STUDENTS BASKETBALL TECHNICAL SKILL LEARNING DIFFICULTY IN WEST ARSI ZONE SELECTED PREPARATORY SCHOOLS,OROMIYA REGIONAL STATE.

BY

GETU TUMEBO

A Thesis submitted to the school of graduate studies of Addis Ababa University in partial fulfillments of the requirements for the Degree of Masters in Physical Education.

August, 2017

Addis Ababa, Ethiopia.

This is to certify that a thesis submitted by GetuTumebo entitled "***Students basketball Technical Skill Learning Difficulty In West Arsi Zone Selected Preparatory Schools,Oromiya Regional State"*** Was approved through complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Signed by the examining committee:

External examiner _____Signature _____Date_____

Internal examiner_____Signature_____Date_____

Advisor_____Signature_____Date_____

Co advisor_____Signature_____Date_____

_____

Chair of department or graduate program coordinator

Abstract

STUDENTS BASKETBALL TECHNICAL SKILL LEARNING DIFFICULTY IN WEST ARSI ZONE SELECTED PREPARATORY SCHOOLS,OROMIYA REGIONAL STATE.

Getu Tumebo

Addis Ababa, 2017

The purpose of this study was to investigate students learning difficulty in basketball technical skills: the case of Shashemene preparatory schools, West Arsi Zone, in Oromiya Regional State. A concise review of related literature was taken to discuss the different issues which are related with school basketball. To conduct this study, a descriptive survey method was employed to collect data from targeted sampled groups. The sampled school includes two government schools. The subjects of the study were 40 students, 4 principals, 4 teachers and 4 alumni (former students). Data was obtained from respondents using questionnaire, interview, and observation presented as supplements to enrich information that was drawn questionnaires. As far as data analysis is concerned, both qualitative and quantitative approaches were employed. Qualitative method was used to provide detailed description of the data to help the researcher explore and discover inherent facts, while quantitative approach was meant for quantifying data generated in terms of frequencies and percentages using tables. The result of the study revealed that there is lack of qualified basketball teachers, material, interest to teachers, personal outlook of parents and school principals. Moreover, inadequate support was given by education Bureau of Shashemene City Administration, no opportunities for students with disabilities to participate in basketball technical skills; the period allocated for Physical Education was less. Hence the Current status of school basketball is ill.

Key words: *Technical skills, basketball, students, Physical Education teachers, Principals.*

ACKNOWLEDGMENTS

First I would like to express my deepest gratitude to my advisor Solomon Teka (PhD) and co-advisor Bezabih Wolde (PHD) for their valuable comments and consistent following throughout the research process. I would also like to thank Shashemene and Bulchana preparatory schools Teachers, principal and vice principal for their support of this research work.

My special thanks also go to my wife Amarech Daniel and my son Bereket Getu. I also thank my dear intimate friends Efrem Hailu and Alemu Bekalu for their professional assistance in the preparation of the thesis and proofreading.

I am indebted to my brother Sisay Tumebo and my sister Zenebech Tumebo I will not forget his and her material support from the beginning to the end.

Last but not least my gratitude and appreciations to all who made this study possible.

TABLE OF CONTENTS

PAGE

Abstract----------iii

Acknowledgment----------iv

Table of content----------v

List of table----------ix

List of figure---------- xi

Acronyms----------xii

CHAPTER ONE

1 Introduction----------1

1.1 Background of the study----------1

1.2 Statement of the problem----------3

1.3 Research questions----------4

1.4 Objectives of the study----------4

1.4.1General objectives----------4

1.4.2 Specific objectives----------4

1.5 Significance of the study----------4

1.6 Delimitation----------5

1.7 Limitation----------5

1.8 Operational Definition of terms----------6

1.9 Organization of the study----------6

CHAPTER TWO

2 Review of Related Literature----------7

2.1 Historical development of basketball----------7

2.1.1 Basketball in the world----------7
2.1.2 Basketball in Africa----------8
2.1.3 Basketball in Ethiopia----------8
2.2 Basketball skills ----------10
2.3 Learning basketball technical skills in the school----------10
2.4 Basketball equipments and facilities----------10
2.5 Fundamental techniques of basketball----------12
2.6 The importance of learning technical skills of basketball----------13
2.7 Teachers problem in basketball classes----------14
2.8 Fitness for basketball ----------15
2.9 Basketball skill and disabled students----------16
2.10 Motor development and motor learning----------18
2.11 Developmental characters tics of high school children's----------19
2.12 Family support for students in the school ----------20
2.13 PE teachers method of problem solving----------20
2.14 Students learning difficulties----------22
2.15 Student, teacher and parents relationships----------23
2.16 Knowledge of PE teacher----------24

CHAPTER THREE

3 Research Methodology----------25

3.1 Study Site----------25
3.2 Research design----------25
3.3 Source of the data----------25

3.4 Sample and sampling technique----------25

3.5 Instrument of data collection----------25

3.5.1 Questionnaires----------26

3.5.2 Interview----------26

3.5.3 Observation checklist----------26

3.6 Procedure of data collection ----------26

3.7 Methods of data analysis----------26

CHAPTER FOUR

4 Data Analysis, Presentation and Interpretation----------27

4.1 Data Analysis& Presentation----------27

4.1.1 Interpretation and Analysis of data obtained from Students----------27

4.1.2 Interpretation and Analysis of data obtained from Teachers----------43

4.1.3 Interpretation and Analysis of data obtained from Principals----------44

4.1.4 Students response for open ended questionnaires----------45

4.1.5 Teachers response for open ended questionnaires----------46

4.1.6 Principals response for open ended questionnaires----------46

4.1.7 Response given for the interview questions by former Students----------46

4.1.8 Observation check list data----------48

4.1.8.1 Analysis of observation check list----------49

CHAPTER FIVE

5 Summary, Conclusion and Recommendation----------51

5.1 Summary----------51
5.2 Conclusions----------52
5.3 Recommendations----------53
Reference----------54
Appendices----------58

List of Tables

Tables **Page**

Table 1 Students background----------28

Table 2 Teacher's Background----------29

Table 3 Principals Background----------30

Table 4 Basketball improvement demand of students----------31

Table 5 In your population community involvement in participating & playing basket ball is---32

Table 6: Do you agree that males exhibit high performance in technical skills of basketball skills when compared to female----------33

Table 7 How often do you respect the rules and regulation of technical skills of basketball------34

Table 8 Do you fill any pain and uncomforted thing in participating and playing basketball-----34

Table 9 would you agree with an idea that teaching technical skills of basketball increases the performance of students----------35

Table 10 Every one has to perceive a good behavior in basketball technical skills----------36

Table 11 In your point of view the initiation and interest of teachers towards teaching basketball technical skills is----------37

Table 12 Have you been supported by your parents, when you play basketball technical skills in the school ----------38

Table 13 Do you practice technical skills of basketball outside of the school----------38

Table 14 In your point of view is there enough balls and standard play ground to practice technical skills of basketball ----------39

Table 15 To what extent is the performance of your teacher in teaching the skills of basketball-40

Table 16 Does your teacher demonstrate well----------40

Table 17 Does your teacher miss his class----------41

Table 18 Does Your PE teacher and students have a good relationship ----------42

Table 19 Does your teacher use different kinds of teaching technical skills of basketball including student centered method----------42

List of Figure **page**

Figure 1----------32

Acronyms

A.A: Addis Ababa.

ANRS: Amhara National Regional State

BoE: Bureau of Education

CPD: Continuous Professional Development

E.C: Ethiopian Calendar

FIBA: Federation of International Basketball Association

MoE: Ministry of Education of Ethiopia

P.A: Physical Activity

P.E: Physical Education.

UNESCO: United Nation Education Science Cultural Organization

YMCA: Young Men Christian Association

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Basketball is one of the team sport or ball games that are played by two teams of five players each. The aim of each team is to score in the opponents' basket and to prevent the other team from scoring. The game is controlled by officials, table officials and a commissioner, (if present). The basket that is attacked by a team is the opponents' basket and the basket which is defended by a team is the team's own basket. The team that has scored the greater number of points at the end of playing time shall be the winner (FIBA2010).

Basketball game is one of the sport activities that have a positive effect on learner in physical, mental and social sides as a result of that it acquires a wide attention locally and globally, it concerned with the variety of concepts and skills as a fundamental requirements to learn. It requires adaptation from players in the field and offence is a part of the game which allows the players to discover what is happening then response according to this correctly (Said, 2005).

Basketball can contribute to the development of personal and social values that are very important in the educational process of the child and youngsters. This includes commitment, perseverance and personal responsibilities within the group, team work, respecting the rules, respecting others and learning to complete (Maurizio, 2001).

In schools throughout the world there is a movement away from learning that is made up of memorizing learning by rote i.e. the teacher centered to a new model students centered that emphasizes understanding, making connections in the world around us collecting and using information in an active manner (Lue,2000). On a basic level students at risk or dropping out can be motivated to stay in school and attend class regularly (http:// WWW. Bourgase.Com.).This is evidenced by growing reports of poor self image, inadequate nutrition, family problems, stress, higher dropout rates, youth violence, early sexual activity, increases in smoking, declining activity levels, alcohol and drug abuse within our young population(UNESCO,2008).

Some students also have an anxiety about performing in front of other students. We should think of active learning methodology first and for most interims of students being physically and mentally active.

A good teacher has to study and understand the different traditional and modern teaching methods and to understand the features of every method and the way of its application to be able to choose the best method in order to reach the goal of the educational process (Mfarag,2000).

In Ethiopia rapidly increasing popularity of basketball has created a high demand for further expansion and development. However, in recent year unlike other sports such as athletics, football, basketballs weaken from time to time. Different scholars mention various factors that can hinder the development of sports. According to Sahile (2001), availability of sport facilities and equipments, sport talent identification and development and popularity of a given sport. However, there is no study found about assessment challenge of basketball development in Ethiopia.

Now a day's sport has become a popular activity among the youngsters and adults in Ethiopia. Above all interest Basketball has been grown in the country over the years. Unlike baseball, football, soccer, ice hockey and all the other major team sports, basketball cannot claim a History of evolutionary development that began back in ancient or medieval times. The problem lies here the time allocated for physical education is less when we compared to other subjects (one period per week) hence how can the teacher effectively teach the subjects properly?

Physical activity is defined as bodily movement that requires energy expenditure above normal physiological demands, and measurements include daily activity logs, number of physical education classes, and data collected with pedometers and accelerometers (Hillman, Erickson, & Kramer, 2008). As Hillman and colleagues proposed that the time allocated to physical education in the majority of schools has declined over the last decade, with a consequent increase in time allocation for other academic subjects Hillman et al., (2008).

In Shashemene city there are two preparatory schools they are Bulchana and Shashemene preparatory schools. Before five years in the city there was only one preparatory school however, in order to satisfy the community needs government opened the second preparatory school in the city. Nowadays the numbers of students are increasing from time to time.

Every year in this city there has been taking place a very interesting some sort of sport competition in different sport games like football, handball, volleyball and athletics. With all types of ball games basketball games are totally out of the competitions. But Participating in many sports and physical activities can lead to feelings to autonomy, competence, and may

produce joy, excitement, and other satisfying emotions (http;//www.google.com/m/of-whitehead&corbin,).

Students with learning difficulty in basketball technical skills in Shashemene preparatory schools, they have a hard time memorizing and remembering information. Their performance in basketball technical skills may be impacted due to the fact that they just cannot remember how the skills are performed at all. In addition to this lack of sport facility, less physical education period, lack of motivation in the school administrations and family, skill gap of some teachers in the school environment has a negative influence in Shashemene preparatory schools students' performance.

Therefore, the purpose of this study was thus to reinvestigate and put possible conclusions and recommendations regarding the above mentioned major problem towards the skills of basketball. National and regional sports federations, sports clubs, sport associations, government and non government sports organization, will also benefits from the finding of the study. Due to the above reasons, the researcher believed that the proposed study which addresses the challenges and opportunity of basketball development in some selected schools in Shashemene and Bulchana preparatory schools in Shashemene city administration in Oromiya Regional State is timely and relevant.

1.2. Statement of the Problem

In modern basketball it is crucial to understand the importance of knowing the basic basketball skills is very important to be successful. There is a great society expectation from the teacher to create changes in education by avoiding the old philosophy and accommodating the new modern methods of teaching system to answer for the need of the students.

The researcher has had Nine years experience as a preparatory school teacher. Thus why the researcher gets the chance to see closely the challenges of basketball technical skills in the school these challenges were lack of availability of sport facilities and equipments, less physical education period, lack of motivation from the school administration and family, the skill gap of some teachers in the school environment has a negative influence and the problem is being continued still.

Thus why the researcher was tried to reinvestigate and put possible conclusion and recommendations regarding the students learning difficulty in technical skills of basketball in selected preparatory schools in Shashemene city, West Arsi Zone in Oromiya Regional State.

1.3. Research Questions

1. What is the basketball technical performance level of the physical education teacher in demonstrating the fundamental techniques?

2. What is the status of the relationship among the school management, PE teachers and students?

3. How does the PE teacher utilize the various methods appropriately?

4. What is the extent of the availability of facilities and equipment in teaching basketball fundamental techniques in physical education classes?

1.4. Objective of the Study

1.4.1. General Objective

The major objective of the study is to assess students learning difficulty in technical skills of basketball sport in teaching-learning techniques of basketball practical class in Bulchana and Shashemene preparatory schools in Shashemene City, WestArsi Zone in Oromiya Regional State.

1.4.2. Specific Objectives

The specific objectives of the study are;

- To assess the knowledge of PE teacher in basketball techniques.
- To investigate the availability of facilities and equipments in teaching basketball techniques.
- To examine the relation between students, school directors, teachers and parents in teaching basketball techniques.
- To assess the method and way of solving problems in teaching basketball techniques.

1.5. Significance of the Study

It is believed that learning should not be soaking up information which is classified as lower levels of behavioral complexity, rather students should be engaged in practical class and use information from their environment and other sources to make a better life, but there is an assumption that inhibits the effective implementation of student centered methodologies.

It is assumed that the significance of the study is to;

- To provide valuable information for the school teachers, directors and reflect its contribution for the improvement of basketball technical skills in Shashemene City Preparatory Schools.
- To help for people who design curriculum of basketball.
- To provide important information on the way the stake holders contribute for teaching basketball techniques.
- To give some fundamental methods and system for PE teacher in implementing of teaching basketball skills.

1.6. Delimitation

The study was aimed at assessing students learning difficulties in technical skills of basketball in Shashemene preparatory schools. Hence to make the study comprehensive and manageable, the scope was delimited to 2 preparatory schools in Shashemene City Namely, Shashemene and Bulchana Preparatory Schools. The study was also delimited to work on specific problem and only restricted on grade 11students, PE teachers, directors, principals and former students as a population of study.

1.7. Limitation

To investigate this research the information and data collected from different sources may not be completely true this was the primary limitations of the study. There were also the researcher faced some limitations of the study; such as the secondary data insufficiency, the limitation of updated data, internet access, and the respondent's openness is the problems. The other thing that the researcher faced during the process of the study was financial and time constraints, lack of facilities in the schools and unwilling of participants in submitting the questionnaire on time.

1.8. OPERATIONAL DEFINITION OF TERMS

Physical Education: an education given through physical as well as mental engagement activities to develop all aspects of personalities.

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

Teaching: it refers to the process of imparting knowledge and skill from a teacher to a learning.

Sport: it is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.

Basketball: a game played by two teams of five players who score points by throwing a ball through a basket mounted at the opponent's end of a rectangular court.

Skill: an ability to do perform an action well, acquired by training.

Technique: a way of performing an action.

Learning: the activity or process of gaining knowledge or skill by studying or practicing.

Learning difficulty: a condition that either prevents or significantly hinders some one from learning basic skills.

Court: the playing area of basketball.

1.9. Organization of the Study

This study consists of five chapters. Chapter one deals with introduction, statement of the problem, research questions, objective of the study (general and specific) significance of the study, delimitation of the study, limitation of the study, Terminology and organization of the study. Chapter two deals with their view of related literature. Chapter three contains research methodology. Chapter four deals with discussion study. Lastly, a list of reference materials questionnaires, checklist and appendix that was in the study was attached at the end of the paper.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Historical Development of Basketball

Basketball, game played generally indoors by two opposing teams of five players each. Basketball was conceived in 1891 by James Naismith a physical Education instructor at the YMCA College in spring field Massachusetts as a way to condition outdoor athletes during the winter months. His original list of thirteen rules has undergone a century of revision, leading to faster pacing greater athleticism. Today basketball is one of the most popular American sports one the rest of the world has adapted. (FIBA, 2000).

Basketball is based on catching, throwing, dribbling, passing and shooting. Teams can have up to 5 more players as substitutes and more is no limit on the number of times you can make a substitution. The objective of the game is to score by putting the ball through the basket more times than the opposing team. Each player can go anywhere on the court, although usually players are given a position (guard, forward, center) which defines their primary role in the team. However, with young children, let them play in all positions to gain experience.

Two umpires control the game, making decisions according to the rules and the skills of the players. Their aim is to make the game enjoyable, safe and as free-flowing as possible. (http://www.ausport.gov.au).

2.1.1. Basketball in the world

Basketball history shows that it has the distinction of being an intentionally invented game. In 1891, James Naismith was assigned to create an indoor activity for students at the Young Men's Christian Association (YMCA) Training School in Springfield, Massachusetts. The students, who were training to be physical education (P.E.) teachers, were understandably bored doing nothing but calisthenics and gymnastics during those long New England winters. They longed for action and competition (Griffiths, Sian, 2010).This can lead us to say that basketball is truly an international game. In the early years, the game spread to all corners of the world through Young Men's Christian Association (YMCA) and service men (Soldiers, teachers, pioneers, Ambassadors).The Federation international Basketball Amateur (FIBA) was formed by eight nations in 1932.Today, FIBA oversees international competition involving 212 national basketball federations. FIBA estimates that 450 million people play basketball at some level (http://en.wikipedia.org/wiki).In reference to the above from New York

to London, to Paris, to Beijing from Sarajevo to Dakar to Buenos Aires to Los Angeles and everywhere in between the game of Basketball is played. It's played in the city parks of New York and the dusty plains of Africa, and the expensive designed courts of the NBA. The game is played wherever someone can get a ball, and a mounted ring-like object. Unlike other sports that require multiple people and a lot of equipment, Basketball only requires a ball and the willingness to play (http://www.nbahoopsonline.com).

2.1.2. Basketball in Africa

Basketball at the 1936 summer Olympics was the first appearance of the sport as an official medal event. The tournament was played between 7 August and 14 August 1936 in Berlin, Germany- 23 nations entered the competition, making basketball the largest tournament of the team sports. The only African representative team in 1936 was the Egyptian team at that time. In 1949 the first international basketball competition in Africa was held in Egypt (Cairo) and an Egyptian team was champion (http://www.sports-reference.com).

Basketball was introduced to Africa around the 1960s basketball has became a very popular sport. After more people took notice and practiced. The managers of the first African National Federation decide to participate and compete in FIBA, which is the world basketball governing body. Since June 11, 1961, FIBA Africa has been promoting basketball and implementing capability building programs throughout Africa. FIBA Africa's capability programs include training for coaches, referees, and administrative people. Currently, there are 53 national federations affiliated to FIBA Africa. Among these federations, Egypt; Morocco; Ethiopia; Sudan; Togo; Northern Rhodesia; Sierra Leone; Ghana; Guinea; Libya; Mali and Upper Volta served as the founding member (http://www.sportsknowhow.com). It is believed that, basketball was introduced in Africa by missionaries, possibly Americans. It was an interesting game for African's that the game was popular in a short period of time.

2.1.3. Basketball in Ethiopia

Like other ball games basketball was introduced in Ethiopia the year 1946-1947(1939E.C) by Physical Education teachers who came from Canada. After while it was first played in the Teferi Mokonnen & Kokebe Tsebah secondary schools of A.A. Then the A.A interschool competition was held every year during that time MoE(2001).

Basketball was first introduced in Ethiopia in the year 1946-47 (1939 E.C). It was first played in the Teferi Mekonnen (Entoto Comprehensive) and Haileselase (KokebeTsebah) secondary

school. It was introduced by physical education teachers who came from Canada. Beginning from 1950-51 (1943 E.C), basketball became popular in most primary and secondary schools of Addis Ababa. Then the Addis Ababa Inter-school Association included basketball in the inter-school competition which was held every year during that time. Later on, physical education instructors of Addis Ababa University College and other colleges, coupled with members of Juventus club organized competition programs of basketball in Addis Ababa.

These programs were conducted in ancient cinema hall which was found in the present day science faculty of Addis Ababa University. This greatly contributed for an increased popularity of the game as well as participant teams. While the competition programs were expanded, the above mentioned cinema hall was changed for some for some other purposes. Hence the competition place was transferred to Etege Hotel Compound (Now-Awraris Hotel) where the present day National Lottery building exists. The Addis Ababa Basketball Federation was established in the year 1950-51 (1943 E.C). Starting from this year, the federation has been organizing the annual basketball competitions in Addis Ababa. Following this, the Arat Killo YMCA and Olympiacos club (which was found at the Bole Road) prepared a basketball court for each of them. As a result, the competition place was transferred from Etege Hotel to these two places, and all the competition programs were conducted in these two courts interchangeably. The Ethiopian Basketball Federation was established in the year 1953-54 (1946 E.C). Consequently, Ethiopia has become a member of International Olympic Committee (FIBA) and participated in the first African Basketball Competition in the year 1962 (1954 E.C). This was the first time for Ethiopia to participate in International Basketball competition. Being a participant in the first African basketball competition, Ethiopia became one of the founding members of African Basketball Confederation. The Ethiopian Basketball team who participated in the first African Basketball competition brought unsatisfactory result, following this; it is believed that the attitude of Ethiopians towards basketball declines.

In the year 1975-76 (1968 E.C) the Ethiopian sports commissions was newly recognized along with this, the Ethiopian Basketball Federation was also recognized in the same year. From that time own wards, the federation has been exerting persistent efforts to make basketball more popular and favorite game for Ethiopia Sahlemichael Bizuneh(2001).

2.2. Basketball Skills

Some Teachers believe playing games is the best conditioning and spend all weekend at fall is a game of movement; it also requires a high proficiency of technical skill. However, technical skill and athleticism fail if the player does not understand game concepts, play with intensity, embrace competition and react quickly to constantly changing situations. Therefore, basketball requires tactical skill and a fourth skill, a set of intangibles that combines leadership, coach ability, competitiveness, intelligence, awareness, and more. When these four skills blend together in one player, the player has all the elements of a successful player.

Since basketball combines four different sets of skills, sports preparation and training must be varied to build sufficient levels of skill in all areas. A player who constantly shoots by himself may be the best shooter in the country, but if he lacks a certain level of the other three skills, he may never get the opportunity to use his shooting skills in a game. (http://www.associatedcontent.com)

2.3. Learning Basket Ball Technical Skills in the Schools

Learning basketball in the schools requires many skills include in organization, planning and patience. It can also be very rewarding work as you can have a positive effect on a child's development. No one child is the same and like adults they all have individual needs that have to be addressed. There are however, many common factors to the way children develop very often. Basketball technical skills and activities have been adapted to assist in their development and achievement success in their chosen activities.

The place of sport in education has been largely determined by society rather than by educators. Whether or not a sport is popular in schools and colleges depend to a great up on the amount of public interest, spectators and news paper space it generates. This phenomenon has determined, in large measure what the major and minor sports are today. Basketball, track and field, football and baseball have rated higher with the American public than other activities. (Bucher, Charles1972; 532).

2.4. Basketball equipments and facilities

It is clearly known that, basketball needs equipments and facilities to be play and train effectively. If the facilities and equipments are available in sufficient manner it is too easy to produce a number of outstanding athletes who can show highest Performance at national or

international level. According to David Levinson *and* Karen Christensen (2005) availability of sport facilities and equipments has a tremendous effect on the development and popularity of a given sport.

One reason many PE athletic facilities are inadequate has been the lack of an in depth study of campus needs in the planning stage, based on current conditions and future expectation. It is less troublesome merely to copy existing facilities than to make a survey of local needs and construction techniques and then evaluate the result according to a sound educational philosophy before breaking ground (Schmottlach and MC Manama, 2002).

Most schools have facilities and equipment challenges to make the implementation of the curriculum difficult. Unlike many areas of curriculum, the facilities and equipment at a school's disposal dramatically dictates the activities of the PE program school facilities were a hindrance to the quality of PE instruction. "Equipment availability" was the greatest determinant of teaching content. This indicated that it reduces the student's accessibility to physical activity and limits the teacher's ability to offer activities which require a lot of equipment (British Columbia MOE, 2001).

Two relating facility management should be uppermost in the minds of physical educators:

1. Facilities are built as a result of program needs, and
2. Cooperative planning is essential to design and construct quality facilities.

PE and sport personnel should play important roles in planning, administering, operating, marketing, and promoting new and renovated facilities (Bucher and Krotee, 1988).

According to Siedentop, Mand and Taggart (1986), the most significant fact about facilities for PE and sport is that they are always in short supply and overcrowded during specific periods of the year or the day. This is true for schools with old, run-down facilities as well as those with bright, new fields and gymnasiums. In part, it is true because games are seasonal our view of PE is broad elements of a total program may overlap, but each deserves a share of the available facilities. These authors gave emphasis for the need to establish a facilities council composed of those responsible for various elements of the program to set up priorities for use, and the most important consideration is the elimination of proprietary interest.

Similar to other theoretical and practical subjects, PE and sport require basic facilities and equipment. So to enable a PE curriculum to function properly, governments and administrators

must fund the most basic facilities and equipment (UNESCO, 2008). According to the curriculum of secondary school PE of Ethiopia, students have to learn basic and complex skills of ball games basket ball, soccer, volley ball, hand ball etc. Ethics and self-defense, and athletics (running, throwing and jumping) and Gymnastics with different types with respect to their educational level. To enable students to achieve/meet those education objectives determined for each educational level facilities and equipment which are necessary for the content should be fulfilled (MoE 2005).

2.5. Fundamental Techniques of Basketball

Good basketball is based on the ability to perform the various fundamentals properly. To play the game, one needs to have the essential skills of performing at least most commonly used fundamental techniques. Because, ball control, speed, accuracy, timing and foot work all depend on them. To improve the skill of fundamental techniques it is possible to spend much time in space.

To play basketball it needs special skills. For instance, shooting, defending and passing requires specific skills for the upper body part, while forth across the court and moving quickly back needs specific skills for the lower body part. Therefore it needs special importance to evaluate the technical performance of basketball players. The laws of the game that are approved and recommended by the technical committee of the federation of International basketball Association (FIBA, 2000) indicate the specialists and researchers towards the development of the skills &improving the performance of basketball players. Hence it is important to use the effective evaluation of technical skills of the players. Besides, Hassanein (2001) confirmed that basketball game requires a great deal of changes in offensive and defensive skills. Accurate measuring of such skills is the appropriate way to compare players with each other's (Ambler, 1979; Krause, 1991). The tests make these comparisons more accurate and will help in grading and leveling of the players. Without the existence of these tests, it will be difficult to determine the degree of overall performance of the players (Hassanein 2001).

There is a continuous evolution in the teaching course and evaluation of the level of the students. The continuous modifications of teaching are to increase the student's level, in order to achieve the highest ranks. The improvement in the skills (offensive, jump shooting, rebounds, defensive, blocked shots and high jump) leads to achieve the best results (Wooden1986; Krause1991; Mohammed1998).

The analytical studies of the world and Olympic basketball championships indicate that the most important changes in basketball player include offensive variables (goal field, 3 points region, free throw, offensive rebounds, 2 points region and assists).And defensive variables (rebounds defensive, turnovers, steal and blocked shots) as well as passing, dribbling and the fast break. All experts agreed that all basketball players should learn these essential skills (Al-Gendy, 2005; Mohammed1998). The most important skills of basketball are the offensive skills; including all types of shooting such as shooting from inside the 2 points region(6.25m), jump shooting or lay-up shoots and dribbling near the basket, then hands shooting on the basketball while running(using one of the legs followed by lifting the other leg). However, the hand to be shooting should be close to the basket from the right to left (Amin and abdel-Aziz1986; Helal1990). All experts of basketball are in accordance that, shooting the 3 points from outside the arc of 6.25m, is on the top of skills of basketball in general and offensive in particular. This skill is the most effective in determining the result of basketball games (Kamel, 1990).

According the old basketball experts (Moawad1986; Wooden1986), referred to the importance of shooting skills from places at different distance and angles.

The problem lies in the low level of skill evaluation of basketball player students. Additionally, it is difficult to measure the technical level of basketball player students carefully and objectively. Moreover the test of basic skills is not faithfully reflecting the true level of the students. So the researcher will carried out to solve this problem, by finding an objective precision may to measure the real level of basketball player students in which the group of tests are designed to measures the skills and technical performance of students in basketball.

2.6. The Importance of Learning Technical Skills of basketball

There are several players' personal skills, e.g., the offensive, jumping shooting, rebounds defensive, blocked shots and high jumping. The improvement in the aforementioned skills leads to achieve the best results (Wooden 1986; Krause 1991; Mohammed, 1998).

The analytical studies of the world and Olympic basketball championships revealed that the most important changes in basketball player include offensive variables and defensive variables as well as passing, dribbling and the fast break. All experts that all basket ball players should learn these essential skills (Al-Gundy, 2005; Mohammed 1998).

It is important to know the benefits of basketball involvement a number of benefits have been identified. For instance, Seefeldt, Ewing, and Walk (1992) have identified the following possible benefits associated with competition:

- Learning physical skills. Young athletes learn both fundamental motor skills (e.g., running, jumping and hopping) and sport-specific skills (e.g., how to put a golf ball or shoot a jump shot in basketball) that allow them to stay active.
- Appreciation of fitness. Two of the motives for participation identified by children are "to get exercise" and "stay in shape" (Ewing and Seefeldt; 1989); participating in sports offers this benefit.
- Sense of belonging. Another strong motive of participation is social interaction. Sports can provide peer interaction through both teammates and healthy competition (Weiss and Stuntz, 2004).
- Acquiring sport skills for leisure. Learning the fundamental motor skills through sport (e.g., proprioception, coordination) can aid in skill development, but can also be transferred to other sports and leisure activities, promoting increased participation and involvement.

2.7. Teachers Problem in Basketball Classes

The preparatory school teachers do not usually become irritated or discouraged because of a lack of interest on the part of his/her squad members. These students are regular in their attendances, they are competing for berths on the first team, and they are desirous of winning a letter. Too the thrills which come from interscholastic completion, from winning and seeing their names in the papers act as powerful motivating factors. These varsity players are athletically superior to the average of prestige among the members of the student's body. Therefore, the preparatory school students works hard to make the group; he/she makes many scarifies; he/she keeps in condition, and he/she practices diligently on fundamentals.

The physical education teachers who have charge of a basket ball activity classes finds himself in entirely different situation. In the first place the students in his/her class are required to take physical education and there are a few in the group who do not like basketball.

The teaching of skills, the learning of basketball techniques and the development of individual and team play are major problem for the teacher (Newsom Heber, 1961).Physical education teachers are basic elements for the development of Sport activities and for enhancing student's

participation in different sport Games and activities. So as far as teachers are concerned, the International Bureau of education (1993) remarked that, "no one is in any Doubt that the chief agent in the process of educational reform is the teacher." Therefore in order to implement the teaching learning process, Teachers play a decisive role, which also the same for physical education Teachers that, they are a role model for their own students to enhance the Participation level. Posner (1992) also stated that teachers play crucial role in determining the Success or failure of curriculum implementation. Thus the teacher with his or her skill, and experience attitude is the most important of all in determining the success or failure for the process of teaching and learning with enhancing female students' participation in it. PE teacher's attitude is the basic ground to act in a positive or negative way towards the

Participation of students in basketball. They are very responsible in giving a good lesson for their students in the school. This is supported by Cooper (1986) that he suggested teacher's attitude towards students in every important aspects in helping to improve the development of their Participation level.

2.8. Fitness for basketball

Fitness is a very important component of success in basketball. Of course you generally need to be tall and have good skills, but you also need the right physical attributes, players require excellent strength and power, running speed, balance and agility, as well as good level of aerobic endurance fitness.

In addition to a high level of skill required to play basketball to be a successful player you need good speed agility and endurance. However, which of these are more important? Below is a discussion about the fitness requirements for basketball, which can help with developing training programs for this sport, and for interpreting fitness testing results and determining the relative strengths and weaknesses of player. The components of fitness most important for success in basketball out of the options of body size and composition, muscle strength, muscular endurance, power, speed, agility, flexibility, balance and coordination and cardiovascular endurance, the factors which are considered most important by the readers of this site are speed and agility. Robert Wood(2008).

2.9. Basketball Skill and Disabled Students

Kirk and Gallagher (1986) explained the problems with disabilities faces in self concept and adjustment as because their participation in physical training is limited, because their life expectancy is often uncertain, because they face all kinds of discrimination children with disabilities have problems with their self concepts, social and emotional adjustments.

Sydientop, Mand and Taggart (1986) indicated that, approximately 10 percent of the school-age population has some kind of disabling condition. According to them disabling conditions can be categorized as follows:

- Mental retardation
- Emotional disorders
- Hearing and visual impairment
- Neurological and muscular disorders
- Cardiac and respiratory disorders
- Multiple handicaps

They also stated that the categories must be examined with regard to characteristics and acceptable activities. An important point to remember, however, is that students with special needs are individuals and do not fit neatly into categories. The categories of disabling conditions provide only a general starting point for program directions. It is also important to believe and act in a manner that assists students with special needs to achieve in areas such as strength, development, stamina improvement, and self-directed leisure and sports skills.

PE as a school subject must address or ensure the participation of all learners in all matters regardless of gender, religion and disability. The Ethiopian Education and training policy, MoE (1994) stated that one of the objectives of education and training policy is to enable both the handicapped and the gifted learner in accordance with their potentials and needs. Based on this policy objective, PE must be given for all learners. According to MoE (2001), to meet the education policy objectives as well as objectives of PE teachers should give special attention in modifying physical activities.

Concerning PE for handicapped students MoE(1994) , stated that:

Handicapped pupils are capable of participating and succeeding in different PE activities. In the past the physical, mentally and emotionally impaired students have been unfairly subjected to inactivity and bystander role in all our schools. In PE programs, common practice in the past has been to excuse even students with simple problems of physical handicap. PE plays a great role in preparing handicapped students for socialization with their peers and contributes to higher academic and social achievements.

Handicapped students should not be ignored in the PE program for their physical, mental and social impairments. They benefit a lot from physical activity by acquiring knowledge and skill in a variety of games and activities. They need to develop physical fitness, and maintain their health and further more; they must develop a positive and realistic attitude toward his/her capabilities, limitations and potentialities in physical activities. Therefore, every handicapped student must be exposed to get the chance to participate in the regular PE program available to non-handicapped students. Teachers of PE should give special attention and help for handicapped students and modify physical activities based on the type and degree of their disabilities. (Moe, 2001: p-111).

But in the class room PE practice majority or all teachers teach without considering the disabled students and their needs. According to Johansson in Williams, Almond and Sparker (1992), one third of teachers thought that the presence of disabled boys and girls made teaching more difficult. The presence of disabled pupils in regular classes gave the teachers more work, for example in planning and in implementing the lessons. H.Johansson further argued that every PE teacher has to teach disabled and should know enough about pupils" physical condition and special needs to enable him or she to plan and implement the teaching which best suits a given individual. But without considering this at present PE lessons are carried out too much in the same form for everyone.

As stated by MOE of Ethiopia (2001), teachers of PE should give special attention and help for handicapped students and modify physical activities based on the type and the degree of their disabilities. Teachers should also be better instructed in how to stream their pupils and train on different methods of teaching handicapped students (Johansson in Williams, Alomond and Sparker, 1992).

As cited in Siedentop, Mand and Taggart (1986), Janssama and Wyatt suggested that to involve handicapped and none handicapped students in combined activity, PE teachers can use the following tactics:

1. Give different roles to the special student. Examples: a blind person paddles a canoe in the bow, and the person in the stern steers; a person with one leg plays first base in softball.
2. Assign different tasks to the special student. Examples: a cardiopathic student bats but does not run the bases; a paraplegic performs on the parallel bars and horse, but not the vault.
3. Provide equipment and facilitates the task or role of the special student, Examples: provide larger bats, smaller balls, lighter weights, ramps for bowling.
4. Make the activity easier for the special students. Examples: increase the size of the serving area in tennis; permit returns to doubles boundaries rather than single boundaries:
5. Ensure the safety of the special student. Examples: employ a partner system, use extra mats:

So PE should equalize opportunities between able students and disabled, males and females and so on. The positive impact of PE and sport on child education and as an integral component of quality education are important elements. Using PE and sports to promote gender equality, girls are given opportunities to be leaders, to improve their confidence and self-esteem, and to interact with their peers outside the home and beyond family networks (UNESCO BANGKOK, 2008).
The researcher wants to reinvestigate and put possible conclusion and recommendation regarding the major problems towards the skill of basketball.

2.10. Motor Development and Motor Learning

Accomplished physical education teachers understand how children's bodies grow and mature. They have a thorough knowledge of motor development concepts and principles, such as the relationship between gross and fine motor skills or the distinction between static and dynamic balance. Accomplished teachers recognize that students mature physically and cognitively at different rates. Physical education teachers utilize their understanding of motor development to guide all students through developmentally appropriate movements that enhance their acquisition

of motor skills. Accomplished teachers recognize their students' readiness to learn and can evaluate critical elements that may promote or inhibit their mastery of motor skills. Physical education teachers apply their knowledge of motor learning to engage students safely in the development of mature motor patterns. To enhance learning, they monitor interaction between the learner, the environment, and the task, making adjustments as needed based on an understanding of how these factors affect each other. Teachers are familiar with and apply a variety of effective learning strategies and methods when teaching different motor skills. They use developmentally appropriate progressions during instruction, focusing on the mechanics of movement as the sequence is experienced by the learner. Accomplished physical education teachers advance their students from the performance of basic movement skills to the application of complex movement patterns. They ensure that students master these movements before combining skills and patterns to achieve the goal of moving fluidly, precisely, and effectively in dynamic settings.

2.11. Developmental Characteristics of High School Children's

Children and adolescents grow and develop at very different rates. Each individual is unique, with a distinct personality and life experience. For this reason, age is not the only sign of where a particular child or adolescent is in terms of development. A young person's movement through the stages of childhood and adolescence are influenced by a number of factors, including:

• **Physical development** – genetic make-up, ethnicity, race, gender, nutrition and diet, exercise, sleep patterns, use of tobacco, alcohol or other drugs, stress and stressful life events, environmental toxins and socioeconomic status

• **Cognitive development** – academic setting, family environment, parent or caregiver involvement, access to early education opportunities, teacher support, personal motivation, gender and cultural or ethnic context

• **Emotional development** – individual temperament, parent and family relationships, support network, life experiences and transitions; media exposure and influence and a tendency toward risk-taking or delinquent behaviors

• **Social development** – peer influence, popularity, community and societal context

Not all children and adolescents have the same characteristics as they develop, but there are some qualities that are common to most youth in a particular age group. These are mostly behaviors that have a clear biological or psychological basis. Youth in certain age groups may

also exhibit other behaviors – such as obsession with body weight and resulting behaviors such as anorexia or bulimia – but these trends are the result of cultural or environmental influences and are not a part of healthy development. www.aacap.org, 2003 (December 16, 2003).

2.12. Family Support for Students in the School

According to David Levinson *and* Karen Christensen (2005) Parents appear to be important as financial supporters, as organizers of transportation, in providing moral support, as supportive in times of problems such as injuries, and in their presence at practice and games. However, parental roles differ, and research concerning elite performers has revealed different stages in the development of talent, including shifting demands on the parents. Research suggests that in the early years, the sampling years (ages 6–12), optimum parental support is given to encouraging their child's participation, having fun, and enjoying the learning. In programs for the development of talent, it is recommended that parents provide the child with access to varied programs of physical education and sport from an early age. Rather than additional ad children require understanding and emotional support from their parents. The middle years, the specializing years (ages 13–15), are characterized by a greater commitment of the child as well as the parents to a particular sport. More accomplished coaches are sought, and the parents often devote more resources to the activity. They are providing the child with financial support and transportation needed for training and competition. Often, the family's routine can be dominated by the child's talent development. During the later years, the investment years, parental involvement might decrease. Parents provide support in a background role and can be essential in providing financial as well as emotional support. During the investment years, athletes often need help in overcoming setbacks, such as major sporting defeats, injuries, pressure, and fatigue. Also, the departure of a trainer or the breaking up of a training team can be a stressful event implicated in competition sport. Of great importance is that parents provide an understanding environment to which their children can retreat, if necessary.

2.13. PE teacher's method of problem solving

Problem solving does not stand alone. It is originally connected to its' antecedents and consequences in both learning styles and teaching styles. Reference is made here to Halsey (1964), Morrison (1955), and Cratty (1964), are the physical educators who make references, discuss and described problem solving motor tasks. All people at one time or another solve small or large problems. A counter statement to that of Gagne's is made by Bruner (1961), where he

discusses the small discoveries, the small solutions found by a student with an educational setting. Bruner states that discoveries are not only those in the frontier of knowledge. It is what one discovers for oneself.

Now, what kinds of adjustments must a teacher make in order to facilitate those small discoveries? The first adjustment is philosophical: The teacher must answer the following questions: “Am I ready to transfer decisions to my students?” “What kinds of decisions can my students make?” “Have I prepared my students to make decisions?” “Am I ready to confront the consequences of my student’s decisions?”Fundamentally, it is a decision concerning the role of the teacher and the role of the student in the teaching-learning act.

In the case of problem solving behavior it is a commitment to accept decisions made by your students. By definition, there is no compromise. If we say that problem solving behavior is a way of learning by seeking a solution or solutions to a recognized problem than the teaching behavior (Teaching style) which is designed to promote that kind of learning cannot be involved in the solution. In a “pure and perfect” form of a problem-solving situation the teacher never offers a solution. The minute you do so, you have stopped the process of solving which was initiated by the student. The very minute your behavior intervenes with the problem solving behavior of the student another style if teaching and another style of learning emerges Mosston(1966).

There is, also, another aspect to the philosophical adjustment. Problem solving is an intellectual activity. The motor response is a result of a conscious cognitive activity. That means that the physical educator must involve himself various studies in addition to the physiology of motor performance. More precisely he needs to be in the mainstream of psychology of cognition.

The second kind of adjustment is emotional. Since the very core of problem solving behavior is seeking beyond, inquiring into the existence of alternatives and making choices among the available alternatives the following may arise and confront the teacher:

a) “How will I feel if my students reach beyond my own boundaries of knowledge?”

b) “How will I feel if my students discover alternatives unknown to me?”

c) “How will I feel if my students make choices which conflict with my value system?

Answering these questions may evoke emotional responses. The adjustments that must be made are within the affect domain.

Problem solving is not just a technique. It is not a gimmick. It is perhaps closer to a total commitment to a different image of man. The implications are far reaching and irreversible.

Another aspect of the emotional adjustment results from Linguistic change. A change from the exclamatory mode of communication to a questioning one. The exclamation mark at the end of a sentence is replaced by a question. Questions are intrinsic to the structure of any problem solving behavior; a teaching style or a learning style Mosston(1966). The implications of continuous questioning are rather clear. They poke holes into the known and comfortable, they induce doubt.

2.14. Students Learning Difficulties

The goal of information literacy (IL) education embedded in the school's curriculum goes beyond the school. In formal education, information literacy is seen as essential for learning to learn and for lifelong learning (Bawden 2001; ANZIIL 2004; ALA 2007). Studies on embedded information literacy education in schools have shown, however, that its goals are difficult to achieve. Some of the reasons for problems are:

- Students often experience information seeking and use for learning as a complex task. They may feel they lack the skills required and hence do not engage with the process. (Smith & Hepworth 2007.)
- Most students tend to simplify a learning task perceived as complex by making a minimum effort in information seeking and the assessment of sources (Shenton & Dixon 2004; Limberg 1999, 2007).
- They use only one or two sources and copy rather than formulate their own texts. The task of inquiry is reduced to a task of collecting and compiling a set of facts about the topic of the assignment (Alexandersson & Limberg 2003).
- Imposed learning tasks might de motivate students and affect their whole information behavior (Gross 1995; 2004).
- Often students do not find the subjects they are studying interesting (Smith & Hepworth 2007).
- Research assignments seldom turn into relevant and researchable questions (Alexandersson & Limberg 2003).

Researchers see a very fundamental reason for the above mentioned problems. In traditional teacher-centered schooling, the teacher, textbooks and materials given by the teacher were basically "authorized" sources of information. It has been argued that the discursive practice of school shapes students" view of information seeking and learning into fact-finding (in the sources given).

A joint conclusion from several studies is that students need more support in the classroom to engage in inquiry-based learning, information seeking and knowledge construction. A key to genuine learner-centered inquiry in schooling is that the role of the teacher changes into a „fellow creator of knowledge". (Alexandersson & Limberg 2003; Chu, Chow, Tse & Kuhlthau 2008; Li & Lim 2008.) Although inquiry-based learning is commonly applied in schools few teachers seem to have explicit strategies for supporting their students to cope with the problems of information seeking and use. While revealing the problems and to some extent potential pedagogical strategies to solve the problems.

2.15. Student, teacher and parents relationships

Students' ability to connect with their teachers is one attribute that can make a great difference in students' learning achievement. The following section will focus more specifically on the importance and impact of student-teacher relationships. Pianta (1999) defines the student-teacher relationship, as "emotions-based experiences that emerge out of teachers' on-going interactions with their students." When students feel that their teachers are supportive, trustworthy people, they tend to create a connection with their teacher and start to see their teachers as someone who is there to protect them and give them all the chance to enhance their learning and in the same time behave well.

Mothers, fathers, and physical education teachers should be aware that perceptions of their own physical activity might be a predictor of adolescents' physical activity behavior and should demonstrate or discuss their physical activity habits to encourage their child or student to be active as well. All in all, mothers, fathers, and physical education teachers can help their adolescent become physically active. In the short-term using adaptive support (i.e., autonomy support, involvement and modeling) to encourage a more self determined motivation for leisure-time physical activity behavior which is linked to actual physical activity behavior and adherence in the long term. According to Mageau and Vallerand (2003), autonomy supportive significant others value a person's perspectives, acknowledge a person's feelings, and provide pertinent information, and opportunities for choice, while reducing the use of pressures and demands. Specific to the adolescent physical activity context, self-determination theory hypothesizes that autonomy support from significant others, like parents and physical education teachers, encourages feelings of choice and control which supports more self-directed or self-determined motivation (Deci & Ryan, 1985; Ryan & Deci, 2002).

2.16. Knowledge of PE teacher

The research on teaching effectiveness attempts to identify the relationship between variables observable during the process of teaching and student achievement (product). In a similar approach researchers are seeking an answer to the question "what does make a difference between more and less effective teachers?"' According to this approach behaviors of teachers and pupils are compared in classes where the pupils" learning gain is the highest or the lowest. (Williams, Almond and Sparker 1992). According to them, highest learning gains in a PE class seemed to be the result of three convergent factors.

A. **The management of class time**- which is concerned with the effective utilization of the PE time /period/ to practice physical activities/ spending higher amount for practicing the content.
B. **Pupils behavior**- pupils achieving higher learning gains had a higher specific motor engagement time, and paying more attention to the teacher's intervention and to the activities of their classmates.
C. **Teacher's intervention**- presentation of content, specificity, correctness and appropriateness of feedback.

Williams, Almond and Sparker conclude that, a sound knowledge of the subject matter taught is a warrant of these interventions when completed by adequate communication skills.

CHAPTER THREE

3. RESEARCH METHODOLOGY AND DESIGN

3.1. Study Area

The study area is known as Shashemene City,West Arsi Zone in Oromiya Regional State. It is located 250kms away from Addis Ababa to the south direction.

3.2. Research Design

It was the general strategy or plan for conducting the research study. The research design on method of sampling techniques, data collection tools and method of data organization for analysis. The researcher used the descriptive survey approach because of the relevance to the nature of the study.

3.3. Source of the Data

Primary data was collected through employing multitude of data gathering techniques including questionnaire, interview and observation chick list. Descriptive survey has been carried out through standard questionnaires to collect data from students, physical education teachers, principals. Secondary source of information were used for this study collected from books, journals and web services.

3.4. Sample and Sampling technique

By using systematic random sampling method from two preparatory schools from the total population of 400 preparatory school students, 40 (10%) of students were taken as a participant for the study. All PE teachers 4(100%), all school principals 4(100%) from the two (Shashemene and Bulchana) preparatory schools were taken and to collect additional information the researcher arbitrary selected 4 former students were taken as a participant for the study. The data was obtained from 11^{th} grade students, PE teachers and principals in the analysis.

3.5. Instrument of data collection

3.5.1. Questionnaires

It is a data collection tool in which written questions are presented that are to be answered by the respondent in written form. It was closed-ended and open-ended type. The data was obtained from students, teachers and principals.

3.5.2. Interview

The interview was prepared to collect supportive to the questionnaire and they were structured and unstructured. For structured type of interview, questions were prepared and the unstructured was conducted in depth interview basically face-to-face based on structured questions.

3.5.3. Observation Checklist

In order to collect supplementary information regarding to the study the researcher was used selective and the researcher conducted two times from both schools useful observation checklist that can identify the student's participation and their teacher's interaction in the teaching-learning process in Bulchana and Shashemene preparatory schools in Shashemene City.

3.6. Procedure of Data Collection

Questionnaires for students prepared in English was translated to Amharic to ease language problems and distributed to 40 students. Other questionnaires were distributed for 4 PE teachers, 4 principals. Secondly interview was given for 4 former students who were arbitrary selected by the researcher. Then the Researcher returned backs all the questionnaires and interview. Lastly, the researcher used field observation with in checklist. Finally, the researcher interpreted all the collected data

3.7. Methods of Data Analysis

As far as data analysis is concerned, both qualitative and quantitative approaches were employed. Qualitative method was used to provide detailed description of the data to help the researcher explore and discover inherent facts, while quantitative approach was meant for quantifying data generated in terms of frequencies and percentages using tables.

CHAPTER FOUR

4. DATA ANALYSIS,PRESENTATION AND INTERPRETATION

4.1. Data Analysis and presentation

In this chapter, the result obtained from questionnaire, interview and observation check list were analyzed and interpreted. The data gathered from the sample preparatory schools of Shashemene city Administration namely Shashemene preparatory school and Bulchana preparatory schools. Both schools are government schools. The data obtained through the structured items therefore questionnaire were analyzed and tabulated in the form of chart, and tables. The data obtained from observation check list and interview was presented as supplement.

The sample populations were students, teachers, school principals and former students. From 25 questionnaires given for the students, 100 percent questionnaires were filled. Out of 29 distributed interview questions for PE teachers, school principals and former students were also 95 percent returned. In general, all of them were filled and returned.

4.1.1. Interpretation and Analysis of Data obtained from Students

The study group were examined in terms of different variables like sex, age, school type and grade level were presented in the table below

Table 1. Students Background

No	Variables	Category	School type				Total	
			Shashemene preparatory school		Bulchana preparatory school			
			Frequency	%	Frequency	%	Frequency	%
1	Sex	Male	12	30	9	22.5	21	52.5
		Female	8	20	11	27.5	19	47.5
		Total	20	50	20	50	40	100
2	Age	16-18	7	17.5	5	12.5	12	30
		19-21	10	25	8	20	18	45
		Above 21	3	7.5	7	17.5	10	25
		Total	20	50	20	50	40	100

A Breakdown of the study off students in terms of sex as indicated in table1, out the 40 students involved in the study males constitute 21(52.5%) of the total population. Whereas females constitute19 (47.5%) of the total population.

Regarding the age group 12(30%) of the respondents were aged between 16-18 years. Out of the total sample population 18(45%) of the respondents were aged between 19-21 years old and 10(25%) of the respondents were aged above 21 years

Table 2. Teacher's Background

No	Variables	Category	School type					
			Shashemene preparatory school		Bulchana preparatory school		Total	
			Frequency	%	Frequency	%	Frequency	%
1	Sex	Male	2	50	2	50	4	100
		Female	-	-	-	-	-	-
		Total	2	50	2	50	4	100
2	Age	25-35	-	-	1	25	1	25
		Above 35	2	50	1	25	3	75
		Total	2	50	2	50	4	100
3	Qualification	Bachelor(BA)	-	-	2	50	2	50
		Master(MA)	2	50	-	-	2	50
		Total	2	50	2	50	4	100
4	Experience	1-9 years	-	-	1	25	1	25
		Above 9 years	2	50	1	25	3	75
		Total	2	50	2	50	4	100

A Breakdown of the study of teacher's in terms of sex indicated 4(100%) of the respondents or all of the sample population were male.

Regarding the age 1(25%) of the respondent was aged between 25-30 years old, on the other hand 3(75%) of the respondents were aged above 35 years.

In addition, with regard to their qualification 2(50%) of the respondents were BA (Bachelor of Art) degree holders and 2(50%) of the respondents were MSC (Master of Science) degree holders. As of the years spent in the profession indicated 1(25%) of the teacher has had between 19 years experience and 3(75%) of them has had above 9 years of experience as a teacher.

Table 3. Principals Background.

No	Variables	Category	School type					
			Shashemene preparatory school		Bulchana preparatory school		Total	
			Frequency	%	Frequency	%	Frequency	%
1	Sex	Male	1	25	2	50	3	75
		Female	1	25	-	-	1	25
		Total	2	50	2	50	4	100
2	Age	25-35yrs	-	-	1	25	1	25
		Above 35 yrs	2	50	1	25	3	75
		Total	2	50	2	50	4	100
3	Qualification	Bachelor (BA)	-	-	1	25	1	25
		Master (MA)	2	50	1	25	3	75
		Total	2	50	2	50	4	100
4	Experience	1-9 yrs	-	-	1	25	1	25
		Above 9 yrs	2	50	1	25	3	75
		Total	2	50	2	50	4	100

A breakdown of the study of principals in terms of sex shows 3(75%) of the respondents were males. Whereas 1(25%) of the sample respondent was a female.

Regarding the age group 1(25%) of the principal was aged between 25-35 years old. Whereas 3(75%) of the principals were aged above 35 years.

As can be seen their qualification 1(25%) of the sample respondent was BA (Bachelor of Art) degree holder, where as 3(75%) of the respondents out of the sample respondents were MSC (Master of Science) degree holders.

As of the years spent in the profession indicated 1(25%) of the principal was between 1-9 years of working experience and 3(75%) of the respondents out of the total sample population were above 9 years working experience.

Table 4. Basketball improvement demand of students

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Very high	1	2.5	3	7.5	4	10
High	2	5	2	5	4	10
Medium	2	5	2	5	4	10
Low	10	25	9	22.5	19	47.5
Very low	5	12.5	4	10	9	22.5
Total	20	50	20	50	40	100

As can be seen from table 4, only 1(2.5%) of the respondents from Shashemene school and 3(7.5%) of the respondents from Bulchana school the respondents were responded that the demand of students was "very high". Besides, 2(5%) of the sample population from shashemene school and 2(5%) of the respondents from Bulchana school were replied "high". Additionally, 2(5%) of the respondents from Shashemene school and 2(5%) of the respondents from Bulchana school the students were responded the demand of students was "low" in both schools. Moreover, 5(12.5%) of the respondents from Shashemene school and 4(10%) of the sample population from Bulchana school were replied that to improve the technical skills of basketball, the demand of students was "very low". From the above statements we can conclude that the demand of students to improve the basic skills of basketball in both schools was "low".

To improve the technical skills of basketball the demands of students

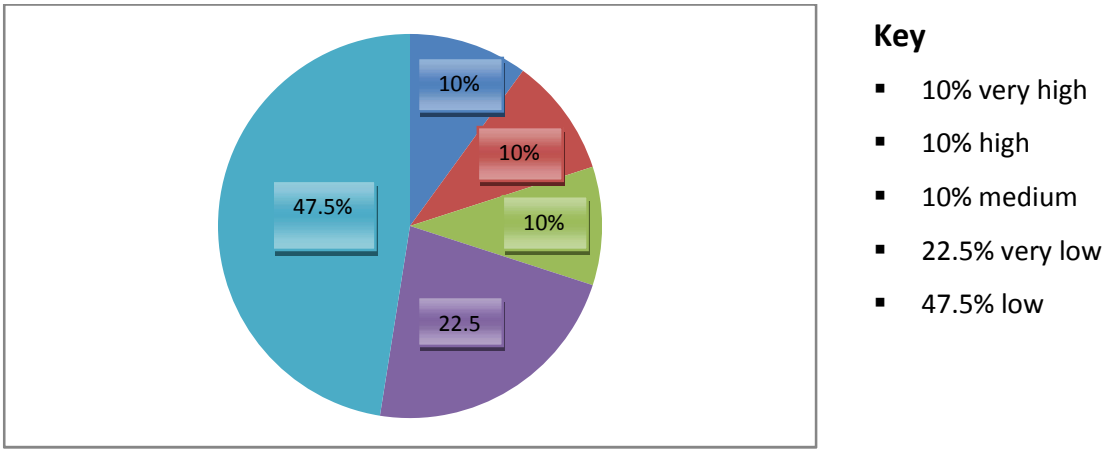


Figure 1.The demands of students to improve the technical skills of basketball.

Table 5. In your population community involvement in participating and playing basket ball's is

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Very high	2	5	1	2.5	3	7.5
High	3	7.5	3	7.5	6	15
Medium	5	12.5	6	15	11	27.5
Low	6	15	5	12.5	11	27.5
Very low	4	10	5	12.5	9	22.5
Total	20	50	20	50	40	100

The result of the table 5, clearly shows that only 2(5%) of the respondents from Shashemene school and 1(2.5%) of the respondent from Bulchana school were responded that the community involvement in participating and playing basketball was "Very high" and 3(7.5%) are 3(7.5%) of the respondents were responded "high" respectively. Additionally 5(12.5%) of the respondents

from Shashemene school and 6(15%) of the respondents from Bulchana school were responded that the community involvement in were responded that the community involvement in participating and playing basketball was “medium”. On the contrary, 6(15%) of the respondents from Shashemene school and 5(12.5%) of the respondents from Bulchana school were replied that the community involvement and participation in playing basketball was “low”. More over 4(10%) of the students from Shashemene school and 5(12.5%) of the students from Bulchana preparatory schools were responded the community involvement was “very low”. Therefore, from this data it is possible to conclude the community involvement in participating and playing basketball was less.

Table 6. Do you agree that males exhibit high performance in technical skills of basketball skills when compared to female.

Alternatives	Student’s Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Agree	12	30	10	25	22	55
Not agree	5	12.5	5	12.5	10	25
Notsure	3	7.5	5	12.5	8	20
Total	20	50	20	50	40	100

As it could be seen from table 6, 12(30%) and 10(25%) of the respondents from Shashemene and Bulchana schools were respectively responded that they were “agree” that males exhibit high performance in basic skills of basket ball when can pared to females. On the contrary 5(12.5%) and 5(12.5%) of the sample population from the above schools were respectively responded “not agree”. On the other hand, 3(7.5%) from Shashemene and 5(12.5%) of the respondents from Bulchana schools were responded “Not sure”. Hence, it is possible to conclude that most of the students from both schools were agreed that males exhibit high performance in basic skills of basketball when compared to females.

Table 7. How often do you respect the rules and regulation of technical skills of basketball

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Rarely	-	-	-	-	-	-
Sometimes	-	-	-	-	-	-
Always	12	30	14	35	26	65
Mostly	8	20	6	15	14	35
Not at all	-	-	-	-	-	-
Total	20	50	20	50	40	100

According to the data in the table 7, shown 26(65%) of the sample respondents from both schools were replied that they were respected the rules and regulations of basketball "always". Besides 14(35%) of the respondents from both schools were responded they were respected the rules and regulations of basketball "mostly". Therefore, from the above data we can conclude that most of the respondents were respected the rules and regulations of basketball "mostly". Therefore, from the above data we can conclude that most of the respondents were respected the rules and regulations of basketball.

Table 8. Do you fill any pain and uncomforted thing in participating and playing basketball

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Yes	8	20	9	22.5	17	42.5
No	12	30	11	27.5	23	57.5
Total	20	50	20	50	40	100

As it could be seen from the table 8, 8(20%) of the respondents and 9(22.5%) of the respondents from Shashemene and Bulchana schools respectively were responded that they were faced pain

and uncomforted things in participating and playing basketball basic skills. However, 12(30%) and 11(27.5%) of the respondents from Shashemene and Bulchana preparatory schools were respectively responded that they didn't faced pain and un comforted things when they play basketball skills in the school. Therefore, from the above mentioned statements it is possible to conclude that most of the respondents from both schools were faced pain and uncomforted things when they play basketball skills in both schools.

Table 9. would you agree with an idea that teaching technical skills of basketball increases the performance of students.

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Strongly agree	9	22.5	6	15	15	37.5
Agree	6	15	8	20	14	35.5
Disagree	5	12.5	6	15	11	27.5
Can't decide	-	-	-	-	-	-
Total	20	50	20	50	40	100

As can be seen from the table 9, 9(22.5%) and 6(15%) of the respondents from Shashemene and Bulchana schools respectively were responded "strongly agree" that teaching the technical skills of basketball increases the performance of students. On the contrary, 5(12.5%) and 6(15%) of the respondents from Shashemene and Bulchana school were respectively responded "disagree" on the other hand, 14(35%) of the respondents from both schools were replied "agree". Therefore, from the above mentioned statements it is possible to conclude that teaching technical skills of basketball increases the performance of students in the school.

Table 10. Every one has to perceive a good behavior in basketball technical skills

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Correct	7	17.5	4	10	11	27.5
Not correct	10	25	12	30	22	55
Not sure	3	7.5	4	10	7	17.5
Total	20	50	20	50	40	100

As shown in the table 10, 7(17.5%) of the respondents from Shashemene school and 4(10%) of the respondents from Bulchana schools were replied that everyone has had to perceive a good behavior in basketball technical skills period. However 10(25%) of the respondents from Shashemene and 12(30%) of the respondents from Bulchana schools were responded that students didn't perceive a good behavior in basketball technical skills period. On the other hand, 3(7.5%) of the respondents from Shashemene school and 4(10%) of the respondents from Bulchana school were replied "Not sure". There for, from the table above, we can conclude that from both schools most of the students were didn't perceive a good behavior in basketball technical skill period.

Table 11. In your point of view the initiation and interest of teachers towards teaching basketball technical skills is

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Very high	3	7.5	3	7.5	6	15
High	4	10	4	10	8	20
Medium	3	7.5	2	5	5	12.5
Low	6	15	9	22.5	15	37.5
Very low	4	10	2	5	6	15
Total	20	50	20	50	40	100

The result of the table 11, clearly shows that, only 3(7.5%) of the respondents from Shashemene and 3(7.5%) of the respondents from Bulchana schools were responded that the initiation and interest of teachers towards teaching basketball was "very high". Additionally 4(10%) and 4(10%) of the respondents from Shashemene school and Bulchana schools were respectively responded "High". Besides 3(7.5%) and 2(5%) of the respondents were respectively replied "Medium". On the other hand 6(15%) of the sample population from Shashemene school and 9(22.5%) of the respondents from Bulchana school were responded that the imitation and interest of teacher's towards teaching basketball technical skill was "Low". Besides 4(10%) and 2(5%) of the respondents from Shashemene and Bulchana schools were respectively responded that the imitation and interest of PE teacher's towards teaching basketball basic skills was "very low:. Hence according to the above statements it is possible to conclude that the imitation and interest of teacher's towards the skill was "medium".

Table 12. Have you been supported by your parents, when you play basketball technical skills in the school

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Yes	8	20	6	15	14	35
No	12	30	14	35	26	65
Total	20	50	20	50	40	100

At it observed the table 12, 8(20%) of the respondents from Shashemene school and 6(15%) of the respondents from Bulchana schools were replied that they were supported by their parents. However, most of the students 12(30%) and 14(35%) of the respondents from Shashemene school and Bulchana preparatory schools were respectively responded they were not supported by their parents. Therefore from this data it is possible to conclude that most of the students from both schools were not supported by their parents.

Table 13. Do you practice technical skills of basketball outside of the school

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Yes	4	10	2	5	6	15
No	16	40	18	45	34	85
Total	20	50	20	50	40	100

At it could be seen from the table 13, 4(10%) of the respondents from Shashemene school and 2(5%) of the respondents from Bulchana schools were replied that they were practice the skills outside of the school. On the other hand 16(40%) of the respondents and 18(45%) of the sample population from Shashemene and Bulchana schools were respectively responded that they didn't

practice the skills of basketball outside of the school. Hence from the above statements we can conclude that almost all of the students from both schools were did not practice the skills outside of the school.

Table 14. In your point of view is there enough balls and standard play ground to practice technical skills of basketball

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Yes	6	15	4	10	10	25
No	14	35	16	40	30	75
Total	20	50	20	50	40	100

According to the data in the table14, 14(35%) of the respondents from Shashemene and 16(40%) of the students from Bulchana Schools were replied that there was no enough balls and standardized play ground to practice the basic skills of basketball in the school. Whereas, 6(15%) of the respondents from Shashemene school and 4(10%) of the sample population from Bulchana schools were replied that there was enough balls and standardized play ground in the school to practice the basic skills of basketball. Hence from the above data it is possible to conclude that there were no enough balls and standardized playground in both school to practice the skills.

Table 15. To what extent is the performance of your teacher in teaching the skills of basketball.

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
High	4	10	2	5	6	15
Good	8	20	10	25	18	45
Medium	5	12	7	17.5	12	30
Poor	3	7.5	1	2.5	4	10
Total	20	50	20	50	40	100

As it could be seen from the table 15, 4(10%) and 2(5%) or 6(15%) of the sample population from both, schools were responded that the teachers performance in teaching the skills of basketball was "high". And 8(20%) of the respondents from Shashemene and 10(25%) of the sample population from Bulchana schools were responded "good" However, 5(12.5%) of the respondents from Shashemene and 7(17.5%) of the sample population from Bulchana schools were replied "medium". On the other hand, 3(7.5%) and 1(2.5%) of the sample population from the above schools respectively were responded that the performance of the teachers in teaching basic skills of basket ball was "poor". Therefore, from the above statements we understand that most of the teacher's performance in teaching basic skills was "good" and "high".

Table 16. Does your teacher demonstrate well

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Yes	6	15	3	7.5	9	22.5
No	14	35	17	42.5	31	77.5
Total	20	50	20	50	40	100

As can be seen from the table 16, only 9(22.5%) of the total sample respondents were responded from both schools “yes” (the teacher’s were demonstrated physical activities well). On the contrary 14(35%) of the respondent from Shashemene school and 17(42.5%) of the sample population from Bulchana schools were responded “No”. There for, from this data we can understand that the PE teacher’s data we both schools did not demonstrated practical activity well in the school.

Table 17. Does your teacher miss his class

Alternatives	Student’s Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Always	3	7.5	2	5	5	12.5
Sometimes	16	40	15	37.5	31	77.5
Never	1	2.5	3	7.5	4	10
Total	20	50	20	50	40	100

The result of the table 17, clearly shows that 3(7.5%) of the respondents from Shashemene school and 2(5%) of the respondents from Bulchana school were replied the teacher miss his class “always”. Out of the total population 16(40%) and 15(38.5%) of the respondents from Shashemene and Bulchana Schools were respectively replied that the teacher miss his class “sometimes”. On the contrary 4(10%) of the respondents from both schools were responded that the teacher “Never” miss his class. From the above statements it is possible to conclude that the teacher in both schools miss his class “Sometimes”.

Table 18. Does Your PE teacher and students have a good relationship

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Yes	10	25	11	27.5	21	52.5
No	10	25	9	22.5	19	47.5
Total	20	50	20	50	40	100

As it could be seen from the table 18, 21(52.5%) of the sample respondents from both schools were replied "yes" that PE teachers and students were has had a good relationship. On the contrary 10(25%) of the respondents from Shashemene school and 9(22.5%) of the sample population were responded "No". thus from the above statements we can conclude that the relationship between students and teachers was at an average level or good.

Table 19. Does your teacher use different kinds of teaching technical skills of basketball including student centered method.

Alternatives	Student's Response					
	Shashemene preparatory school		Bulchana preparatory school		Total	
	Frequency	%	Frequency	%	Frequency	%
Yes	6	15	2	5	8	20
No	14	35	18	45	32	80
Total	20	50	20	50	40	100

The data obtained from the table 19, shows only 6(15%) of the sample population from Shashmene school and 2(5%) of the respondents from Bulchana schools were replied "Yes" that the teacher use different kinds of teaching methods. However 14(35%) of the respondents from Shashemene school and 18(45%) of the sample respondents from Bulchana school were responded "No". Therefore, according to the data, we can conclude that the teacher's did not use different kinds of teaching approaches in both schools.

4.1.2. Interpretations and analysis of data obtained from Teacher's

Q1. Do you think that additional practical class could change and enhance student's participation in basic skills of basketball?

According to the sample respondents or 4(100%) of the teachers from both schools were replied that additional practical class could change and enhance students participation in basic skills of basketball. Thus we can conclude that additional practical class could change student's participation in basic skills of basketball.

Q2. How far you motivate the students to participate in basic skills of basketball with their spare time?

As observed from the response given from teachers, only 1(25%) of the respondent from Shashemene school was responded that PE teachers were motivated the students some times to participate in basic skills of basketball. However, majority of the respondents 3(75%) of the sample populations from both schools were responded that they were never motivated the students to participate in the basic skills of basketball. Thus the finding indicates that the majority of the PE teachers were never motivated their students.

Q3. Did you plan the interclass and inter school competition?

As can be seen from the responses of the teachers, 3(75%) of the sample population from both schools were responded that they did not plan the inter class and inter school competition. On the contrary, 1(25%) of the sample respondents was responded from Shashemene preparatory school that the teacher planed the interclass and inter school competition. Therefore, from the above mentioned statements we can conclude that in general most of the teacher's didn't planed the interclass and inter school competitions.

Q4. Are there any opportunities for students with disabilities to participate in technical skills of basketball?

As can be seen from the responses of the sample populations 4(100%) from both schools were replied that there was no opportunities for students with disabilities to participate in technical skills of basketball. Thus from the above data we can conclude that in both schools there was no opportunities for students with disabilities to participate in the skill at all.

Q5. How much is the student's supported by their families?

The finding from the responses of the teachers indicates, 1(25%) of the sample population from Shashemene school and 1 (25%) of the respondent from Bulchana schools were replied

respectively that students were supported by their families “very interestingly” and “interestingly”. On the other hand 1(25%) of the respondent from Shashemene school and 1(25%) of the respondents from Bulchana schools were responded the students were supported by their families “poorly”.

Q6. How you see the general behavior of the students when participating in basic basketball skills in the school?

As can be seen from the response of teachers, 3(75%) of the sample respondents from both schools were responded that in general the student’s behavior when participating in basketball technical skills was “good” and “very good”. On the contrary 1(25%) of the sample population was responded that the behavior of the students was “poor”. Therefore according to the above data it is possible to conclude that most of the student’s behavior was very good.

Q7. How much curriculum materials are available to teach technical skills of basketball?

As it could be seen from the responses, only 1(25%) of the sample population from Shashemene school was responded that there was sufficient curriculum materials were available to teach the basic skills of basketball in the school. However, 3(75%) of the respondents were replied that the availability of curriculum materials in both schools were “insufficient”. Therefore, the finding from the above table shows in both schools the availability of curriculum materials to teach basket ball technical skills were insufficient.

Q8. what is your attitude towards female student’s participation in technical skills of basketball?

According to the response given from the teachers shown, 3(75%) of the sample population from both schools were responded that the teacher’s attitude towards female students was “good” and “very good”. However, 1(25%) of the respondent from Bulchana school was responded that the teacher’s attitude towards female students concerning the participation of basic skills or basketball was “poor”. Therefore, it is possible to conclude that in general the teacher’s attitude towards female students in participating basketball technical skills was good.

4.1.3. Interpretation and Analysis of data obtained from principals

Q1. As a school principal, can you prepare some opportunities for students with disabilities to participate in technical skills of basketball?

The finding from the response given from principals indicates that, all of the sample population 4(100%) of the respondents from both schools were responded that they did not prepared opportunities for students with disabilities to participate in techniques of basketball in both

schools. Therefore from the above statements we can conclude that all of the principals didn't create an opportunities for students with disabilities.

Q2. Your School supported any materials by basketball federation or NGOs?

As can be seen from the response of principals, only 1(25%) of the respondent from Shashemene preparatory school was responded their school was supported by NGOS. On the contrary 3(75%) of the total sample respondents were replied that their school didn't supported any materials by basket ball federation or NGOS.

Q3. Have you enough budgets for maintenance and to buy balls?

As it could be seen from the response of principals, 3(75%) of the sample respondents from both schools were responded that the school didn't allocated enough budget for maintenance and to buy balls. On the other hand 1(25%) of the respondent (principal) replied from Shashemene school that the school was allocated enough budget for maintenance and to buy balls. Hence from this data it is possible to conclude mostly both schools didn't allocate enough budgets for maintenance and to buy balls.

Q4. What is the status of PE teacher's in relation to other subject teacher's in your school?

According to the response given from principals shown, only 1(25%) of the respondent from Shashemene school was replied that the PE teacher status in relation to other subjects was the same. On the contrary 3(75%) of the respondents from both schools were responded that the PE teachers status when compared to other subjects was at low status. Therefore, from the above data we can conclude that most of PE teacher's status was low when compared to other subject teachers.

4.1.4. Student's response for open ended questionnaires

Q 1. In your point of view the initiation& interest of teachers towards teaching basketball is very high & high, what would be your reason?

- Because teachers prepare and coordinate internal competitions.
- Professional teaching system was performed.
- Some teachers were very experienced to teach basketball skills.

Q2. In your point of view the initiation& interest of teachers towards teaching basketball is low and very low, what would be your reason?

- Some teachers were not experienced.
- The playing court of basketball in the school was not found.

- Some parents and community members were discouraged them.

4.1.5. Teacher's response for open ended questionnaires

Q1. please list if you have any solution to improve the technical skills of basket ball in your school?

- Continuous training of basket ball alone and in groups.
- Continuous competition with other schools students.
- Having enough balls to play it.

Q2. Are any opportunities for students with disabilities to participate in the basket ball session?

- Motivating them to participate in the session.
- Supporting them rather than neglecting.

Q3. Is the basic skills of basketball supervised by educational experts?

- Only one teacher from Shashemene preparatory school responded" Yes". He said that the basic skills of basketball was supervised in every 4(four) months.

Q4 In your point of view the initiation and interest of teachers towards teaching basketball technical skills is?

About 14(35%) of the total respondents from both schools were responded that the initiation and interest of PE teachers towards teaching technical skills of basketball skills was "Very high" and "High". As they indicated their main reason for this was, because some PE teachers had enough knowledge and skills towards the subject. However, most of the students 26(65%) of the total respondents replied that the interest and initiation of PE teachers towards teaching technical skills of basketball was "Low" and "Very low". According to them, the main reason was most teachers were not qualified for teaching. Besides, the PE teachers did not have the special support from the school.

4.1.6. Principal's response for open ended questionnaires

Q1 As school principals what type of measurement you take to change the attitude of female students towards the skills?

-giving incentives for female students if they changed the attitude towards the skills.

-giving special support for them.

4.1.7. Response given for the interview questions by former students

Q1. Describe the strength and weaknesses in teaching technical skills of basketball during your time& now?_____

- During my time the most students had strength like great three point shooter and they had good lateral quickness but now the students has a good left hander, great three point shooter, pass first and they had also the ability to create their own shoot. During my time the most students' weaknesses was poor rebounder but now the most student's weakness is not a good defender.

Q2. What is your ideas towards assurance to produce new generation basketball players in school?_____.

-Increase the academic capacity of teachers by giving the awareness trainings and courses.

- making basketball court very well in the school.

-Seeing sons of former NBA players playing professional.

4.1.8. Observation checklist data

For each of the following statements, please indicate your agreement or disagreement by putting the sign (√) in the box according to the scale.

Scale 1 excellent 2 very good 3 good 4 poor 5 very poor

No	Variables to observed	5	4	3	2	1	Remark
1	Teachers demonstrate practical work well		√				
2	The presence of basketball court in the school	√					
3	Availability of sport shirt in the school	√					
4	Teachers give equal opportunity for boys& girls during the lesson		√				
5	The presence of P.E department room in the school	√					
6	Teachers use tutorial class for females		√				
7	First aid kit is available in the school		√				
8	The availability of balls in the school		√				
9	Teachers motivate students while performing the skills		√				
10	The interest of students to participate in technical skills of basketball skill sessions	√					
11	The presence of shower for teachers in the school	√					
12	Teachers use teaching aids during the lesson			√			
13	The presence of dressing room for students in the school	√					
14	Students, teachers and parents relationships in the school		√				

4.1.8.1. Interpretation and Analysis of Data Obtained From Observation Checklist

1. Teachers demonstrate practical work well?

PE teachers need to be as a role model but sometimes in the practical part it seems to be less. Hence, this was the main problem for students that if they did not get good demonstration they will be expelled through the class. The researcher observed in the practical session was taken by PE teachers in both schools.

2. The presence of basketball court and ball in the schools

The researcher observed in both schools, there was no basketball court. However, the researcher observed in both schools a very few amount of balls in both schools. Therefore, the lack of basketball court and balls reduced the student's accessibility to physical activity. As stated in the review of related literature, 'equipment availability' was the greatest determinant of teaching content. This indicated that it reduced the student's accessibility to physical activity to offer activities which require a lot of equipment (British Columbia MoE 2001).

3. Availability of sport shirt in the School

The researcher observed nothing in both schools. But if both schools have had sport shirt at least one and two sets in their schools it motivates both students and teachers.

4. Teachers give equal opportunities for boys and girls during the lesson?

As the researcher observation boys mostly dominate the girls in practical class. Additionally when the subject teacher gives the lesson he was mostly appreciate and admire boys rather than girls. This was observed by the researcher during the practical session.

5. The presence of PE department room in the Schools

The presence of department room in the school is very essential for teaching and learning process and it adds some value. However, the researcher observed nothing in both schools.

6. Teachers use tutorial class for females?

The researcher personally observed in his field observation, majority of PE teachers did a not use tutorial class but a very few PE teachers use tutorial class for only female students.

7. Availability of first aid kits in the school

During the researcher observation except a few first aid kits in Shashemene preparatory school there was no first aid kits in both schools.

8. Teachers motivate students while performing the skills?

As can be seen from my field observation except one teacher from Shashemene preparatory school, all of PE teachers from both schools did not motivate their students.

9. The interest of students to participate in technical skills of basketball sessions

As observed from my field observation, most students' initiation and interest to participate in technical skills of basket ball session was very poor. This was due to lack of basketball court, facilities and lack of motivation from stallholders.

10. Teachers use teaching aids during the lesson?

As can be seen from field observation time most of the teachers were not used additional materials as long as the subject teacher meet his students always he used nothing except whistle and some balls.

11. The presence of showers and dressing rooms in the schools

Sport men and women in the school are require facilities such as changing rooms, shower and dry off areas, toilets---etc. The researcher observed in his field observation in both schools only toilets however, he did not observed dressing rooms and showers in both schools.

12. Students, teachers and parents relationships in the school

Students' ability to connect with their teachers and their parents is one attribute that can make a great difference in students' learning achievement. Mothers, fathers, and physical education teachers should be aware that perceptions of their own physical activity might be a predictor of adolescents' physical activity behavior and should demonstrate or discuss their physical activity habits to encourage their child or student to be active as well, Mageau and Vallerand (2003).However, as can be seen from my field observation the relationship between students, teachers and parents in both schools was very weak.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendation of the study.

5.1. Summary

The purpose of s study was to assess students learning difficulties in technical skills of basketball in Shashemene preparatory school and Bulchana preparatory school in Shashemene city administration.

The study was mainly designed to answer the following basic questions.

1. What is the basketball technical performance level of the physical education teacher in demonstrating the fundamental techniques?
2. What is the status of the relationship among the school management, PE teachers and students?
3. How does the PE teacher utilize the various methods appropriately?
4. What is the extent of the availability of facilities and equipment in teaching basketball fundamental techniques in physical education classes?

To answer these basic questions data from 2 preparatory schools in Shashemene city administration were collected. The data were collected from 40 students, 4 PE teachers, 4 principals, and 4 former students. To answer the above questions descriptive survey method was used. The data collected through questionnaires were organized and analyzed quantitatively and qualitatively using words, frequencies and percentages.

Based on the analysis the following major findings were forwarded

1. There was no basketball play ground in both schools.
2. There was shortage of budget allocation for material and their maintenance.
3. The interest of students towards basketball technical skills was less.
4. There was a weak relationship between students, parents, PE teachers and principals.
5. The period allocated for Physical Education was less.
6. Parents did not support their children to practice basketball.
7. There was no special support from principals of the school to motivate the Students and PE teachers in the skills of basketball.

8. There were no opportunities for students with disabilities to participate in basketball technical skills.

9. The status of PE teachers was less when compared to other subject teachers.

10. PE teachers did not use different teaching approaches.

5.2. Conclusion

Based on the finding of the study the following conclusion was forwarded. The major challenges associated with students learning difficulty in basketball technical skills in Shashemene and Bulchana preparatory schools were, with the exception of some PE teachers most of them had problems regarding their academic performance, lack of students interest in learning technical skills of basketball, lack of adequate facilities, lack of basketball courts and most PE teachers did not use different teaching approaches. Hence the learning teaching process of basketball did not achieve the lesson objectives. Additionally, the time allocated for PE was less, insufficient amount of support from parents and community for children's, lack of cooperation between the stalk holders, the students, teachers, principals and administrative bodies of the school were contribute a very little or limited effort for the development of technical skills of basketball in specific and basketball in general in the school environment.

In this respect participants indicated that all stalk holders could work hand to hand is very essential for the effective teaching learning process of basketball technical skills in the school environment.

The study was employed for both quantitative and qualitative research approach and it was conducted in Shashemene & Bulchana preparatory schools. 40 students were selected using systematic random sampling method, 4 teachers, 4 principals 4 former students as a source of the study were selected. The data collected was analyzed using words, frequencies and percentage then; based on the data analysis the following major findings were obtained.

- Teachers do not use modern teaching approach.
- There was shortage of balls and budget in the school.
- There was no basketball playing court in the school.
- Parents did not support their children's to practice technical skills of basketball.
- The feeling of students concerning basketball technical skills was negative.
- The period allocated for physical Education was also observed as a problem.

5.3. Recommendations

Based on the findings the following recommendations are forwarded.

- Physical education teachers should be a role model for their students and motivate their students to participate in technical skills of basket ball in the school.
- The school should prepare adequate materials and facilities in order to develop the technical skill of the students.
- The teachers should use different methods and system for teaching basketball techniques.
- The curriculum should be designed again suitable for PE teachers.
- The amount of period allocated for PE should increase from 1 period to 2 periods per week.
- The concerned government bodies should give CPD (Continuous Professional Development) programs and other trainings for PE teachers to upgrade their pedagogical skills.
- PE teachers should modify basic basketball skills based on type and degree of disabilities for students with disabilities.
- All stalk holders should develop cooperation and collaboration in the school environment.
- To increase the attitude of students towards basketball, PE teachers use different teaching approaches including modern PE teaching method.
- The school directors and principals should give special support and motivation for students and PE teachers in order to develop the technical skills of basketball in the school.

REFRENCE

ALA 2007. *Standards for the 21st-Century Learner*. American Library Association / American Association of School Librarians. Available at: <http://www.ala.org/ala/mgrps/ divs/aasl/guidelinesandstandards/learningstandards/standards.cfm> (Cited 1.6.2009.)

Alexandersson, M. & Limberg, L. 2003. Constructing meaning through information artefacts. *The New Review of Information Behavior Research* 4 (1), 17-31.

Al Gendy, T.M., 2005. Analytic comparison study to the statics of the most important defensive offensive changeable to 2002 world cup championship, *the 2004 basketball Olympic Games for men college Physical Education for girls on the Aljazeera*, Helwan University, Cairo, Egypt.

ANZIIL 2004. *Australian and New Zealand Information Literacy Framework: principles, standards and practice*. Adelaide: Australian and New Zealand Institute for InformationLiteracy.2nded.,Availableat:<http://www.anziil.org/resources/Info%20lit%20 2nd %20edition.pdf> (Cited: 1.2.2008.)

Ambler,V.,1979, *basketball the basics for coach and player*, Faber and Faber,London,UK.,ISBN-13:9780571112845,page:79.

Amin,A.F and M.,Abdel-Aziz,1986,*basketball for young*.US. Government printing office, Washington, DC. USA.

Bruner, Jerome S. (1961). *The Act of Discovery.* Harvard Educational Review, Vol. 31, No. 1, Winter.

Bucher, Charles (1972). *Foundation of Physical Education* (6th Ed.)New York; Saint Louis.

Butcher&Krotee (1998), *Management of PE& Sport* eleventh edition.WCBMcGraw_Hill.

Chu, S., Chow, K., Tse, S. & Kuhlthau, C. 2008. Grade 4 students‟ *development of research skills through inquiry-based learning projects*. School Libraries Worldwide 14(1), 10-37.

Cooper, Iame,(1986), " *the teacher as a decision makers*" in J. Cooper (ed.). Classroom teaching skills (pp.1_18).Lexington; DC Health Company.

Cratty, Bryant J. (1964). *Movement Behavior and Motor Learning.* Lea & Febiger,Philadelphia.

Daved Levinson and Karen Christensen 2005 *BERKSHIRE ENCYCLOPEDIA OF World Sport* VOLUME2 Berkshire publishing Group LLC U.S.A

Ewing,M.E,&Seefeldt,V.(1989).*Participation and attrition patterns in American agency sponsored and interscholastic Sports*: An executive Summary. Final Report.

FIBA, 2000.*Basketball for young player's guidelines for coaches.* International Basketball Federation, European Association Basketball Coaches, UK.

Gross, M. 1995. *The Imposed Query. RQ* 35 (2), 236-243.

Gross, M. 2004. *Children's Information Seeking at School*: Findings from a Qualitative

Study. In: Chelton, M.K. & Cool, C. (Edit.) Youth information-seeking behavior: theories, models and issues. Lanham: Scarecrow Press, 211-240.

Halsey, Elizabeth (1964). *Inquiry and Invention in Physical Education*. Lea & Febiger.

Hassanein, M.S., 2001. *Result and measurement in Physical Education* 4thedition.The Arab Dar Al-Fikr, Cairo, Egypt.

Hillman ch, Ericksonki, Krameraf. Be smart, exercise your heart: *exercise effects on brain and cognition. Nat rev neurosis*. 2008 Jan; 9:58-65.

Kamel, E.M., 1990.*A factorial study of the tests of Physical and skill in basketball*.M.Sc.The faculty of Physical Education, Mania University, Egypt.

Kirk& Gallagher (1986).*Physical Education, youth sports & lifelong participation; the importance of early learning experiences*. European Physical Education review; 11.239_255.

Krause, J.V., (1991).*Basketball skills and drills*. Leisure press, London, UK. Pages: 123.

Lue,E.L.(2000).*Implementing the New Curriculum*: *Issues of Theory and practice of Curriculum Development and Teacher Educators.* Research package for Seminar.

Mfarag.W.M. (2000). *Impact of use module in teaching Physical Education at some of the out comes to the middle school pupils*, Faculty of Physical Education, Helwan University, Educational journal, Cairo, 2:72-78.

Moawad, H.S., (1986).*Basketball for all*. The Arab Dar Al fikr Cairo, Egypt.

MoE (1988) *Education& training policy*, EMPDE, Addis Ababa.

MoE(1994). *Education and training policy*, EMPDE, Ethiopia.

MoE(2001). *Physical Education syllabus* grade 11-12 EMPDE, Addis Ababa.

MoE (2005). *PE student Text book*, grade 9 revised edition. Mega printing enterprise, Addis Ababa.

Mohamed, A.H., (1998). *An analytical study of some variables offensive and defensive team of Egyptian National Handball team for men M.Sc*. Thesis Faculty of Physical Education, Helwan university.

Morrison, Ruth (1955). *Educational Gymnastics*. Speirs & Glendale, Ltd., Liverpool.

Mosston, Muska (1966). *The Integration of a Style of Teaching with the Structure of the Subject Matter*. NCPEAM Proceedings Annual Meeting, San Diego, CA.

Naismith .J. (1941) *Basketball origins & development*. Association press. New York.

Newsom Heber,(1961). *Basketball for high school coach and the Physical Education teachers* (2nd edition). California: W.M.C., Brown company publisher.

Pianta, R. C. (1999). *Enhancing relationships between children and teachers*.Washington, DC: American Psychological Association.

Posner, C.J.(1992). *Analyzing the curriculum*. New York; McGraw Hill Inc.

Sahile.M.Bizuneh.(2001) *Physical Education text* grade 11th (3rd ed.) , Mega publishing enterprise , A.A

Said, M.S., (2005). *Training and Educational programs in basketball*, Dar Elkalm for publishing and distribution, first edition, Cairo, PP: 162.

Schmottlach N. and MC Manama J. (2002).*PE activity handbook*, tenth edition, Pearson education Inc. San Francisco.

Seefeldt,V.,Ewing,M.,&Walk,S.(1992) *Overview of youth Sports programs* in the United States Washington,DC: Carnegie council Adolescent Development.

Shenton, A.K. & Dixon, P. 2004. *Issues arising from youngsters*‟ information-seeking behavior. *Library & Information Science Research* 26, 177-200.

Siedentop M and C and Taggart A. (1986) *PE teaching and curriculum strategies* for 5-12, Ohio state University, Mayfield publishing Company.

Teshome A (1981), *Method of teaching PE* Kotebe College of Teacher Education, A.A.

Weiss,M.R.,&Stuntz,C.P.(2004). A little friendly competition: peer relationships& psychosocial development in youth Sports& physical activity contexts. In M.R. Weiss (Ed.), *Development Sport& exercise psychology*: A lifespan perspectives (pp.165_196). Morgantown, WV: Fitness Information Technology, Inc.

Williams M.M. (1996). *Life Time fitness and wellness, a personal choice fourth and wellness, a personal choice fourth edition,* Brown and Bench mark publisher.

Williams tee Almoud L and sparkles A. (Eds), (1992). *Sport and physical activity moving towards excellence.*London, E and FN spon.

Wooden, J.R., (1986).*Practical modern basketball.* Macmillan, New York.

Journals

ANRS BoE (2008) *Minute for status of PE& inter school completion.* Bahir Dar. **.**

Bawden, D. 2001. Information and digital literacy's: a review of concepts. *Journal of Documentation* 57 (2), 218-259.

FIBA _ Assist magazine Vol.02.08

International Bureau of Education (1993). *Teachers& Educational change*: Educational Innovation& Information No.75.

Smith, M. & Hepworth, M. 2007. An investigation of factors that may de motivate secondary school students undertaking project work: Implications for learning information literacy. *Journal of Librarianship and Information Science* 39 (1), 3-15.

UNESCO (2008), *Final report, international year of Sport& PE,* Geneva, Switzerland.

Internet sources

-http:www.google.com/m/of-white+head&corbin. Retrieved 2013

-http://www.liste.org/-/24654 Retrieved 27 April, 2004

-http://www.basketball-refrence.com/---/2001.Retrieved 2001

-http:/ /www. Amazon.com/../B01 FIXZYQS Retrieved 2000-10-02.

http://www. Bourgase.com Retrieved 2003-17

http://www.ausport.gov.au Retrieved 2015-16

http:// www.aacap.org, 2003 (December 16, 2003).

http://www.Fiba.com/pages/eng/fc/FIBA/fibastru/fiba/fibaAfri asp Retrieved Feb.1,2011.

http://www.sports knowhow.com/basketball/rules/fiba_africa.html Retrieved Feb.1, 2011.

http://www.topendsports.com/sport/basketball/fitness.components.html Retrieved Aug.01 2017

http://www.associated content.com/article/10570/year round player development for basketball. Html?cat=14 Retrieved Feb.1,2011

APPENDICES

Appendix A

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics Education

Questionnaire to be filled by students

The main purpose of this questionnaire is to gather relevant information about student's technical skills of basketball in Shashemene selected preparatory schools& to suggest possible recommendations based on the findings. So you are kindly requested to respond to all questions based on the instruction given. Your information is used only for research purpose and is therefore, kept confidential.

Thank you for your cooperation.

General information

Section 1. Students background

1.1. Name of the school_____

1.2. Address of the school_____

1.3. Age ☐ 16-18 ☐ 19-21 ☐ above 21

1.4. Sex ☐ Male ☐ Female

1.5. Grade ☐ 11 ☐12

Section 2 Instruction

2.1. No need to write names

2.2. Please circle what you choose from the given alternatives and for open ended questions give a short answer.

Questionnaire for Students

1. Basketball improvement demand of student's __? A/ very high B/ high C/ medium D/ low E/ very low

2. In your opinion, community involvement in participating and playing basketball is___? A/ very high B/ high C/ medium D/ low E/ very low

3. Do you agree males exhibit high performance in technical skills of basketball when compared to females? A/ agree B/ not agree C/ not sure

4. How often do you respect the rules and regulations of technical skills of basketball? A/ rarely B/ sometimes C/ always D/ mostly E/ not at all

5. Do you fill any pain &uncomforted things in participating and playing technical skills of basketball? A/yes B/ no

6. Would you agree with an idea that teaching technical skills of basketball increases the performance of students? A/ strongly agree B/ agree C/ disagree D/ cannot decide

7. Everyone has to perceive a good behavior in basketball technical skill periods? A/ correct B/ not correct C/ not sure

8. How often you participate in technical skills of basketball session without being absent? A/ always B/ sometimes C/ never

9. If your answer for question number "8" is "never" why? A/ it requires physical change B/ because of the teacher C/ the students laugh at me D/ I hate the subject

10. In your point of view the initiation and interest of teachers towards teaching basketball technical skill is__? A/ very high B/ high C/ low D/ very low

11. If your answer for question number "10" is "very high" and "high", what would be your reason? A/ teachers have enough knowledge and skills B/ there is standard play ground and enough balls in the school C/ apart from normal teaching carrier, they are engaged in coaching professional clubs D/ if you have any reason write here_____

12. If your answer is "low" or "very low" for question number "10", what would be your answer? A/ some teachers are not qualified for teaching B/ there is no standard play ground and no enough balls in the school C/ the teachers have no special support from the school D/ if you have any reason, write here_____

13. Have you been supported by your parents, when you play basketball technical skills in the school? A/ yes B/ no

14. If your answer is "no" for question number "13", what would be your possible answer? A/ hesitation of any sort of danger that could happen during play? B/ parents need you after school

in order to support in them in house work C/ behavioral change for the worse E/ if you have any other reason, write here_____

15. Do you practice technical skills of basketball outside of school? A/ yes B/ no

16. In your point of view, is there enough balls and standard play ground to practice technical skills of basketball in the school? A/ yes B/ no

17. Apart from the normal school periods, is there any special and serious practice of technical skills of basketball in your school? A/ yes B/ no

18. If your answer is 'no" for question number "17" then what is your reason? A/ school regulation do not allow to bring any balls from outside B/ students are not interested in playing technical skills of basketball C/ there is no basketball court D/ if you have any other reason write here_____

19. To what extent is the performance of your teacher in teaching the technical skills of basketball? A/ high B/ good C/medium D/ poor

20. Does your teacher demonstrate well? A/ yes B/ no

21. Does your teacher miss his class? A/ always B/ sometimes C/ never

22. Does your P.E teacher and students have a good relationship? A/ yes B/ no

23. Does your teacher use different kinds of teaching approach in teaching technical skills of basketball? A/ yes B/ no

24. Do you fill that practicing technical skills of basketball can cause injuries? A/ yes B/ no

25. Does the teacher use student centered method, to give the lesson? A/ yes B/ no

Appendix B

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics Education

Questionnaire to be filled by Teachers

The main purpose of this questionnaire is to gather relevant information about student's technical skills of basketball in Shashemene selected preparatory schools and to suggest possible recommendations based on the findings. So you are kindly requested to respond to all questions based on the instruction given. Your information is used only for research purpose and is therefore, kept confidential.

Thank you for your cooperation.

General information

Section 1 Teachers background

1.1. Name of the school_____

1.2. Address of the school_____

1.3. Age ☐ 25-35 ☐ above 35

1.4. Sex ☐ Male ☐ Female

1.5. Qualification ☐ BA ☐ MA

1.6. Experience ☐ 1-9 years ☐ above 9 years

Section 2 Instruction

2.1. No need to write names

2.2. Please circle what you choose from the given alternatives and for open ended questions give a short answer.

Questionnaire for Teachers

1. What do you think could be the teacher's ability in teaching technical skills of basketball? A/ excellent B/ very good C/ good D/ poor

2. Do you think that additional practical class could change and enhance student's participation in technical skills of basketball? A/ yes B/ no

3. How far you motivate the students to participate in technical skills of basketball with their spare time? A/ always B/ sometime C/ never

4. Did you plan the interclass and interschool completion? A/ yes B/ no

5. Please list if you have any solution to improve the technical skills of basketball in your school?_____

6. Are there any opportunities for students with disabilities to participate in technical skills of basketball sessions? A/ yes B/ no

7. If your answer for question number “6” is “yes” what mechanisms are used by the school to ensure equality of opportunities? _____

8. Are P.E and technical skills of basketball supervised for implementation and quality by educational implementers/experts? A/ yes B/ no

9. If your answer for question number “8” is “yes” , how often does the supervision of P.E take place? A/ every 3 months B/ every 2 months C/ every 4 months D/ every 6 months

10. How much is a student supported by their families? A/ very interestingly B/ interestingly C/ not much D/ poorly

11. If your answer for question number “10” is “not much” and “poorly” then, what is your possible reason?_____

12. How much is the school basketball team members do in their academic performance? A/ very good B/ good C/ poor D/ very poor

13. How do you see the general behavior of students when participating in technical skills of basketball in the school? A/ very good B/ good C/poor D/ very poor

14. How much curriculum materials (syllabus, student text, teaching guides) are available to teach technical skills of basketball? A/ sufficient B/ insufficient C/ there is no any

15. What is your attitude towards female student’s participation in technical skills of basketball? A/ excellent B/ very good C/ good D/ poor

16. Did you take any measurement to change the attitude of female students towards technical skills of basketball? A/ yes B/ no

17. If your answer for question number “16” is “yes”, why? A/ to increase the overall technical skills of basketball participation B/ to make female students more competitive like boys

18. If your answer for question number”16” is “no” why? A/ it takes more time B/ there is no enough place C/ because of lack of materials

Appendix C

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics

Questionnaire to be filled by Principals

The main purpose of this questionnaire is to gather relevant information about student's technical skills of basketball in Shashemene selected preparatory schools and to suggest possible recommendations based on the findings. So you are kindly requested to respond to all questions based on the instruction given. Your information is used only for research purpose and is therefore, kept confidential.

Thank you for your cooperation.

General information

Section 1 Principals background

1.1. Name of the school_____

1.2. Address of the school_____

1.3Age ☐ 25-35 ☐ above 35

1.4. Sex ☐ Male ☐ Female

1.5. Qualification ☐ BA ☐ MA

1.6. Experience ☐ 1-9 years ☐ above 9 years

Section 2 Instruction

2.1. No need to write names

2.2. Please circle what you choose from the given alternatives and for open ended questions give a short answer.

Questionnaire for principals

1. As a school principal, can you prepare some opportunities for students with disabilities to participate in technical skills of basketball? A/ yes B/ no

2. If your answer for question number "1" is "no", what is your reason_____

3. Have you enough budgets for maintenance and to buy balls? A/ yes B/ no

4. Who is teaching technical skills of basketball in your school? A/ P.E teacher B/ a hired coach

5. If your answer for question number" 5" is P.E teacher, can you believe that the given incentives to motivate him are enough? A/ yes B/ no

6. Are you prepared a friendly match with other schools? A/ yes B/ no

7. Have you a basketball competition in your town? A/ yes B/ no

8. Do you organize basketball practices during your vacations? A/ yes B/ no

9. What is the status of P.E teachers in relation to other subject teachers in your school? A/ high status B/ same status C/ low status

10. As school principals what type of measurement you take to change the attitude of female students regarding technical skills of basketball? If you take some measurement please write here_____

11. If you have any suggestions ideas regarding the technical skills of basketball, please write it briefly?_____

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics

Interview for former students of basketball players

1. Describe the strength and weaknesses in teaching technical skills of basketball during your time and now?_____
_____
_____

2. Are there any serious problems exist during interschool competitions? _____
_____
_____

3. What is your ideas towards assurance to produce new generation basketball players in school?_____
_____
_____

4. What is your opinion towards during the sustainability for school technical skills of basketball?_____
_____
_____

Appendix E

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics Education

Observation checklist Data

The main purpose of this Observation checklist Data is to gather relevant information about student's technical skills of basketball in Shashemene selected preparatory schools and to suggest possible recommendations based on the findings. So you are kindly requested to respond to all questions based on the instruction given. Your information is used only for research purpose and is therefore, kept confidential.

Thank you for your cooperation.

General information

Section 1Observation check list Data

1.1. Name of the school_____

1.2. Address of the school_____

1.3. Age ☐ 25-35 ☐ above 35

1.4. Sex ☐ Male ☐ Female

1.5. Qualification ☐ BA ☐ MA

1.6. Experience ☐ 1-9 years ☐ above 9 years

Section 2 Instruction

2.1. No need to write names

2.2. For each of the following statements, please indicate your agreement or disagreement by putting the sign (√) in the box according to the scale.

Scale 1 excellent 2 very good 3 good 4 poor 5 very poor

Observation checklist Data

No	Variables to observed	1	2	3	4	5	Remark
1	Teachers demonstrate practical work well						
2	The presence of basketball court in the school						
3	Availability of sport shirt in the school						
4	Teachers give equal opportunity for boys& girls during the lesson						
5	The presence of P.E department room in the school						
6	Teachers use tutorial class for females						
7	First aid kit is available in the school						
8	The availability of balls in the school						
9	Teachers motivate students while performing the skills						
10	The interest of students to participate in technical skills of basketball skill sessions						
11	The presence of shower for teachers in the school						
12	Teachers use teaching aids during the lesson						
13	The presence of dressing room for students in the school						

Appendix F

በተማሪዎች የሚሞላ መጠይቅ

አዲስአበባ ዩኒቨርስቲ

የድህረምረቃ ትምህርት ፕሮግራም

የስነ ትምህርትና ሥነባህሪ ጥናት ኮሌጅ

የሰውነት ማጎልመሻ ትምህርት ክፍል

የዚህ ጥያቄ ዋና አላማ የተማሪዎችን ብቃት በቅርጫት ኳስ ቴክኒካል ክህሎቶች በሻሸመኔ ከተማ ከሚገኝ ትምህርት ቤቶች መረጃ ለመሰብሰብና ከሚገኘውም መረጃ አስፈላጊውን የመፍትሄ ሃሳቦችን ለመጠቆም ነው።ስለዚህ ከዚህ በታች በተገለጸው መመርያ መሰረት ጥያቄዎችን እንድትመልሱ ትጠየቃላችሁ። የሚትሰጡት መረጃ ለምርምር ስራ ብቻ የሚሆንና እምነት የሚጣልበት መሆኑን ለመግለጽ እወዳለሁ።

አጠቃላይ መረጃ

ክፍል አንድ የተማሪዎች መረጃ

1.1. የትምህርት ቤቱ ስም .....

1.2. አድራሻ .....

1.3. እድሜ ☐ 16-18 ☐ 19-21 ☐ ከ21 በላይ

1.4. ጾታወንድ ☐ ሴት ☐

ክፍል ሁለት መመርያ

2.1. ስም መጻፍ አያስፈልግም

2.2. ምርጫ ላላቸው ጥያቄዎች የሚትፈልገውን/ጊውን መልስ በመክበብም ረጥ/ጭ

የተማሪዎች መጠይቅ

1. የቅርጫት ኳስ ቴክኒካል ክህሎቶችን በት/ቤት ውስጥ ለማሻሻል ተማሪው ያለው ፍላጎት .....?

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ መ. አነስተኛ

2. በአንተ/ቺ ግምት የቅርጫት ኳስን ለመጫወት የማህበረሰቡ ተሳትፎ .....

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ መ. አነስተኛ ሠ. በጣም አነስተኛ

3. ወንዶች በቅርጫት ኳስ ቴክኒካል ክህሎት ከሴቶች የበለጠ ብቃት አላቸው በሚለው ሃሳብ ትስማማለህ/ሽ?

ሀ. እስማማለሁ ለ. አልስማማም ሐ. እርግጠኛ አይደለሁም

4. የቅርጫት ኳስ ቴክኒካል ክህሎት ሕጎችና ደንቦችን ምን ያህል ትጠብቃለህ/ሽ?

ሀ. አልፎ አልፎ ለ. አንዳንድ ጊዜ ሐ. ሁል ጊዜ መ. አብዛኛውን ጊዜ

ሠ. ምንም አልጠብቅም

5. የቅርጫት ኳስ ቴክኒካል ክህሎቶችን ስትለማመድ አደጋ ወይም ያልተመቸህ ነገር አጋጥሞ ያውቃልን?

ሀ. አዎ ለ. አለጋጠመኝም

6. የቅርጫት ኳስ ቴክኒካል ክህሎቶችን ማስተማር የተማሪውን ብቃት ይጨምራል በሚለው ሃሳብ ትስማማለህ/ሽ?

ሀ. በጣም እስማማለሁ ለ. እስማማለሁ ሐ. አልስማማም መ. መወሰን አልችልም

7. ሁሉምተማሪዎችበቅርጫትኳስቴክኒካልክህሎትትምህርትክፍለጊዜጥሩበሕርይያሳያሉ?

ሀ. ልክነው ለ. ልክአይደለም ሐ. እርግጠኛአይደለሁም

8. ምን ያህል ጊዜ በቅርጫት ኪስ ክፍለ ጊዜ ያለመቅረት ትሳተፋለህ?

ሀ. ሁል ጊዜ ለ. አንድ አንድ ጊዜ ሐ. ምንም አልሳተፍም

9. ለጥያቄ ቁጥር 8 መልስህ/ሽ ምንም አልሳተፍም የሚል ከሆነ ለምን?

ሀ. የአካል ለውጡ ስለሚፈልግ ለ. በመምህሩ ምክንያት

ሐ. ተማሪዎች ስለሚያፌዙብኝ መ. ትምህርቱን ስለሚጠላ

10. በአንተ/ቺ አመለካከት፡ በቅርጫት ኳስ ቴክኒካል ክህሎት ላይ የተማሪዎች ተነሳሽነት ..... ነው፡፡ ሀ. በጣም ለ. ትልቅ ሐ. አነስተኛ መ. በጣም አነስተኛ

11. መልስህ/ሽ ለጥያቄ ቁጥር “10” “በጣም” ትልቅ” እና “ትልቅ” የሚል ከሆነ ምክንያትህ/ሽ ምንድ ነው? ሀ. የሰውነት ማጎልመሻ ትምህርት መምህራን በቂ እውቀት ስለሌላቸው ለ፣ በቂ የመጫወቻ ሜዳ በትምህርት ቤቱ ስለሚገኝ ሐ. ከትምህርት ቤት ውጭ በክለቦች ስለሚሳተፍ መ. መልስካለህ/ሽ በአጭሩ ግለጽ .....

12. መልስህ ለጥያቄ ቁጥር “10” “በጣም አነስተኛ” እና “አነስተኛ” የሚል ከሆነ ምንድ ነው ምክንያትህ/ሽ?

ሀ. አንዳንድ የሰውነት ማጎልመሻ ትምህርት መምህራን በቂ እውቀት ስለሌላቸው

ለ. በትምህርት ቤት ውስጥ የመጫወቻ ሜዳ ስለሌለ

ሐ. የስፓርት መምህራን ከትምህርት ቤት በቂ ድጋፍ ስለማያገኙ

መ. ሌለ መልስ ካለህ/ሽ በአጭሩ ቢገለጽ .....

13. የቅርጫት ኳስ ቴክኒካል ክህሎቶችን በትምህርት ቤት ውስጥ ስትለማመድ ቤተሰቦችህ/ሽ ያበረታቱሃል/ሻል?

ሀ. አዎ ለ. አያበረታቱኝም

14. መልስህ/ሽ ለጥያቄ ቁጥር "13" አያበረታቱኝም የሚል ከሆነ መልስህ ምንድ ነው

ሀ. በልምምድ ጊዜ ስለሚያጋጥመኝ አደጋ በመፍራት

ለ. ወላጆቼ ከትምህርት ቤት ከወጣሁ በኋላ በሌላ ስራ ስለሚያስማሩኝ

ሐ. ቤተሰቦቼ የአመለካከት ችግር ስላላቸው

መ. ሌላ መልስ ካለህ/ሽ በአጭሩ ግለፅ .....

15. ከትምህርት ቤት ውጭ በቅርጫት ኳስ ቴክኒካል ክህሎት ትሳተፈለህ/ሽ?

ሀ. አዎ ለ. አልሳተፍም

16. በአንተ/ቺ አመለካከት በትምህርት ቤት ውስጥ በቂ ኳሶችና የመጫወቻ ሜዳ አለ?

ሀ. አዎ ለ. የለም

17. በትምህርት ቤታችሁ ከክፍለ ጊዜያችሁ ውጭ ልዩ የሆነ የቅርጫት ኳስ ቴክኒካል ክህሎት የሚትማሩበት ክፍለ ጊዜ አለ?

ሀ. አዎ ለ. የለም

18. መልስህ/ሽ ለጥያቄ ቁጥር "17" የለም የሚል ከሆነ መልስህ ምንድ ነው?

ሀ. የትምህርት ቤቱ ሕገ ደንብ ከውጭ ኳስ የዘን እንዲገንገባ ስለማይፈቅድ

ለ. ተማሪዎች በቂ ተነሳሽነት ስለሌላቸው

ሐ. በትምህርት ቤት ውስጥ ሜዳ ስለማይገኝ

መ. ሌላ ምክንያት ካለህ/ሽ በአጭሩ ብትገልጽ/ጭ .....

19. የስፖርት ትምህርት መምህራችሁ በትምህርቱ በቂ የሆነ ችሎታ አለው/አላት?

ሀ. ትልቅ ችሎታ አለው ለ. በቂ የሆነ ችሎታ አለው ሐ. መካከለኛ መ. ደካማ

20. የስፖርት መምህራችሁ የተግባር ትምህርት በበቂ ሁኔታ መሳየት ይችላል?

ሀ. አዎ ለ. ማሳየት አይደችልም

21. የስፓርት መምህራችሁ ክፍለ ጊዜውን ይቀጣል?

ሀ. ሁል ጊዜ ይቀጣል ለ. አንዳንድ ጊዜ ይቀጣል

ሐ. ምንም አይቀጣም።

22. ከመምህራችሁ ጋር መልካም የሚባል ግንኙነት አላችሁ?

ሀ. አዎ ለ. የለንም

23. የስፖርት መምህራችሁ የተለያዩ የማስተማርያ ስነ ዘዴ ይጠቀማል?

ሀ. አዎ ለ. አይጠቀምም

24. በቅርጫት ኳስ ቴክኒካል ክህሎት መሳተፍ አደጋን ያስከትላል የሚል አመለካከት አለህ/ሽ?

ሀ. አዎ ለ. አያስከትልም

25. የስፖርት መምህራችሁ ተማሪ ተኮር የማስተማርያ ስነ ዘዴ ይጠቀማል?

ሀ. አዎ ለ. አይጠቀምም

አመሰግናለሁ!

DECLARATION

The under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name Getu Tumebo

Signature_____

Date_____

This thesis has been submitted for examination with my approval as university advisor.

Name Dr.Solomon Teka

Signature_____

Date_____

This thesis has been submitted for examination with my approval as university Co- advisor.

Name Dr.Bezabih Wolde

Signature_____

Date_____