

CHALLENGE AND PRACTICES OF SCHOOL ON the
CONTRIBUTION FOR THE DEVELOPMENT OF BASKETBALL IN
ADDIS ABABA CITY ADMINISTRATION

BY

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requirements for the degree of master of science in
sport science

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APPROVED BY BOARD OF EXAMINERS

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Acronyms

A.A	Addis Ababa
ASSC	Australia School Sport Council
BB	Basketball
F G D	Focus Group Discussion
FIBA	International Basketball Federation
NIBT	The National Interscholastic Basketball Tournament.
P.E	Physical Education
PASC	Position within the Physical Activity and Sport Continuum
UNESCO	United Nation Education and Science Cultural Organization
YMCA	Young Men's Christian Association

Abstract

Basketball was first played in Entoto Comprehensive and Kokebe Tsebah Secondary School. Then the Addis Ababa inter-school association included basketball in the inter-school competition which was held every year during that time. The focus of this study was to investigate challenges and practice of school on the contribution for the development of basketball. 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 asses' data from targeted sampled groups. The sampled school includes ten government schools. The subject of the study were 102 students 10 principals, 10 teachers and 5 federation members 2 alumni (former student/coach). The data obtained from respondents through questionnaire, interview, focus group discussion and observation presented as supplements to enrich information that was drawn questionnaires. The result of the study revealed that there is lack of qualified basketball coach, material, interest to coach, personal out look of parents and school principals. Moreover, inadequate support given by Addis Ababa basketball federation was very prominent one. The finding in the study points out that most of the player began to play basketball very late in life between 15-17 years due to this and other the problems the Current, status of school basketball is ill with so much complicated problems.

በተማሪዎች የሚሞላ መጠይቅ
አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ፕሮግራም
ስነ-ህይወት ፋኩልቲ
ስፖርት ሳይንስ ትምህርት ክፍል

በአዲስ አበባ ከተማ መስተዳድር ስር የሚገኙ መሰናዶና ሁለተኛ ደረጃ ትምህርት ቤቶች የቅርጫት ኪስ ተጫዋቾች (ተማሪዎች) የሚሞላ መጠይቅ።

- ስም መጻፍ አያስፈልግም።።
- ለትክክለኛ መልስ ይህን ምልክት “✓” ይጠቀሙ።። ተጨማሪ አስተያየት ካለ በአጭሩ ይግለጹ።።

የዚህ መጠይቅ ዋና ዓላማ በአዲስ አበባ ከተማ መስተዳድር ትምህርት ቢሮ ስር እውቅና ተሰጥቷቸው የመማር ማስተማር ሂደቱን በማከናወን ላይ ያሉ መንግስታዊ ት/ቤቶች ቅርጫት ኪስ ቡድኖችን ወቅታዊ እቅስቃሴያቸውን ለማወቅና ያለባቸውን ችግሮች ለይቶ ለማወቅ የሚያስችል መረጃ ለመሰብሰብና ብሎም የመፍትሔ ሃሳቦችን ለመጠቀም ነው።።

የሚገኘው እውነተኛ መረጃ ጥናቱን የበለጠ ውጤታማ ስለሚያደርገው ይህንን መጠይቅ በትክክልና በግልፅ በመሙላት እንዲተባበሩን በአክብሮት እጠይቃለሁ።። በቅድሚያ አመሰግናለሁ።።

ክፍል 1. የመላሾችን የግል መረጃ በተመለከተ

1. የትምህርት ቤቱ ስም _____
2. ት/ቤቱ የሚገኝበት ክ/ከተማ _____
3. ዕድሜ _____
4. የታ ወንድ ሴት

ክፍል 2 ጥናቱን የሚመለከቱ መረጃዎች

መመሪያ አንድ፡- ትክክል ነው የሚሉት መልስ ላይ ይህን ምልክት “✓” ይጠቀሙ

5. በአንተ/በአንቺ አመለካከት የጤናና የሰውነት ማጎልመሻ መምህራን ቅርጫት ኪስን ለማሰልጠን ያላቸው ተነሳሽነት/ፍላጎት

በጣም ከፍተኛ ከፍተኛ ዝቅተኛ በጣም ዝቅተኛ

6. በተራ ቁጥር “5” መልስህ/ሽ “በጣም ከፍተኛ” ወይም “ከፍተኛ” ከሆነ ምክንያትህ/ሽ ምንድነው?

- ስለጨዋታው በቂ እውቀትና ክህሎት ስላላቸው
- ት/ቤቱ ውስጥ የተሟላ የመጫወቻ ሜዳና ኪሳች ስላሉ
- ከመደበኛ ስራቸው ውጭ በክለቦች ውስጥ ስለሚሳተፉ
- ሌላ ካለ ይግለፁ_____

7. በተራ ቁጥር “5” ለተጠየቀው ጥያቄ መልስህ/ሽ “ዝቅተኛ” ወይም “በጣም ዝቅተኛ” ከሆነ ምክንያትህ/ሽ ምንድነው?

- ስለስፖርቱ አሰለጣጠን በቂ ግንዛቤ ስለሌላቸው
- ት/ቤቱ የተሟላ የመጫወቻ ሜዳና ኪሳች ባለመኖሩ
- ት/ቤቱ ለማበረታቻ የሚሆን ድጎማ (ድጋፍ) ስለማያደርግላቸው
- ሌላ ካለ ይግለፅ_____

8. በአንደኛ ደረጃ ት/ቤት እያለህ/ሽ የቅርጫት ኪስ ጨዋታ ትጫወት/ቺ ነበርን?

አዎን አይደለም

9. በተራ ቁጥር “8” ለተጠየቀው ጥያቄ መልስህ/ሽ አይደለም ከሆነ ምክንያትህ ምንድነው?

- በዕድሜ ማነስ ምክንያት የተሽሉ ተማሪዎች ስለነበሩ
- መመሪያ ዕድል ስላልገጠመኝ ፍላጎት ስለሌለኝ
- ሌላ ካለ ይግለፅ

10. አንተ/ቺ የቅርጫት ኪስ ቡድን ውስጥ አባል ሆነህ/ሽ በመጫወትህ/ሽ ከወላጆችህ/ሽ የምታገኘው/ኺው ድጋፍ አለን? ካለ?

አዎን አይደለም

11. ለተራ ቁጥር “10” መልስህ/ሽ “አይደለም” ምክንያቱ ምን ሊሆን ይችላል?

- በትምህርት ደካማ ትሆናለህ/ሽ ብሎ በማሰብ /በመስጋት/
- ፀባይህ/ሽ ይበላሻል ብሎ በመስጋት

ከትምህርት ቤት መልስ ስራ እንዳግዛቸው በማሰብ

አደጋ እዳይደርስብኝ በመስጋት

ሌላ ካለ ይገለጽ _____

12. ወደፊት በክሉብ ደረጃ ታቅፎ ለመጫወት ያለህ/ሽ ፍላጎት ምን ያህል ነው?

ከፍተኛ በጣም ከፍተኛ ዝቅተኛ በጣም ዝቅተኛ

13. ለተራ ቁጥር “12” መልስህ/ሽ “ዝቅተኛ” ወይም “በጣም ዝቅተኛ” ከሆነ ምክንያትህ/ሽ ምንድን ነው?

ትምህርቴን ያደናቅፈኛል ብዬ በመስጋት

ወላጆቼ ደስተኛ ባለመሆናቸው (ስለማይሆኑ)

የገቢ ምንጭ ስለሌለው

ሌላ ካለ ይግለጹ _____

14. ቅርጫት ካህን ጨዋታን በት/ቤት ከመጫወት በተጨማሪ እራስህን/ሽን ለማሻሻል የምታደርገው/ገው ጥረት ካለ?

አዎን አይደለም

15. በአንተ/ቺ አስተያየት በትምህርት ቤታችሁ በቂ የቅርጫት ካህን መጫወቻ ሜዳና ካሶች ይገኛሉ?

አዎን አይደለም

16. የቅርጫት ካህን ተጫዋች በሆንክበት/ሽበት ዘመን የበረታ ስፖርታዊ አደጋ ገጥሞህ/ሽ ያውቃል?

አዎን አይደለም

17. የቅርጫት ካህን ስፖርት በትምህርት ቤታችሁ ከውድድር በዘለለ ስፖርቱ በትምህርት ቤታችሁ በተማሪዎች ዘንድ ይዘወተራልን?

አዎ አይደለም

18. ለተራ ቁጥር “18” መልስህ/ሽ “አይደለም” ከሆነ ምክንያቱ ምን ሊሆን ይችላል?

የመጫወቻ ሜዳ ካህን ስለሌለ

ተማሪዎች የራሳቸውን ካህን ይዘው ለማምጣት ት/ቤቱ ስለማይፈቅድ

የተማሪዎች ዝንባሌ ለሌሎች ስፖርቶች በመሆኑ

ሌላ ካለ ይግለጹ _____

19. በአዲስ አበባ ክለቦች መካከል የሚደረጉ ውድድሮችን የማየት ዕድል ገጥሞህ/ሽ ያውቃል?

አዎን

አይደለም

20. ለተራ ቁጥር “20” መልስህ/ሽ “አይደለም” ከሆነ ምክንያትህ/ሽ ምን ሊሆን ይችላል?

የውድድር ፕሮግራም የማውቅበት አጋጣሚ ስለሌለ

የምኖርት ቦታ ውድድር ከሚደረግበት ስፍራ ራቅ ያለ በመሆኑ

የመመልከት ፍላጎት ስለሌለኝ

በትርፍ ጊዜዬ ከቤት መውጣት ስለማይፈቀድልኝ

ሌላ ካለ ይግለፁ _____

21. የውጭ ቅርጫት ካስ ውድድርን በሚዲያዎች ተከታትለህ ታውቃለህ/ሽ

አዎን

አይደለም

መመሪያ ሁለት:- ለሚከተሉት ጥያቄዎች መልሱን በአጭር ግለፅ/ጭ

1. ቅርጫት ካስ በመጫወትህ/ሽ በትምህርትህ/ሽ ላይ ያስከተለው ተጽእኖ ይኖራልን?

2. በአንተ/ቺ አስተያየት የትምህርት ቤታችሁ የቅርጫት ካስ ቡድን እንዲሻሻል ምን መደረግ አለበት ብለህ/ሽ ታምናለህ/ሽ

3. የቅርጫት ካስ ጨዋታን መጫወት የጀመርከው/ሽው በየትኛው የእድሜ ክልል እያለህ/ሽ ነው?

4. ለወደፊት በዩኒቨርሲቲ ደረጃ እንደሙያ አድርገህ/ሽ ትቀጥልበታለህን/ትቀጥይበታለሽን?

በመምህራን የሚሞላ መጠይቅ
አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ፕሮግራም
ስፖርት ሳይንስ ትምህርት ክፍል

የዚህ መጠይቅ ዋና አላማ በአዲስ አበባ መስተዳድር ስር በሚገኙ የሁለተኛ ደረጃ ትምህርት ቤቶች የቅርጫት ኳስ ውድድሮችንና ስልጠናዎችን አተገባበርን በተመለከተ መረጃ ለማሰባሰብ ነው።

የሚሰበሰበው መረጃ ለዚህ ጥናት የሚውል መሆኑን እያረጋገጥን አስፈላጊውን መረጃ እንድትሰጡ በትህትና እንጠይቃለን። ይህ የጽሁፍ መጠይቅ ዝግና ክፍት ጥያቄዎችን አካቷል። ስለዚህ፡-

ሀ) ለዝግ ጥያቄ አማራጭ መልሶች ስለቀረቡ በሳጥን ቦታው ውስጥ ይህን (✓) ምልክት ይጠቀሙ።

ለ) ክፍት ለሆነ ጥያቄ ነጻ አስተያየትዎን ይስጡ። ስም መጻፍ አያስፈልግም።

እናመሰግናለን!

ክፍል 1. አጠቃላይ መረጃ

- 1. የትምህርት ቤቱ ስም _____
- 2. ዕድሜ _____
- 3. የታ ወንድ ሴት
- 4. ያገለገሉበት ዘመን _____

ክፍል 2. ጥናቱን የሚመለከቱ መረጃዎች

መመሪያ አንድ፡- ለሚከተሉት ጥያቄዎች ትክክል ነው የሚሉትን መልስ በሳጥን ቦታው ውስጥ ይህን (✓) ምልክት ይጠቀሙ። ሌሎቹን ደግሞ በአጭሩ ይጻፉ።

5. የቅርጫት ኪስ ስልጠና አተገባበር በትምህርት ቤትዎ በምን ደረጃ ላይ ይገኛል?

በጣም አፍተኛ አፍተኛ ዝቅተኛ በጣም ዝቅተኛ

6. ለተራ ቁጥር “5” መልስህ/ሽ “ዝቅተኛ” ወይም “በጣም ዝቅተኛ” ከሆነ ምክንያቱ ምንድን ነው? _____

7. በትምህርት ቤታችሁ የክፍል ለክፍል የቅርጫት ኪስ ውድድር ይደረጋልን?

አዎን አይደለም

8. የቅርጫት ኪስ ስልጠና በመከታተል ላይ ያሉ ተማሪዎች ከወላጆቻቸው ምን ያህል ድጋፍ ይደረግላቸዋል?

በጣም አፍተኛ አፍተኛ ዝቅተኛ በጣም ዝቅተኛ

9. ለተራ ቁጥር “8” መልስህ/ሽ “ዝቅተኛ” ወይም “በጣም ዝቅተኛ” ከሆነ ምክንያቱ ምንድን ነው? _____

10. ስልጠናውን የሚከታተሉ ተማሪዎች በአጠቃላይ ሲታዩ በትምህርታቸው የሚያስመዘግቡት ውጤት እንዴት ነው?

በጣም ጥሩ ጥሩ ዝቅተኛ በጣም ዝቅተኛ

11. በአጠቃላይ ስልጠናውን የሚከታተሉ ተማሪዎችን ከስነ-ምግባር አንጻር እንዴት ትገልጻቸዋለህ?

በጣም ጥሩ ጥሩ መጥፎ በጣም መጥፎ

12. የትምህርት ቤት የቅርጫት ኪስ ቡድን በተጠናከረ ሁኔታ ወደፊት እንዲቀጥል ምን መደረግ ይኖርበታል ትላለህ? _____

13. ትምህርት ቤታችሁ ያፈራቸው እርስዎ የሚያውቋቸው የቅርጫት ኪስ ተጫዋቾች በክለብም ሆነ በዩኒቨርሲቲ ደረጃ የሚጫወቱ ልጆች ይኖራሉ?

አዎን የሉም

14. እርስዎ የሚያስተምሩበት ትምህርት ቤት አስተዳዳሪዎች ስፖርቱን ለማሳደግ የሚያደርጉት አስተዋጽኦ ምን ያህል ነው?

በጣም አፍተኛ አፍተኛ ዝቅተኛ በጣም ዝቅተኛ

15. ትምህርት ቤታችሁ የቅርጫት ኪስ መሳሪያዎች አቅርቦት አንጻር እንዴት ነው?

በጣም አፍተኛ አፍተኛ ዝቅተኛ በጣም ዝቅተኛ

16. የቅርጫት ኪስ ስልጠና መስደው ያውቃሉን?

አዎን አልወሰድኩም

17. በትምህርት ቤታችሁ የቅርጫት ኪስ ስልጠናና ውድድር የሚደረገው በሁለቱም ጾታ ነውን?

አዎን አይደለም

18. በተራ ቁጥር “17” መልስዎ አይደለም ከሆነ ምክንያቱን በአጭሩ ቢገልጹ።

19. ስፖርቱ እንዲያድግ የርስዎ የተለየ አስተዋጽኦ ምን ሊሆን ይችላል?

ርዕስ መምህራን የሚሞላ መጠይቅ
አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ፕሮግራም
ስፖርት ሳይንስ ትምህርት ክፍል

የዚህ መጠይቅ ዋና አላማ በአዲስ አበባ መስተዳድር ስር በሚገኙ የሁለተኛ ደረጃ ትምህርት ቤቶች የቅርጫት ኳስ ውድድሮችንና ስልጠናዎችን አተገባበርን በተመለከተ መረጃ ለማሰባሰብ ነው።

የሚሰበሰበው መረጃ ለዚህ ጥናት የሚውል መሆኑን እያረጋገጥን አስፈላጊውን መረጃ እንድትሰጡ በትህትና እንጠይቃለን። ይህ የጽሁፍ መጠይቅ ዝግና ክፍት ጥያቄዎችን አካቷል። ስለዚህ፡-

ሀ) ለዝግ ጥያቄ አማራጭ መልሶች ስለቀረቡ በሳጥን ቦታው ውስጥ ይህን (✓) ምልክት ይጠቀሙ።

ለ) ክፍት ለሆነ ጥያቄ ነጻ አስተያየትዎን ይስጡ። ስም መጻፍ አያስፈልግም።

እናመሰግናለን!

ክፍል 1. አጠቃላይ መረጃ

- 1. የትምህርት ቤቱ ስም _____
- 2. ዕድሜ _____
- 3. ፆታ ወንድ ሴት

ክፍል 2. ጥናቱን የሚመለከቱ መረጃዎች

መመሪያ አንድ፡- ለሚከተሉት ጥያቄዎች ትክክል ነው የሚሉትን መልስ በሳጥን ቦታው ውስጥ ይህን (✓) ምልክት ይጠቀሙ። ሌሎቹን ደግሞ በአጭሩ ይጻፉ።

- 4. በትምህርት ቤታችሁ የቅርጫት ኳስ ስልጠና እያሰለጠነ ያለው ማነው?
 የጤናና የሰውነት ማሳሰቢያ መምህር አሰልጣኝ በመቅጠር

5. በተራ ቁጥር “4” መልስዎ የጤናና የሰውነት ማጎልመሻ መምህር ከሆነ ከመደበኛ ደሞዝ በተጨማሪ ለማበረታች የሚሆን ክፍያ ይደረግለታል/ላታል?

አዎን

አይደለም

6. ትምህርት ቤቱ የመጫወቻ ሜዳዎችንና ኪሶችን መደበኛ በጀት በጅቶ አስፈላጊውን ጥገናና ግዥ ያከናውናል?

አዎን

አይደለም

7. በስልጠናው ተሳታፊ ከሆኑ ተማሪዎች የሚቀርቡ አስተያየቶችና ጥቆማዎች ካሉ ባጭሩ ይግለጹ። _____

8. በቅርጫት ኪስ ቡድን ውስጥ ተካተው በሚሰለጥኑ የተማሪ ወላጆች በኩል የሚነሱ ቅሬታዎች አልያም ገንቢ ሀሳቦች ካሉ በአጭሩ ቢገልጹልን። _____

9. ትምህርት ቤታችሁ ክፍለ ከተማው የቅርጫት ኪስ ስልጠና አዘጋጅቶ ጥሪ ቢያደርግግላችሁ ትምህርት ቤቱ ያለው ምላሽ ምንድን ነው?

ይቀበለዋል

አይቀበለውም

10. የትምህርት ቤታችሁ የቅርጫት ኪስ ቡድን ክፍለ ከተማው በሚያዘጋጃቸው ውድድሮች ይሳተፋል?

አዎን

አይሳተፍም

11. የትምህርት ቤታችሁ የቅርጫት ኪስ ቡድን የተለያዩ የወዳጅነት ውድድሮችን ያከናውናል?

ያከናውናል

አያከናውንም

12. በትምህርት ቤታችሁ የክረምት የቅርጫት ኪስ ስልጠና ውድድር ይከናወናል?

አዎን

አያከናውንም

13. ከፌዴሬሽን የሚደረግላችሁ የቁሳቁስ ድጋፍ አለ ወይ?

ለቀድሞ የትምህርት ቤት የቅርጫት ኪስ ተጫዋች ለነበረ የቀረበ ቃለ መጠይቅ

1. ቀደም ሲል የነበረውን የትምህርት ቤቶች የቅርጫት ኪስ ሥልጠናና ውድድር አሁን ካለው የትምህርት ቤቶች የስፖርት እንቅስቃሴ ጋር ሲያወዳድሩት ያለው ልዩነት ምንድን ነው? (ጠንካራና ደካማ ጎኖች በማንሳት ቢያብራሩልኝ?)
2. የትምህርት ቤቶች የቅርጫት ኪስ ውድድርና ስልጠናን በተመለከተ መሰረታዊ ችግሮች ናቸው የምትሏቸው ካሉ ብትጠቅሱልን?
3. ትምህርት ቤቶች ያፈሯቸው ተጫዋች በቀጣይነት እንዲዘልቁ የቅርጫት ኪስ ፌዴሬሽን ምን ማድረግ ይኖርበታል ትላለህ?
4. ከቅርጫት ኪስ ፌዴሬሽን በኩል ለትምህርት ቤቶች ማድረግ ያለበት ድጋፍ ተተኪ ተጫዋቾችን ከማፍራት አንጻር ምን መሆን አለበት?

ለአዲስ አበባ ቅርጫት ኪስ ፌዴሬሽን ውድድር ሥነ-ስርዓት ኮሚቴ

ለመወያያ የቀረቡ መነሻ ሀሳቦች

1. የቅርጫት ኪስ ፌዴሬሽኑ ቀደም ባሉት ጊዜያት ለትምህርት ቤቶች የቅርጫት ኪስ ስልጠና ውድድር ያደረገው ድጋፍ ካለ ቢብራራ። ወደፊትስ በቀጣይነት ምን ለማድረግ ታስቧል?
2. በትምህርት ቤቶች የቅርጫት ኪስ ውድድር ወቅት ፌዴሬሽኑ ያስተዋለቸው ችግሮች ካሉ ቢጠቀስ?
3. ትምህርት ቤቶች ከፌዴሬሽኑ ጋር ተቀራርበው ለመስራት ምን አይነት እርምጃ መውሰድ አለባቸው ትላላችሁ?
4. ቀደም ሲል በት/ቤቶች በተዘረጉ ሥልጠናዎችና የውድድር ክንውኖች የቅርጫት ኪስ ፌዴሬሽን ያለው ድርሻና ያበረከተው አስተዋጽኦ
 - መያተኞችን በማሰልጠን
 - የቁሳቁስ ድጋፍ በማድረግ
 - ክትትልና ግምገማ በማድረግ
 - ሌሎች ካሉ በስፋት ይብራራ
5. ቀደም ሲል የተደረጉ የሥልጠናና ውድድር ክንውኖች በሃገሪቱ ክለሶች እና የብሄራዊ ቡድን ውጤት ያለውን አንድምታ ሰፊ አድርገው በመረጃ አስደግፈው ቢገልፁልን።
6. ፌዴሬሽኑ ከትምህርት ቤቶች ያገኛቸው ጥሩ ተጫዋቾች ካሉ በክለብ የገቡ ወይም አገርን ወክለው የሚጫወቱ።
7. ለውድድር ብቻ ሳይሆን ስፖርቱን ከማስፋፋት አኳያ ምን የተሰራ ስራ አለ?
8. ስልጠናው በእድሜና በጾታ የተገደበ ነው? ከሆነ በአዲስ አበባ ስንት ፕሮጀክቶች አሏችሁ?
9. የአሰልጣኞችን ብቃት ለማሳደግ በእናንተ በኩል የተሰራ ስራ አለ ወይ? ካለስ በምን መልኩ ነው?

Questions To Be Filled By Students

Questionnaire to be filled only by students of secondary schools basketball players registered in Addis Ababa city administrative region.

- No need to write names
- For the right reply use “✓” sign and for additional remark one can write as possible as short.

The prime objective of this questionnaire is to understand and perceive the activities of present conditions of learning and teaching process of basketball in governmental and non-governmental schools that are registered and recognized by the Addis Ababa City Administrative of Education Bureau. Moreover, scrutinizing the problems carefully, suggestions and advises will be provided based on the questionnaire collected.

In addition to this, we would like to remind you that genuine and precise replies, would a lot for a higher value and authority of the final out put of the study.

Section 1: Students background

1. Name of the school _____
2. Address of school (Sub City)_____
3. Age_____
4. Sex Male Female

Section 2. Regarding the Problem Study

Instruction 1. For the correct answer use “✓”

5. In your point of view, the initiation and interest of teachers towards coaching basketball is
 Very high High Low Very low

6. If your answer is "Very high" or "High" in number "5" question what would be your possible reasons?

- Teachers have enough knowledge and skills.
- There is standard play ground and enough balls in the school.
- Apart from the normal teaching carrier, they are engaged in coaching profession clubs.
- If you have any other reason, write here _____

7. If your answer is "Low" or "Very low" in number "5" question, what would be your possible reason?

- Teachers are not qualified for coaching
- There is no standard play ground and no enough balls in the school.
- The teachers have no special support from the school, unlike other sports.
- If you have any other reason, write here _____

8. Were you used to play basketball when you were primary school?

- Yes No

9. If your answer is "No", in question number "8" then what is your possible reason.

- You were under age There were skilled students than you
- You haven't been given the chance at all Have no interest
- If you have any other reason, write here _____

10. Have you been supported by your parents, the fact that you were member of school basketball?

- Yes No

11. If your answer is "No", in question number "10", what would be your possible reason?

- Behavioral change for the worse
- Parents need you after school, in order to support them in house work

Hesitation of any sort of danger that could happen during play

If you have any other reason _____

12. How much are you interested in being chosen and held by first division clubs?

Very high high Low very low

13. If your answer is "Low" 'Very low' in question number "12", then what would be your possible response?

Hesitation form any interruption to education

Negative impact from family

Does not generate any income

If any other reason _____

14. Do you practice basketball game other than school competitions?

Yes No

15. In your point of view, is there enough balls and standard play ground to practice the game in your school?

Yes No

16. Do you face any serious injury while playing basketball?

Yes No

17. If your answer is "No", in question number "16", then what is your possible reason?

The allocated period lets me so tired

The way of teaching is not interesting

I have no sport wear

No serious continuity, in teaching the lesson

If any other reason _____

18. Apart from the normal school tournament competition, is there any special and serious practice of basketball games in your school

Yes No

19. If your answer is “No” in question number “18”, then what is your possible reason?

- There is no basketball court
- School regulations do not allow to bring any balls from outside
- Students are not interested in basketball games
- If any other reason _____

20. Have you ever had any chance to watch competitions between Addis Ababa basketball clubs?

- Yes No

21. If your answer is “No” in question number “20”, then what is your possible reason?

- Have no idea of time tables for national place
- I live far away from the competition place
- No interest to watch
- Can't go out of home with any permission of parents
- If any other reason _____

22. Do you have any follow up of foreigners' basketball competitions?

- Yes No

To be filled by teachers

The main objective of this questionnaire is to collect necessary information about basketball practices, in secondary schools of Addis Ababa City Administrative region, that which undergo series competition and coaching disciplines, in their schools.

All questionnaires that are going to be felt will only be used for the study purpose, and with mutual understanding we appreciate your maximum cooperation.

Closed questions would be answered by “✓” ticks in the box while open questions would be answered as written on the space provided.

Section 1.

1. Name of school
2. Age _____
3. Sex Male Female

Section 2. Regarding study problems backgrounds

Instruction 1.

* The following questions are going to be answered by ticks (✓) or writing answers

4. 4. On what level of discipline and coaching skills is instructed basketball game, in your school?

Very good Good Poor Very poor

5. If your answer is poor or very poor in question number 4 then what is your possible reasons? _____

6. Is there inter-class basketball competition going on, in your school?

Yes No

7. How much are supported the school basketball team members by their families?

Very interestingly interestingly Not much Poorly

8. If your answer is not much and poorly in question number 7 then what is your possible reason? _____

9. How much the school basketball team members do in their academical performance?

Very good Good Poor Very poor

10. How do you see the general behavior of the school basketball club members?

Very good Good Poor Very poor

11. What do you suggest for the future to strengthen your school basketball team? _____

12. Is there any student that your know him, now playing for professional (for any club) in the country?

Yes No

13. How far is the authorities in your school determined to bring about changes in basketball sport?

Very determined determined
 Poor determination Very poor determination

Questionnaire to be fill by principals

The primary aim of the questionnaire is to collect data and information about practices, competitions and coaching exercises of basketball in secondary schools of Addis Ababa City Administration.

We would like to assure you that the collected data and information will only be used for this study purpose.

Section 1.

1. Name of school
2. Age _____
3. Sex Male Female

Section 2.

4. Who is teaching you basketball coaching and lessons
 H.P.E Teacher A hired coach
5. If it is your H.P.E teacher, is he given any incentives to motivate him, apart from his monthly salary?
 Yes No
6. Do you have full budget for maintain and additional materials expenditure?
 Yes No
7. If you have been given any sort of suggestions and opinions by your trainees please write it briefly?

8. If you have given any sort of suggestions and opinions by your trainee's parents, please write it briefly?

9. If you wereda peropose you for basketball competition, wereda you accept and join

Yes No

10. Do you take part in your wereda's basketball competition?

Yes No

11. Do you organize a friendly match withother schools?

Yes No

12. Do you organize basketball practices and trainings during the long vacation?

Yes No

13. Are you supported any materials from the federation?

Yes No

14. Will you have take it, as a future career, after university?

15. Since you have became, basketball member of school, have you ever been injured seriously?

Interview for Alumni (former students) basketball players

1. Could you please explain briefly, the difference (strength and weakness) in coaching, during your time and now?
2. What sort of serious problems exist during inter-school competitions
3. What is your suggestion? Towards assuring sustainability for school basketball players by the federation?
4. What is your opinion, towards assurance to produce new generation basketball players in school by the federation?

Questionnaire for Addis Ababa basketball federation discipline committee

1. Would you please mention, some of the supports that you have given to school basketball players? Including you future plan to support them?
2. What sort of serious problems, have you noticed during inter-school competitions?
3. What do you propose, in order to come together and discuss issues and problems between (school and federation).
4. Which ones are the things and supports that the federation assists?
 - Training couches
 - Material supports
 - Education and feedbacks

If any other supports please write here bellow in short.

5. You have been supporting in coaching and arranging competitions in the country, so has it been noticed some changes about basketball clubs in the country and of course in the national basketball team?
6. Is there any basketball player, that is found actually from school basketball team and represents a country for national team?
7. Apart from competitions, what sort of things have you done, to spread basketball?
8. How many projects do you have that are restricted by sex and age?
9. What sort of things have you done, in order to up grade the coaches skills?

Observation checklist for the school Basketball coaching facility

1. General information

1.1. Date of visit _____

1.2. Name of school _____

1.3. Number of player _____

(In the coaching observed)

Bio-data of the coach/teacher being observed)

- Sex _____
- Teacher's qualification _____
- Year of experience in teaching _____
- Year of experience in coaching _____

No	Variable to be observed	Level					Remark
		5	4	3	2	1	
1	Availability of suitable Basket ball in the school						
2	Presence of adequate basketball bal in the school						
3	Attractiveness of physical and environmental condition						
4	Availability of shower for the coach after session						
5	Availability of dressing room per students before and after practical session						
6	Availability physical education department room						
7	Availability of basketball jersey (sport shirt)						
8	First aid kit						

CHAPTER ONE

INTRODUCTION

Physical education in the school is an important and vital avenue for young people to learn and develop life skill and social and emotional development.

Interscholastic sports are an integral part of the educational experience for high school students and increasingly, preparatory school students as well. The inclusion interscholastic sport in the educational curriculum has typically been justified on the basis of sport contributing to educational goals.

The high school coaches are often a great influence and help in the live of students, for the right type of man is emulated and highly respected by the students.

1.1. BACKGROUND OF THE STUDY

Basketball, game played generally indoors by two opposing teams of five players each. Basketball was conceived in 1891 by Dr. 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 and one the rest of the world has adopted.

Amos Alonzo Stagg organized the national interscholastic basketball Tournament (NIBT), which brought the top public high school teams in the country to Chicago for a single elimination tournament. The first tournament was held in 1917, and then ran annually from 1920 to 1930.

It will necessary to adopt the experience of foreign countries interscholastic competition and to use it for the betterment of Addis Ababa city interschool competition.

Basketball by the 1920s was played by more high schools than any other sport, and it was often the genesis in the formation of many state high school associations which were formed to regulate basketball. While football had a At the high school level, student's exhibit increased physical, mental, social and emotional maturity. This is the time of transition from adolescence to adulthood one of the primary goals for physical educators teaching at the secondary school level is to socialize students into the role of participants in physical activities suited to their needs and interests.

In this paper the researcher also wants to investigate the success and failure of interscholastic basketball competition in Addis Ababa city.

The curriculum is generally oriented toward life time sports, although team sports also may be popular. It is critical that the physical educator take into consideration the interest and need of the students in planning the curriculum. During this time students should have the opportunity to school they will have the desire and the knowledge to participate in physical activities and sport successfully and enjoyable. Because many students do not continue on the college. It is essential that they acquire the competencies and interest before they leave high school. Currently, one of the most competitive and enjoyable team sports in the schools is basketball. This is because the nature of the game and the students consider as modernization.

Apart from this basketball is fast, dynamic, attractive and spectacular game. The score changes every minute making the game exiting towards the end. Thank to these features basketball is one of the most popular game in the world and it has become the game of the modern times.

By 1905 basketball had become widely spread in secondary schools, university, church clubs, and military barrack many students from abroad studied at the Springfield sport school at the time when basketball was being born. They spread the new game across the ocean.

Like other ball games basketball was also introduced in Ethiopia the year 1946-47 by physical education teachers who came from Canada. After while it was first played in the Teferi Mekonnen and Kokebe Tsebah secondary schools. But in 1950-51 basketball became most popular in most primary and secondary schools of Addis Ababa. Then the Addis Ababa Inter-school competition was held every year during that time (Grade 11 Text: 49).

In regarding to the above ideas this study will be looking for the contribution of school for the development of basketball in Addis Ababa City.

People become coaches for various reasons but every one should have the same goal to help become better performer in their sport, in safe environment. Whether you are coaching small children on a part time basis or coaching Sunday league men's basketball team, as a coach you are in a position of responsibility and are able to influence the people you coach. It should therefore be your goal to develop athletes who comply with the principles of good ethical practice. Coaching is similar to leadership and involves a lot of the principles. However, there is more intervention in the sessions and planning becomes more detailed and long term. A sport coach also requires more skill and knowledge of a particular sport and an ability to gain the best performance from the athletes good coaches are good communicators, not just in transferring knowledge to participants but in developing interpersonal skills and maintaining relationships. Effective communication often found in positive, supportive environment where athletes can be involved in the decision making process and are able to handle the pressures that may put on them. (Rob Saipe, Stanley Thores: 98).

1.2 Statement of the Problem

Basketball is sport with many complex demands that require a combination of fitness, skill, team tactics, strategies and motivation aspect.

To increase the number of young people playing basketball in the school. This can best be achieved through the introduction of the sport at a young age. Children from primary level up to college levels benefit from regular sporting activities to enhance physical, mental and social development.

As part of the schools competition framework, inter-school games are encouraged. Both 'friendly' and competitive and this will help children to develop social skills alongside their sport talents. Competitive athlete according to some educators paves the way to new acquaintances, since the athletic appears to be more socially mobile and extroverted than the non-athletic. He/She has broadened interests, belongs to more organizations, and has many opportunities to meet students from other schools.

A coach is a role model who can socially, morally, emotionally and technically influence the people he/she is *coaching*, especially the young. The role of a coaching is constantly to meet the need of the team or individuals.

In light of this, the purpose of this study is to assess challenge and practices of school on contribution for the development of basketball in Addis Ababa city. And to identify the major achievement and constraints while putting interscholastic basketball competition. Therefore, the study has to attempt to answer the following questions.

Do physical education teachers help interested student by providing basketball coaching ?

- Do they (physical education teachers) have capability to give basketball coaching ?
- How is basketball coaching implementing in the school ?
- What are the factors that impede the implementation of basketball coaching ?
- How is basketball competition employed at school levels, currently ?

At this stage it is necessary to raise the following questions

- Students who attended basketball coaching do they have skill and knowledge of the game experience to precede up to club level?

1.3 Objectives of the Study

General Objective

The general objective of this study is identified and emphasizes the contribution of school for the development of basketball in Addis Ababa city. Therefore it will provide ground work for Addis Ababa City bureau of education to work in collaboration with Addis Ababa city administration sport commission.

Health and physical education is an important part of the secondary school curriculum. As an integral component of the total education, furthermore it gives a unique contribution to the education of the students. It is the only subject area in the school devoted to the study of human movement, the acquisition of psychomotor skills, and promotion of fitness.

Considering this, the research stated the overall objective of the study as follows:

- To reveal the potential contribution of school in terms of commitment, personal responsibility, team work and respecting rules and others.
- To assess the major challenges on the contribution to the development of basketball.

Specific Objective

Specific objective of the research include:

To identify the major challenges and practice on the contribution of student, teachers and administrator for the development of basketball.

- To assess the process of a equipments and facilities.

- To identify the main environmental challenges
- To examine the availability of competition with the school and out side the school.
- To provide tangible recommendations for the rejuvenation of school basketball competitions.

1.4 Significance of the Study

In the profession of basketball coaching particularly school basketball coaching. It does not get attention in all aspects, for instance a least number of studies have been conducted.

In regarding to this into mind, this paper may contribute the following benefits.

1. It will provide valuable information for the school basketball coaches. And reflect its contribution for the development basketball tournament at school as well as at Addis Ababa city level
2. It gives a proper and fertile ground for curriculum designer to recognize and give due attention while revised the curriculum.
3. It gives some room for all stakeholders (parents, clubs and sport commission) to put their own effort concerning school basketball.
4. It has curtain-raise for the development school basketball teams by providing groundwork. Particularly Addis Ababa city bureau of education to work in collaboration with Addis Ababa city administration sport commission.

1.5 Delimitation of the Study

The problem is likely to exist in all school in Addis Ababa sub-cities. If this study were include all these school as it is population, its findings would be more complete and more dependable. But because of time constraints and inconvenience of conditions only, focuses in five sub-cities schools were considered which are located in Bole, Arada, Kirkos ,Gulale and Yeka.

Challenge and practices of schools on the contribution for the development of basketball in Addis Ababa City Administration.

By taking these into consideration the research give due attention for aforementioned sub-cities then, try to investigate the contribution of the schools for progress of individual and team basketball players.

1.6 Limitation of the Study

The researcher has faced financial, manpower, time, transport and communication constraints in the course of data gathering. Had this study been carried out in team and with more and better resources, it would have been undoughtily more representative and complete than it is now. And, further more, the resultant imperfection that may be found in the product of the research would have been greatly minimized.

1.7 Organization of the Study

The study has been organized in five chapters. The first chapter deals with background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study and objectives of the study. The second chapter present a review of related literature. The third chapter attempts methods and procedures of the study whereas the fourth chapter deals about presentation and analysis of data. Finally, chapter five ends up with, summary, conclusion and recommendation made based on the findings of the study.

1.8 Definition of Terms

Coaching: means giving technical information in an organized manner to improve and develop particular performances by individuals or groups.

Extramural: depicts competition with “outside” school.

Government Schools: are the schools, which are administered or run by government.

Intramural: denotes programming and competition “within” the institution.

Mission School: are schools opened and administered by foreign religious organization. In these school modern (secular) education is provided.

Non-Government Schools: are schools which are not administered or run by government; it is run by private public mission, religion and organizational school.

Organizational Schools: are schools opened and administered by foreign or domestic.

Private School: are schools which are administered privately.

Public School: are schools which are administered by public elected committee.

Religion School: are schools, which are administered by religious organization.

Training: is the process of getting ones self into condition so that players must be impressed with the necessity of attending practice regularly.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1. Physical Education and School Sport

Present era is an era of technology where most of work activities are performed by machines. Seeking more and more leisure man appears to be living a more and more inactive life. This inactivity has proved detrimental to the physical and mental health.

Any discussion about physical education and school sport generates many questions of definition. How does physical education differ from school sport?

One straight forward view, of P.E would refer to all activities that go on within school curriculum time where as sport relates to all those physical activities that takes place outside of curriculum time. The first National Curriculum time in P.E was clear that P.E and sport were not synonymous.

Physical education is a process of learning, the context being mainly physical. The purpose of this process is to develop specific knowledge, skill and understanding and to promote physical competence. Different sporting activities can and do contribute to the learning process and the learning enables participation in sport. The focus however, is on the child and his/her development of physical competence, rather than on the activity. (Des, 1991:7).

Other author also reviewed in the following manner physical education in the school is an important and vital avenue for young people to learn and develop life skill and social and emotional development (Bucher, Charles, 2002: 25).

According to Wuest and Lombordo (1994), as cited in ShumeteAgonafer2010 physical education is defined as, a learning process designed to foster the development of motor skills, health related fitness, knowledge and attitude

relative to physical activity through a series of carefully planned and conducted experiences.

Environment is thoughtfully structured to enhance the overall development of each student within the three domains psychomotor, cognitive and affective. By having the above definitions given by different authors explicitly analyzed physical education in the following manner. It covers abroad areas of knowledge and skill that enable students to develop their mental, physical, emotional and social capabilities also encompasses the instructional program other related programs: intramurals, sport clubs recreation programs and interscholastic programs.

2.2 Sports in High Schools

Working in sport and recreation, requires many skills, including organization, planning and patience. However, 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 sports and activities have been adapted to assist in their development and achieve success in their chosen sport or activities.

Sport has become a very important part of the American culture, as well as of other cultures throughout the world. It captures news paper heading lines televisions screens, produces billions of dollars a year.

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 depends to a great upon 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, tracks and field, football and baseball have rated higher with the American public than other activities (Bucher, Charles 1972:532).

In China school sport provision is quite different. Future athletes are cultivated in the nation's secondary sports schools and schools of sport and physical culture. These are part of mainstream education and an attendance is reserved for gifted performer. Students may be sent to national team squads from the age of fifteen and those going on the sport and physical culture schools who are not sent to provincial or national squads are trained as teachers of physical educational (Galligan, Frank, 1999:266).

Australia School Sport Council (ASSC) based in Canberra. It is staffed by representatives of the various state sport organizations and decides policies, structures, age-group rules, etc. Which apply to national school sporting activities. The representatives are less likely to be teachers and will probably be employed full time in this capacity with in their own state. ASSC also has a remit to work closely with the active Australia program. Each state has a department of school sport and its officials administer school sport in each state.

School sporting associations (primary and secondary) are run by teachers, who work closely with state officials school are normally affiliated to the appropriate senior body for a particular sport. There is usually close association with federally run and funded programs such as active Australia which have the their grass-roots bases in both local community groups and schools. Some school sports associations are merged in that primary and secondary sections join together. Where such a situation help them to function in remote areas (Frank Galligan, 1999:257).

In American high schools today it has its own department: the athletic department coaches instead of teachers are employed, with the clear intentions of creating a successful athletic program in other words, winning teams some teachers do work in both capacities and are paid extra to do so, but this is by no means the norm. In many cases the athletic director has over all charge of both physical education and sport and will appoint head coaches to each

varsity sport (high school). Who are quite often paid far more than teachers. Coaches must be member of the faculty teaching staff but this is often simply a matter of teaching a minimum number of classes in order to satisfy regulations coaches are also required to hold an approved coaching qualifications, recognized in the state where they work. This also applies to teachers, even if they are qualified to teachers of physical education.

Sport in America high school is driven by the culture within which it exists namely one of winners. School derive much kudos from success and capable students build a scholarship winning profile in higher education, college athletic departments create the sports stars of tomorrow; physical education has in many cases been renamed kinesiology or movement in a attempt to redefine it with an educational rather than an athletic focus (Galligan, Frank 1999:225).

The most successful aspect of school sport in Kenya so far has been the national school athletics championships, which were initiated in 1967 and have continued since then Kenya's athletes are known around the world and most are a product of the close relationship between school and senior athletics administrations. Soccer and basketball are also well established as is girls' netball. However athletes with its long term financial assistance from coca-cola, is able to fund schools activities in a way that has not yet possible in other cases (Galligan Frank, 199 :254).

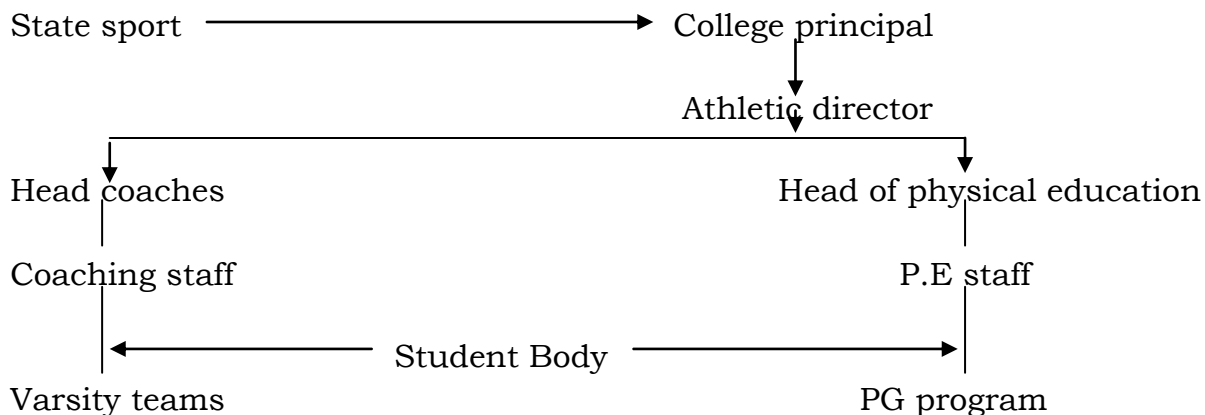


Fig. 1.1 The simplified structure of school P.E in America High School

The use of academies and sport school these two terms refer to quite different types of establishment. Sport academy is usually applied to those establishments with the primary aim of developing performance at and to the height level largely with promising and/or established athletes.

The term sport school has quite different implications it tends to be associated with children often as young as seven or eight years old being sent away to a residential facility which also provides a full time education.(Frank F Galligan, 199-:285)

2.3 The Interscholastic Program

2.3.1 Interscholastic Sports

The inclusion of interscholastic sports in the educational curriculum has typically been justified on the basis of sport contributing to educational goals. Proponents of interscholastic athletics cite its valuable contributions to the educational mission of the school. Participation in interscholastic sports can benefit students in several ways. It can help students develop a high level of physical fitness and attain a high degree of proficiency in selected sport skill and knowledge of various aspect of the game. Other frequently cited benefits of participation include the development of sportsmanship, cooperation, leadership and loyalty. School sport can provide opportunities for personal growth pave the way for the development of friendship, develop decision making and thinking skills teach self-discipline and commitment, enhance one's self-esteem and personal status and promote the acceptance of others regardless of race or ethnic origins.

However, whether participation in sport enhance academic achievement is a very complex and debatable question. When viewed as a group high school athlete generally have better grade point average and express more interest in further education than their non athlete peers. It is important to note, however,

that such differences are typically small. Moreover, academic achievement is linked to a number of factors, including academic goals, personal achievement values, and motivation. It is also difficult to isolate the influence of sport participation from other factors known to influence academic achievement such as family background economic status support.

Interscholastic sport can also heighten school spirit and engender parental support. In many locales across the country interscholastic athletics provide a focal point for the community. It appears that interscholastic programs do not use a disproportionate share of budgetary resources when they are maintained in a proper perspective.

Whether or not interscholastic sport programs help participants attain desirable educational goals as well as provide a positive experience for those students involved depends a great deal on the manner in which the program is conducted. These desired outcomes do not accrue automatically as a result of participation in the program. They can however, be realized when school administrators and coaches make a concerted and thoughtful effort to structure sport programs to provide experience that will lead to the attainment of educational goals and fulfillment of students' needs (Wuest Bucher, 199:540).

School officials encouraged such extracurricular activities for two essential reasons:

- a) To upgrade the physical fitness of country youth large number of high school students were found to be poorly conditioned when
- b) Educators believed that sports provided a medium through which positive traits could be cultivated

On the other hand, they have been criticized for being unnecessarily disruptive and misdirected Coakley summarized the traditional arguments for and against interscholastic sport programs.

The pro arguments include the following:-

1. Participation in sports and in other extracurricular activities increases student's interest in school in general and scholastic affairs in particular.
2. Sport prepares participants via anticipatory socialization to fill important positions.
3. Sport stimulates interest in kinetic activities among the student body.
4. Sport generates school spirit de corps and cohesiveness which marks the school viable and meaningful social organization.
5. Sport evokes school support from teachers, administrators, parents, alumni and the community.

The con argument includes the following:-

1. Sport distracts attention from academic pursuit.
2. Sport focuses athletes on values that may no longer be functional in society.
3. Sport relegates most students to a spectator rather than a participant role.
4. Sport creates an anti intellectual spirit among students that is contrary to the manifest educational mission of the school.
5. Sport deprives academic programs of resources facilities personnel, and community awareness and support.

While both sides of the argument lack extensive empirical support, the proposition tends to hold way over the con, certainly in terms of public sentiment. Because high school athletic programs are promoted or criticized on the basis their consequences, the following discussion considers research regarding the consequences of interscholastic sport programs for the participants (Leonard, Wilbert Marcellus 1998:312).

Recreational sports programs in the high school recreational sport programs represent a very important component of the total educational process. They

contribute to important qualities such as healthy fitness feelings self-worth, skill and social development. In addition, these programs provide an opportunity for all students to participate and interact on a voluntary basis activity should be selected that reflect and extend the basic physical education instructional program as well as student interest and needs. Interscholastic, intercollegiate sport program represent an integral part of the total spectrum of human movement experience.

Competitive sport program is usually designed for those individual most talented in sport specific Endeavour's. The competitive spirit is not only a local phenomenon but is national as well as international in scope and dimension. Unfortunately, this competitive enthusiasm occasionally erupts in dysfunctional, dangerous, and sometimes delay behavior by participant's parent's spectators and associated crowds.

The challenge of providing sound educational program in competitive or varsity interscholastic and intercollegiate sports is one that all physical education professional recognized. The challenged can be met and resolved if physical educators and other professionals bring to the attention of administrators the community and the of respective schools. (Bucher Charles 2002:142).

2.3.2 Extramural Sports

For many schools recreational sports programs are considered an extension of the physical education program. Recreational sports make up that phase of an activities program in a school, college that is geared to the abilities and skills of the organization. Recreational sports offer intramural activities within a single school or institution as well as extramural activities such as play days festival sport days, extravaganzas that bring together participants from several institutions.

Each club within a sport club program is usually devoted to one activity, such as basketball, volleyball handball and it encourages students and other

individuals to participate at all level of skill. Sport clubs may be managed by members of the organization, such as students in schools and colleges or by the central management of the organization. Members Advisors or Community volunteers usually provide instruction and coaching.

Recreational sports activities allow every individual to develop and display his or her skill in various physical activities settings.

Most individual enjoy activities in which they developed skill. Recreational sport help participants develop proficiency in both individualized and group activities in which each person is grouped according to skill that providing for equality of programming or competition, which help guarantee greater success and enjoyment.

Opportunities for psychological development are numerous in recreational sports activates. Though many social contacts, co-educational experiences, and playing on and against other teams desirable qualities are developed. Individuals learn to subordinate their desires to the will of the group; they also learn fair play, courage, cooperation group loyalty, social poise discipline other desirable traits. These experiences offer training for life long learning, citizenship, and human relations (Bucher Charles, 2002:109).

In general, recreational sports programs represent a very important component of the total educational process. Apart from the above stated contribution additionally these programs provide an opportunity for all students to participate and interact on a voluntary basis.

2.4 Management Personnel Involved In Sport Programs

Key management personnel involved in sports programs include the director of Athletics, the coach the athletic trainer and member of sport council. For the sake of this research however, only major sport management positions applicable for high school sport program will be presented.

The Director of Athletics

The director of athletics implements the athletics policies as established by the state, school boards, or institution. Responsibilities and duties of the athletic director include preparing the budget; purchasing equipment and supplies; media contact; making and promoting the program; fund raising scheduling; arranging for officials generally supervising the total conduct of the program.

The athletic director should be professionally trained and possess a background in physical education and sport qualification might include a major in physical education with additional preparation in sport management and business. Experiences as a player coach or manager should be also remain experiential requisites. Although the scope and division of duties and responsibilities might vary from school to university level from division III to Division I the human technical, conceptual and leadership skill remain constant athletic directors whose responsibilities might include hiring and scheduling of officials office staff, travel risk management. (Bucher Charles 2002).

The coach

One of the most challenging management positions within the physical activity and sport continuum (PASC) is that of coaching. Many students who show exceptional skill in an interscholastic sport believe they would make good candidates for various coaching position. Outstanding athletes in high school their skill will carry over to the coaching arena.

Many qualities such as a thorough knowledge of the sport coaching license and commitment fairness flexibility, integrity honesty and a sincere interest in working closely with youth and young men and women must provide the foundation of coaching success. The coach is a person to emulate. So that, coach should recognize this role modeling concept and strive to instill such values (Bucher Charles 2002:150).

2.5 Community Support

If seems true of teachers and administrators that they cannot make many significant improvements in schools without the support, consent, and active help of the community. As Menge and others pointed out, in many countries, schools which have relatively little contact with the community were unable to make remarkable advances (1953:138). The importance of community support in school affairs is recognized by a number of authors. Basco, for instance, has stated that the home and the school are in influential power in the lives of many individuals until young adulthood (1982:827). This also noted by Epstein. According to this author, research workers, policy makers and practitioners have included community support in their list of factors of effective schools, as results of teachers and students show beneficial out comes (1988:87).

Similarly, according to Brooks Bank and Ackstine, the importance of the community is that a school has the need of a body of people who can advice encourage and warn, presenting the policies of the school to the local community and the concerns of the community to the school (1984:224).

Concerning the importance of community participation in the school UNESCO has stated that:

- a) It helps to make the education system efficient, by increasing the mobilization of financial, human and practical resources.
- b) It is necessary to adopt education to the needs, problems, aspirations and interests of the population benefiting from it.
- c) It also constitutes a way to stimulate initiative.
- d) It deals with decision making at all points in the educational process from its initial orientation to its programming (1985:53-55).

Community involvement in schooling has also been as a means of providing support to isolated teachers in many locations. Hence, community support could be visible and planning, financing, constructing and maintenance, controlling student discipline, financing, construction and maintenance, controlling student discipline to solve the problems that exist in the schools (UNESCO, 1985:29). The support of the community could be in the form of a monetary contribution, in kind i.e. in the form of donations of land, staff-housing equipment for school supplies etc. and contribution in the form of free labor which could assist the teacher to do his task in a better way (Ibid:25).

There fore, as Dove suggests, an intimate relationship between the school and the community needs to be established in order to facilitate dynamic interaction between the two for better education, better development and higher quality of life of the school children and community members which may also influence the teacher to stay at work (Dove, 1994:01).

2.6 Basketball in Ethiopia

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 Haileselese (Kokebe Tsebah) 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, Bizunehy).

2.7 Getting Started Basketball

Basketball used to be thought of as mainly a secondary school game indeed many teachers have in the past mistakenly delayed introducing the game to players until they reached thirteen or fourteen years of age. Also, coaches and other observers of the sport have come to the inevitable conclusion that those who begin developing basketball skills in these years between the ages of eight and thirteen have distinct advantages over those who start later (Ambler Vic, 1979:13).

The development of mini basketball in Europe in the 1960s has also had an impact. It is similar to Biddy Basketball; which developed in the United States as a game for eight to twelve years old using a lower basket and smaller and lighter balls. Mini basketball was designed on respect for rules their opponents and themselves and to develop coaches and referees of the same age groups as the players, thus giving them a sense of responsibility.

2.8 Teaching Basketball Skills

Basketball skills can easily be taught during the normal physical education lesson and many of the movements bear similarity to other facts of P.E. The upward jump shot made when heading a football is in part like the movement made for the jumping shot, the drive for a lay-up shot compares with the run up for the high jump, the basketball pass is similar to the javelin throw. New skills therefore, can be introduced as class activities and when some degree of proficiency has been attained they can be included in group work or during the warm up sections. In the teaching of all physical skill once the movement has been understood subsequent emphasis must be on the maximum opportunity for supervised practice. This opens up the major problem of basketball and

basket. One basketball ball for each student is the optimum for the practice of the shooting drills and dribbling drills, and one between two for ball passing work. Obviously basketball cannot be provide in this a large extent be solved by the use of cheap plastic balls. The two main baskets on the courts are insufficient for the amount of shooting practice which every group must have shooting and the approach to shooting are of vital importance and extra baskets must be setup. Two training baskets should be installed along each side line and if these are properly placed practice games can be played across the court. Small additional baskets which hook on the wall bars or becomes are also must useful.

2.9 Teaching the Game Basketball

All sessions except possibly those in the very early stage should include elements of passing, dribbling, shooting, individual offence. All session must include the shooting elements since this is the essential and most complex of all skills.

The part played by this aspect will depend on what other provision can be made in the way of intra mural games but the opportunity to play the game of basketball must be presented in the whole curriculum. Higher up the school it should be possible to combine 2 and 3 where much of a session can be devoted to the game, more basic skills having been learned earlier.

1. Whole class activity: the entire group works on the same basic skill. Availability of balls, baskets and space is obviously a factor.
2. Full court lanes: the court is divided longitudinally into two lanes with practice working towards different ends.
3. Three sections: A good- sized court is divided into three cross sections. The basket are used for shooting practice of other basic skills is organized in the middle area. Players are rotated to different area by time.

4. Full court situations and the fast break practices should be used

2.10 Teaching Basic Basketball

In considering what to teach the following breakdown of basic skill is appropriate to all players.

2.10.1 Offensive Basic Skills

- a. **Passing:** initially it is important to learn how to pass from firm and balanced base with a good view of the target.
- b. **Dribbling:** dribbling is essential to ball familiarity and is best done at the beginning coach should be encouraged to use split vision and feel the ball rather than slap. It keeping a loose wrist and pushing the ball to the ground.
- c. **Shooting:** is the really essential skill and one which requires a great deal of practice. Good shooters, even young ones, are now expected to score on average in excess of forty per cent.
- d. **Rebounding offensively:** physical qualities are important in rebounding and jumping practices such as continuous ball tapping are effective.

Shooting is of course the most important of all offensive skills because the object of the game is to offensive skills because more times than the opposition. But as all shootings apart from free throws. It is important to learn about shooting in the context of passing, receiving and dribbling skills. The interdependence of basic skills is particularly important in the early stages of the game.

A good player will know before passing where the basket is located and how the defense is arranged so a stable and upright position with good visibility is consistent with all good ball handling.

Speed and accuracy in passing come from the use of the wrist and fingers. It is good practice to pass to moving players and to move after passing getting free to receive a pass is one of the basic skills and may involve faking by the receiver. The receiver finds space and meets the ball, receiving with two hands. Signaling for the pass may be done with one hand, but catching with two hands is important. Receivers should hold the ball and if off balance recover to a stable position ready to shoot or pass.

Opinions have varied on the time to teach and encourage dribbling but most coaches are now of the opinion that dribbling is essential to a ball familiarity and is best done at the beginning.

The time to learn to dribble in order to shoot the close in shots varies for young players; it can usually be done in the first two or three sessions and once this is achieved there is a cut-off point where other skills are emphasized.

Basketball is won and lost through rebounding and a good offensive player in this respect is invaluable. Rebounders are aggressive, mobile and agile, and when acting offensively need that extra sense of anticipation because the odds are loaded to the defense. Physical qualities are important in rebounding and jumping practices such as continuous ball tapping are effective.

Young players can develop considerable skill and quickness by playing one on one and opportunity should be given regularly for them to do so.(Ambler 1979:21).

2.10.2 Defensive Basic Skills

- a. **Making and channeling:** the ability of young players to stay with an opponent with or without the ball will require vision, technique agility and desire. In general, we stay between our man and the ball. He /She will be dangerous when he/she moves towards the basket and defender must beat him/ her to the spot.

- b. **Stopping an effective pass:** the player defending the ball handler must make it as difficult as possible for a passer to get an open passing lane. Hand must be kept very active for this.
- c. **Stopping effective dribbling:** this means preventing the dribbler from making a penetrating move towards the basket. In the correct defensive posture for this the player has a low center of gravity and has both feet solidly on the ground, facing his/her opponent.
- d. **Discouraging and checking shooters:** when an offensive player stops dribbling he/she may shoot. The defender should immediately step closer to him/ her with his/her hand up.
- e. **Defensives rebounding:** rebounders must have the feeling that when the shot goes up it is their ball. Rebounders should be aggressive, mobile and have good jumping ability.

Basketball is constantly changing and developing and recent years have seen strong emphasis on defense. The defensive team no longer reacts to the offence: it makes the offence react to it and forces the offence to do what it wants. Playing individual defense in a man to man situation is essential to the game. In general, we stay between our man and basket and try to see the man and the ball. He will be dangerous when he moves toward the basket and/or the ball and the defender must beat him to the spot.

The defender should force the dribbler away from the basket by getting good and first body position by using the legs. The feet, rather than the hands. (Vic, Ambler 1979: 34)

2.11 The High School Basketball Coach Challenges

If a young man desires to be a coach, if he has a fancy for handling a group of players and in developing a basketball team, he must have incentive to be a coach. He should read about and study the game. Too many college men think that because they are good basketball players they can readily demonstrate

techniques and coach a team many smart and experienced coaches study basketball literature year after year, for they realize that the learning process goes on all the time and they are forever trying to improve upon their methods and to add to their store of knowledge (Newsom Heber 1961:1).

The physical education instructor must remember that, if he is the coach of a team, he is primarily a teacher. The coach is gentleman of culture and he can add dignity and distinct social value to both the school and the community. Here is the opportunity for you as a teacher to be a character builder, a molder of personalities. The high school coach of often a great influence and help in the lives of students, for the right type of man is emulated and highly respected by the players. Therefore, you, the coach, by circumspect behavior, by sincere interest and enthusiasm, and through a helpful spirit can make yourself a powerful agent in the educational world. Coaching is a hard work but, if it is a pleasure for you, then stay with it (Newsom Hebert 1961:1).

A) Winning

Of course, you will teach the players to win, but you must teach them to play according to the rules of the game, of ethics, and of good sportsmanship. As a general rule the attitude and behavior of players toward the opponents, officials and spectators merely reflect the stand and conduct of the coach. It is entirely beneath the dignity of a coach in his attitude of righteous indignation to blow "his top" and make scene because of some miscue of the officials. Such an individual presents a rather pitiful exhibition of lack of self-control which department does not endear him to this player or to the public. If you can at all times conduct yourself with propriety and restraints your players will usually do likewise (Newsom Hebert, 1961:2).

Coach is confronted with the problem of preparing your players for a good performance in game play and at the same time, it is your job to promote within them the continuous of good health. This good health can no doubt be

enhanced if you will explain somewhat in detail the simple, basic principles: proper exercise, plenty of sleep, rest, daily elimination, and a balanced diet. The basketball season does not have to be a terrific strain on the players if you direct and control the players properly.

Training: is the process of getting ones self into condition so that players must be impressed with the necessity of attending practice regularly; they must use good judgment in matters of diet sleeping bathing social activities etc. The methods you use by which condition is attained are very important so you should outline carefully your program of training.(Newsom,Herbert 1961:3).

B) Sportsmanship and School Spirit

Although it is difficult for some youngsters and adults to understand this statement good sportsmanship is far more valuable than the mere winning of a game. Sportsmanship is rather significant in athletics, so it is the place of the coach to further the same.

How can you, the coach, accomplish this? Be an example yourself demand sportsmanship, develop among students and players the right attitude toward officials, counsel and direct the cheer leaders. Closely associated with sportsmanship is the problem of school spirit. The interest in athletics and the general spirit of the student body often indicate the types of athletic teams which represent a school. Hence, it is highly important that school spirit should be developed and maintained. Here again, you with the help of the principal, teachers, players and students leaders, can explain and encourage this spirit. A publicity committee will be able to achieve good results from its contacts with then newspapers and citizens of the community.

C) Prevention and Treatment of Injuries

Lack of space prohibits a discourse in this subject, but a few suggestions are in order. The coach should know first aid, he should have a well stocked cabinet

of training room supplies, and he should pay careful attention to warming-up and conditioning exercises.

The player should learn how to take care of their feet, the coach must be able to give first aid treatment in connection with cuts, floor burns, abrasions, sprains, etc. Above all, he should know how to tape and apply bandages. However, the coach should be extremely careful and cautions about attempting to treat injuries by himself, because of legal action that might follow. If the injury is something more than a superficial one, the player should be turned over immediately to the school nurse if possible family physician, preferably the latter. The purchase and care of equipment, scouting arrangement of the schedule, relations of the student managers to the coach, basketball trips, and public relations are some of the other problems to which the coach must be give due consideration.(Newsom Herbert 1961: 3).

D) The Sign-Up

Before the coach has his first meeting on the floor with his squad it is wise to hold a basketball sign-up a few days before the initial practice. Give the proposed date good publicity and urge all of those who are interested in trying out for the team or in signing up as managers to attend.

The meeting does not have to be of a longer duration than one-half an hour, but there are certain specific matters about which the coach should talk. The time of practice, the schedule, training rules, eligibility requirements, the medical examination, the season's outlook, and kindred matters should be explained. Perhaps a few words from varsity players would be in order. Those present should have impressed upon them what is required of a good basketball player. A player worthy of the name should have determination, courage, physical fitness, mental alternates, and experience (Heber, 1961:4).

E) Knowledge of Basketball Rules

It is surprising how many college basketball players have never read or studied the rules back on basketball. Naturally, high school players would know even less about the rules than the college players. The players' knowledge is more or less general in nature; they are, of course, familiar with many of the rules because of participation, experience, and observation. The more complicated and technical rules of basketball are learned only through intensive study of FIBA Basketball Guide and while playing the game as competition.

Perhaps it is expecting too much if we ask high school boys to familiarize themselves with the rules, but at least the coach should know them. He would also be performing an education service if he provided several copies of the rules books for the players to study. After a reasonable length of time for study, the players could be given a quiz on the rules. Undoubtedly, they would play a better game and would pay more attention to violations in dribbling, stopping, and making pivot.

They should be able to better appreciate the position of an official. This increased knowledge should promote sportsmanship and it would lessen the tendency to commit certain errors, violations, and fouls which would often be avoided if the players were familiar with the more common rules.(Herbert 1961:45).

F. Eligibility of players

In high school as well as in college you will frequently discover that several players will be lost to the team because of scholastic difficulties. Some students are primarily interested in athletics and they do not care the study, while others are not endowed with much "grey" matter, and these chaps have difficulty in mastering such subjects as mathematics, science and English.

So that, the coach should strive to analyze the case of the ineligible player, and to remedy the situation if possible. The solution of the player depends largely upon the cooperation of any individual as you can see from the suggestions offered.

1. Encourage scholarship
2. Know the system of eligibility, that is in vogue in your school
3. Try to teach that ineligibility is disloyalty
4. Appoint teachers to help players in their difficulties
5. Interview teacher and strive to understand the teachers and the students problems.
6. Seek the cooperation of the parents
7. Cut down the practice period of the player who is deficient in his scholastic work.
8. See that the player has the proper advice and knowledge concerning the program of studies that he selects.

2.12 Challenge in Basketball Activity Classes

The coach of a high school basketball team does not usually become irritated or discourage because of a lack of interest on the part of his 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 competition, 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 normal high school students works hard to make the team: he/she makes many scarifices, he/she keeps in condition, and he/she practices diligently on fundamentals. Even though he might dislike some of the assignment and drills prescribed by the coach, he follows performance of his tasks is a part of his/her obligation to the team.

The physical education teachers who have charge of a basketball activity class finds himself in an entirely different situation. In the first place, the students in his class are required to take physical education and there are a few in the group who do not like basketball. Further more the teacher is not working with select groups the beings as a general rule a wide range in ability. The teacher soon discovers that most of these students are interested in basketball and they like to play the game but that is about they wish to do just play to them practice on fundamental is simply a waste of time. Consequently, the teaching of skills, the learning of basketball techniques and the development of individual and team play are major problem for the teacher.(Herbert 1961).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 The Research Setting

The study area is Addis Ababa city administration its aims is to find the challenges and practices of basketball and give possible recommendation which enhance and insight the importance of scholastic basketball competition by igniting students to become elite athlete in their future carrier.

3.2 Methods and Procedures of the Study

A researcher design is a planning of the research to minimize error in the process of data sampling, data collection, methods and procedures.

A clear design can lead to at least minimum error (Kothar, 2004). Therefore, the following part deals with the research design on method of sampling techniques, data collection tools and method of data organization for analysis.

This study is aimed at investigating challenges and practices of schools on the contribution for development of basketball in Addis Ababa city administration (the success and failure are identified). To this effect, the descriptive survey method was being employed because the researcher believe that, this method is mainly appropriate to gather several kinds of data related to the problem under the study and to identify common elements. And also enables to obtain current information.

3.3 Source of the Data

Primary data was collected through employing multitude of data gathering techniques including questionnaire, focus group discussion and interview. Survey has been carried out through standard questionnaires to collect data from coaches, students, physical education teachers, referees and member of

basketball federations. So as to supplement and consolidate the data collected through survey; focus group discussion held on with aforementioned representative. Of course interview also applied to ascertain the reliability of information collected from key informants

3.4 Sampling Techniques and Population

There are total of sixty-six (66) secondary school in Addis Ababa city administration. Since the secondary and preparatory schools in Addis Ababa city are large in number ten schools from five sub cities have been selected to conduct the study. The main participants of study are students, health and physical education teachers, principals, basketball coaches, member of Addis Ababa basketball federation and referees. Thus the total target populations of the study is six hundred sixty (660) and the sample size will be hundred-two(102)students. The remaining sampled populations were taken from physical education teacher and school principals. From each school one representative were taken.

The researcher had applied systematic sampling technique to select sub cities. Since there is complete list of sub cities it is recommended to use systematic sampling technique to get representative sample (C.B GUPTA 1982: 319). On the other hand purposive sampling technique used to select schools, students and teachers. Since the aim of the study is concerning challenges and practice of basketball, it is appropriate to select respondents who have an exposure of basketball and basketball related issues and hence purposive sampling is convenient.

3.5 Data Collection Instruments

Questionnaire, interview and focus group discussion were used as instrument for collecting data.

3.5.1 Questionnaire

Questionnaires were delivered to students to examine the overall practices of basketball coaching from their point of perspectives. In order to get the necessary data, questionnaires will construct based on the review literature. The item of the questionnaire will both open and closed formats.

3.5.2 Interview

Interview with open-ended questions were delivered to the former coach alumni to identify their opinions, views and low practices regarding interscholastic basketball coaching to promote it is contribution and sharing their experience.

3.5.3 Focus Group Discussion

In addition to questionnaires, interview, focus group discussion also will be prepared, in regarding to discussion the participant were key informants from member of basketball federation as well as referee.

3.5.4 Data Analysis

Appropriate data analysis procedures were employed based on the essence of every data. From the different kinds of statistical tools the researcher used percentage; average tabulation method will be used for analyzing the questionnaire data. This is simply because of its simplicity in portraying questionnaire data. Interview and focus group discussion responses were also presented to support other evidences.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Presentation and Analysis of the Data

In this section, the result obtained from the questionnaire, interview, focus group discussions and observation check list were analyzed. The analysis and interpretation of the data gathered from the sample school of Addis Ababa city from five sub cities such as Arada, Bole, Gulele, Kirkos and Yeka.

The type of the schools studied in this research were government school and the number of sample school were ten in number among these school four of them were taken from secondary schools whereas the majority of the school were preparatory schools. The data obtained through the structured items questionnaire were tabulated and analyzed in the form of tables and charts.

With this aspect 37 tables and 4 figures were constructed for the different items of questionnaire where as the data obtained through FGD and interview and observation checklist were presented as supplements to enrich information that was drawn using questionnaire.

The primary objective of this part is to seek appropriate responses for the basic questions raised at the beginning of this research from the schools selected from above mentioned sub cities.

The sampled populations were students, teachers and school directors as the whole 122 questionnaires were distributed for the respondents. Of which 102 of questionnaire given for the students 100 percent of questionnaires' were filled. Similarly, out of 20 distributed questionnaires for PE teachers and school principals also returned. In general, all of them were filled and returned consequently, the researcher analyzed the data based on the respondents' response. Of course, interview and focus group discussion with the concerned

bodies has been conducted. The analysis and interpretation of the data are presented subsequently for each table in this section of the study.

4.2 Characteristics of the Population under Study

In order to minimize the barrier of information gap, different categories of respondents were involved in this study as mentioned earlier. Therefore, in light of these conditions it is believed that the responses and other relevant data were organized and analyzed so as to determine the out come of the study.

The characteristics of the study groups were examined in terms of different variable like sex, age, school type, indicated in the table below.

Table 1: Population Characteristics of the Study

№	Variables	Characteristics category	Secondary School		Preparatory		Total	
			№	%	№	%	№	%
1	Sex	Male	26	26%	54	53%	80	78%
		Female	14	14%	8	8%	22	22%
2	Age	14_16	23	23%	8	8%	31	30%
		Above 17	17	17%	53	53%	70	69%
3	Subcity	Arada	10	10%	10	10%	20	20%
		Bole	0	0%	10	10%	10	10%
		Gulele	20	20%	10	10%	30	29%
		Kirkos	10	10%	10	10%	20	20%
		Yeka	0	0%	22	22%	22	22%

Table 2: The initiation and interest of teachers towards coaching basketball

№	School type	School Name	Student responses								Total	%
			Very high	%	High	%	Low	%	Very low	%		
1	High school	Assay	1	1%	2	2%	4	4%	3	3%	10	10%
		Blacklion	0	0%	0	0%	5	5%	5	5%	10	10%
		Debreselam	0	0%	0	0%	4	4%	6	6%	10	10%
		Meraf	0	0%	0	0%	3	3%	7	7%	10	10%
2	Preparatory	Abyotkirs	2	2%	3	3%	3	3%	2	2%	10	10%
		Bole	0	0%	0	0%	7	7%	3	3%	10	10%
		Wondirad	1	1%	2	2%	4	4%	3	3%	10	10%
		Kokebetsibah	1	1%	2	2%	5	5%	4	4%	12	12%
		Minilik	1	1%	1	1%	5	5%	3	3%	10	10%
		Yekatit 12	1	1%	3	3%	3	3%	3	3%	10	10%
		Total	7	7%	13	13%	43	42%	39	38%	102	100%

As revealed in the table above, 7 (7%) of the total respondents perceive that PE teachers are very high the level initiation and interest for basketball coaching. On this line (capability of coaching basketball) 13(13) percent of the respondents were also confirmed that PE teacher basketball skill is high. On the other hand, as can be observed from table above, 43 (42) percent of respondents were assert that the discipline and coaching basketball game skills of PE teachers were very low. From this table it is possible to conclude that 39(38) percent of the respondents were not convinced with the teacher capability of coaching basketball.

This issue was also discussed in open ended questionnaire some of the response given by the respondents.

- *Standardize coaching system must be implemented*
- *If teachers are or that much motivated or coach, it is better to hire part-time coach*
- *Hiring a qualified coach is also another important issue*
- *To hire perm ante or part time voluntary coach*

But the reality what is expected from high school basketball coach is stated below as cited in literature review.

As cited in Newsom (1961:1) indicated that the high school coach is often a great influence and help in the lives of students for the right type of man is emulated and highly respected by the players. Therefore, you the coach, by circumspect behavior, by sincere interest and enthusiasm, and through a helpful spirit can make yourself a powerful agent in the educational worlds. Though coaching is hard work.

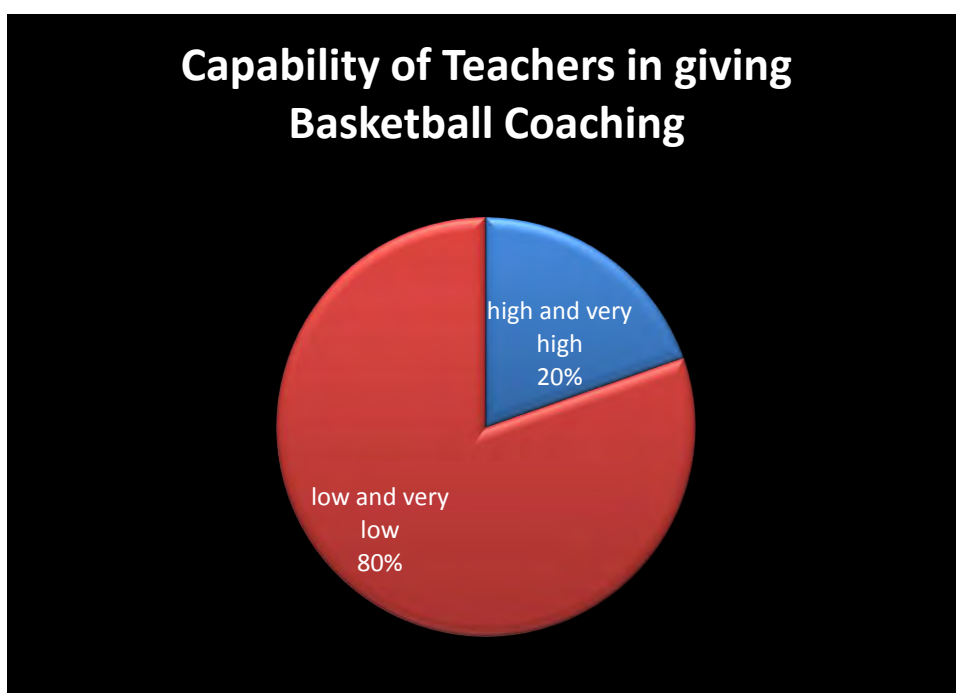


Figure 2. Capability of teachers in giving basketball coaching

Table 3: If your answer is very high or high in number '5' question what would be the possible reason

Reason	highs	%	prep	%	total	%
Teachers have enough knowledge and skills	15	29%	20	39%	35	69%
There is standard play ground and enough balls in the school	8	16%	3	6%	11	22%
Apart from the normal teaching carrier, they are engaged in as committee member	1	2%	1	2%	2	4%
Others	2	4%	1	2%	3	6%
Total	26	51%	25	49%	51	100%

Remark: On the table above, only those students who considered their teachers very high or high in initiation and interest of teachers towards coaching basketball were considered. Thus the sum of the number of respondents on the alternative responses may not coincide with the total number of the respondents.

As shows in table above, from 20 respondents 51 answers were obtained from given alternative 15(29) percent of the respondents responded realized that teachers have enough knowledge and skill for coaching basketball. The other respondents replayed their response in relation with court and availability of ball 11 (22%). A few 2 (4%) of the answers reason was apart from the formal teaching carrier engage in committee activity. The remaining 3 (6%) of the respondent forwarded their personal reasons like very enthusiastic in teaching the practical class, organizing inter class competition were the most common one.

Table 4: If your answer is “low” or “very low” in number ‘5’ question, what would be your possible reason

Reason	High school	%	Prep	%	total	%
Teachers are not qualified for coaching	9	9%	21	22%	30	31%
There is no standard play ground and no enough balls in the school	17	18%	23	24%	40	41%
The teachers have no special support from the school	7	7%	9	9%	16	16%
Others	5	5%	6	6%	11	11%
Total	38	39%	59	61%	97	100%

Remark: On the table above only those students who considered the initiation and interest of teacher towards coaching basketball low and very low

Besides to this, each respondent had the chances to give one or more than one reasons. Thus the sum of the number of respondents on the alternative responses may not coincide with the total number of the respondents.

As shown the table above, 82 of the respondents had chosen low and very low regarding the initiation and interest of PE teachers towards coaching basketball. One of the reasons chosen by the respondents is that doubting on the qualification of the PE teacher in basketball coaching. There are about 30 (31%) of the respondents forward their opinion for alternative given above. On the other hand 40 (41 %) of the respondents had been chosen low and very low on the initiation of teachers towards coaching basketball. This is because there is no standard of playing court lack of ball could be the reason. The rest 16 (16%) of the respondents claimed that because the teachers have no special support from the school principals. At last and least 11(11%) of the respondents forwarded their reason by writing their own suggestion among this suggestion some of them are teacher are busy on the other business like act as side leader by being unit leader, acting as clerk for evening class and as referee for football match are crucial one.

Generally, the data collected and presented to answer the first basic question of this study revealed that most PE teachers in the study school initiation and interest to wards coaching basketball is as the result indicated that low and very low.

Table 5: Were you used to play basketball when you were primary school

School type	Name of School		No	Yes	Total
High School	Assay	Count	2	8	10
		%	5%	20%	25%
	Blacklion	Count	4	6	10
		%	10%	15%	25%
	Debreselam	Count	6	4	10
		%	15%	10%	25%
	Meraf	Count	8	2	10
		%	20%	5%	25%
	Total	Count	20	20	40
		%	50%	50%	100%
preparatory	Abyot	Count	9	1	10
		%	15%	2%	16%
	Bole	Count	8	2	10
		%	13.0%	3%	16%
	Wondirad	Count	7	3	10
		%	11%	5%	16%
	Kokebetsibah	Count	6	6	12
		%	10%	10%	19%
	Minilik	Count	8	2	10
		%	13%	3%	16%
	Yekatit 12	Count	5	5	10
		%	8%	8%	16%
	Total	Count	43	19	62
		%	69%	31%	100%
grand total	count	63	39	102	
	%	62%	38%	100%	

The above table indicate that 20 (50%) of secondary school which means (9-10) student respondents were not used to play basketball when they were primary school. Whereas the other 20 (50%) of the respondents were used to play basketball. The other categories of this research respondent were preparatory school, however, 19 (31%) of the student have experiences to play basketball when they were primary school. On the contrary, the majority of preparatory

school respondents 43 (69%) were not have exposure playing basketball when they were primary school.

To sum up, can be observed from the above data presented total of 102 respondents 39 (39%) of sampled population have had experiences to play basketball. The rest 63 (61%) of respondents did not have experience to play basketball.

Hence, the aforementioned finding indicate that more than half of the respondent launching to play basketball when they have joined either preparatory school if they are lucky enough start at high this is because, basketball given as lesson at grade 11. Imagine at this grade level students supposed to be 17 years old since this is basketball not weight lifting so that, it would be hard for the coach mould. Nevertheless, the reality stated in the literature review argue this premises here is below

..... In the past mistakenly delayed introducing the game to players until they reached thirteen or fourteen years of age. Also coaches and other observers of the sport have come to the inevitable skills in these years between the age of eight of thirteen have distinct advantages over those who start later (Ambler vic, 1979:13).

Table 6: If your answer is no in question number “8” then what is your possible reason

Reason	higs	%	prep	%	total	%
I was under age	3	5%	6	9%	9	14%
There were skilled students	2	3%	2	3%	4	6%
I haven't been given the chance at all	4	6%	3	5%	7	11%
Have no interest	6	9%	12	18%	18	28%
Others	5	8%	22	34%	27	42%
Total	20	31%	45	69%	65	100%

The analyzed data was presented in table 6 reveals that the reason behind not used to play basketball when they were at primary school

Remark: On the table above only those students who do not used to play basketball when they were primary school in addition to this, because, each respondents had the chance to give one or more reason. Thus the sum of the number of respondents on the alternative responses may not coincide with the total number of the respondents.

By having the above issue into consideration the researcher analyzed the given questions as follows.

The table shows in the above were described about the reason behind not used to play basketball, when they were primary school. Out of 63 respondents 9 (14%) of reason were because they were under age. A few of the respondents 4 (16%) answer were at that moment there were skilled students. And still other respondents that were 7(11%) answered because they have not given the chance at all. At last but not least of them respondents 18 (28%) of replayed because they did not have interest at that time. However, the majority of respondent answer 27(42%) of given any other reasons out of the given option. Here is some of them because they were dominated by elder students, there is no access to play and afraid of elder students.

Table 7 Have you been supported by your parents the fact that you were member of school basketball team

School type	Name of School		NO	Yes	Total
High School	Assay	Count	2	8	10
		%	5%	20%	25%
	Blacklion	Count	4	6	10
		%	10%	15%	25%
	Debreselam	Count	6	4	10
		%	15%	10%	25%
	Meraf	Count	4	6	10
		%	10%	15%	25%
	Total	Count	16	24	40
		%	40%	60%	100%
preparatory	Abyot	Count	6	4	10
		%	10%	6%	16%
	Bole	Count	6	4	10
		%	10%	6%	16%
	Wondirad	Count	6	4	10
		%	10%	6%	16%
	Kokebetsibah	Count	11	1	12
		%	18%	2%	19%
	Minilik	Count	7	3	10
		%	11%	5%	16%
Yekatit 12	Count	5	5	10	
	%	8%	8%	16%	
Total	Count	41	21	62	
	%	66%	34%	100%	
grand total	Count	57	45	102	
	%	56%	44%	100%	

As the data in table 7 shown, most of the respondents 57 (56%) of not supported by their parents. On the contrary, the remaining respondents parents 44 (43%) willing to support their children to be member of school basketball team.

Therefore, from this data it is possible to conclude that more than 50 percent of respondents parents' personal out look towards member of school basketball team most part negative. There for from this data, it is possible to conclude that 50% of respondents' parents are not willing to be member of school basketball team. This issue also discussed in the open-ended questionnaire 80 respondents have been influenced by their parents premises that is because parents are believed that being a member school basketball team have negative impact on their academic achievement. One of suspecting of the parent not allows their child to be member of school basketball because basketball is not guarantee for future career. This issue also responded by the teacher, their response were the same as students. To some existent parent have reality if the coaches are reluctant. The following statement discussed in the literature review as follow:

In high school as well as in college you will frequent discover that several players will be last to the team because of scholastic difficulties. some students are primary interested in athletic and they do not care the study while others are not endowed with much "grey" matter, chaps have difficulty in mastering such subjects as mathematics, science and English.

So that, the coach should is strived to analyze the case of the ineligible player, and to remedy the situation if possible.

Table 8: If you answer is no in question “10” then what would be your possible reason

Reason	higs	%	prep	%	total	%
Being afraid not to be successful in my education	5	8%	22	35%	27	44%
Behavioral change for the worse	3	5%	3	5%	6	10%
Parents need you after school, in order to support them in house work	2	3%	4	6%	6	10%
Hesitation of any sort of danger that could happen during play	3	5%	7	11%	10	16%
Others	3	5%	10	16%	13	21%
Total	16	26%	46	74%	62	100%

Remark: On the tale above only consider those students who do not supported by their parents the fact that the were member of school basketball

In addition, because each respondent had the chance to give one or more than one reason thus the sum of the number of respondents on the alternative responses may not coincide with the total number of the respondents.

The result shown concerning student who do not supported by their parents the fact that became member of school basketball from 57 answers 27 (44%) of students answer given because behavioral change for the worse. The other 6 (10%) of respondents reason not willing to be member of school basketball because parents need their child after school in order to get support in the house work. And still some 6(16%) of reason not to be member of school basketball was that hesitation of any sort of danger that could happen during play. The rest 10 (16%) of responses suggest their own reason like doubt with academic achievement.

Table 9: Interested in being chosen and held by first division clubs

№	School type	School Name	Student responses							
			Very high	%	High	%	Low	%	Very low	%
1	High school	Assay	5	5%	4	4%	1	1%	0	0%
		Blacklion	4	4%	2	2%	2	2%	2	2%
		Debreselam	7	7%	2	2%	1	1%	0	0%
		Meraf	4	4%	1	1%	4	4%	1	1%
2	Preparatory	Abyotkirs	2	2%	2	2%	5	5%	1	1%
		Bole	4	4%	3	3%	3	3%	0	0%
		Wondirad	4	4%	3	3%	2	2%	1	1%
		Kokebetsibah	2	2%	2	2%	2	2%	6	6%
		Minilik	0	0%	6	6%	4	4%	0	0%
		Yekatit 12	3	3%	6	6%	1	1%	0	0%
		Total	35	34%	31	30%	25	25%	11	11%

As is depicted from table above, 35 (34%) of respondents have very high interest to be first division clubs. Similarly 31 (30%) of respondents are also claimed that high interest. As whole 64% of the respondents were reflect great interest to be the member of first division basketball club in the future. On the other hand, 25 (25%) and 11 (11 %) of the respondents responded low and very low interest respectively the information obtained from focus group discussion assured that there are player who have been played as school team member by taking this information into consideration schools are ideal places to inculcate interest of basketball because schools are curtain raise to produce younger player for the future.

Table 10: If your answer is no much question number 12, then what should be your possible reason

Reason	higs	%	prep	%	total	%
Hesitation from any interruption to education	3	8%	11	30%	14	38%
Negative impact from family	3	8%	1	3%	4	11%
Does not generate any income	2	5%	8	22%	10	27%
Others	2	5%	7	19%	9	24%
Total	10	27%	27	73%	37	100%

Remark: On the table above only those students who considered no much interested in being chosen and held by first division club were only 36 respondents considered. Thus the sum of the number of respondents on the alternative responses may not coincide with total number of respondents.

As it can see in the table above from 36 respondents 37 answers were obtained from given alternative 14 (38%) of answer were chosen because hesitation from many interrupting to education. The other reason chosen by the respondent were negative impact from family because does not generate any income in the future that was 10 (27%). The remaining 9(24%) of were forwarded their personal reason like we do not know what would happen in the future, is that your business.

Table 11: Do you practice basketball game other than school competition

School type	Name of School		No	Yes	Total
High School	Assay	Count	1	9	10
		%	3%	23%	25%
	Blacklion	Count	4	6	10
		%	10%	15%	25%
	Debreselam	Count	2	8	10
		%	5%	20%	25%
	Meraf	Count	4	6	10
		%	10%	15%	25%
Total	Count	11	29	40	
	%	28%	73%	100%	
preparatory	Abyot	Count	8	2	10
		%	13%	3%	16%
	Bole	Count	3	7	10
		%	5%	11%	16%
	Wondirad	Count	2	8	10
		%	3%	13%	16%
	Kokebetsibah	Count	7	5	12
		%	11%	8%	19%
	Minilik	Count	4	6	10
		%	6%	10%	16%
	Yekatit 12	Count	2	8	10
		%	3%	13%	16%
Total	Count	26	36	62	
	%	42%	58%	100	
grand total	Count	37	65	102	
	%	36%	64%	100	

As revealed in the table above, a few 37 (36%) of the respondents did not practice basketball game by their own initiation other than school competition during their spare time just to improve their individual ability. On the contrary, the majority 64 (63%) of the respondents are played basketball by their own initiation when ever there is spare time.

To sum up, the data presented in the tables above answer the second basic question of the study to some extent. How is basketball coaching is implementing in the school. The researcher has reservation about the current implementation of basketball coaching could help to produce talent player for the future.

Table 12: In your point of view, is there enough balls and standard play ground to practice the game in your school?

School type	Name of School		No	Yes	Total
High School	Assay	Count	0	10	10
		%	0%	25%	25%
	Blacklion	Count	5	5	10
		%	12%	13%	25%
	Debreselam	Count	8	2	10
		%	20%	5%	25%
	Meraf	Count	8	2	10
		%	20%	5%	25%
	Total	Count	21	19	40
		%	52%	48%	100%
preparatory	Abyot	Count	6	4	10
		%	10%	6%	16%
	Bole	Count	8	2	10
		%	13%	3%	16%
	Wondirad	Count	9	1	10
		%	14%	2%	16%
	Kokebetsibah	Count	12	0	12
		%	19%	0%	19%
	Minilik	Count	0	10	10
		%	0%	16%	16%
Yekatit 12	Count	6	4	10	
	%	10%	6%	16%	
Total	Count	41	21	62	
	%	66%	34%	100%	
grand total	Count	62	40	102	
	%	61%	39%	100%	

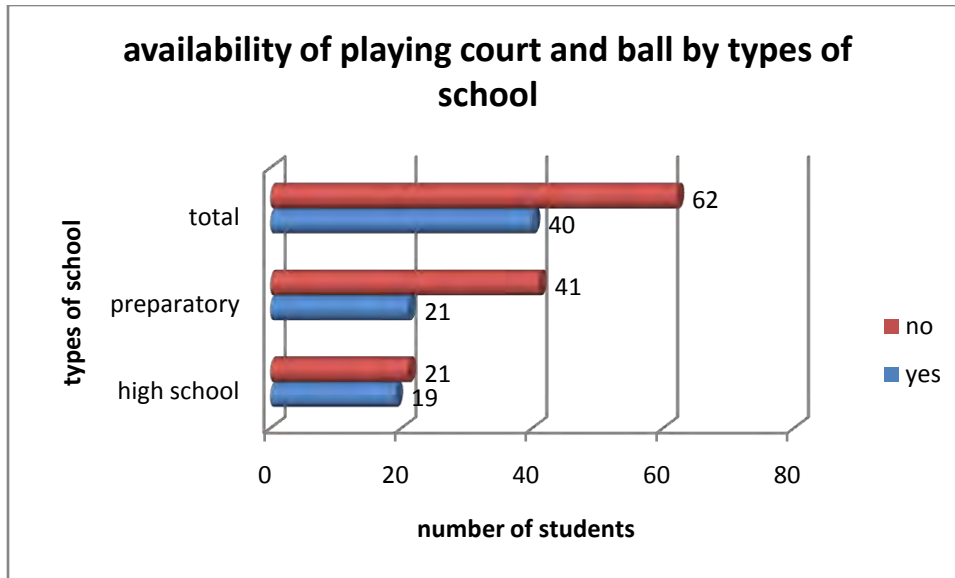


Figure 3: Availability of playing court and ball by types of schools

The table above indicates that availability of enough ball and standard play ground. As can be observed from table 15 21(52%) of secondary school replayed that there is no enough ball in the school. Contrary to this in 19 (40%) of the respondents are reported that there is enough ball in their school compound.

Hence, one can deduce from this report fifty percent of secondary schools there is great shortage of ball and suitable play ground (court) to practice. On the other hand shortage of ball and proper play ground become serious problem in the preparatory school that is 41 (66%) of the respondents reported that there is no enough ball available and standard paying court to practice. The other extremes 21 (34%) of preparatory students are responded unlikely.

In view of the issue so far discussed the above table a greatly shows 62 (60%) of the respondents claim that there is great shortage of ball and standard playing court. As the researcher personally observed play ground of most sample school are not attractive and convenient to play or else the availability of ball.

Table 13: Do you face any serious injury while playing basketball?

School type	Name of School		yes	No
High School	Assay	Count	6	4
		%	15%	10%
	Blacklion	Count	8	2
		%	20%	5%
	Debreselam	Count	7	3
		%	18%	7%
	Meraf	Count	10	0
		%	25%	0%
Total	Count	31	9	
	%	78%	22%	
preparatory	Abyot	Count	10	0
		%	16%	0%
	Bole	Count	9	1
		%	14%	2%
	Wondirad	Count	4	6
		%	6%	10%
	Kokebetsibah	Count	9	3
		%	14%	5%
	Minilik	Count	8	2
		%	13%	3%
Yekatit 12	Count	5	5	
	%	8%	8%	
Total	Count	45	17	
	%	73%	27%	
grand total	Count	76	26	
	%	75%	25%	

As can be seen from the table above, majority 76(75%) of students respondents responded that they did not face such serious injury. Nevertheless, a few 26(25%) of the respondents faced injury problem. The observation list revealed that almost all of sample schools do not have first aid kit. Besides to this, the actual situations of the school play court most likely aggravate such situation.

Table 14: Apart from the normal school competition is there any special and serious practice of basketball?

School type	Name of School		No	Yes	Total
High School	Assay	Count	1	9	10
		%	3%	22%	25%
	Blacklion	Count	9	1	10
		%	22%	3%	25%
	Debreselam	Count	9	1	10
		%	22%	3%	25%
	Meraf	Count	9	1	10
		%	22%	3%	25%
Total	Count	28	12	40	
	%	70%	30%	100%	
preparatory	Abyot	Count	6	4	10
		%	10%	6%	16%
	Bole	Count	10	0	10
		%	16%	0%	16%
	Wondirad	Count	5	5	10
		%	8%	8%	16%
	Kokebetsibah	Count	10	2	12
		%	16%	3%	19%
	Minilik	Count	5	5	10
		%	8%	8%	16%
	Yekatit 12	Count	4	6	10
		%	6%	10%	16%
Total	Count	40	22	62	
	%	65%	35%	100%	
grand total	Count	68	34	102	
	%	67%	33%	100%	

From the table above, majority 68 (67%) of the student respondents reported that playing basketball as enjoyment in the school compound is not common tradition among the students. This would seem to be because there is no standard playing court even goes to the extent of plane area. In those schools that have basketball court either the court is rough (un even concert), or no backboard and the rim need maintenance. Most likely in most school there is

no enough balls well. The research confirms these problems when the researcher had observation. On the other hand, with all these problems there are a few 34 (33%) of the respondents responded that there are students who have practice basketball just for the sake of fun.

Table 15: If your answer is “No” in question number “17” then what is your possible reason?

Reason	higs	%	prep	%	total	%
There is no basketball court	13	20%	19	29%	32	48%
School regulations do not allow to bring any balls from outside	1	2%	4	6%	5	8%
Students are not interested in basketball games	7	11%	14	21%	21	32%
Others	3	5%	5	8%	8	12%
Total	24	36%	42	64%	66	100%

Remark: The table above considers only those students who do not play basketball as enjoyment.

Further more each respondents had chance to give one or more than one reason. Thus the sum of the number of respondents on the alternative given may not concise with the total number of the respondents.

As can be seen the table above, 66 response were obtain “No” playing basketball to improve individual skill.

The reason behind not to play basketball is because there is no basketball court 32 (48%).A few of them 5 (8%)of them didn’t play basketball because school regulations do not allow to bring any balls from outside. Still other reason not to play basketball during free time was maximum of the students have no interested to play basketball. The remaining 8 (12%) of the respondents give their own reasons like PE teacher was not ready to give the ball, the break time is very short and the like.

Table 16: Have you ever had any chance to watch competition between Addis Ababa Clubs

School type	Name of School		No	Yes	Total
High School	Assay	Count	5	5	10
		%	13%	12%	25%
	Blacklion	Count	4	6	10
		%	10%	15%	25%
	Debreselam	Count	7	3	10
		%	17%	8%	25%
	Meraf	Count	6	4	10
		%	15%	10%	25%
Total	Count	22	18	40	
	%	55%	45%	100%	
preparatory	Abyot	Count	7	3	10
		%	11%	5%	16%
	Bole	Count	6	4	10
		%	10%	6%	16%
	Wondirad	Count	1	9	10
		%	2%	14%	16%
	Kokebetsibah	Count	9	3	12
		%	14%	5%	19%
	Minilik	Count	5	5	10
		%	8%	8%	16%
	Yekatit 12	Count	1	9	10
		%	2%	14%	16%
	Total	Count	29	33	62
		%	47%	53%	100%
grand total	count	51	51	102	
	%	50%	50%	100%	

As shown in the table 16, out of 102 respondents asked whether they follow-up foreign basketball competition or not 51 (50%) of respondent replayed that they did not follow foreign basketball competition. Where as the remaining 51(50%) of the respondents asserted that they followed foreign basketball competition.

Table 17: The possible reason not attend competition between Addis Ababa basketball club

Reason	higs	%	prep	%	total	%
Have no idea of time tables for competition	8	15%	15	27%	23	42%
I live far away from the competition place	10	18%	7	13%	17	31%
No interest to watch	1	2%	6	11%	7	13%
Can't go out of home with any permission of parents	3	5%	4	7%	7	13%
Others	0	0%	1	2%	1	2%
Total	22	40%	33	60%	55	100%

In addition, because each respondent had the chance to give one or more than one reason thus the some of the number of respondents on the alternative responses may not coincide with the total number of the respondents.

The table above shows that out of 55 responses 23 (42%) of the answers taken as reason not attend competition between Addis Ababa basketball club is that the may not have idea of time table for club basketball competition. The other 17 (31%) of reasons not to attend club basketball competition is not matter of lack of information place but do not have interest to watch. Where as the remaining 7 (13%) of the response is since they cannot go out of home without permission .Only 1 (2%) of the response was because he/she did not enjoy to watch basketball competition.

Table 18: Do you have any follow up of foreign basketball competition?

School type	Name of School		No	Yes	Total
High School	Assay	Count	1	9	10
		%	3%	22%	25%
	Blacklion	Count	2	8	10
		%	5%	20%	25%
	Debreselam	Count	5	5	10
		%	12%	13%	25%
	Meraf	Count	1	9	10
		%	3%	22%	25%
	Total	Count	9	31	40
		%	22%	78%	100%
preparatory	Abyot	Count	0	10	10
		%	0%	16%	16%
	Bole	Count	2	8	10
		%	3%	13%	16%
	Wondirad	Count	1	9	10
		%	2%	14%	16%
	Kokebetsibah	Count	6	6	12
		%	10%	10%	20%
	Minilik	Count	3	7	10
		%	5%	11%	16%
Yekatit 12	Count	0	10	10	
	%	0%	16%	16%	
Total	Count	12	49	62	
	%	20%	80%	100%	
grand total	Count	21	80	101	
	%	21%	79%	1%	

As shown in the table above, a few 21 (21%) of respondents did not follow foreign basketball competition whereas the majority of the respondents asserted that the follow up foreign basketball competition 80 (79%).

Teachers and Responses

This part consists of the responses given by teachers and school principals regarding with different major issues raised in school basketball coaching,

competition and related issues. Henceforth, discussed challenges and practice of basketball coaching at school level particularly in Addis Ababa city of government school in relation with the capability of PE teachers to instruct basketball coaching and supports from the school principals.

Table 19: Population Characteristics of Teachers

No	Variables	Categories	Secondary school		Preparatory school		Total teachers	
			No	%	No	%	No	%
1	Sex	Male	4	40%	6	60%	10	100%
		Female	-	-	-	-	-	-
2	Age group	20-30	3	30%	2	20%	5	50%
		Above 30	1	10%	4	40%	5	50%
3	Qualification	Bachelor	4	40%	5	50%	9	90%
		Master			1	10%	1	10%
4	Working experience	5-10	2	20%	2	20%	4	40%
		Above 10	2	20%	4	40%	6	60%

The data collected from the teacher questionnaires were tabulated and then the following significant characteristics of the respondents have been obtained.

Respondents 10(100%) of teacher respondents were male as far as this study is concerned. 5(50%) of teachers respondents were between 20-30 years, the remaining 5 (50%) teachers were above 30 years old. Nine (90%) and one (10%) of them have bachelor degree and master degree respectively. Ninety percent of sample respondents are bachelor degree holder.

Concerning working experience of PE teacher as the data indicates (40%) of were found to have served between 5-10 years while 6(60%) of them are above 10 years working experience. From this one conclude that most of the respondents have sufficient experience to run basketball coaching as well as give appropriate responses for the given questionnaire.

Table 20: On what level of coaching practice of basketball game held in your school?

No	Alternative	Number of respondents	
		No	%
1	Very high	0	0%
2	High	2	20%
3	Low	7	70%
4	Very low	1	1%
	Grand total	10	100%

According to the above table 7 (70%) and 1 (10%) of responses of teachers concerning the practice of coaching basketball in the sample schools were not encouraging it is low and very low respectively. Only 2(20%) of the teachers respondents responded that have high level of coaching basketball. However, observation checklist has also revealed that availability of suitable basketball court and presence of inadequate basketball material could aggravate the problem the studied schools. The researcher made observation concerning availability of suitable basketball court, the presence of adequate basketball court and yet in some of the school totally there is no basketball board and court in all sampled secondary schools except Assaye. In preparatory schools though, there is basketball courts and yet either plane or un even concert. This could create discomfort while playing the match. Even in some school it goes to the extent of create injury to the students.

In general, the physical environment, condition around playing court is not convenient that means in those schools the playing court are located just either near the classroom or not smooth that means it is full of up and downs.

Even in those schools which responded high according to students open-ended responses basketball coaching did not practice at regular basis. Only coaching practice held on when there is inter school competition.

Table 21: Is there inter class basketball competition in your school

Alternative	Number of respondents	
	No	%
Yes	2	20%
No	8	80%
Total	10	100%

As it could be seen table 21 above 2 (20%) of teacher respondents said that there is interscholastic competition in their school. However, the majority of respondents 8(80%) of respondents response were there is no interscholastic competition at all. The reasons behind not to hold inter-scholastic competition in their school. Besides teachers' lack of interest and the accessibility of sport materials like, an even court or proper playing court, backboard, rim and balls. In general the current situation of government school alone to play is not conducive to do basic fundamental skills.

Table 22: How much are supported the school basketball team members, by their families

Alternative	Number of respondents	
	No	%
Very high	0	0%
High	2	20%
Low	2	20%
Very low	6	60%
Grand total	10	100%

As shown in table 21, above the incorporation parents in supporting their child is two (20%) of teachers respondents responded that the school basketball player parents have high interaction with school basketball coach in relation with their child. Whereas two (20%) and six (60%) of the teachers replied that low and very low relation with their parents. As it is indicated in the table above, most

Of the parents are not willing to send their child to play basketball as stated the open-ended questionnaire of students bb is not yet considered as a future

career, that could be relay on so that parents will not be happy when their child joined school team. In line with this a review of literature from prospect of scholars.

“Teachers and school directors that they cannot make much significant improvement in the school without the support, content, and active help of the community”

Table 23: School basketball team members do in their academic performance

Alternative	Number of respondents	
	No	%
Very high	0	0%
High	4	40%
Low	5	50%
Very low	1	10%
Grand total	10	100%

According to the obtained data which is presented in the table above, four (40%) of teachers replayed that high which means participation in sport activity and academic achievement has no relation. That means it depends on individual time management his/ her commitment.

In contrary, maximum number of teacher respondents five (50%) and one (10%) of respondents were answered low and very low respectively. This means that academic achievement and participation in sport highly correlated that means the more you participate the less you achieve in your education. Regarding to this issue the literature review stated in the following manner.

some students are primary interested in athletics and they do not care to study, while others are not endowed with much “gray” matter so that the coach should strange to analyze the case of ineligible player to remedy the situation if possible.

Therefore the case of ineligible it is depends largely upon the cooperation of parents coach and school principal.

Table 24: How much the school basketball team members do in their academic performs

Alternative	Number of respondents	
	No	%
Very high	2	20%
High	3	30%
Low	3	30%
Very low	2	20%
Grand total	10	100%

As shown in the table above the response of sampled teachers assure that two (20%) of evaluate their players discipline under very high category similarly the other 3 (30%) of the respondents were also high in their discipline on the other hand, the remaining 3(30%) and 2(20%)of teacher respondents answer low and very low respectively.

Table 25: Any student that you know him/her now playing for any club

Alternative	Number of respondents teachers	
	No	%
Yes	2	20%
No	8	80%
Total	10	100%

As shown in table 24 above, the response of teacher assure that two (20%) alumni of have been played or continued as basketball player even after graduating from high school probably as college team or else by joining one of the club around dwelling area the remaining eight (80%) of the respondents they do not have any knowledge or have no information whether continued or not.

Table 26: How far is the authorities in your school determined to bring about change in basketball sport

Alternative	Number of respondents teachers	
	No	%
Very high	0	0%
High	2	20%
Low	7	70%
Very low	1	10%
Grand total	10	100%

Close examination of table 25 above revealed that two (20%) of the respondents reported that highly cooperative for the progress of school basketball team nevertheless maximum of these respondents suggested that seven (70%) and one (1%) low and very low contribution interims of fulfilling necessary equipments respectively.

At this point, it is good to infer information that obtained through observation. The current status of school basketball in terms of fulfilling sport facility is very discouraging one. In this respects it is hard to say school principals play vital role for the progress of school basketball by doing their own part.

Table 27: Is your school provide enough basketball equipment

Alternative	Number of respondents teachers	
	No	%
Very high	1	10%
High	1	10%
Low	7	70%
Very low	1	10%
Grand total	10	100%

According to the table above one (10%) and other one (10%) of teacher respondents responded that very high and high respectively. Concerning to the

availability of basketball equipment. However the rest eight respondents that is seven (70%) and one (10%) of respondents were responded low and very low respectively. Regarding to this issue the observation data made by the researcher come across with similar results that means of course there is lack of basketball equipment either very few in numbers or does not work at all.

Table 28: Any one who have taken basketball coaching

Alternative	Number of respondents teachers	
	No	%
Yes	5	50%
No	5	50%
Total	10	100%

As indicated the table above five (50%) of the respondents had been taken basketball coaching on the other hand, the remaining five (50%) of teacher did not.

Therefore, the researcher has reservation that on taking a basketball coaching qualification in it self does not guarantee the ability to coach unless coaching instruction has been practices on a regular basis. It would seem today in a majority of schools that the provision of basketball coaching is only for competition purpose not for exercise.

Table 29: Is basketball coaching instruction and competition held in both sexes

Alternative	Number of respondents teachers	
	No	%
Yes	1	10%
No	9	10%
Total	10	100%

As it revealed in the above table only one (10%) of teacher respondents was agree with provision of basketball competition in both sexes. Whereas the remaining 9 (90%) of the respondents were not agree with this issue. In relation to this issue the researcher obtains some feedback from the open- ended question of given for the teacher. The responses confirmed that, it is good to work on girls in a way it can also motivate boys for basketball.

Table 30: Population Characteristics of School Principals

No	Variables	Categories	Secondary school		Preparatory school		Total principals	
			No	%	No	%	No	%
1	Sex	Male	4	40%	6	60%	10	100%
		Female	-	-	-	-	-	-
2	Age group	20-30						100%
		Above 30	4	40%	6	60%	10	
3	Qualification	Bachelor	4	40%	5	50%	90	100%
		Master			1	10%	10	
4	Working experience	5-10	3	30%	1	10%	40%	100%
		Above 10	1	10%	5	50%	60%	

The data collected from the school principal questionnaires were tabulated and then the following significant characteristics of the respondents have been obtained.

Respondents 10(100%) of principal respondents were male as far as this study is concerned. 10(100%) of principals respondents above 30 years, Nine (90%) and one (10%) of them have bachelor degree and master degree respectively. Ninety percent of sample respondents are bachelor degree holder.

Concerning working experience of principal as the data indicates 40% were found to have served between 5-10 years while 6(60%) of them are above 10 years working experience. From this one conclude that most of the respondents

have sufficient experience perhaps good to give appropriate responses for the given questionnaire.

Table31: who is teaching you basketball coaching

Alternative	Number of respondent school principals	
	No	%
PE teacher	9	90%
Coach	1	10%
Total	10	100%

As can be seen from table 31, majority 9 (90%) of principal respondents indicated that teaching basketball coaching is given by PE teachers on the contrary 1(10%) of the respondents report that the activity of basketball coaching provided by voluntary coach.

Table 32: Incentives to motivate him/her apart from his monthly salary

Alternative	Number of respondent school principals	
	No	%
Yes	0	0%
No	10	100%
Total	10	100%

Look at the result described in the table 30 shown that all of the principals respondents 10 (100%) of them confirmed that there is no incentives to motivate who take care of coaching practice.

Table 33: Budget for maintenance and additional materials expenditure

Alternative	Number of respondent school principals	
	No	%
Yes	0	0%
No	8	80%
Total	10	100%

The table above deals with allocation of budget for maintenance and additional material expenditure. Concerning the budget allocation it is similar with incentive to motivate coaching basketball which means 10 (100%) of principal respondent claim that there is any budget allocate at all for maintenance and additional material expenditure.

Regarding the accessibility sport material and facility the response of students in the open ended questionnaire were reported as follows:

- *Basketball court is not attractive enough to play*
- *Playing court have to met a reasonable standards by consulting the school authorities*
- *.....sport material teacher interest, towards coaching basketball game and playing court is also another problem.*

From this report practical observation and observation checklist made by the researcher revealed that the results generally, answer the third basic question that is the factor that impeded the implementation of basketball coaching in different government school that is allocation of enough budgets, shortage of ball, proper playing court is still remaining as problem to implement coaching basketball.

Table 34: Sub-city propose you for basketball competition, would you accept and join

Alternative	Number of respondent school principals	
	No	%
Yes	10	100%
No	0	0
Total	10	100%

As depicted in table 34, all 10 (100%) of the principal respondents responded that un doubtly they would most welcome to accept such staff developmental training.

Table 35: Do you take part in your sub-city basketball competition

Alternative	Number of respondent school principals	
	No	%
Yes	3	30%
No	7	70%
Total	10	100%

As shown in the table above, 3 (30%) of principal respondents reported that they had competition which was organized by sub city. However the majority of the respondents 7 (70%) were not ready to accept such kind of invitation particularly high school principals.

This is due to the fact that, there is not basketball court at all such as bole, Meraf, Debreselam and Tikur Ambessa too. Even school which is pioneer in the introduction of basketball like Kokebetsba and Minilik preparatory school there playing court and backboard and rim could not be taken as model for other schools. As the researcher observation checklist indicated that concerning this issue teachers were also suggested their opinion in the open-ended questionnaire here are some of suggestions.

- *The fact that the subject is not given in the school (9-10) attention depraved*
- *No practice is done here about basketball*
- *Teachers give more focus for football and athletics rather than basketball*

Therefore, because of these and other described knotty problems most of the government school did not use their opportunity to compete during interscholastic competition.

Table 36: Organize a friendly much with other school

Alternative	Number of respondent school principals	
	No	%
Yes	1	10%
No	9	90%
Total	10	100%

The above table 36 describe one (10%) of principal respondents responded that there was a friendly much with other school. And the remaining respondents 9 (90%) of principals answered this question by saying no.

To sum up the data presented in the table above and its report indicated that with all these factors that hinder the implementation basketball coaching influence current status of basketball competition at school level.

Table 37: Organization of basketball coaching practices and training during long vocation

Alternative	Number of respondent school principals	
	No	%
Yes	0	0%
No	10	100%
Total	10	100%

As it indicated in the table above, the entire sum of the principals respondents 10 (100%) of were responded that there is no organization of basketball coaching and competition held by the help of sub-city.

To sum up this issue as stated in aforementioned table regarding interscholastic competition which is organized by sub cities. From the researcher practical experience and observation late alone organized interscholastic competition during long vacation even the competition which is held during academic year is so difficult to say competition.

Student's Feedback for Open-ended Questionnaire

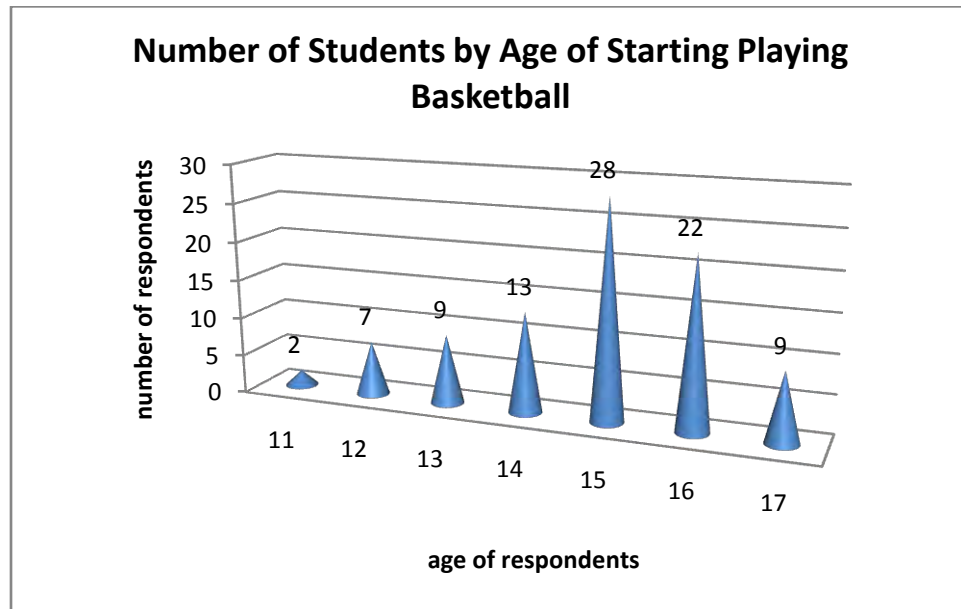
Question 1: Is there any academic impact that you faced the fact that you are basketball play?

Among 102 students respondents 80 Of them were answered by saying no. That means there is no relation with academic performance. So long as you manage your time. However 14 of them were answered there is high correlation with academic performance. Whereas the remaining 8 respondents they preferred to be abstain.

Question 2: In your point of views, what are your suggestions, in order to upgrade activities of basketball games in your school?

- Standardized coaching system must be implemented
- If teachers are not that much motivated to coach the sport, it is better to hire part time coaches.
- Teachers have to coordinate intramural competition within the school
- Playing courts have to meet a reasonable standard, by consulting the school authorities.
- When we choose our players, skills and physical appearance somato type should be taken as criteria.

Question 3: What age did you start playing basketball?



Question 4: Will you take it, as a future career, at university?

86 respondents were not willing to proceed as future career because they didn't consider as a profession which earn money.

Teacher's Feedback for Open-ended Questionnaire

Question 6: If your answer is 'Low' or 'very low' in question number '5' then what is your possible reasons?

- The fact that the subject is not given in the high school, (9-10) attention is deprived
- Teachers give more focus for football and athletics rather than basketball.
- No practice is done here about basketball.

Question 10: How much the school basketball team members do in their academics performance?

- I have no information

- Parents believe that this sport is not yet considered as a future career that could be rely on, so that parents will not be happy.
- Parents only support their child in academic wise, nothing else.
- The culture and attitudes of parents towards supporting their child in sport is very low, because the trend indicates almost no success.

Question 12: What do you suggest for the future to strengthen your school basketball team?

- To hire permanent or part time voluntary coach is important for the resurrection of the sport
- Teachers, students, parents, and professional must come together and discuss the issue to bring about appropriate solutions.
- Maintenance of course is very important to follow up proper exercises and trainings.
- The interest of basketball players must be studied, no body should train without interest.
- Work-shop has to be given for both club members and coaches.
- Hiring qualified coaches is also another important issue.

Question 18: If your answer is “no” in question “17”then what is your possible reason?

- Very low motivation is observed
- Boys mostly dominate the court to use most of the time than girls.
- Court is not attractive enough to play
- The teacher as a model do not play the game
- Teachers don't make any promotion to spread the game.

Question 19: What would be your contribution for the development of basketball?

- It is good to work on girls in a way it can also motivate boys for the sport.
- Teachers should talk to school authorities.
- Ethics and discipline must be strictly followed.

- Selecting skillful player who has interest to play the game, in terms of their somato type, then after to give them intensive training.

Feedback from School Principals for Open-ended Questionnaire

Question 7: Is there inter-class basketball competition going on, in your school?

- In high school there is no activity because, the lesson is not in the curriculum where as in preparatory, even though it is in the curriculum the subject is not popular due to complex problems like material, teachers interest, towards coaching basketball game and play courts are also another problem.

Question 8: How much are supported the school basketball team members by their families?

- Yes, of course there are problem however problems are solved through discussions and letter works. Some of the problems are time for studying, physical injury unwanted exposure. In the contrary, some parents have no connections with school principal.

Question 13: Is there any student that your know him, now playing for any club in the country?

- They have never been supported by the federation.

Interview given by alumni (former coach)

1. Previously clubs teams were grouped in 1st division, youths clubs do not see such organized divisions.

Under the education office sport departments were controlling and checking school competitions later when administer changes the

structure were revised then things tend to be worst. However since 1996 the interface comes with a new structural organization.

2. Most schools were not willing to participate inter school competition during regular school time.
3. Teams and clubs have to be formed in addition to the existing ones, so that players who boycotted from different projects will join them again.
4. project must be formed in schools
 - Sport teachers have to be trained as basketball coach.
 - All concerned parts should work with the federation by looking at the manual of training
 - Facilitate playing court
 - Empower teacher by giving short term course

Responses given for Focus Group Discussion

1. So far there is no any support were given till now from federation Nevertheless the, federation have plan to give first division coaching training for the physical education teachers within coming year.
2. The fact that the attitude of school physical education teachers to wards basketball sport low, some time school team members are not actually member of the school, and this shows also sport teachers are not enough aware about basketball.
3. Training and work shops have to be given to coaches and teachers to select players only from their respective schools
4. No
5. The fact that trainings are not continual and sustainable, it is only few qualified referee that we have: Two international instructors, Three federal referees and most of them are 1 and 2 level referees.
6. Many of our players are from either high schools, preparatory or university students. Even during the selection of our National basketball team they cover about 90 %of it.

7. To encourage school to have basketball federation has plan to organize competition right during the coming months (July, 2003). This plan continues on the regular basis for the future.
8. Of course there is project under the categories of 9 to 12 and 13to 17 year in some selected sub cities.
9. Of course the federation has planned to provide course in relation with referee and basketball coaching for the next year.

Apart from this Addis Ababa basketball federation has plan to provide 2nd level basketball coaching.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the major finding of the study and draws conclusion on the basis of the findings. At the end recommendations that are thought to be helpful to address the problems are forwarded.

5.1 Summary

In this part of the study, an attempt is made to provide a summary of the major findings which would answer the basic questions raised in chapter one of the thesis.

The focus of the study was to find out the challenge and practices of school on the contribution for the development of basketball in Addis Ababa city with special emphasis on selected four secondary and six preparatory schools.

The data collected about the initiation and interest of PE teacher towards coaching basketball is 80% of student respondents were not convinced the teacher capability of coaching basketball.

Regarding, to this issue was also discussed in the open ended questionnaire here is some of the response given by the respondents

- Standardize coaching system must be implemented
- If teachers are not that much motivated to coach it is better to hire part time
- Either to hire part- time voluntary coach

However, the reality cited in the review literature confirmed that high school coach is often a great influence and help in the live of students for the highly respected by the players. Therefore, the coach by circumspect behavior by sincere interest and enthusiasm are helpful to be the coach a powerful in the educational world.

In relation with basketball coaching in the school was also discouraging that means 80% of respondent of teachers in the sampled school did not implemented in there school. However in those schools who have given coaching practice did not give in regular basis. Only provide when there is interscholastic competition.

A part from this more than half of players start to play basketball very late in life when they joined preparatory school if they are lucky enough the may start at high school. However, the realities stated in literature review argue these premises. Because player have come to the inevitable skills in these years between the ages of eight of thirteen have distinct advantages over those who start later.

The study has also indicated that almost in all of schools the major factors that notoriously affected implementation of basketball coaching and competition in secondary and preparatory schools were external and internal environmental challenges.

The external environment challenges are:

- The court is not attractive enough to play backboard, rim or uneven concrete.
- There is shortage of ball and budget allocation for material expenditures and maintenance.
- Parents only support their child in academic wise noting else.
- Teacher do not make any promotion to spread the game and even do not play the game as model.
- No special support from school principals
- In general, there is not ground work at primary school

The internal environment challenges are:

- The internal environment challenges are the intimation interest of PE teachers and personal outlook of parents and school principals to sport is to the most part is negative.

Moreover, it was found out that there is not qualified basketball coach in the schools so far.

5.2 Conclusion

In this study, the main specific objectives served as leading points and guides in order to keep in truck of the definition, problems and finally to reveal the findings of the study. At last this study has been concluded as follows:

1. Most of the players began to play very late in life when they joined preparatory school. If they are lucky enough they could start at high school level. At this stage they are about 15-17 years old. However, the right time to start to play basketball is between 8-13 years of age. Starting late makes it difficult to find talent or promising players for the future.
2. The contribution of the students teachers and administrative for the development of basketball is so much limited, there is only a little effort to enhance maturity of the game.
3. The availability of equipments and the process of implementing different facilities have been thoroughly assessed. Basketball suffered from luck of standard court, insufficient amount of ball and of course sport wears (jersey) qualified coaches and proper training has also remained as a serious problem for long time.
4. The study also has gone through the main environmental challenges. From analysis it is recognized that both the internal environmental problems like interest, initiation, and personal look out as well as the external environmental problem like social recognition, material

availability, skilled manpower, reluctant administration and implementing coaching are the main short coming on contribution for the development of basketball.

5. Few schools do the competitions and tournaments with in schools and out side schools. However, many schools do not do it at all since basketball is not included in the curriculum up to high school. So coaches, administers, teachers develop the attitude of being hesitant rather than widening and build up the sport.
6. Accordingly, it can be wrapped up by saying that, basketball has been ill in so much complicated problem and it is also a game that is not yet given room and attention unlike athletics and soccer.

5.3 Recommendation

Regarding to the finding of the study the following points are suggested

1. Interscholastic should not be held only during academic year it should be also organized during vacation time because students are free and have enough time to take part of the actual competition and more spectators will be also present and this enhance the number of participants above all students will be ignited and absorbed by the active practice of the game
2. Schools must use their resources for the better and efficiently. For instance if they can manage to organize matches that includes veteran or if they can rent playing court. This will definitely increase income generation, the social interaction and acceptance; on the other hand by doing such sport family gathering sort of promotion can be made to spread increase the creditability of basketball.
3. Girls' school basketball teams have to be motivated and trained strictly because it can easily initiate others to come and in the game, and it is indeed short way to achieve goals develop the game.

4. Addis Ababa basketball federation has to share projects trainings among the sub cities schools, so as to share skills, resources and other facilities To realize the objectives of the school basketball team and to maximize the player's performances, the coach should be given greater autonomy in terms of practicing the challenge of basketball coaching as well.
5. Even though teachers qualified in PE they need extra training as basketball coaches either before they graduate or in service.
6. In regard to basketball coaching there is need to prepare a coaching manual since there is none found so far.

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