hand ball practical class. Therefore, the study was tried to answer the following research questions:

1. What are the major challenges of female students' participation on hand ball practical class?
2. How teachers' methodology of teaching affects female students' participation in HB practical session?
3. 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 hand ball practical class in case of Abafransuamarkos elementary school

Specific Objectives

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

1.5. Significance of the study

The finding of the study would contribute to identify the major challenges of female students' participation in hand ball practical class. Therefore, the outcome of the study have been see as useful to contribute for making effective participation and development towards hand ball for female students ofAba fransuamarkos elementary school so to this effect the significance of the study are,

1. To provide meaningful experiences to females in participating hand ball and in order to consider such information curriculum organization.
2. To provide information on what will be expected from female students, teachers and communities for young generation.
3. 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 hand ball practical in Aba fransua markos 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 onAba fransua markos 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 Aba fransua markos elementary s school.

Definitions of key terms

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

Factor:a circumstances, fact or influence that contributes to a result or outcome (Dirix, 1987)

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

Hand ball: 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 a 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.

1.8 Organization Study

This study was consist 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

REVIEW OF RELATED LITERATURE

2.1 History of International Hand Ball

The fact that the human being so differs from the animals in its ability to use its hands in an extremely skilled way leads to amazing phenomena. Probably the most beautiful one is what comes to sport in hand ball.

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

Team hand ball 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 as the birth place of modern hand ball (**Nelson** in 1898 and published in 1906).

In 1926, the congress of the international Amateur Athletic Federation Nominated and Committee were to draw up international rules for field hand ball. Two years later the international amateur hand ball federation was found (Germane kanji's beiger ball).

Hand ball continued to flourish in Scandinavia and Germany and Men's field hand ball was shown at the 1936 Summer Olympics in Berlin.

After that it however took until the 1992 Summer Olympics in Munich before men's hand ball became a part of the Olympic and women's hand ball wasn't added until 1970 Olympic summer in material men's hand ball world championship premier 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 hand ball world championship took place in 1917 on July 1946 the International Hand ball 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 (hand ball 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 where as 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/ hand ball, foot ball 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 are beginning to establish themselves in the sports world. This ability to challenge sexist barriers and restrictive national 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 Hand ball

There is a range of physical and mental components that contribute to successful performance in hand ball sport. Each sport and activity requires 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 hand ball these include individual, social, and organizational and environmental factors. The figure over leaf provides the factors for females participation hand ball. 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 hand ball by females it is important to take all of influences in to account (Zecki and Caver, 2005).

2.3.1 Environmental Factors

The environment is one of the factor affect achievement of female students participation in hand ball 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).

2.3.2 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).

2.3.3 Social Factors

Many socio-cultural, psychological and contextual factors affect female students participation in hand ball practical section affecting female students in hand ball 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 hand ball while girls are expect to participate in

dancing 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 socialpenality(Key hordongle, 2003).

2.3.4 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 hand ball. 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 hand ball (Side top, 1998).

CHAPTE THREE

3. METHODOLOGY OF THE STUDY

3.1 Study Design

The objective of this study was to investigate the major challenges of female students' participation in hand ball practical class in Aba fransua markos 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 Aba fransua markos elementary school which is located in Gurage zone which is 165km from Addis Ababa. The town is found in an area of average altitude about 1780 meter above sea level. The town is generally characterized by warm climate with a mean annual maximum temperature of 28⁰ c and minimum temperature of 14⁰ c.

3.3 Sample size and Sampling Techniques

The total populations of this study are 100 students of grade 8 Aba fransua markos elementary school. Out of the total students 45students are females. From this total female students the researcher was selected 20 female grade 8 studentsin stratified and purposive sampling techniques for teachers in order to get relevant data for the study.

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 the researcher used 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.

3.5.1 Questionnaire

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

3.5.2 Interview

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

3.5.3 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 hand ball in Aba Fransua Markos elementary school grade 8 female students. The researcher observes by using Check list.

3.6 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 Aba Fransua general secondary and preparatory school sport teachers and finally observe the major challenges of female students participation in hand ball in practical class to get relevant data about the female students participation in hand ball practical class.

3.7 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 students interest in hand ball.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from of the selected Aba fransua markos 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 hand ball.

4.1 Description of respondents of students.

Questionnaire was distributed for 20 female students who are learning at a Aba fransuamarkos elementary school grade 8 female student. The total questions were 12. 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 Aba fransuamarkos 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 this two teachers were found age group in above 26 years and their work experience found 1-5 years.

4.2 Analysis and interpretation of respondents of students .

Table 4.2 students challenge during hand ball practical class

Item	Alternatives	Number of respondents	%
Is there any challenges that hinder you to participate in hand ball practical class	Yes	11	55%
	No	9	45%
	Total	20	100%

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? Most of the respondents said that

environment is the major factors that can be minimize our participation during hand ball practical class.

Table 4.3 Appropriate and sufficient facility and equipment in hand ball practical class

Item	Alternative	Number of respondents	Percentage
Does your department have appropriate and sufficient facility and equipment in hand ball 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 hand ball class? Most of respondent suggested that there is no enough equipments and facilities like appropriate courts, balls, playing ground and also weather condition.

Table 4.4. Lack of facility and equipment and its effect on students participation in hand ball practical class

Description of item	Alternative	Number of respondents	Percentage
The lack of facility and equipment affect students from the participation of hand ball 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 hand ball 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 fulfill 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 hand ball? Here most of the respondents are said that to minimize the problems of the teachers should give tutorial program and fulfill the equipments.

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 respondents 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 hand ball practical class

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

In the above table 4.7 indicated 15(75%) of students 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 hand ball practical class. Analysis for open ended questions show that, explain how can it can be affect the weather condition on female students practical class? The most of respondents are replied weather condition can be affect our performance case of lose of high amount of fluids from our body during training.

4.2 Analysis and interpretation of Data Gathered through Interview

1. What are the challenges that affect the participation of female students in hand ball?

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 practical class.

2. What is your for effectiveness of female student in hand ball? Therefore, there is negative impact on their performance.

3. Do you treat both female and male student equally during practical class? The second one is injury, 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 students equally.

4. Do you think environment can affect the participation female student in hand ball practical class? These are their power, flexibility, strength and standard, so they are treated biological equal. Students are may comes 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 hand ball 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. What should be done improve the participation of female students hand ball? 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 this area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The purpose of this study was to investigate the major challenges of female students' participation in hand ball practical class in case of Aba fransua markos elementary school grade 8 female student. To achieve this purpose the researcher developed the following basic questions

- ✓ What are the major challenges of female students' participations in hand ball practical class?
- ✓ What should be done to improve female students' participations of hand ball?
- ✓ What are the major roles of the teacher for effectiveness of female students' participation in hand ball?

In this study the researcher was used descriptive research design following survey method. The study was conducted in Aba fransua markos elementary school grade 8 female student. In this study the researcher selected 20 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 hand ball practical class.

5.2 Conclusion

Based on 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 hand ball practical class.
- Study showed that, there is no appropriate and sufficient amount of facilities and equipment for female students
- Natural conditions, cultural and biological factors are major factors that hinder female students' participations during hand ball practical class.
- Weather condition can be affect female performance case of lose 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.

5.2 Recommendation

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 equipments to increase the participation of female students towards sport activity.
- The practical class period should be organized properly because the weather condition is difficult to do the practical class especially in the afternoon session.
- Proper guidance and counseling service should be giving for female students.
- 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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**APPENDIX 1
WOLKITE UNIVERSITY**

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

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 hand ball practical class. Please do not leave any statement blank.

General Direction

1. It is not necessary to write your name in this paper
2. Please circle the alternative letter for close ended
3. Give appropriate answer for open ended questions

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 hand ball practical class?
A. Yes B. No

2. If your answer for question 1 is yes' explain briefly what challenges that you have face
in participation in hand ball
class _____

3. Does your department have appropriate and sufficient facility and equipment for hand
ball practical class? A. Yes B. No

4. If your answer for question 3 is No' please mention that are not present in the department_____
- _____
- _____
5. The lack of facility and equipment affected you from the participation of hand ball practical class? A. High B. Medium C. Never
6. Does teaching learning methods are appropriate for students? A. Yes B. No
7. If your answer for question number 6 is No, please describe the advantages?_____
- _____
8. Teacher classroom organization appropriate to the students?
A. High B. Medium C. low
9. Does the weather condition affect student from hand ball practical participation?
A. Yes B. No
10. If your answer for question 8 is yes, explain briefly as much as possible how it can be affect?_____
- _____
- _____
11. What do you think to minimize the problem related to the participation of female students _____ in _____ hand ball?_____
12. Does the environment affect your performance?_____

APPENDIX 2

WOLKITE UNIVERSITY

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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 hand ball practical class.

Part-I Background information

1.1 sex: _____

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

1.3 Educational background _____

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

1.5 Specialization on: _____

Part_II structure interview guide to administered for Teacher

1. What are the challenges that affect the participation of female students in hand ball?
2. What is your role for effectiveness of female students in hand ball?
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 hand ball practical class?
5. What should be done to improve the participation of female students in hand ball?

