

**PRACTICE AND CHALLENGES IN TEACHING BASKETBALL IN
THE CASE OF KOBO WOREDA PREPARATORY SCHOOLS,
NORTH WOLLO, AMHARA REGION**

MEd- THESIS

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MARCH, 2018

HARAMAYA UNIVERSITY, HARAMAYA

**Practice and Challenges in Teaching Basketball in the Case of Kobo
Woreda Preparatory Schools, North Wollo, Amhara Regon, Ethiopia**

A Thesis Submitted to the Sport Science Academy

Department of Sport Science

Postgraduate Program Directorate

HARAMAYA UNIVERSITY

**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

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March, 2018

Haramaya University, Haramaya

DEDICATION

I dedicate this work to my beloved friends and all my families for helping me with affection, love and for their contribution in the success of my life.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my genuine work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for an advanced M.Ed degree in teaching physical education at Haramaya University and is deposited at the University Library to be made available to borrowers under rules of the Library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

The Author was born in North Wollo, Robit town on January 23, 1975 E.C. He attended elementary school at Robit Primary and Secondary School and he completed Preparatory School at Woldiya Preparatory School. Then, he joined Bahir Dar University in 1996 E.C and graduated with B.Ed degree in physical Education and Sport on June 3, 1998 E.C. Then he worked in Kobo Secondary and Preparatory School to teach physical education. In 2007 E.C, he joined School of Graduate program in Haramaya University to pursue MEd Degree in Teaching Physical Education

ACKNOWLEDGMENTS

I would like to express my heartfelt gratitude to my advisor D/R Abinet Ayalew (Asst. Professor) for his tireless and critical reading, providing constructive comments that highly improved and shaped this study. Without his constructive comments and guidance from the commencement to the end, the study would not have taken its present form.

I also thank my co-advisor, Dr. Shimelis Mekonnen, for his constructive comments and guidance of my research work from initial inception up to its completion. In line with this I want to express my thanks to Haramaya University department of sport science for providing me with necessary assistances to conduct the study.

ACRONYMS AND ABBREVIATIONS

YMCA Young Men Christian Association

PTSA Parent Teacher Student Association

NGO Nongovernmental Organization

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**Practice and Challenges in Teaching Basketball In the Case of Kobo Woreda
Preparatory Schools, North Wollo, Amhara Region**

ABSTRACT

This study was conducted to find out the challenges of teaching basketball in preparatory schools of kobo woreda. A descriptive survey method was employed to carry out this study. The scope of the study was delimited to some selected schools of Kobo Woreda Preparatory Schools. As a result the researcher using Slovine formula selected from Kobo General and Preparatory School in Kobo town and Robit General and Preparatory School in Robit town. 142 students from grade 11 were included by Slovine formula as a sample of the study. 6 Physical education teachers and 2 principals of the sampled schools were included in the study. Both primary and secondary data sources were used. The result of the findings of this study showed that there was lack of basketball equipments, lack of attention of principals toward the subject, lack of involvement of parent-teacher association, poor activities of physical education teachers are the main obstacles. Based on the findings and conclusion the following recommendation was set; physical education teachers, principals, parents, and NGOs should work together to improve the challenges of school basketball.

Key words: Basketball, learning, physical education, sport, teaching,.

1. NTRODUCTION

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 Springfield 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 games in the world. (Grade 11 physical education student text book).

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. It is essential that they acquire the competencies and interest before they leave high school. 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. (Amber Vic, 1979)

Physical education is defined as, a learning process designed to foster the development of skills, health related fitness, knowledge and attitude relative to physical activities through a series of carefully planned and conducted experiences. (Wuest & Lombordo (1994))

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.(RobSaïpe, Stanley : 98).

Due to the above reasons, basketball become on the process of widely developing game throughout the world and in our country (Ethiopia). Here the schools have a significant role in producing a well trained physically fit and skilled manpower to the well being of national basketball clubs. In these aspect teachers, specifically Physical education teachers have a great role in coaching those young students and contribute in achieving them to

the national club of the countries by giving continuous trainings of the students, starting from collecting the players which is interested and best fit for basketball activities. So the researcher tries to find out the practice and challenges of basketball teaching in preparatory schools of kobo woreda

1.2 Statement of the Problem

Teaching basketball is one of the physical education activities with many complex demands that require a combination of fitness, skill, strategies, motivation, and others. Teaching learning process of physical education mainly needs motivation of student, facilities, skilled physical education teachers, and loyal school leaders. (Ponomaryov, 1981)

In addition to this as Shakuntala Davi (2003) states, the system of education suggests that assigning right man on the right position is mandatory; thus it believed that appropriate teachers should be assigned in each subjects according to their professions,. Beside this, if there is attitude gap, among some leaders at the lower levels against physical education subject teaching and learning of basketball will not be effective. As a result some of school principals, woreda officials, and in general parts of society in different levels gives low attention to this subject without having any awareness of the profession.

Even though the school physical education teacher and administrator expected to work for the development of students mental and physical well beings, there is a condition or situational in which physical education teachers and school administer can't understand each other for the accomplishment of their duties. As a result they work contradictory work. According to their position, physical education teacher is supposed to teach and coach the school students. For the accomplishment of this activity, they require the material to be fulfilled by the school administrators which require the money. In other case the school administrator expected to facilitate the condition for the teaching and coaching activity that is done by the physical education teachers. Here the school administrators need the task to be done or accomplished. But they are not interested to budget the money for sport activities accomplishment. This is also true basketball activity. This creates the attitude gap between physical education teachers and administrators. As a result it creates

a condition known as “different push in the same direction” as cited by Shieve Shira (2004).

Ethiopian ministry of Education is devoting to engage the entire school age child to learn, by the motto “Any school age child can’t be out of education” Hence it’s supposed that we don’t get any young child outside of the school settings. In other word, the school is the place in which all youngest with different skillis obtained.

There are different hindering challenges to apply basketball teaching learning process, those challenges have been not assessed to what extent they are affecting the teaching learning process of basketball in the case of Kobo Woreda Preparatory Schools.

That is why the researcher prefers to work on the title: the challenges of basketball in teaching preparatory schools of kobo woreda. In addition to this the researcher strongly believes that improving the quality of teaching basketball plays crucial role for overall development of basketball activities.

Thus the study has to attempt to answer the following questions;

- 1 What are the major challenges in Kobo Woreda preparatory schools to well practice basketball activities?
- 2 To what extent do students participate in basketball sport as compared to their interest towards other sport activities?
- 3 What is the current status of basketball teaching and learning process in Kobo woreda preparatory schools?
- 4 What kinds of strategies should implement to overcome the challenges of basketball sport in Kkobo Woreda Preparatory Schools?

1.3. Scope of the study Area

This study would be confined only to assess the challenges of basketball teaching in preparatory schools of kobo Woreda. In this study only students, physical education teachers, and the school principals are included as target participants.

1.4. Significance of the study

The study has the following significance.

▶ It will help physical education teachers, to follow effective way of conducting physical education classes while they are dealing with basketball activities by informing policies and practices.

- ❖ It is expected to minimize challenges of students learning fundamental basketball activities.
- ❖ It might initiate the principals to support basketball activities.
- ❖ Indicates the problem that hinders the development of basketball activities.
- ❖ It assists curriculum designers, to be aware of the problems that face basketball and to take corrective measures that ease the implementation process.
- ❖ The result of the study will also serves as stepping stone or reference for those who are interested to conduct further research on issue.

1.5. Objective of the study

1.5.1 General Objectives

The major objective of this study is to assess the practice and challenges of basketball teaching in kobo woreda preparatory schools and to come up with the solutions

1.5.2 Specific Objectives

Based on the above theme this research targeted to accomplish the following specific objectives.

- ✓ To find out the major factors that hinders the teaching learning processes of basketball activity.
- ✓ To identify the students' attitude towards learning basketball activity.
- ✓ To identify the current status of basketball activities in kobo woreda preparatory schools.
- ✓ To examine the challenges of basketball sport activities in preparatory schools of kobo woreda.

2. REVIEW OF RELATED LITERATURE

2.1 Teaching Physical Education

The overall objective of school improvement planning is the enhancement of the student achievement, Carolyn J. Downcy et al (2009). This can be applied by fostering the education to the students. Hence the government laid down educational policy. Based on the policies educational curriculum will be designed. The seated curriculum incorporated various fields of the study. Accordingly, in the current situation that physical education is one of the subjects which are incorporated to be taught to the students throughout the country. Effective physical education helps the students to be all rounded, that means it doesn't limited to the physical development of the students. According to Jane Shimon (2011) "Teaching physical education will open students' eye to practice and the realities of the profession"

Physical education makes significant contribution to overall education and it also offers a unique setting in which to foster positive interactions among students through, structured activities and games, Cowell and France (1963). Thus, physical education can help students develop appropriate game play behavior such as treating equipments and players with respects, playing fairly with regard to rules and equities by demonstrating good sporting behavior.

Majority of physical education content will involve learning, practicing and applying skills to various activities. Even though there are already seated standards or curriculum of teaching physical education in the most of the cases physical education contents depend on the philosophy of the teachers, Kretchmar (2005).

Our countries context the philosophy of those teaches might's be some times influenced by the lack of the availability of teaching aids. According to Cowell and France (1963), "philosophy is more than just thought and opinion, thus your professional principles of physical education will determine the aim and value of your thought and actions." Thus according to their beliefs most of physical education teachers lies into one of the three categories of beliefs with the regard to teaching physical education and applies their contents it to students:

- ✓ If they fully hearted belief that being skillful more over will help students become physically active adults, the majority of physical education content will involve learning practicing and applying the skills to various activities
- ✓ If they truly value fitness and health, their program will be geared toward helping students reach higher fitness levels.
- ✓ If your believe is that students need to ultimately get along with the others and work cooperatively to solve problems, then their program will consist main group work and shared learning situations.

Weather they follow either of the philosophy those physical education teachers uses special tool to teach physical education which should not forgettable in achieving their goals is 'sport' which is not studied in separable of one another as a discipline.

2.2 The Vital Role of School Sports

According to ponomaryov (1981) when people engage in physical exercise their ideology and moral conciseness are shaped through acquiring information on sports ethics and its manifestation in the activities that assimilated through practical mastery of standards of behavior during training and competition increases.

Many people believe that sport participation improves fitness, fitness improves health and good health reduces medical costs. This believes persists in the phase of the following factors, Howell and Ingham (2001);

Many of the illnesses that increase health care costs are caused by environmental factors and living conditions, and they cannot be changed through any sport or fitness program.

Certain forms of sports participation do not lead to overall fitness or identifiable health benefits.

The win-at-all cost orientation which sometimes develops in connection with sports may actually contribute to injuries.

The demand for health care sometimes increases when people more concerned with fitness and physical condition and appearance of their bodies.

Playing sports is beneficial when it enables us to understand our bodies and maintain our physical wellbeing it is not beneficial when it involves the overuse of our bodies. In line to this idea that, Annemarie Jutel (2002) cited that “sport is an important tool for imagining nation hood and it is perfect forum for constructing the identity.”

Regardless of this fact when the students do not get the opportunity to participate in regular exercise during their physical education they might lose some sorts of life skill in their careers.

As Gilroy Hall (2012) asserts that there are still many schools without a well structured sports program, with very limited resources available to them. Parents and teachers are still uncertain the need of sports in school beside the fact that physical education classes in which basketball sport is conducted helps the child for the overall development of the students. Hence, the student learns through sport activity to solve social problems. When the youths are faced with numerous social issues and learning.

Challenges we are yet to allow sport involvement to achieve its mandate as an integral part of the development of a child, (Ibid). In line to this idea as, Robert A. Oden (2008) explains that “The contribution of school sport to clubs, thus much of the creativity and energy for the shaping and continuation of many club sports come from students.”

According to him, as the students participated in sport they can learn how to use their resources, those resources are: mental, physical and spiritual, that we did not know we possessed. In addition to this they learn what lies behind success to focus, commitment and discipline; and these some trial yields success in other classrooms carriers. In support of this idea thus cited that, Laird (2008) “As a result school sport competition the students will learn that winning is fun, that losing is not fun; also learns that winning and losing is a part of life, as a result they understand they have to do both with grace.”

Beside this reality, those physical education teachers and coaches continue to battle with parents, principals and other subject teachers for what should be a child have a

democratic right to engage in physical activity within the school system. As a part of the education process in most of the cases, other subject teacher, principals and parents label the students that actively engage in sport activity as unenthusiastic or lazy students. Thus, they believe that participating in sport activity for student is time consuming and they consider as worthless activity. But unlike this idea, I believe that participating in sport activity is the school helps the students to have a better understanding in the subject matter and it allow to be all rounded. We must find away to ensure that sporting activities do not interfere with students learning and instructional time, Gilroy Hall (2012).

In my believe, it requires more research to weather to impose the families to support school or students to command 'no pass, no play' rules sport

like in U.S high schools not to participate in sports incase of their academic failure to indirectly initiate them to their learning progress, Jay Coakley (2004) or to follow our traditional sayings 'if you play, you will fail' or whether it is fair to develop culture in which people associated with sports were privileged where as others were marginalized, Wilson (2002) as U.S high school students again.

Thus, participating in a regular exercise helps us to become physically fit; the same is true for those young students. Similarly, I do not deny that time will be consumed while exercising but after the exercise is adapted, it created a good mood and continuous exercise have even further benefit for students. As a result of exercising they become physically fit, mentally health and that will improve the way they look. The truth is that a good keep fit regime requires a commitment of time, energy and motivation and it is easy to believe that we haven't any of these to spare, Lynda Field (2001).

Just like all other subject areas, school sports play a key role in the overall education of the youth students. Concerning this issues thus Gilroy Hall (2012) stated that "The role of school sports is no different from the role of any other activity taking place at the school. Sound health practices, critical social attributes and the development of key learning strategies are all benefits of school sports.

Thus, it is through these interactive sessions that children best achieve building self-esteem, learn the value of team work, adopt a healthy life style, learn goal setting,

develop time management skills, learn to deal with adversity and have fun. This indicates that, the value of school is not limited to building the physical or body of the students.

As the study in UK Shows, children with excellent grades in other academic area into adult introverts unable to deliver in the real world due to their inability function in groups

They become a life of loneliness and depression. Unable to deal with adversity, finally arrives at more incapable of having fun. Further this study indicated that many of the suicidal and violent youth rebellions are associated with children who were strangers to sporting and other social activities at the school and community level, Adler P. and Peter A. (1998). Hence sporting activity helps the students to integrate into the social life and assists them to deal social activities. I believe that the main problem with school sport specifically basketball, is lack of understanding of benefits of sport for an individual's. In addition to this the absence of a well-defined structure for sports has its own impact on the development of the school sport. Lack of insufficient training opportunities for sports outside of teaching, the absence of physical education curriculum revision at school level on time also greatly limit development of the school sport.

To sum up sporting equipment, adequately trained personnel, the failure of government to prioritize school sports and the lack of involvement of private sector and parent-teacher association in influence the school sports.

2.3. Influence of Social Attitude on School Sport with Regard to basketball

A serious and well-designed physical education campaign must be focal point at this time. If the nation doesn't buy into the importance of school sports as a major contributor to overall education implementing proper sport programmers becomes ever more difficult, Gilroy Hall (2012). Thus, he further explains his thought which indicates that the investment required is much more than money, since the attitude of the people to the sport should be changed. So all the stake holder should work together to change the attitude and strive for the One of the major problem that hinder the development of school sport is that, the unchanged development community involvement to the school sport specifically basketball.

One of the major stake holders in changing social attitude is the school principals. Principals are responsible for facilitating their school interactions with their parents and other school community, Jay Coakley (2004).

2.4.The Role of School Principals for the Development of Sport basketball

School principals are responsible for the overall operation of the schools. Accordingly, Shakuntala Devi (2003) identified function of the secondary school principals. According to him the five function of the secondary school are as follows:

- 1.To provide schooling for all youth that will enable each person to attain the fullest possible development of his potentialities in socially approved ways.
2. To assist each pupil in identifying his potentialities, talents and capabilities.
3. To conserve and transmit knowledge.
4. To create awareness, knowledge and interest of the social group toward basketball.
5. To help the young to live more effectively the good life, the society.

One of their responsibilities is the facilitation of sport activity of their organization. As observed in most schools, principals become more responsible for teaching and learning of their school. Here they don't give attention for the school sporting activities. Of course, their duties to monitor instruction increased along with their responsibilities to help teachers in improving their teachings. Here their duties should extend to the physical education classes that instructed in the school. Because the nature of the subject in little bit differs from the other subjects.

Since physical education include both the theoretical and practical instruction, in which the sporting activities formed by the students, perhaps with all the school communities. As the result physical education teachers should be helped by the principals to be a good teacher.

2.5 Teacher Motivation

As observed in some schools, after health and physical education teachers take the responsibility to coach the students, they pass through different up and downs. During this process they need the assistance from the school administration. But if the school administration doesn't help them, they may fail in the process of coaching the students continuously and become ineffective. This failure is fatal in case if it happens repeatedly; since it may lead them to the condition known as 'learned helplessness'. As the Dr Martin Seligman cited, they may experience "moral of the story: When people are continuously unable to success with what they are doing, they lose confidence and perform more poorly". So it here principals has to care of how to treat those teachers.

In addition to this as professional physical education teachers, need respect and morality from the environment in which they work, otherwise they did not inculcate themselves in the work, if the environment is not suited for them. Anderson L. (2004), teachers are member of a respected profession, and they work with equally well trained professional associates. As opposed to this idea when those teachers do not respected and complained for their lack of taking responsibility by school administration the situation becomes worse. As a result, if physical education teachers, those supposed as one of the stake holder for the development of basketball activity did not appraised for their good did and in other case if they did not complained for their lack of taking responsibility, who is responsible for the development of our countries basketball team?

2.6 Parenting Role in Children Sport Skill Development

We can't deny that children take some sorts of behavior from their parents. Even they mimic one of the parent's behaviors whether it is good or bad. In other case one of the parents mistake in taking parental role as a parent is that; they consider their experience of their life and try to induce to their child as it is. Parents may be getting things wrong because of their own experiences as children, Sara Stewart (2004).

The parents of developing countries like Ethiopia do not consider the brain development through generation. The parents who can master brain development of their children most of the time enable them to grow up to be more confident, popular with their peers,

actively participated in any sporting activities mentally health, independent and capable, Kathryn Hobgood (2003).

The studies that conducted in university of Warwick as written by Roberta Worman, (2004) suggests that the difference in the development of the areas of the brain dealing with the emotional and social development between lucky and unlucky children are due to differences in the development of the areas of the brain dealing with the emotional and social world.

Of course, almost all parents are doing their best and the reason they may getting things wrong is because of their own experience as a children. These experiences influence the children's behavior and overall development. Those experiences are education, life style, sport experience and other areas.

Even though I am not certain that weather there is a program in which parents can be instructed to play a parental role in achieving their children in a program level by the government; in our country with a limited level there is a condition in which parents can be contacted to play their parental role in unstructured way in some nongovernmental school which is limited to the academy.

2.7 Planning Learning Experiences

As it is known that learning is the residue from experience that is build into behavior, knowledge and character. All learning is the product of the experience. Those experiences can be transmitted to the pupils by the teachers.

The primary responsibility of a teacher is to plan vital, significant and worthwhile experiences for pupils and then to develop such learning experience with pupils in situation both inside and outside of the class room, Shakuntala Devi (2003). Planning is one of the most exacting and demanding yet one of the creative and simulating duties of the teacher. The success of the teacher will depend in the large major in his skill and imagination in planning the day by day the activities of pupil, (Ibid). Planning must be based on a clear, understandable, definition of the function, purpose and objective of education. The teacher will also need to understand the characteristics of the adolescent

and the nature of their developmental growth patterns of pupils to plan activities for them. He should know the principles of leaning and the motivational drives of youth. Planning must be based on knowledge of the subject matter that is relevant to the course being taught. Finally the teacher must have a thorough knowledge of methods of instruction that will best enable pupils to gain the understandings, skills and attitudes desired from the learning experience.

2.8 Designing Productive Learning Experience

A learning experience is any experience of a student in dealing with a given contents as a means for end. It is a means of learning, as Orstein and Hankins (1988) note that, “students just engage in learning without experiencing some activity and some content.” The more important Instructional task of the teacher is to select and design relevant experience for a given topic and instructional purpose.

As McKeown and Beak (1994:19) explained, “For learning to take place, meaning must be present, and meaning must be created only when the learner has active role in making sense information.” This implies that a learning experience needs to present relevant contents as area of interaction and appropriate method of teaching as means of operating the engagement.

What fitting models of teaching are those for such contents? Selection of models of teaching is largely determined by the nature of the topic and the purpose of teaching that topic. Here as it is known that the nature of basketball teaching during physical education is differs in its practical applications from other subjects. Since, it includes both theoretical and practical instruction. For the conduction of the theoretical instruction the method that the teacher utilize is differs from the practical case. As the result the teachers can use different method of teachings. From many kinds of teachings some which are expected to be used by the most teachers are as follows.

❖ Lecture method

Even though, lecture method in modern teaching styles it is not more advisable since it makes the students more passive, if properly managed it gives models of historical

analysis and interpretation ,as a result it gives a life to a subjects. As a researcher Preston (1996), recommend lecturing can be made more relevant for higher order learning because it involves:

- ✓ It involves students in the learning process using in lesson questions and answers, avoiding out writing reading and instead preparing minimal note to be explained with student's participation in the class.
- ✓ Presenting, defining, resolving or elaborating conflicting interpretations on an event of historical interpretations so that the students could grasp interpretive nature of the subject.
- ✓ Organizing discussion sections after a serious lecture classes so that students could discuss with their teachers and among themselves on some unresolved interpretive analytical questions from previous lecture sessions.

❖ **Participatory instructional strategies**

This instance of interactive and reflective teaching strategies Zimba, R.F (2005) not only provides students with first hand of historical enquiry tasks but also make possible the use of dialog (engaging and active talk with attention to query) as pedagogical tool.

Other researcher, Shakantala Davi (2003) strongly argues that “dialog and dialog alone is a capable of fostering the skills associated with higher order of thinking. Finally he concluded his thought as “without dialog there is no communication and without a communication there would be no true education” Here the researcher also agree that in order to conduct effective learning ,there should be a good communication between the teachers and the learner. But in the context of physical education class in which basketball instruction is conducted the teacher not teaches only the theoretical class in which it requires good communication, he conducts the practical class which requires different skills.

In addition to teaching those health and physical education teachers have the duty to organize the intramural completion of sport events in their school. One of those sport events are basketball.

2.9 The Effect of Class Size on Students Learning

The classroom should be conducive for teaching and learning process, George Shiffelton (2008). Accordingly, the number of students accommodated in the class should be small in number and should in line with the number of the teachers in the school. In other case, even the seat should be comfortable for giving any kind of instructions. The class room should 30-40 flex seats that accommodate multiple teaching approaches, John Noltner (2012).

Physical spaces and sitting arrangement in class affects teaching and learning process. As a number of students accommodated in a class increases, physical spaces used by an individual decreases. As result it creates stress in some students and affects teaching and learning process. The physical a space in which teaching, learning and growth occurs are in a very sense the embodiment of a.

2.10 Sport Facilities in the School

In order to offer an extensive school sport, the schools have to fulfill sport equipments that aids teaching and learning of physical education in class. Since sporting facilities helps to inculcate the students in participate in intramural competition. When those school facilities do not fulfilled the general teaching and learning of physical education will be affected.

Not only their existence but also their quality has a great impact on teaching learning process. According to Jing Cheng and E.J Filado (2005) the qualities of school facilities is a factor in the students and teacher attendance, retention and recruitment, students and teachers health and the quality of the curriculum.

Especially for physical education classes field sport facilities should take special consideration. Since the practical activates which is learned in the field is more of concrete than in class. According to (Ibid) a lesson learned in a field can sometimes more important than those learned in a class room.

Though generally speaking for those lessons to be take place especially in physical education, specifically basketball activity those sporting facilities are must.

3. MATERIALS AND METHODS

3.1 Description of the study

The preparatory schools that I have conducted the research are found in Amhara Region, North Wollo Zone, Kobo Woreda in Northern part of Ethiopia, which is located 570km far from Addis Ababa, and 50km away from North Wollo Administrative Zone, Woldiya. Kobo is characterized by arid and semi arid climatic condition and the people mainly follow agrarian economy with some mixed urban economic activity. Its location is $11^{\circ} 54' 04''$ - $12^{\circ} 02' 56''$ North Latitude and $39^{\circ} 25' 56''$ – $39^{\circ} 49' 04''$ East Latitude.

3.2 Study Design

A descriptive survey was employed to perform this research. This method allows getting in-depth understanding of the research problems. In Addition to this, it permits the researcher to gather information from respondents quickly and inexpensively. Using the descriptive survey method, the researcher also would take the investigation on students, teachers and principals with regard to teaching and learning process of basketball to identify the challenges of basketball teaching.

3.3 Description of Population and Sampling Method

This study was conducted on 2 preparatory schools of kobo woreda. The schools were kobo general secondary and preparatory school and Robit general secondary and preparatory school. To limit the number of the subject students the investigator used Slovin formula of sampling technique so that 142 respondent students were selected with equal ratio of males and females .6 physical education teachers would be selected using purposive sampling technique, because the researcher believes that these participants have direct related work with teaching learning and relevant data related to the study would be collected from those individuals. 2 principals would be selected from those schools.

3.4 Types of Data and Data Collection Method

In order to achieve the objectives of the study both primary and secondary data would be utilized. The primary data would be mainly collected by the tools such as structure open ended interviews and questioners'. The secondary data would be collected from documents. To gather tangible and reliable information three different instruments would be used. These are:

➤ **Questionnaire**

A questionnaire would be selected as a means of data collection tool because of its ability for the researcher to get wider information from widely dispersed sample population within a short period of time and minimum recourses. Questionnaire consisting of both open and close ended item would be used to collect reliable information from the respondents. 148 respondents were participated in questionnaire.

➤ **Interview**

To strengthen the information would be obtained through questionnaires; structured interview would be conducted with 6 physical education teachers and 2 school principals.

➤ **Document**

Document sources are one of the data collection instruments for better understanding of what is real in the school basketball practice. This includes kalegubaye, internet, books.

Pilot study

Pilot study is used to ensure the appropriateness of the item, (the instruments used for data collection) a pilot study would be carried out in Kobo Woreda preparatory schools of grade 12 students. Based on the response obtained from the pilot study, correction and revision were made in order to avoid ambiguity of the questionnaire items and to maintain the validity of the language coherence. After that the questionnaire would be distributed to students and physical education teachers who are the main subjects for this investigation.

3.5 Methods of Data Analysis

In this study both qualitative and quantitative technique of data analysis would be applied. Therefore, the data obtained through questionnaire would be analyzed quantitatively. For the quantitative analysis the investigator used number and percentage. Thus the information obtained through close ended questions would be filled and put in to number through SPSS statistical software package version 16. While data obtained using open ended questions and interview would be analyzed qualitatively using descriptions. Analysis of the open ended questions would be based on the approach of grouping of similar responses from the open ended questions and the categorizing and labeling of the various description provided by the respondents.

3.6 Data Quality Control

The data would be collected by the researcher and two assistant teachers. To avoid errors training would be given for the assistant data collector on how to create awareness of the samples and collect valid data from them. Only standardized materials would be used to keep the quality of the data. Finally, the data would be coded and feed to software twice, with different persons to avoid error in data feeding.

3.7 Research Ethics

The study would deal with the ethical issue; it would heed for the privacy of research participants and make guar ants and confidentiality in risk of harm as a result of their participation. Therefore, the study eill be conducted according to Haramaya University rules, regulations, policies, and codes of ethics relating to research ethics. Ethical standards require that researcher should not impose participants in a situation where they might be a risk of physical or psychological harm as result of their participation. This study would be approved an Ethis Review Committee of the Haramaya University.

4. RESULTS AND DISCUSSION

Descriptions and the Nature of Respondents

Table 1: Respondents by Sex, Age, Educational level, and Experience

	Item	Respondents			
		Students		Teachers	
		No	%	No	%
Sex	a. male	71	50	6	100
	b. female	71	50	-	-
	c. total	142	100	6	100
Age	a. < 15-20	119	83.8		
	b. 21-30	23	16.2		
	c. 31-40			5	
	d. > 40			1	
Educational Level	a. grade 11	142	100		
	b. grade 12				
	c. degree in HPE			5	83.3
	d. M.Ed in HPE			1	16.7
Experience	a. < 5 years				
	b. 5-11 years			5	83.3
	c. above 12 years			1	16.7

As indicated in table 1: A total of 142 student respondents were involved in the study. Regarding their sex both student respondent categories have 50:50 ratios. This equivalence is preferred because it might help to avoid an influence on female students in the school to make decisions in different sport activities. With respect to teachers 6 (100%) were males. This reveals that all of physical education teachers are males. Thus, it is assumed that female students miss some sex-related advice from their correspondent female teachers.

With regard to the age of respondents, the majority 5(83.3%) and 1(16.7%) of teachers are found between 31- 40 and >40 age category respectively. This indicates that the majority of teachers found in younger age groups and as a result it has contributed to making their intimacy with students to be good. As depicted in the above table item 3 regarding the educational level of respondents 5 (83.3%) of teachers are first degree holders and 1 (16.7%) of teachers is M.Ed in physical education. Thus, it is assumed that there was no problem of educational background in case of physical education teachers.

even though there is limitation to basketball specialization. In the case of students respondents all 142(100%) of them are selected from grade 11 level. This is due to basketball is given only at grade 11 as a topic in preparatory level in which the researcher purposely selected as the sample of the study.

Regarding the experience of teachers majority of them 5(83.3%) had 5-11 years and 1(16.7%) of them have above 11 years experience. Thus it is possible to argue that such a relatively shorter years of experience of teachers enable them to have some difficulties due to their lack of better understanding about the existing problem of basketball practice in the school

4.2 Current Status of Basketball Practice in Preparatory Schools

Table 2. Opinion of Respondents on Current Situation of Basketball in Preparatory Schools

No	Item	Rating Scale	Respondent			
			Student		Teacher	
			No	%	No	%
1	Basketball is well communicated in the school compound	V/ agree				
		Agree				
		Medium	45	31.7		
		Disagree	97	68.3	6	100
		V/ agree				
		Agree				
2	There is a competitive students team of basketball	Medium	10	7		
		Disagree	132	93	6	100
		V/ agree				
3	Basketball sport is guided by well organized Plan and schedule as other sport activities	Agree				
		Medium	30	21.1		
		Disagree	112	78.9	6	100
4	The school principals and teachers are highly integrated for the wellbeing of the school basketball practice	V/ agree				
		Agree	4	2.8		
		Medium	38	26.8		
		Disagree	100	70.4	6	100

As indicated in item 1 of table 2; 97(68.3%) of student and all 6(100%) of teacher respondents shows basketball is not well communicated in kobo worda preparatory schools. This indicates the awareness that the students have regarding basketball is low which is fatal to the development of the countries basketball activities. In other case the attention given to basketball in the school is too low which requires solution. So it needs to advocate the benefit of basketball to all preparatory schools. In addition schools need volunteers who have the capacity to develop basketball sport in their compound. To sum up principals relationship can be a building block of the school overall development.

Accordingly 132(93%) of students and 6(100%) of teacher respondent also shows as there is no competitive students basketball team in their school. It needs sport planners to revise their strategy on the side of the countries basketball sport development.

According to item 3; 112(78.9%) of students and 6(100%) of teacher respondents indicates that basketball sport in preparatory school is not guided by well-organized plan.

Most respondents 100(70.4%) of student and all 6(100%) of teachers indicate the school principals do not integrated for the development of schools basketball activity. Thus, the success of each sport activity is greatly influenced by the school community relationship where they work together. So members of the school teachers, students and principals must increase their working relationship in order to eliminate the bad and develop a good for better success, Barbara Yardley (2008). Too many principals, however, consider sport activities as an extra burden which is wrong.

As Gillroy Hall (2012) cited that “Physical education personnel continues to battle with the parents and principals for what should be a child are a democratic Wright to engage in physical activity within the school system as a part of the education process.” So it should be welcomed as an opportunity to increase school assets, remove anxiety in learning, helps in maintain student discipline, enhance personality and physical development. Thus principals need to act as a dynamic leader

Giving new direction and drive for further development of the school basketball activities.

4.3 Levels of Student's Participation in Basketball

Table 3: Views of Respondents on Student's Participation in Basketball

No	Item	Rank	Respondent			
			Students		Teachers	
			No	%	No	%
		V/ high				
1	Students interest to learn basketball.	High	5	3.5	2	33.3
		Neutral	48	33.8		
		Low	89	62.7	4	66.7
		V/ high	35	24.6	1	16.7
2	The extent students come on time in the field during basketball practice.	High	103	72.5	5	83.3
		Neutral				
		Low	4	2.9		
		V/ high				
3	The accessibility of enough number of student's basketball players to the school team.	High	23	16.2		
		Neutral	42	29.6		
		Low	77	54.2	6	100
		V/ high				
4	Students interest to join basketball club after completion of grade 11.	High	2	1.4		
		Neutral	3	2.1		
		Low	137	96.5	6	100

As we can identify from item 1 table 3; 89(62.7%) of the students and 4(66.7%) of the teachers respondents refers that, students have low interest to learn basketball as a physical education subject content 48(33.8%) and 5(3.5%) respectively also shows neutral and high interest to basketball.

Teachers and principals in their interview pointed out the following factors for low interests of students to basketball.

- Lack of sufficient amount of information about basketball
- High ignorance given to basketball by sport education professionals.
- Weak existence of the countries basketball sports activity.

- It needs more cost to prepare basketball field compared to football and volleyball
- Due to physical education subject is not included in their national 10 and 12 grade leaving certificate exam.
- Low attention given by physical education teachers.
- Availability of in-sufficient materials
- Ignorance of basketball competition in sport festivals are some of the main point's teacher's mentioned to the problem.

In the other hand most respondents 103(72.5%) shows that students come on time in the field during basketball practice to the opposite of item 1. As students explain the reason for the contradiction is because of the schools regulation. So we can understand that students learn basketball without their internal initiation.

As we can identify from item 3 of above table 77(54.2%) of students and 6(100%) of teacher respondents agreed that the schools have a shortage of basketball players. Great number of students wants to participate only in football team. Also some significant number of students also needs to join their volleyball team. But it is difficult to sport club to get sufficient number of players to join basketball club.

As indicated item 4 student respondents also shows that they do not want to continue basketball profession after they complete grade 12. Only 2(1.4%) of students show their interest to study basketball as a major subject in their future life career which is fatal for our country basketball sport; in case what will happen if by default those students do not join basketball.

4.4 View of respondents on Basketball Training

Table 4: Views of Respondents on Basketball Training

N o	Item	Respondents			
		Students		Teachers	
		No	%	No	%
1	The extent to which training and orientation delivered to teachers on basketball.				
	a) v. frequently				
	b) rarely			1	16
					.7
	c) not at all			5	83
					.3
2	If your answer to no 1 is (a) or (b) how much practical and in-depth training do teachers get?				
	a) sufficient enough				
	b) medium				
	c) insufficient			1	16
					.7
3	How often the school sport club facilitate peer schools visitation in basketball.				
	a) once in each 3 month				
	b) once in each 6 month				
	c) once in a year	19	13.		
			4		
	d) not at all	12	86.	6	10
		3	6		0

As 5(83.3%) of teachers respondents replied to the item 1 of table 4: teachers do not get basketball trainings at all to develop their knowledge. Educators agreed that teachers are always students in their life. They need to get updated information about their subject.

Training becomes a great institution for their lesson they can give updated information to their students when they have a chance to get short and long term in-service training.

1(16.7%) of teacher respondents responded as they get training really on context of basketball sport.

As shown in item 2 of the above table 1(16.7%) of teacher replies as the basketball trainings availability and value are below the expected practical standards.

As it shown in item 3 of the same table 123(86.6%) of students and all 6(100%) teachers agreed that there needs important school to school visitation programs in basketball activity. Training helps to physical education teachers to clearly understand their responsibility. A clear understanding to their responsibilities will also contribute to effectiveness, stability and consistency of action. Knowledge sharing visitations contribute to facilitate different views of practice, improve relationship between schools and help in the orientation of newly employed teachers

4.5 Teachers Related Issues

Table 5: View of Respondents on Teachers Related Issues

No	Item	Rank	Respondent			
			Students		Teachers	
			No	%	No	%
1	Teacher's capacity to teach basketball concepts to the student.	V/high	16	11.3	5	83.3
		High	95	66.9	1	16.7
		Neutral	29	20.4		
		Low	2	1.4		
2	Teacher's initiation to teach basketball than football and volleyball	V/high	4	2.9	1	16.7
		High	7	4.9	2	33.3
		Neutral	21	14.7		
		Low	110	77.5	3	50
3	Teacher's ability in using different grouping methods during basketball practice.	V/high	15	10.6	5	83.3
		High	32	22.5	1	16.7
		Neutral	38	26.8		
		Low	57	40.1		
4	Student encouragement and motivation by their teachers during basketball practical instruction.	V/high	14	9.8	1	16.7
		High	27	19	4	66.7
		Neutral	63	44.4	1	16.7
		Low	38	26.8		
5	Teacher's motivation in organized forms with principals to minimize the school basketball practical problems.	V/high			1	16.7
		High	11	7.8	2	33.3
		Neutral	58	40.8		
		Low	73	51.4	3	50
6	How did you learn basketball in your grade level?	Only theoretically.	35	24.6		
		More of theoretically.	16	11.3		
		More of practically	21	14.8		
		Mix of the theoretically and practical.	70	49.3		

As indicated in item 1 of above table 95(66.9%) of respondents replies that teacher's capacity to teach basketball concept is high and for that of 29(20.4%) teachers capacity is at medium standard. The respondent also shows their opinion as teachers do not initiated to teach basketball topics in their physical education subject. The 2 (1 . 4 %) of respondents put their opinion as teachers' initiation to teach basketball lies at lower level.

In addition 5(83.3%) of teachers and 15(10.6%) students respondents shows in item 3 of the same table teachers ability in using different grouping method is very high and for that of 38 students and are neutral. So it needs to make each organized group effective on basketball practical periods. On bias of their effort 1(16.7%) teacher agreed as they have very high skill of grouping their students. Also 57(40.1%) of students put their opinion shows low skill of grouping method. As shown in item 4 of the above table 63(44.4%) and 1(16.7%) respondents of students and teachers respectively agreed as teachers encouragement during basketball practice is neutral that of 27(19%) student and 4(66.7%) teachers is ranked as teachers motivate their students highly.

As indicated in item 5 of table 73(51.4%) and 3(50%) of students and teachers respondents respectively show as their needs some effort to physical education in teachers to open their door to principals. School different activities is not only the duty of teachers, community as a whole need to involve in different activities like finance students development, sport festivals and so on

As an interview conducted with teachers and principals indicates, the involvement of community members in planning, monitoring and evaluation of basketball sport were not well accomplished. This may be due to weak back ground of community members and teachers to perform sport activities in cooperation.

As indicated in item 6 of the above table, students show their opinion in different categories; 35(24.6%) of them shows as they learn only theoretically, 16(11.3%) as they learn more of theoretically and the rest 70(49.3%) of them as they learn basketball in a mixed way theory and practice.

On as the teacher responded their reason as they doesn't teach basketball field forced to teach only theoretical concepts, some of them also shows the scarce of basketball equipment's and large class size push teachers to teach their students more of theoretical concepts.

Table 6: Respondent's View on in School Factors Affecting Basketball Practice

No	Item	Rank	Respondents			
			Students		Teachers	
			No	%	No	%
1	There is conducive environment to practice basketball in the school.	V/agree	7	4.9		
		Agree	14	9.8	1	16.7
		Neutral	30	21.2		
		Disagree	91	64.1	5	83.3
2	Availability of fundamental basketball materials including play court.	Enough	5	3.5		
		Medium	8	5.6		
		Low	62	43.7	3	50
		Too low	67	47.2	3	50
3	The school encouragement interms of incentives to students and teachers well performance of basketball.	High				
		Medium				
		Low	61	43		
		Too low	81	57	6	100
4	The extent of attention given to basketball by the school sport club compared to other sport activities.	High				
		Fair				
		Low	53	37.3	2	33.3
		Too low	89	62.7	4	66.7
5	Poor understanding of the school community about the role of basketball.	S/ agree	84	59.2	5	83.3
		Agree	58	40.8	1	16.7
		Disagree				
		S/ disagree				

As indicated item 1 of table 6, majority 91(64.1%) of student and 5(83.3%) of teacher respondents show as their school do not have convenient environment to develop basketball sport. The researcher's observation of each school also indicated that 2 of the targeted schools have no basketball field. So students in these schools are forced to get theoretical concept about basketball activities.

As it can also been seen in item 2 of the above table a total of 129(90.9%) of students and 6(100%) of teacher respondents agreed as there is no enough numbers of fundamentals materials to practice basketball in each school. From this it is possible say that our preparatory schools have a serious problem against striving for the development of basketball practice. The cultivation of youths for the wellbeing of the countries basketball sports will not be successful unless stake holders bridge this serious gap. Basketball clubs should involve around each schools. Sport officials at the higher level as a core group need to provide a fertile ground in order to be successful for basketball sport. The collaborative activities should established to address a local problem or in the awake of a crisis.

Accordingly as item 3 of above table 81(57%) of student and 6(100%) of teacher respondents suggested as it needs incentives for the better performance of the school basketball practice. This intern will have advantages for initiation and countable involvement of teachers and students in basketball sport.

Most respondents 89(62.7%) of the students and 4(66.7%) of the teacher also shown in item 4 the sport club in their preparatory school has low and too low attention to basketball compared to other sport activities.

It is true that professional collaboration can have a significant contribution for overall efficiency of sport activities.

4.7 Availability of Basketball Materials in the Schools.

Table 7: Data's Collected from the School Documents Related to Availability of Basketball Materials as Compared to Football and Volleyball

No	Items	Sport events		
		Football	Volleyball	Basketball
		No	No	No
1	Balls	22	15	6
2	Fields	2	2	-
3	Net	2	3	
4	Sport t-shirt	48	-	-
5	Shoes	-	-	-
6	Cones	-	-	-
7	Rope	-	-	-

As the data gathered from Kobo woreda preparatory schools of sport materials are scarce. As above data tells as basketball materials are in danger compared to other sport activities. Basketball as a sport activity will not be succeeding without availability of fundamental materials.

As shown item 1 and 2 of table 7, data triangulates the highest necessity of basketball materials. Earthman, Galen I. (2002) says “facilities should be planned for the different implementation of sport program.” M. Jenkins (2003) added to the point by saying “Sport equipment’s such as ball, t- shirts, foot wears are very essential needs to be supplied by considering the number of trainees.” This implies that sport materials must be arranged according to the number of trainees. This helps to give proper and attractive training to the students. “Sport materials have a power to encourage youngest to be fully participate in the activity Brain Jeffs (1981).”

As shown in the above table the basic materials like balls, basketball field and t- shirt are in shortage and absent numbers in the school. This indicates that list attention is given to basketball activities in each preparatory school.

4.8 School Community Related Factors in Basketball Practice.

Table 8: Respondent Opinion on the School Community Related Factors in Basketball Practice.

No	Item	Rank	Respondents			
			Students		Teachers	
			No of female	No of male	No	%
1	Understanding of the merit of basketball sport.	High				
		Moderate	15	10	1	16.7
		Low	39	32	3	50
		V/low	17	29	2	33.3
2	Parent's material support to their children to practice basketball.	High		10		
		Medium	6	3		
		Low	36	30	4	66.7
		V/low	29	28	2	33.3
3	To what extent do parents are volunteer to their students to practice basketball.	High				
		Moderate	5			
		Low	13	25	3	50
		V/low	53	46	3	50
4	The extent to which PTSA members check and control basketball practice.	High				
		Moderate		7		
		Low	25	23	1	16.7
		V/low	46	41	5	83.3
5	PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities.	Satisfactory				
		Moderate				
		Unsatisfactory	32	54		
		Not at all	39	17	6	100

NB- PTSA= Parent-Teacher-Student association

As indicated in item 1 of table 8, thus 15 female and 10 male students agreed that school community have a moderate understanding on the merit of basketball sport. 39 female and 32 male students replied as the school community have low understanding on the merit of basketball sport. 3(50%) teachers also strengthen this student's agreement. From this we can analyzed that most of the stake holders lack the crucial role of basketball sport, specifically to the students.

It also indicate in table 8 of item 2 that parents material support to their student felt at low participation rate. This is true because of the fact that since the society have low understanding of the basketball they do not of help their students to fulfill sporting equipment.

As indicated in table 8 item 3, parent's willingness to send their daughter to participate in basketball sport is very low. Thus 53 female and 46 male students are replied very low. So it is true that, students have great challenges to participate in basketball practice session. Here again doe to since those parents consider their childhood experience in playing parental role; as it's known that, since our trends of our countries gender issue still unsolved female to participation in sports, most of the female students are discouraged to participate in basketball.

As 46 female and 41 male students and 5(83.3%) teachers replied to item 4 table8 replied, PTSA members participation in checking and controlling of basketball sport is very low and 25 female and 23 male students replied low. From this we analyze that the PTSA members lack awareness of basketball activities as a result they give a little attention to basketball.

As shown in the above table PTSA members in collaboration of principals and teachers motivation are unsatisfactory level in organizing visitation program to parents in basketball festivals. They also ignore to check and control the overall basketball activities of each school.

4.9 External Factors Affecting the School Basketball Practice

Table 9: Respondents View on External Factors Affecting the School

Basketball Practice

No	Item	Rank	Respondent			
			Students		Teachers	
			No	%	No	%
1	The level of school basketball competitions prepared by sport club.	within every 3 month within every 6month within every year None	142	100	6	100
2	Participation of NGOs to strengthen basketball practice.	Satisfactory Medium Unsatisfactory None	142	100	6	100
3	The amount of community based basketball youth projects around the school	Sufficient Medium Low None	11	7.8	34	23.9
		High	97	68.3	6	100
4	Youths habit in playing basketball in woreda's youth center.	Medium Low None	24	16.9	12	8.5
			106	74.6	2	33.3
					4	66.7

As indicated in item 1 of table 9, all of respondents 142(100%) of students and 6(100%) teachers responded that, there is no scheduled basketball competition between students in the school prepared by sport club. This indicates that there is limitation to that sport club to consider basketball than other sport activities.

In addition to this as an interview conducted with principals and teachers indicates woreda sport officials do not give enough attention to the school basketball activity.

They sometimes come to school only to take some statically data and leave it only through bottom-up report. This may be due to weak background of the society including sport officials, to plan, monitor and evaluate basketball sport.

As indicated in the item 2 of above table 2, all respondent 142(100%) of the students and 6(100%) of the teachers respondents responded that; non-government organization participation in the improvement of the school basketball practice is poor. School different activities are not only duty of teachers and school principals, as a whole need to involve in different school programs.

Principals and Teachers in the interview added to the point that NGOS support to the school is not satisfactory. Even when they give sport material to the school, they don't consider basketball materials support in their list. So this activity has a list concern in different stake holder's perception.

As 97(68.3%) of student and 6(100%) of teachers respondents reviled that there are insignificant amounts of basketball youth projects around outside school environment.

As a result students don't have accessible opportunity to support their learning with field practice.

As 106(74.6%) of students and 4(66.7%) teachers respondents indicated in item 4 of table most youth do not got an opportunity to play basketball in woreda youth center. They also show in their interview that, there is no court and they can't get any material related to basketball activity.

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The purpose of this study was to assess: challenge of basketball teaching in preparatory schools of Kobo Woreda. In order to achieve this purpose the study was planned to find answers for the following basic questions.

- ✓ What was the current status of basketball teaching and learning of those in the school?
- ✓ To what extent do students participate in basketball sport as compared to their interest towards other sport activities?
- ✓ What are the major challenges of government preparatory schools to well practice basketball activities?
- ✓ What kinds of strategies should stakeholders prepare to the development of the countries basketball?

The study was conducted in two preparatory schools of Kobo Woreda. A total of 148 questionnaires were distributed and 100% were filled and returned. These include 6 physical education teachers and 142 students. Structured interview to principals and document analysis were also employed as supplementary to the questionnaires.

The data gathered through questionnaires was organized and analyzed using percentage. Thus, the major findings of the study are summarized as follows.

Human resources with appropriate qualification have been invested to run the school system. Hence the researcher examines that, all physical education teachers in preparatory schools of Kobo Woreda are with required qualification.

There are gap between the number of male and female physical education teachers in each school. As the result all 6(100%) teachers are male in those schools.

Even though, the teachers are not active in attracting their students during teaching basketball activities by using different participatory techniques. In this research all data shows that, there are attitude gaps among leaders at each level against basketball subject.

School principals, woreda education officials and other at the above either sport or education positions give a little attention to basketball.

Actually it was deteriorating for teachers and students to get a qualification outcome from basketball activities.

The 89(62.7%) of students said that their interest to learn and be active participant in basketball is low. It is because of that majority of student have a little awareness about the value and contribution of this sport to their life.

Preparatory schools of Kobo Woreda have a shortage of basketball facilities. To give appropriate training sport facilities expected to be fulfilled. But the in the case of each government preparatory schools, even basic basketball materials are scarce in number. As the above data indicate 100% of Kobo Woreda preparatory schools have not basketball field. Most of them give basketball contents in theoretical practical manner in the football field. Even some of available basketball materials do not coincide with the number of preparatory school students.

99 of respondents indicated that, Parent's involvement in student's basketball activities in preparatory schools of Kobo Woreda is low. The communication gap between parents and physical education teacher makes their participation unsatisfactory. Lack of training program in basketball after school session is also limits the effectiveness of preparatory schools students of Kobo Woreda. In addition to this, thus the schools do not adjust experience sharing program to the student with other schools.

Basketball contents are excluded in most of primary as well as secondary schools grade levels of physical education subjects because it is given only on grade 11 level. Students do not develop their capacity and the techniques of basketball in sequential order. Generally, basketball program lack informality in the implementation

To sum up lack of sporting equipment, adequately trained personnel, the failure of government to prioritize school sports and the lack of involvement of private sector and parent- teacher association in influence the school sports.

5.2. Conclusion

- ❖ All physical education teachers in Kobo Woreda preparatory schools are males. Thus it assumed that female students miss some sex related advice from their teachers.
- ❖ Basketball is given only for grade 11 students in Ethiopian high school as well as preparatory schools. Thus, the continuity of this sport as a topic of physical education subject is interrupted throughout many grade levels.
- ❖ Physical education teachers in preparatory schools of Kobo Woreda are with relatively shorter experience with their educational background.
- ❖ Basketball sport in Kobo Woreda preparatory schools is not guided by organized plan and with scarce of competitive youngsters.
- ❖ Students in preparatory schools of Kobo Woreda show low interest to participate in basketball sport. In addition to that it is difficult to get enough number of basketball players in and out of the school compound.
- ❖ Attention given to basketball sport by school communities and school principals is not ranked at satisfactory level.
- ❖ Physical education teachers lack an organized and effective trainings concerning basketball coaching.
- ❖ There is a loose system of student's basketball club visitation in each preparatory school of Kobo Woreda.
- ❖ Even though teachers are capable knowledge of basketball concepts and student grouping techniques, they are not motivated in organized forms with stake holders to minimize the practical problems of preparatory school's basketball practices.
- ❖ The involvement of community members in planning, monitoring and evaluation of basketball sports well not well accomplished in preparatory schools of Kobo woreda.

- ❖ Teacher's in preparatory schools of kobo Woreda are mostly forced to teach theoretical concepts of basketball sport due to scarce of basketball equipment's.
- ❖ Preparatory schools are in shortage of fundamental basketball materials related to others ball activities.
- ❖ PTSA members are unable to organize programs for parents to visit sport activities
- ❖ Non-government organizations are not interested to participate in developing the status of basketball activities of preparatory schools in Kobo Woreda.

5.3. Recommendation

On the basis of the findings gained through questionnaires, interviews and document analysis the researcher forwarded the following recommendations.

In order to motivate and support students in basketball class, physical education teachers should apply the following main activities.

- Clarifying the main objective of basketball learning to students at the beginning of each period.
- Set up small group discussion in which each students will have a chance to rewind explain about the benefit of basketball practice to their life.
- Take essential commitment to get along with students in any of basketball practice session. Telling them about their good achievements and provide at last those verbal rewards and recognition in order to motivate them for additional performance.
- Set up frequent follow ups of students tasks and provide them assist openly and genuinely when they fail to achieve.

The school principals and physical education teachers have to take crucial role in making the school climate conducive for basketball sport participation by under taking the following particular actions.

- Invent a questionnaire to evaluate school community (i.e. Teachers, students and families perspective about basketball sport.

- Select some practical in school problems which can have a significant role against the development of preparation of youngsters in basketball sport to the next stage.
- Develop the plan including the strength and challenges in environmental analysis section. Then set up meeting with stake holders to create common understanding among community members.
- Use multi-communication system like banner, pamphlet, report comminatory using mini-media and photo exhibition on basketdball practice of the school to increase awareness of the community and motivate to support accomplishment of basketball plan.
- Understand about the various socio-cultural back ground of the school community. Introduce basketball sport to the community by preparing some schedule matches on time of national and cultural festivals.
- Properly coordinate the community to provide support for the success of the school basketball activities.
- Inform local organization about basketball sport in the school which might be mobilized for greater participation.
- Though it is a complex and time consuming task mobilize communities in the school basketball development, their participation as agent of educational success can be exercise in different forms like in the area of basketball sport club formation, project implementation, problem solving etc. So, effective and efficient strategies shall be used to mobilize the community. So they can be potential stakeholder in minimizing of the school basketball practice.

The government and educational experts should play a vital role in preparing appropriate and relevant curricular materials, implementing standards, make supervision and encouraged the basketball practice equally as other ball activities like volley ball and football.

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7.APPENDIXES

7.1 Appendix I

7.1.2 Questionnaire for Students

The purpose of this questionnaire is to gather data about the challenge of basketball teaching in preparatory schools of Kobo Woreda. Thus, this questionnaires has been developed hopping that the result could assist to make further improvement of teaching and learning of basketball.

The success of this paper success of this paper depends on sincere, genuine, timely respond to each questions and reliability of the information that you provide. The information you provide remain secret and uses only for research purpose. Hence you are kindly requested to be honestly and frank. So, please, fill the questionnaire as per the given instruction for each item. I would like to thank you for willingness to fill this question.

- Encircle the appropriate letters that corresponding to your choice and write your answer in brief for open-ended questions.
- It is impossible to provide more than one answer for closed- ended questions.
- Try to attempt all the questions.
- No need of writing your name.

Part 1. Back ground information.

Direction1. The following are the respondent back ground. Hence fill all the information that expresses you.

1. Name of the school_____

2. Sex_____

3. Age_____

4. Grade level_____

Part 2. Questionnaires

N.b V/= Very

S/= Strongly

PTSA= parent- teacher- student association

A. THE QUESTIONNAIRES ON YOUR OPINION OF ON CURRENT SITUATION OF BASKETBALL PRACTICE IN YOUR SCHOOL.

1. Basketball sport is guided by well-organized plan and schedule as other sport activities.

A. V/ agree B. Agree C. Medium D. Disagree

2. There is a competitive student's team basketball.

A. V/ agree B. Agree C. Medium D. Disagree

3. Basketball is well communicated in the school compound.

A. V/ agree B. Agree C. Medium D. Disagree

4. The school principals and teachers are highly integrated for the wellbeing of the school basketball practice.

A. V/ agree B. Agree C. Medium D. Disagree

B. YOUR VIEW ON PARTICIPATION IN BASKETBALL.

1. Your interest to learn basketball.

A. V/high B. High C. Medium D. Low

2. The extent students come on time in the field during basketball practice.

A. V/high B. High C. Medium D. Low

3. The accessibility of enough number of student's basketball players to the school team.

A. V/high B. High C. Medium D. Low

4. Students interest to join basketball club after completion of grade 11.

A. V/high B. High C. Medium D. Low

C. YOUR VIEWS ON BASKETBALL TRAINING.

1. How often the school sport club facilitate peer schools visitation in basketball.

A. Once in each B . 3 month C. once in a year

B. once in each 6 month D Not at all

D. YOUR VIEW ON TEACHERS RELATED ISSUES.

1. Teacher's capacity to teach basketball concepts to the student.

A. V/high B. High C. Medium D. Low

2. Teacher's initiation to teach basketball than football and volleyball.

A. V/high B. High C. Medium D. Low

3. Teacher's ability in using different grouping methods during basketball practice.

A. V/high B. High C. Medium D. Low

4. Student encouragement and motivation by their teachers during basketball practical instruction.

A. V/high B. High C. Medium D. Low

5. Teacher's motivation in organized forms with stake holders to minimize the school basketball practical problems.

A. V/high B. High C. Medium D. Low

6. How did you learn basketball in your grade level?

A. Only theoretically.

B. More of theoretically

C. More of practically

D. Mix of the theoretically and practical

E. YOUR VIEW ON SCHOOL RELATED FACTORS AFFECTING BASKETBALL PRACTICE.

1. There is conducive environment to practice basketball in the school.

A. S/agree B. Agree C. Average D. Disagree

2. Availability of fundamental basketball materials.

A. Enough B. Medium C. Low D. Too low

3. The school encouragement in terms of incentives to students and teachers well performance of basketball.

A. Enough B. Medium C. Low D. Too low

4. The extent of attention given to basketball by the school sport club compared to other sport activities.

A. High B. Fair C. Low D. Too low

5. Poor understanding of the school community about the role of basketball.

A. S/ agree B. Agree C. Disagree D. S/ disagree

F. YOUR OPINION ON THE SCHOOL COMMUNITY RELATED FACTORS IN BASKETBALL PRACTICE.

1. Understanding of the merit of basketball sport.

A. High B. Moderate C. Low D. V/low

2. Parent's material support to their children to practice basketball.

A. High B. Moderate C. Low D. V/low

3. To what extent do parents are volunteer to their students to practice basketball.

A. High B. Moderate C. Low D. V/low

4. The extent to which PTSA members check and control basketball practice.

A. High B. Moderate C. Low D. V/low

5. PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities.

A. Satisfactory B. Moderate C. Unsatisfactory D. Not at all

G. YOUR VIEW ON EXTERNAL FACTORS AFFECTING THE SCHOOL BASKETBALL PRACTICE.

1. The level of school basketball computations prepared by woreda and zone.

A. Within every 3 month. B. Within every 6month. C. Within year. D. Not at all.

2. Participation of NGOS to strengthen basketball practice.

A. Satisfactory B. Medium C. Unsatisfactory D. Not at all

3. The amount of community based basketball youth projects around the school.

A. Sufficient B. Medium C. Low D. None

4. Youths habit in playing basketball in woreda's youth center.

A. High B. Medium C. Low D. Not at all

7.2 Appendix II

7.2.1 Questionnaire for teachers

The purpose of this questionnaire is to gather data about the challenge of basketball teaching in preparatory schools of Kobo Woreda. Thus, this questionnaires has been developed hoping that the result could assist to make further improvement of teaching and learning of basketball.

The success of this paper success of this paper depends on sincere, genuine, timely respond to each questions and reliability of the information that you provide. The information you provide remain secret and uses only for research purpose. Hence you are kindly requested to be honestly and frank. So, please, fill the questionnaire as per the given instruction for each item. I would like to thank you for willingness to fill this question.

- Encircle the appropriate letters that corresponding to your choice and write your answer in brief for open-ended questions.
- It is impossible to provide more than one answer for closed- ended questions.
- Try to attempt all the questions.
- No need of writing your name.

Part1. Back ground information.

Direction 1. The following are the respondent back ground. Hence fill all the information that expresses you.

1. Name of the school_____

2. Sex

3. Age_____

4. Educational level_

5. Experience _____ Part ii. Questionnaires

N.b V/= Very

S/= Strongly

PTSA= parent- teacher- student association

A. THE QUESTIONNAIRES ON YOUR OPINION OF ON CURRENT SITUATION OF BASKETBALL PRACTICE IN YOUR SCHOOL.

1. Basketball sport is guided by well-organized plan and schedule as other sport activities.

A. V/ agree B. Agree C. Medium D. Disagree

2. There is a competitive student's team basketball.

A. V/ agree B. Agree C. Medium D. Disagree

3. Basketball is well communicated in the school compound.

A. V/ agree B. Agree C. Medium D. Disagree

4. The school principals and teachers are highly integrated for the wellbeing of the school basketball practice.

A. V/ agree B. Agree C. Medium D. Disagree

B. YOUR VIEW ON PARTICIPATION IN BASKETBALL.

1. Your interest to learn basketball.

A. V/high B. High C. Medium D. Low

2. The extent students come on time in the field during basketball practice.

A. V/high B. High C. Medium D. Low

3. The accessibility of enough number of student's basketball players to the school team.

A. V/high B. High C. Medium D. Low

C. YOUR VIEWS ON BASKETBALL TRAINING

1. The extent to which training and orientation delivered to teachers on basketball.

A. V/ frequently B. Rarely C. Not at all

2. If your answer to no 1 is (a) or (b) how much practical and in-depth training do teachers get?

A. Sufficient enough B. Medium C. In sufficient

3. How often the school sport club facilitate peer schools visitation in basketball.

A. Once in each 3 month C. once in a year

B. once in each 6 month D Not at all

D. YOUR VIEW ON TEACHERS RELATED ISSUES.

1. Teacher's capacity to teach basketball concepts to the student.

A. V/high B. High C. Medium D. Low

2. Teacher's initiation to teach basketball than football and volleyball.

A. V/high B. High C. Medium D. Low

3. Teacher's ability in using different grouping methods during basketball practice.

A. V/high B. High C. Medium D. Low

4. Student encouragement and motivation by their teachers during basketball practical instruction.

A. V/high B. High C. Medium D. Low

5. Teacher's motivation in organized forms with stake holders to minimize the school basketball practical problems.

A. V/high B. High C. Medium D. Low

E. YOUR VIEW ON SCHOOL RELATED FACTORS AFFECTING BASKETBALL PRACTICE.

1. There is conducive environment to practice basketball in the school.

A. S/agree B. Agree C. Average D. Disagree

2. Availability of fundamental basketball material

A. Enough B. Medium C. Low D. Too low

3. The school encouragement in terms of incentives to students and teachers well performance of basketball.

A. Enough B. Medium C. Low D. Too low

4. The extent of attention given to basketball by the school sport club compared to other sport activities.

A. High B. Fair C. Low D. Too low

5. Poor understanding of the school community about the role of basketball.

A. S/ agree B. Agree C. Disagree D. S/ disagree

F. YOUR OPINION ON THE SCHOOL COMMUNITY RELATED FACTORS IN BASKETBALL PRACTICE.

1. Understanding of the merit of basketball sport.

A. High B. Moderate C. Low D. V/low

2. Parent's material support to their children to practice basketball.

A. High B. Moderate C. Low D. V/low

3. To what extent do parents are volunteer to their students to practice basketball.

A. High B. Moderate C. Low D. V/low

4. The extent to which PTSA members check and control basketball practice.

A. High B. Moderate C. Low D. V/low

5. PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities.

A. Satisfactory B. Moderate C. Unsatisfactory D. Not at all

G. YOUR VIEW ON EXTERNAL FACTORS AFFECTING THE SCHOOL BASKETBALL PRACTICE.

1. The level of school basketball computations prepared by woreda .

A. Within every 3 month. B. Within every 6month. C. Within year. D. Not at all.

2. Participation of NGOS to strengthen basketball practice.

A. Satisfactory B. Medium C. Unsatisfactory D. Not at all

3. The amount of community based basketball youth projects around the school.

A. Sufficient B. Medium C. Low D. None

4. Youths habit in playing basketball in woreda's youth center.

A. High B. Medium C. Low D. Not at all

7.3 Appendix III

7.3.1 Structured Interview Questions to the Teachers and Principals

1. In your opinion what are the main factors that contribute to student's low interest to basketball?
2. What solutions do you suggest to foster students interest towards basketball?
3. To what extent do the community participated in planning, monitoring and evaluation of basketball sport in the school? If low, what factors hinders them against active involvement in the school?
4. What factors forced you to teach students more of basketball theoretical concepts than practical instruction? /only for teachers/

7.4 Appendix iv.

Figure 1: Map of the study area



Source : www.newstrackindia.com Ethiopia

