

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE



M.Ed THESIS ON
CHALLENGES OF BASKET BALL PARTICIPATION IN EAST
WOLLEGA ZONE PREPARATORY SCHOOLS OROMIA REGIONAL
STATE

BY: HABTAMU ABDISA

DECEMBER, 2018
JIMMA, ETHIOPA

**CHALLENGES OF BASKETBALL PARTICIPATION IN EAST
WOLLEGA ZONE PREPARATORY SCHOOLS OROMIA REGIONAL
STATE**

BY: HABTAMU ABDISA

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JIMMA UNIVERSITY
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DEPARTMENT OF SPORT SCIENCE

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Acronyms and Abbreviation

PE: Physical education

SPSS:Statically package for social science

HPE:Health and Physical Education

BB: Basket ball

FIBA: Federation International Basket ball Amateur

IDRC:International Development Research Center

YMCA :Young Men Christian Association

Abstract

The main objective of this study was to assess challenges of basket ball participation in East Wollega zone preparatory schools Oromia regional state. to achieve the intended objective of this study descriptive research method was used with qualitative and quantitative approaches. In the qualitative approach qualitative data were collected from eight physical education teachers and eight principals of eight preparatory schools through interview questions. In the quantitative approach questionnaire was used to collect quantitative data from three hundred sixty (360) sample students of eight preparatory schools. The collected data were analyzed qualitatively in text explanations and quantitatively through descriptive statistical analysis using percentages, frequencies, mean and standard deviations. On the basis of the analysis made of this study the findings of this study were identified. Therefore, the findings of this study were: the challenges that have challenged the participation of students in the learning process of basket ball lesson in physical education program of the selected preparatory schools of East Wollga zone were lack of enough instructional materials, absence of enough time that allotted for the basket ball lessons, Absence of enough basket ball court for practical lessons in the preparatory school, absence of enough basket ball, lack of motivation for students, lack of suitable class room environment is not well established and reinforced constantly by both teachers and students, presences of different interests towards basketball lessons in the students and class size especially in theoretical lessons, the attitude of teachers towards the participation of students in the basket ball lesson in physical education program was not observed as required and as compared to other activities of physical education lesson the participation of students in learning basket ball lesson was less than the participation in football and volley ball. Finally, on the basis of the above findings recommendations are given at the last part of this study under chapter five.

Key words: Challenges, participation

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Basketball can contribute to the development of personal and social values that are very important in the educational process of the child and youngsters. These include commitment, perseverance, and personal responsibilities within the group, team work, respecting the rules, respecting others, and learning to compete (Al Ameen , 2009). Basketball is one of team sport or ball game that is played by two (2) teams of five (5) players each. The aim of each team is to score in the opponents 'basket and to prevent the other team from scoring. The game is controlled by officials, table officials and a commissioner, if present. The basket that is attacked by a team is the opponents' basket and the basket which is defended by a team is the team's own basket. The team that has scored the greater number of points at the end of playing time shall be the winner (FIBA2010).

Basketball can contribute the development of personal and social values that are very important the educational process of the child and youngsters. These include commitment, perseverance, and personal responsibilities within the group, team work, respecting the rules, respecting others, and learning to compete (Al Ameen,2009).

Basketball is a sport that needs leadership, team work, perseverance and dedication Basketball in the preparatory schools is thrilled to offer in physical education Schools program to students across preparatory school yards. The physical education in the participation in the basket ball Schools program provides an environment where students of all abilities can achieve success on the court and reap the rewards of skill development, enhanced self-esteem, social cooperation and grassroots sports participation (*Golden and Daniel 2012*).

The participation in preparatory school basketball sports is extremely valuable to students, as they had been taught many skills that cannot be learned in the classroom. Health is important because it leads to happiness and allows people to perform daily tasks at full capacity. The participation in physical education class in preparatory school is essential because many students do not get enough exercise in the schools. One productive way to fix obesity is to incorporate physical education into a required curriculum. On the other hand, the class appears a little

Basketball also helps athletes learn other social skills necessary in the real world, where collaboration, preparation, and intellect are key. Basketball relates to all three standards required for the second course of physical education (Pioneers, 2009)

In the basketball participation students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. While playing basketball, one must evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance. As far as individual skills, confidence can change everything on the basketball court. One of the most important motor skills that are important as a basketball player is the ability to shoot (Pioneers, 2009).

In order to shoot, one must demonstrate proper form, timing, and hand-eye coordination. As far as the form, a player must begin with the primary hand under the basketball and the secondary hand off to the side. The player's primary foot should be slightly ahead of the other and facing toward the basket. As the shooter progresses into the motion, the hands should move straight upwards and end with a flick of the wrist with the primary hand as the secondary hand guides the ball without impeding its forward motion. The legs should be bent at the beginning and finish with jumping action. Another variable that has the ability to alter an individual's performance is health. If a player is not up to full strength, he/she will not be able to compete normally. The best way to prevent injuries is to get adequate sleep and to eat a healthy diet. For growing teenagers, this may mean anywhere from eight to ten hours of sleep. As for the food that they eat, it is best to stay away from processed sugars and fats. Calories are a good way to measure how much energy you are consuming because you need to burn off an equal amount to stay fit (*Peacock 2011*).

Additionally, a cognitive component plays a role in performance, such as whether or not the player got enough sleep the night before the game. There is also a definite relationship between physical, emotional, and cognitive factors and the performance of a basketball team. It is evident that the success of a basketball team is dependent on its chemistry, health and preparation. It is impossible for a team to function well if everyone is arguing with each other and nobody has the same goals. The best teams are selfless, which means that each player does not care about personal performance, but rather is concerned with the overall team success. This attitude will lead to players who are Basketball also requires one to “analyze situations to determine

appropriate strategies to use in combative, gymnastic/tumbling, and team activities” Basketball involves a great deal of intelligence about the game. The rulebook, which includes very specific details, is very important. If not followed properly, consequences could follow. For example, when a shooting foul is committed, the offensive player is allowed two free throws. During the free throw, the shooter is allowed ten seconds before a violation is called that cancels the outcome of the free shot. Also, six other players are allowed to line up around the key, four from the defending team, and two others from the shooting team. A new rule this year, the players surrounding the key with the exception of the shooter may enter upon the release of the shot to rebound (*Ibid*).

Another element of basketball that demonstrates strategy is the art of calling plays. Both on defense and on offense, teams usually have plays and sets to counteract those of the opposite team. These are developed through film study and hours of practice. Such strategy can also be applied to other areas of physical education where close analyzing and planning are imperative. An athlete must remain on schedule and develop a consistent workout plan to get maximum results. Basketball demonstrates both relationships to performance and problem-solving ability, which are essential to playing sports or participating in any physical activity (*Mary, 2009*).

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.” Basketball requires exceptional physical fitness, which improves through rigorous practices and tough games. All preparatory school basketball players “participate immoderate to vigorous physical activity at least four days each week”. Beginning at the start of the school year, basketball players prepare vigorously for the season (*Ibid*).

.Training can involve running on the track, improving strength in the weight room, or practicing skills on the court. Often these activities involve running on the bleachers, using the bench press, and running suicides. These are completed as a team, so players can familiarize themselves with one another. One person spots the other in the weight room and players compete to lift the greatest amount of pounds. When such equipment is not available, push-ups and sit-ups work very well. This preseason program is essential to a player’s performance during the season because a fit player will be able to play more of a game without getting tired. Also, a stronger player will be able to rebound and finish at the rim more easily because he will remain more

unaffected by contact. After tryouts are held, practice is held five days a week for two or more hours each day. During these practices, the players condition further for the season and begin to work more on individual skills as well as teamwork. A key to improvement is repetition. If a player is struggling with their shot, the best way for them to improve it is to keep trying, and eventually it

Straighten out and the distance can be adjusted as well. The final stage is during the season, when often the basketball team plays two or more

Games per week in addition to regular practices and Saturday workouts. During practices, the team runs different plays so that the team will be ready to execute them in a game. Sometimes it can be difficult to memorize all of the options of a play, but more practice eventually leads to improvement and mastery. A basketball player should also “evaluate the availability and quality of fitness resources in the community. (Ibid).

Aside from using the school gymnasiums, the basketball teams look for other opportunities to practice in the community. One example is that often the players go running as a team, either on dirt trails in the hills or on routes through the surrounding neighborhood using its sidewalks(Muggsy, 2010)..

Available, the basketball team finds other facilities in the area to use for practice. In addition, players go on their own to local fitness centers where there is abundant equipment with which they can improve. Many high school basketball players in 24 Hour Fitness, both of which have full size basketball courts, weight equipment and pools. Another instance where basketball involves the community is in the event of a competition between schools. In this case, at least one of the teams travels in order to play a game, which allows them to evaluate the availability and quality of other fitness resources in the community (Ibid).

These events often bring many students from the respective schools, which come to support their classmates. Such interaction creates lasting relationships in the form of rivalries that are an integral part of school pride. This sense of community is essential to a sport that thrives off of community integration. Basketball heavily involves the knowledge of fitness with respect to health and performance(Ibid).

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. The skills that come

with learning the game of basketball can help with all types of physical activity. Students definitely participate in physical activities for personal enjoyment. High school basketball players participate in hopes of having fun. With already busy schedules that include abundant homework time, there is not much motivation to play basketball because it means less free time. However, basketball not only serves as a pathway through which students can enjoy sports, but

Also as a reliever of stress. At times, high school is difficult both socially and academically, so basketball can act as an activity that takes the mind off of everything else to focus on playing a game. The thrill of winning, comfort of friendships and sense of collaboration are well worth the sacrifice of playing on a high school basketball team. A player can learn many things that are not taught in the classroom through basketball. It also provides an activity that players can continue for the rest of their lives in order to remain healthy and in shape. After some time, players “identify the effect of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, or preferences for and participation in physical activity (Mary, 2009).

Overall, basketball is a tool for high school students to learn about physical activities while enjoying themselves. Basketball is valuable not just during high school years, but also for the rest of a player’s life. The sport teaches many skills that cannot be obtained in a classroom setting. With respect to high school physical education, playing basketball allows a student to focus on and become involved in one sport at a time. In this way, the athlete knows more about the game than if they were to learn from a teacher (*Ibid*).

1.2. Statement of the Problem

Physical education is a core study in the school curriculum because it contributes two unique goals to the curriculum: the development of motor skills and physical fitness.

Evidence exists proving that students who are active in PE programs improve motor performance and learn skills better than students who only play games or receive no physical education (DSE, 1993).

School has an essential part to play in identifying objectives for the development of sport at school and university, the promotion of sport for all, progress in the scientific disciplines relevant to sport, the dissemination and exchange of scientific and technical information relating to

physical education and sport, and preservation of the ethical values inherent in sport (*Jenkins, 2014*)

Reducing the unfortunately growing gap, what with the economic ills of many preparatory schools and the rising cost of equipment and facilities, is an important theme deserving attention at the preparatory schools that may challenges the participation of students in the basket ball

Teaching basket ball in the preparatory schools is very important for the development of knowledgeable exercisers and skillful movers who value and adopt a physically active, healthy lifestyle Hardman and Marshall (2000).Participation in basketball in preparatory schools values the role of teachers not just in the classroom but in the school yard as well. Their enthusiasm for improving students' lives is often understated. Society places its trust and confidence in teachers who as educators have one of the most important roles for the students, outside of parents and careers Hardman and Marshall (2000).

The result of the previous study that had been conducted by Hardman and Marshall (2000) on the condition of Physical Education in Schools had shown that absence of policies for national PE, program is stated but not fully carried out, PE tutors are not specialists, lack of government's support, inadequate structures and facilities and lack of time for teaching were the major obstacles of PE in most primary schools.

The other previous study that had been conducted by Jenkins on and Benson (2010) on the physical education resources include teachers, classes, playing fields, facilities and financial ability challenging the teaching leaning process of in physical education and identified both institutional and teacher-related barriers to the delivery of quality PE. While the institutional barriers were outside the teachers' control, the teacher-related barriers arose from the teachers' behavior. Teachers ranked the institutional barriers in order of importance from the most important to the least important. These barriers were: access to facilities, access to suitable teaching spaces, access to equipment, timetabling, support from other staff, Funding for the subject, support from management and administration, leadership from heads of department, and access to appropriate professional development.

The local previous study that had been conducted by Tewodros Abir Endale 2012 on the development and challenges of Addis Ababa basketball clubs had indicated that Schools have

been the main sources of potential players for clubs; coaches also started their carrier in the school. The major constraints associated with Addis Ababa basketball clubs are found to have very low media coverage, absence of supporters' association, a few number of spectators, a few number of clubs, lack of facilities and equipment, no regular salary for coaches and players, no permanent national team, lack or absence of play ground in the villages, not following scientific method of training by coaches and very low level of communication among stake holders.

The above global and local previous studies that had been conducted on the challenges of teaching physical education as general made the demand of study compulsory since the above previous studies had not been conducted in the preparatory school it was used as insight to see whether the above challenges has been existing or not . Then, the current study was focusing on the challenges and prospects on the participation on the basket ball. Furthermore, this current study was consider whether the above challenges was the challenges seen as the challenges for the participation on basket in the preparatory schools of East Wollega zone.

These points had motivated the researcher to conduct research on this topic to assess the current status of the challenges and prospects of basket ball participation in east Wollega zone preparatory schools Oromia a regional state. There fore, assessing the challenges of Basketball participation in east Wollega zone preparatory schools Oromia regional state.

1.3. Research Questions

The following research questions were selected to in light of the objective of the study. These are:

- What are the challenges that have been observed in participation of students in the learning process of basket ball lesson in physical education program?
- What is the attitude of teachers towards the participation of students in the basket ball lesson in physical education program?
- To what extent do students participate in learning basket ball lesson as compared to other activities of physical education lesson?

1.4. Objectives of the Study

The study attempted to meet the following research objectives

1.4.1. General Objective

The general objective of this study was to assess challenges of basket ball participation in east wollega zone preparatory schools oromia regional state

1.4.2. Specific objectives of the study

More specifically this study had the following specific objectives.

- To identify the challenges in participation of basketball in physical education.
- To assess the attitude of physical education teachers towards the participation of students in the basket ball lesson
- To examine the extent at which students participates in basket lesson as compared to other activities of physical education lesson.

1.5. Significance of the Study

This study has the following significance

- ❖ It may help to investigate the solution for change on attitude of school community those has misunderstanding about physical education
- ❖ It may assess the problem that affects educational process of physical education for concerned body.
- ❖ It helps to create awareness of the factors affecting among school administer for's and those who are directly or indirectly concerned with physical education
- ❖ It help as a facilitator for solution maker for problem that challenge of physical education teachers in physical education process.

1.6. Delimitation of the Study

The scope of this study is delimited to the challenges of basketball participation in Digaa preparatory, Aannoo preparatory, Ukke preparatory, Arjoo preparatory Saasigaa preparatory, Sirre preparatory, Guute and Gatama preparatory schools and principals and only on physical education teachers school in, East Wollega zone, Oromia region. This study is also confined to the challenges that have been observed in participation of students in the learning process of basketball lesson ,the attitude of teachers towards the participation of

students ,the extent at which students participate in learning basketball as compared to other activities of physical education in basketball conceptually.

1.7. Limitation of the study

This study has some limitation such as

- ❖ Shortage of time collecting data from different sources
- ❖ Lack of materials
- ❖ Insufficient budgets and shortage of reference book
- ❖ Unwillingness and carelessness of some respondents occurred while filling the questionnaires

1.8. Organization of the Study

This study was organized in five chapters, chapter one is about the problems and its approach, back ground of the problem, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and definition of operational key terms. Chapter two was about review of related literature. The study design and methodology used were stated and described in chapter three. Chapter four is about the data analysis and interpretation and at the last part conclusion and recommendation were presented in chapter five.

1.9 .Operational Definition of Key Terms

Physical education: - is one phase of the total education process and that it utilized activity drives in horrent in each individual to develop a person organically (Bucher1975:13).

Practice: -is occasions you do something in order to become better at it, or the time that you spending (<http://www.macmillian dictionary .com>).

Challenges: to call invite or summon to a contest controversy, debate or similar affair especially to invite or duel

CHAPTER TWO

2. Review of Related Literatures

2.1. Definition of Basketball

Basketball is a limited-contact sport played on a rectangular court. While most often played as a team sport with five players on each side, three-on-three, two-on-two, and one-on-one competitions are also common. The objective is to shoot a ball through a hoop 18 inches (46 cm) in diameter and 10 feet (3.048 m) high that is mounted to a backboard at each end of the court. The game was invented in 1891 by (James Retrieved February 14, 2007) .

Today virtually every high school in the United States fields a basketball team in varsity competition. Basketball's popularity remains high, both in rural areas where they carry the identification of the entire community, as well as at some larger schools known for their basketball teams where many players go on to participate at higher levels of competition after graduation. In the 2003–04 seasons, 1,002,797 boys and girls represented their schools in interscholastic basketball competition, according to the National Federation of State High School Associations. The states of Illinois, Indiana and Kentucky are particularly well known for their residents' devotion to high school basketball, commonly called Hoosier Hysteria in Indiana; the critically acclaimed film *Hoosiers* shows high school basketball's depth of meaning to these communities(Ibid) .

2.2. Rules and regulations

Measurements and time limits discussed in this section often vary among tournaments and organizations; international and NBA rules are used in this section.

The object of the game is to outscore one's opponents by throwing the ball through the opponents' basket from above while preventing the opponents from doing so on their own. An attempt to score in this way is called a shot. A successful shot is worth two points, or three points if it is taken from beyond the three-point arc 6.75 meters (22 ft 2 in) from the basket in international games and 23 feet 9 inches (7.24 m) in NBA games. A one-point shot can be earned (Ibid)

2.2.1. Playing Regulations

Games are played in four quarters of 10 (FIBA) or 12 minutes (NBA). College men's games use two 20-minute halves, college women's games use 10-minute quarters and United States high school varsity games use 8 minute quarters. 15 minutes are allowed for a half-time break under FIBA, NBA, and NCAA rules and 10 minutes in United States high schools. Over time periods are five minutes in length except for high school, which is four minutes in length. Teams exchange baskets for the second half. The time allowed is actual playing time; the clock is stopped while the play is not active. Therefore, games generally take much longer to complete than the allotted game time, typically about two hours Golden and Daniel (2012).

Five players from each team may be on the court at one time.^{[42][43][44][45]} Substitutions are unlimited but can only be done when play is stopped. Teams also have a coach, who oversees the development and strategies of the team, and other team personnel such as assistant coaches, managers, statisticians, doctors and trainers (Ibid).

For both men's and women's teams, a standard uniform consists of a pair of shorts and a jersey with a clearly visible number, unique within the team, printed on both the front and back. Players wear high-top sneakers that provide extra ankle support. Typically, team names, players' names and, outside of North America, sponsors are printed on the uniforms (Ibid).

A limited number of time-outs, clock stoppages requested by a coach (or sometimes mandated in the NBA) for a short meeting with the players, are allowed. They generally last no longer than one minute (100 seconds in the NBA) unless, for televised games, a commercial break is needed (Ibid).

The game is controlled by the officials consisting of the referee (referred to as crew chief in the NBA), one or two umpires (referred to as referees in the NBA) and the table officials. For college, the NBA, and many high schools, there are a total of three referees on the court. The table officials are responsible for keeping track of each team scoring, time keeping, individual and team fouls, player substitutions, team possession arrow, and the shot clock (Ibid).

2.3. Equipment

The only essential equipment in a basketball game is the ball and the court: a flat, rectangular surface with baskets at opposite ends. Competitive levels require the use of more equipment such as clocks, score sheets, scoreboard(s), alternating possession arrows, and whistle-operated stop-clock systems Griffiths and Sian (2010).

A regulation basketball court in international games is 91.9 feet (28.0 meters) long and 49.2 feet (15 meters) wide. In the NBA and NCAA the court is 94 by 50 feet (29 by 15 meters). Most courts have wood flooring, usually constructed from maple planks running in the same direction as the longer court dimension. The name and logo of the home team is usually painted on or around the center circle(Ibid).

The basket is a steel rim 18 inches (46 cm) diameter with an attached net affixed to a backboard that measures 6 by 3.5 feet (1.8 by 1.1 meters) and one basket is at each end of the court. The white outlined box on the backboard is 18 inches (46 cm) high and 2 feet (61 cm) wide. At almost all levels of competition, the top of the rim is exactly 10 feet (3.05 meters) above the court and 4 feet (1.22 meters) inside the baseline. While variation is possible in the dimensions of the court and backboard, it is considered important for the basket to be of the correct height – a rim that is off by just a few inches can have an adverse effect on shooting. The size of the basketball is also regulated. For men, the official ball is 29.5 inches (75 cm) in circumference (size 7, or a "295 ball") and weighs 22 oz (623.69 grams)(Ibid).

If women are playing, the official basketball size is 28.5 inches (72 cm) in circumference (size 6, or a "285 ball") with a weight of 20 or (567 grams). In 3x3, a formalized version of the half court 3-on-3 game, a dedicated ball with the circumference of a size 6 balls but the weight of a size 7 ball is used in all competitions (men's, women's, and mixed teams)Jeep (2012).

2.4. Common techniques and practices

2.4.1. Positions

Although the rules do not specify any positions whatsoever, they have evolved as part of basketball. During the early years of basketball's evolution, two guards, two forwards, and one center were used. In more recent times specific positions evolved, but the current trend, advocated by many top coaches including Mike Krzyzewski is towards position less basketball, where big guys are free to shoot from outside and dribble if their skill allows it popular descriptions of positions include Jeep (2012).

Point guard (often called the "1"): usually the fastest player on the team.Organizes the team's offense by controlling the ball and making sure that it gets to the right player at the right time. Shooting guard (the "2"): creates a high volume of shots on offense, mainly long-ranged; and guards the opponent's best perimeter player on defense. Small (the "3"): often primarily responsible for scoring points via cuts to the basket and dribble penetration; on defense seeks rebounds and steals, but sometimes plays more actively.

Power forward (the "4"): plays offensively often with their back to the basket; on defense, plays under the basket (in a zone defense) or against the opposing power forward (in man-to-man defense).Center (the "5"): uses height and size to score (on offense), to protect the basket closely (on defense), or to rebound(Ibid).

The above descriptions are flexible. For most teams today, the shooting guard and small forward have very similar responsibilities and are often called the wings, as do the power forward and center, who are often called post players. While most teams describe two players as guards, two as forwards, and one as a center, on some occasions teams choose to call them by different designations(Ibid).

2.4.2. Strategy

There are two main defensive strategies: *zone defense* and *man-to-man defense*. In a zone defense, each player is assigned to guard a specific area of the court. Zone defenses often allow

the defense to double team the ball, a maneuver known as a **trap**. In a man-to-man defense, each defensive player guards a specific opponent Marshall and John (2014).

Offensive plays are more varied, normally involving planned passes and movement by players without the ball. A quick movement by an offensive player without the ball to gain an advantageous position is known as a *cut*. A legal attempt by an offensive player to stop an opponent from guarding a teammate, by standing in the defender's way such that the teammate cuts next to him, is a *screen* or *pick*. The two plays are combined in the *pick and roll*, in which a player sets a pick and then "rolls" away from the pick towards the basket. Screens and cuts are very important in offensive plays Marshall and John (2014).

These allow the quick passes and teamwork, which can lead to a successful basket. Teams almost always have several offensive plays planned to ensure their movement is not predictable. On court, the point guard is usually responsible for indicating which play will occur.

2.4.3 Shooting

Shooting is the act of attempting to score points by throwing the ball through the basket, methods varying with players and situations.

Typically, a player faces the basket with both feet facing the basket. A player will rest the ball on the fingertips of the dominant hand (the shooting arm) slightly above the head, with the other hand supporting the side of the ball. The ball is usually shot by jumping (though not always) and extending the shooting arm. The shooting arm, fully extended with the wrist fully bent, is held stationary for a moment following the release of the ball, known as a follow-through. Players often try to put a steady backspin on the ball to absorb its impact with the rim. The ideal trajectory of the shot is somewhat controversial, but generally a proper arc is recommended. Players may shoot directly into the basket or may use the backboard to redirect the ball into the basket Nicholson (2007).

The two most common shots that use the above described setup are the set shot and the jump shot. The set shot is taken from a standing position, with neither foot leaving the floor, typically used for free throws, and in other circumstances while the jump shot is taken in mid-air, the ball released near the top of the jump. This provides much greater power and range, and it also allows the player to elevate over the defender. Failure to release the ball before the feet return to the floor is considered a traveling violation Nicholson,(2007).

Another common shot is called the lay-up. This shot requires the player to be in motion toward the basket, and to "lay" the ball "up" and into the basket, typically off the backboard (the backboard-free, underhand version is called a finger roll). The most crowd-pleasing and typically highest-percentage accuracy shot is the slam dunk, in which the player jumps very high and throws the ball downward, through the basket while touching it (Ibid).

Another shot that is becoming common is the "circus shot". The circus shot is a low-percentage shot that is flipped, heaved, scooped, or flung toward the hoop while the shooter is off-balance, airborne, falling down, and/or facing away from the basket. A back-shot is a shot taken when the player is facing away from the basket, and may be shot with the dominant hand, or both; but there is a very low chance that the shot will be successful shot that misses both the rim and the backboard completely is referred to as an air ball. A particularly bad shot, or one that only hits the backboard, is jocularly called a brick. The hang time is the length of time a player stays in the air after jumping, either to make a slam dunk, lay-up or jump shot (Ibid).

2.4.4. Rebounding

The objective of rebounding is to successfully gain possession of the basketball after a missed field goal or free throw, as it rebounds from the hoop or backboard. This plays a major role in the game, as most possessions end when a team misses a shot. There are two categories of rebounds: offensive rebounds, in which the ball is recovered by the offensive side and does not change possession, and defensive rebounds, in which the defending team gains possession of the loose ball. The majority of rebounds are defensive, as the team on defense tends to be in better position to recover missed shots (Ibid).

2.4.5. Passing

A pass is a method of moving the ball between players. Most passes are accompanied by a step forward to increase power and are followed through with the hands to ensure accuracy.

A staple pass is the *chest pass*. The ball is passed directly from the passer's chest to the receiver's chest. A proper chest pass involves an outward snap of the thumbs to add velocity and leaves the defense little time to react (Ibid).

Another type of pass is the *bounce pass*. Here, the passer bounces the ball crisply about two-thirds of the way from his own chest to the receiver. The ball strikes the court and bounces up toward the receiver. The bounce pass takes longer to complete than the chest pass, but it is also harder for the opposing team to intercept (kicking the ball deliberately is a violation). Thus, players often use the bounce pass in crowded moments, or to pass around a defender.

The *overhead pass* is used to pass the ball over a defender. The ball is released while over the passer's head. The *outlet pass* occurs after a team gets a defensive rebound. The next pass after the rebound is the *outlet pass*(Ibid).

The crucial aspect of any good pass is it being difficult to intercept. Good passers can pass the ball with great accuracy and they know exactly where each of their other teammates prefers to receive the ball. A special way of doing this is passing the ball without looking at the receiving teammate. This is called a *no-look pass* (Ibid).

Another advanced style of passing is the *behind-the-back pass*, which, as the description implies, involves throwing the ball behind the passer's back to a teammate. Although some players can perform such a pass effectively, many coaches discourage no-look or behind-the-back passes, believing them to be difficult to control and more likely to result in turnovers or violations(Ibid).

2.4.6. Dribbling

Dribbling is the act of bouncing the ball continuously with one hand, and is a requirement for a player to take steps with the ball. To dribble, a player pushes the ball down towards the ground with the fingertips rather than patting it; this ensures greater control Struck off and Mary,(2009).

When dribbling past an opponent, the dribbler should dribble with the hand farthest from the opponent, making it more difficult for the defensive player to get to the ball. It is therefore important for a player to be able to dribble competently with both hands(Ibid).

Good dribblers (or "ball handlers") tend to bounce the ball low to the ground, reducing the distance of travel of the ball from the floor to the hand, making it more difficult for the defender to "steal" the ball. Good ball handlers frequently dribble behind their backs, between their legs, and switch directions suddenly, making a less predictable dribbling pattern that is more difficult to defend against. This is called a crossover, which is the most effective way to move past defenders while dribbling (Ibid).

A skilled player can dribble without watching the ball, using the dribbling motion or peripheral vision to keep track of the ball's location. By not having to focus on the ball, a player can look for teammates or scoring opportunities, as well as avoid the danger of having someone steal the ball away from him/her(Ibid).

2.4.7. Blocking

A block is performed when, after a shot is attempted, a defender succeeds in altering the shot by touching the ball. In almost all variants of play, it is illegal to touch the ball after it is in the downward path of its arc; this is known as *goaltending*. It is also illegal under NBA and Men's NCAA basketball to block a shot after it has touched the backboard, or when any part of the ball is directly above the rim. Under international rules it is illegal to block a shot that is in the downward path of its arc or one that has touched the backboard until the ball has hit the rim. After the ball hits the rim, it is again legal to touch it even though it is no longer considered as a block performed (Ibid).

To block a shot, a player has to be able to reach a point higher than where the shot is released. Thus, height can be an advantage in blocking. Players who are taller and playing the power forward or center positions generally record more blocks than players who are shorter and playing the guard positions. However, with good timing and a sufficiently high vertical leap, even shorter players can be effective shot blockers (Ibid).

2.4.8. Height

At the professional level, most male players are above 6 feet 3 inches (1.91 m) and most women above 5 feet 7 inches (1.70 m). Guards, for whom physical coordination and ball-handling skills are crucial, tend to be the smallest players. Almost all forwards in the top men's pro leagues are 6 feet 6 inches (1.98 m) or taller. Most centers are over 6 feet 10 inches (2.08 m) tall. According to a survey given to all NBA teams, the average height of all NBA players is just under 6 feet 7 inches (2.01 m), with the average weight being close to 222 pounds (101 kg). The tallest players ever in the NBA were Minute Boll and Gheorghe Mureşan, who were both 7 feet 7 inches (2.31 m) tall. The tallest current NBA player is Sim Bhullar, who stands at 7 feet 5 inches (2.26 m). At 7 feet 2 inches (2.18 m), Margo Dydek was the tallest player in the history of the WNBA Alameen and Jmed, (2009).

The shortest player ever to play in the NBA is Muggy Brogues at 5 feet 3 inches (1.60 m). Other short players have thrived at the pro level. Anthony "Spud" Webb was just 5 feet 7 inches (1.70 m) tall, but had a 42-inch (1.1 m) vertical leap, giving him significant height when jumping. While shorter players are often at a disadvantage in certain aspects of the game, their ability to navigate quickly through crowded areas of the court and steal the ball by reaching low are strengths(Ibid).

General Behavior Objectives

A. Psychomotor

1. The student will demonstrate the following basketball skills:

- A. Passing
- B. Ball-handling
- C. Sprinting
- D. Dribbling
- E. Shooting

F. Free Throws

G. Offense

H. Defense

2. The student will participate in a basketball game.

B. Cognitive

1. Students will demonstrate knowledge of the rules.
2. Students will show an understanding of basketball strategies by participating in game like situations.
3. Students will demonstrate general knowledge of a basketball game.
4. Students will demonstrate an understanding for the importance of fundamentals in a basketball game.
5. Students will understand the basic offensive and defensive strategies in the game of basketball.

C. Affective

1. Students will demonstrate good social skills by working within a group and with a partner.
2. Students will use good sportsmanship by participating in competitions and encourage their teammates and opponents to succeed.
3. Students will be honest while self-assessing and assessing other students. This is done in a partner situation.
4. Students will show positive attitudes while participating in basketball drills and games, by smiling and encouraging other.
5. Students will be motivated and ready for participation each day for the entire basketball unit plan.

2.5. Physical Education Curriculum Time Allocation

Curriculum time allocation remains an issue of concern globally since the time allocated for physical education has been whittled away or disappeared altogether (Directorate of School Education [DSE]1993). This situation is exacerbated in most countries because Physical education is never examined and therefore, teachers prefer using physical education time to teach the “academic” subjects. Most schools have Physical education slotted on the timetable but hardly implement it(Ibid).

Unfortunately, while there have been many education reforms since the late 1990s these reforms have impacted negatively on physical education because physical education time allocation has continued to decrease in around 17% of countries (Hardman, 2008). This is happening despite “strong efforts and international advocacy supported by extensive economical, medical, scientific, social and cultural support for sufficient PE programs and initiatives in some countries to increase PE time to 120 minutes per week.” Fuoco and Linda, (2010).

2.6. Physical Education Resources

The provision of quality Physical education is greatly hampered by lack of adequate teaching personnel for Physical education classes. Related to this is that even in areas with teachers, some may not be adequately trained to provide Physical education content that is relevant to students’ lifestyles.

Additionally, facilities and equipment are very necessary for Physical education to be taught properly because the level of provision of facilities can be detrimental to the quality of Physical education programs. The facilities and equipment also need to be provided in the right quantity and quality, apart from being well maintained. However, all these factors depend on availability of adequate financial resources (Myton, 2003).

2.7. Physical Education Class Sizes and Facilities in Schools

Class sizes and provision of facilities are important issues for Physical education teachers in schools. The Vinson Report (Myton, 2003) recommended that class sizes in Australian schools be reduced to 20 students. This was also supported by Hickey (2003) who cites various research

and policy initiatives showing overwhelming evidence that small classes benefited students more. She recommended that sustained efforts must be made to ensure Australian children benefited from small class experiences because small classes were superior in terms of students' reactions, teacher morale and the quality of the teaching environment. For instance, swimming classes should be small due to safety issues and also because a limited number of students ensure that the instructors can assist all learners in an uncrowded situation. Physical education involves a lot of movement that needs the teacher to be alert always to ensure the students are safe and concentrating on the lesson. Victorian secondary schools have an average class size of 21.6 students and a student/teacher ratio of 11.8 (Deecd, 2010).

In conjunction with striving to maintain smaller class sizes, Victorian schools also endeavor to provide students with the necessary facilities and equipment. Provision of adequate facilities and equipment goes hand in hand with capacity to maintain relatively small classes. Gymnasias and playing fields are provided for physical education classes. Where these are not available on-site, schools hire outside facilities, for example swimming pools.

Students are then transported to such facilities for their physical education classes, thereby increasing the cost of teaching the subject.

Additionally, school authorities have recognized the positive impact of information and communication technologies (ICT) in education and provide computers for students to use (Mohnsen, 2006). Apart from giving students opportunities to work with ideas creatively, working with computers enables students to engage in high order thinking. Effective use of computers may also help to improve learning and to shape students' social processes through using the Internet to access social websites. Students in Victorian government schools enjoy access to computers due to the infrastructural investment by the Australian government to provide computers to all schools. Students in HPE are often given assignments, which require Internet access, and therefore, most students get to acquire basic computer

Physical education Class Sizes and Facilities in School Resourcing of education in schools has not kept pace with population growth combined with the introduction of free primary education in 1971 (Bogonko, 1992). Due to financial constraints, many Kenyan schools have large classes because demand for education is higher than the ability of schools to provide the necessary facilities.

Secondary schools in Kenya contain students ranging from 40-50 per class (MOEST, 2001; Saitoti, 2004). In this situation it is also difficult for teachers to know their students and to appropriately understand their backgrounds and experiences, yet “effective Physical education teachers are better able to gain their students’ cooperation and respect when they get to know them as individuals” (Fisette, 2010, p.43). Physical education teachers face the challenge of teaching these large classes with minimal facilities and equipment. A class of 40-50 students would need a considerable investment in balls and other facilities to ensure that Physical education is taught adequately. However this depends on the financial resources at the disposal of the respective school and the willingness of the head teacher to spend money on such equipment (Haggart, 2008)

Kenyan teachers and administrators view computers as important (Wabuye, 2006) and make efforts to harness the potential of ICT. Unfortunately this comes with overwhelming challenges since a majority of the 245,000 teachers have limited computer literacy. In addition, only two thirds of the country’s 4,000 secondary schools have electricity and only about 750 schools have a computer, this is fewer than one in five (Haggart, 2008). Furthermore, while some schools offer ICT as a subject, they do not provide Internet access. This is because financial constraint is a persistent

Kenyan schools, which often struggle to find money to buy computers (International Development Research Centre [IDRC], 2010). In an attempt to bridge the digital divide in Kenyan public schools an innovative project, Computers for Schools Kenya (CFSK), started refurbishing and redistributing used computers to schools (IDRC, 2010). This unique project provides used computers, which are donated by the local business community and then refurbished by students who acquire technical training in the process. However, this is limited to a few schools that are often located in major towns while schools in the rural areas are ignored. As a result, many Kenyan students in the rural areas are denied the benefits of using computers and most leave school without basic computer skills.

(e) Financial Resources for Physical education in Victorian Schools

The Victorian government funds and regulates education in State schools and this education is basically free up to Year 12 when students are expected to complete their formal schooling (DEECD, 2010). Therefore schools are not expected to charge any fees but may charge voluntary

levies and to conduct fund raising to supplement what the government provides. However, the contributions are strictly voluntary and it is not acceptable for schools to coerce or harass parents to pay. Therefore, schools get money from the government and this is then distributed to individual departments in schools according to their requirements and budgets. Physical education teachers are able to resource equipment and facilities in this way.

(f) Financial Resources for Physical education in Kenyan Schools The government funds education in public secondary schools in Kenya. But since the 1980s the government introduced cost sharing in public secondary schools. This means that while the government pays teachers' salaries and other basic requirements, parents and communities meet the direct cost of education by paying for their children's school fees, building fund, boarding facilities, textbooks, uniforms and activity fees (Eshiwani), 1993).

But poor economic growth and other external macro-economic factors have increased the cost of education resulting in many parents inability to afford secondary school education (Moest, 2001).

The result has been limited investment in education and inadequate teaching-learning resources because schools depend on school fees to fund their programs. Limited finance leads to cost cutting and PE programs are often the first to suffer such an eventuality. In fact in most schools, is never allocated any funds. Instead, funds are allocated to the Games department to purchase balls and other equipment and then Physical education teachers are expected to borrow what they need from the Games department, highlighting again the perception of Physical education in the curriculum.

2.8. Problems with Planning and their Effects on the Quality of Physical Education Programs

Physical education is such a unique field in schools, because it has many different aspects that need to be taken into consideration when running physical education class. Students are not simply taught material from the curriculum and required to understand it, but physical education maintains more interactive atmosphere with Students collaboratively learning, trying, creating, improvising, leading and following(Moest, 2001).

The students are expected to achieve outcomes such as understanding the knowledge presented in the curriculum, becoming competent in activities presented, and being able to apply those

concepts to incorporate more physical activity and healthier lifestyle practices as they age. However, not all physical education programs in as planning, facilities and equipment, student populations, etc. Teacher at a school, you are entrusted withers ability of planning appropriate programs and activities that gives students the opportunities to develop and grow (Moest, 2001). However, these responsibilities bring many problems that we as physical educators must overcome so that our students receive the most benefit from our classes. This paper will examine some of the problems associated with planning a physical education program in schools, identifying the effects of inadequate space and improvisation in class planning, as well as the amount of planning time on lessons and its effect on the quality of the physical education program.

2.9. Challenges those influences Physical Education teaching learning process

It is believed that there are many challenges that affect the teaching learning processes. Those factors can be discussed while being divided under to major categories.

2.9.1. Challenges Related with the Teacher

As far as teachers are concerned the international of education remarked, “no one is in any doubt that the chief agent in the process of educational form is the teacher.” Posner (1992)

Also stated the teachers’ plays crucial role in determining the success failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her altitude, skill, and experience is the most important of all in determining the success or failure the process of curriculum implementation let’s have a look at each dimension turn by turn.

A. Teachers Attitude

Is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment? And most educators are convinced those teacher attitudes are very important dimensions. Those teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher’s attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high-level achieves in learning (Keynes 1986, cooper 1986 and

Calhan 1988), consider the teacher's attitude as very important aspects in the teaching learning process.

The trust is the important ingredient, which the facilitator provides. The more effective teacher were related higher on every attitude measured by any inventory, they were seen as more real, as having higher level of regard for their students showed more empathies understanding. No matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive (through stick or carrot) is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a goods enthusiasm for the subject and method with their students, teaching will never become better than adequate (Wool 1994).

Teacher attitude and performance are correspondence according to cooper(1986) teacher's attitudes are very important and have the direct effect on our behavior, they determine how we view ourselves and interact with the environment. Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in any way negative attitude may harmer injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical Knowhow is the one who can demonstrate his/her ability to bring about the intended learning our comes.

B. Teacher's Skill

One of the skill required by the teachers to resolve challenges effectively to promote effective teaching learning environment of physical education is his/her pedagogical belief. In relation to pedagogical belief skill(Neil,1995) writes:

“Given that s syllabus statement is text from which readers must construct meanings on which to plan actions, teachers interpret syllabus statement son the bases of their pre-constructed conceptualizations of the subject and their pedagogical theory of what it means to teach and learn.”

The other challenges related to teachers is the knowledge they have in relation to this, McCormick,(1995) mentioned that teachers will teach best in areas which they are

knowledgeable, have effective materials and techniques, Waltey (1981), Posner (1992), Bennet and Carre (1995) also claimed that teacher's knowledge and understanding of the subject matter is a major challenge that influences the teaching learning process of physical education. An effective teacher has a quality to engage in different activities in education. Harrison (1989) regarding the quality of an effective teacher writes.

- ✓ Aspiring high expectations for students
- ✓ Managing classes in ways that increase academic learning time and opportunities to learn
- ✓ Creating a supportive learning environment in which students are treated as individuals and in which they know that help is available.
- ✓ Selecting material at an appropriate level of difficulty for students moves them through at a rapid pace and accomplishes this in small steps.
- ✓ Employing active, direct instruction, including teacher controlled coverage of extensive content through structured learning activities and appropriate pacing monitoring of pupil performance immediate academically oriented feedback and a task oriented get relaxed environment. Teaching to mastery

According to Wuest and Lombardo (1994) beyond the pedagogical responsibilities teachers are expected to participate in instructional responsibilities.

“Health and physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher contracts, while others are unwritten expectations for teachers. These institutional responsibilities are wide ranging encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide committees, and professional responsibilities.”

In addition to this health and physical education teachers must be minded full of their professional obligation another important skill required by the teacher is the skill of lesson presentation this means the ability to transfer knowledge effectively to the learner a good questioner, demonstrator, good skill full to class room management etc are important skills (Wuest and Lombardo ,1994).

C. Teacher experience

Is another important challenge that contributes to the effective teaching learning process of P.E in this case usually, teachers experience is expected to have positive relationship with teaching effectiveness. A longitudinal study concocted for five years with one group of teachers showed that there is a significant quality increase in teaching behavior. Such as, making in striation systematic and stimulating (Adams, 1982). Adams and others(1980), Adams and Martray (1981) have also found out that teachers' self-concern decreased in magnitude from the time of student teaching practice through five year teaching, while task pattern related to instruction increased along with more years of service in underlining the importance of experience. Feiman-Nasmer and Buchmann (1985) stated that firsthand experience is particularly evident in contributing to learn to teach. Similarly, Vare (1994)reorganized the positive side of experience arguing experienced schoolteachers work with college professors as partners to prepare perspective teacher and to facilitate the continual professional development of teachers furthermore, Borko and Butcher (1984) have indicated that lower level of teaching performance would be obtained with less experienced teachers(below 6 years of teaching) than those with more experience (minimum of6years).Gage and others (1960) also found that teaches with less than 5 years of service tend to be rated lower than teachers with more than 8 years of service. Erkyhun and other (1991) have spotted positive correlation between experience and performance of teaching there by including the higher the service year's teachers have the better performance they could have a teaching and lesson planning. Other than experience and attitude, teachers' qualification, as indicator of the quality and quality of training received, has remained to have a telling effect on effective instructional performance. In line with this, UNESCO (1966) has stressed.

2.9.2. Challenges related with the administrator

The organizational factor:-

- ❖ Instructional Facilities and Material
- ❖ Class Size
- ❖ Time Management Skill
- ❖ Effects of the school context on teacher- student relation

A. Instructional Facilities and Material

According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness of PE teaching learning process. Mitzel further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Tirusew(1998) also describes that for effective teaching learning to take place, classroom must be adequately organized and conducive enough.

The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them When they are supported by teaching materials (Houlok, 1990). The writer further maintained that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged

For different purposes. The same writer argued that a class room should encompass teaching materials like text books. Guides maps chart spin boards, play grounds etc.

There for, teaching materials and other classroom situations are paramount importance in the process of teaching and learning where tack of appropriate materials appropriate material result in hampering effective transmission of knowledge(Houlok, 1990)..

C. Time Management Skill

The learning in a class is an important teaching variable and is a consequence of teaching methodology. It varies significantly from teacher to teacher for the same subject and within similar internal and external environments. The academic learning is a consequence of effective time management in the class room. The various tasks performed in the classroom are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by students. All these have an impact on student learning and, therefore, require proper attention (Houlok, 1990).

Time wasters have an adverse effect on student learning in classroom. Those students who spend more

Teachers do make classroom time schedules but it is not enough, what matters are as to how effectively the allocated time used. An effective use of class room time and schedule will have a positive effect on scholastic achievement of students.

The positive results of effective time use have prompted researchers to study it in more detail and various terminologies have emerged as under;

- ❖ Allocated time
- ❖ Engaged time
- ❖ Academic learning time

A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class. He will avoid late coming as this gives the student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always

Tell the rules and regulations to the students to be followed in the class room along with the expected behavior (Sadker and Sadker, 1986).

2.9.3. Effects of the school context on teacher- student relation

Teacher-student relations, as one aspect of school climate, can be expected to depend not only on the individual characteristics of the different actors within a school and on the school processes, but also on the external context. Therefore, this section examines the effects of different aspects of the school context on school climate at the school level.

The following context variables were considered: private versus public management of the school; whether the school is located in a city or in at own, hamlet, village or rural area; the social background of the students(the school average of teachers' estimation of the percentage of students whose parents have complete [upper secondary education] or higher in the target classes in a school); and teachers' estimation of the average ability of students compared with students of the same age at the school level. All effects were examined at the school level. At the same

time teacher characteristics (gender, years of experience as a teacher, level of education and subject taught in the target class) were controlled for at the in dividable level (Pellegrini, 1995)

A. Classroom Management

When a teacher starts off on their first teaching job, there are going to be many situations that they feel they were not prepared to address. Whether it is dealing with misbehavior, establishing an effective classroom environment or keeping control of their students, researchers feel that classroom management is one of the most significant challenges experienced by first year teachers when it comes to planning and organizing within physical education. Simply stated, effective classroom management is one of the most difficult but important practices when teaching physical education (Sadkar & sadkar, 1986).

B. Student problem

Students attention is also drawn to sports which are of their own favorite as Bucher(1975:407)students do not want to participate on activities whose abilities ,needs and interests may different from their own .Students with low motor ability are often ignored by the physical education

(Bucher,1975:407)students are not aware of the objectives of physical education .They would rather prefer to play than to learn .As one students suggested or saying "we should be able to participate

Instead of doing drill and years"(bucher1975:3).Some students think that physical education has little value for them they life several differences that resulted in the experiences having little value for them (Bucher1975:2)

C. Student Interests

Different students have different interests towards football teaching. Some students believe that psychological education has great benefit for them Bucher (1975:2) states as follows“... in learning physical skills, the exercise it supplies for becoming physical fit, the social contributions such as the development of sports man ship qualities learning hero to get along with others and

team work this psychological benefit is the form of self-confidence and out let for mental frustration; improvements of personality and development of qualities coverage and self-discipline and the knowledge learned inter respect to the role of sport in the culture of world (Pellegrini ,1995)

Even though some students accept the importance of physical education as mentioned in above paragraph education negligible number of students think that physical education has very little value for them(Pellegrini ,1995)

This may be because of a bad experience, like poor instruction; absence of planning and organization, large number of students in one class and poor availability of facilities and equipment Pellegrini (1995)

All evidence suggests that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their attitudes towards themselves, towards school, and towards the subject matter Ward, 2011 beyond that most set circumstance, teachers can promote self-growth by helping student's undertaken new learning experiences with positive expectation for achievement.

Physical ability may also be important for being included in a desired peer group a desire to lean skills for leisure time pursuits, to maintain one's health, or to improve one's appearance are other reasons students may be interested in an activity. In many secondary schools, elective programs are offered in the upper grades so students may select activities according to their interests.

One important goal of football is participation in meaningful physical activity throughout one's life span (Ward, 2011)

In attempting to accomplish this objective, teacher must assist their student, in acquiring the necessary motor skill and knowledge pertaining to physical activity. However, the likelihood those students will continue to participate in physical activities. Once they have left school is strongly influenced by their attitudes. Thus fostering favorable interest towards football activities is desirable outcome of football teaching programs. Teachers must not only be concerned with

the development of positive interest, but also with changing negative interest held by some students(Ward, 2011)

2.10. Learning Environment

Positive classroom environment is established and reinforced constantly by both teachers and students. Teacher's model appropriate behavior at all times. Teachers take responsibility for preparing, maintaining and providing equipment and instructional spaces on and off campus. Teachers make facilities and equipment available to maximize practice and learning based on individual needs and class size (Bailey,2006)

Teachers establish appositive learning environment to support student learning."The climate includes acknowledging successes of all students who are moving toward personal goals and who are making individual improvements in skills, understanding, and fitness. Teachers seek to promote enjoyment in physical activity, class participation, and interest in motor skills and personal fitness. Teachers acknowledge efforts, treats students with respect, and recognize individual accomplishments. Teachers maintain high expectations for students 'achievement, challenging all students to perform to their full potential". Monitoring of the students will be fair, respectfully and safe, with open communication both verbally and through journal writing (Bocarro, etal, 2011).

Teachers reinforce positive social experiences through challenging activities and competition that require student cooperation and shared planning to reach desirable outcome. Teachers engage students in learning the importance of rules and require compliance with them to make game safe, air, and fun. Teachers' make connections from games to the rules found in a society.

Teachers monitor qualities of leadership, communication, responsibility, trust, and cooperation among students and employ strategies to enhance student growth. Experiences taught contribute to building each individual's confidence (Grout and Long,2009).Teachers are to be aware and understand the positive education33

Opportunities of minorities and diversity in their student body. The select groups that are diverse in characteristics of race, gender, skills and behavior are created and maintained for extended periods of time to facilitate cooperation, respect, responsibility, cohesiveness and etc.

Teacher's plan group "trust" activities to promote interdependence, cooperation, problem solving, communication, and interaction that contribute to the development of respect among group members. Teachers inform students about cultural context of activities even when local diversity may be limited (Susan, 2000).

Teachers select activities for student participation that range from non-competitive to in an attempt to satisfy the interest of all students. Teachers guide the experiences as they develop skills, strategies, and social dispositions to enable them to be successful in participation. Teachers help students learn "what to do" at different level of competition and set up decision-making situations so student can learn how to make correct "how," "where," and "when" reactions to competitive demands. Teachers structure competitive experiences that parallel real world experiences in an atmosphere where mistakes can be made with controlled, constructive consequences. Appropriate activity selections supported by adaptations and modifications produce successful experiences that become challenging and fun for participants (Chapple, 2007).

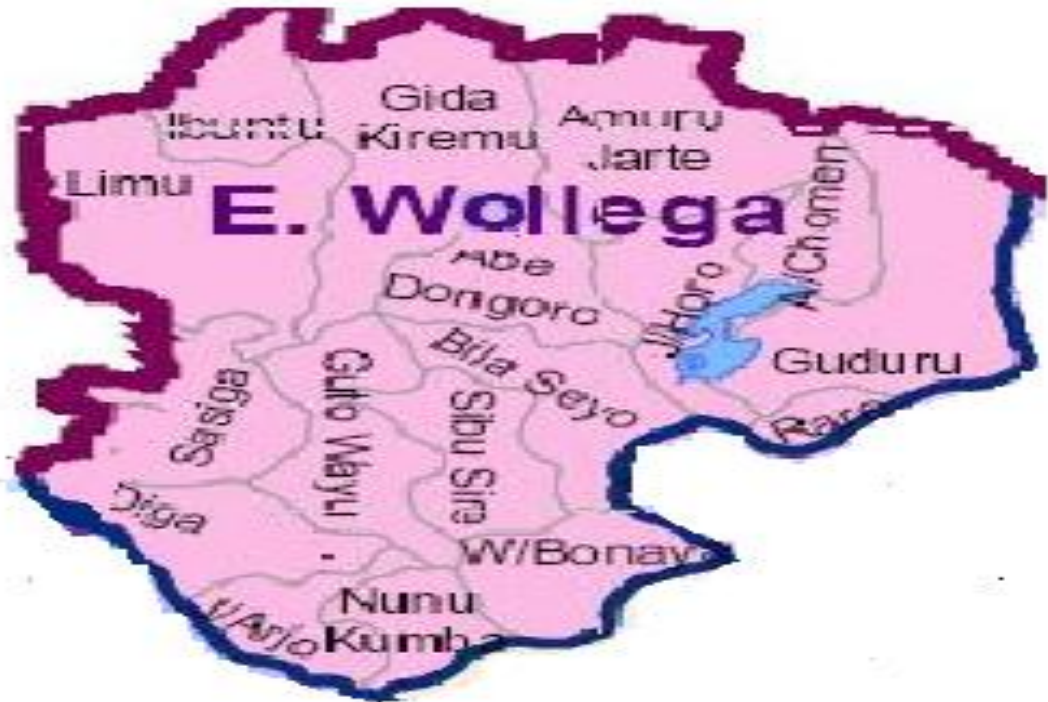
CHAPTER THREE

3. RESERCH METHODOLOGY

3.1. Study Area

East Wollega Zone located in the Oromia Region, far from the capital city of Ethiopia 328 km, and this description area from zone Digg preparatory school far from the town of east wollega zone 10 km, Aanno preparatory school far from the town of east wollega zone 64 km, Ukke preparatory school far from the town of east wollega zone 62 km, Arjoo preparatory school far from the town of east wollega zone 61 km, Saasigaa preparatory school far from the town of east wollega zone 20 km, Sirre preparatory school far from the town of east wollega zone 54 km, Guute preparatory school far from the town of east wollega zone 11 km, and Gatama preparatory school far from the town of east wollega zone 20 km it has a latitude and longitude of 9°5'N 36°33'E 9.083°N 36.550°E and an elevation of 2,088 meters. Distance from Addis Ababa 328 km (Nekemte town administration office 2007)

Figure 1. Map of the Study Area, Data Source: NAT



3.2. Research Design

The objective of this study was assessing the challenges of teaching basket ball in physical education in some selected preparatory schools of East Wollega zone. To achieve the intended objective of this study descriptive survey method was used as the method of this study. In this descriptive survey method quantitative and qualitative approaches were used. The quantitative approach was used for the data that were collected through questionnaire and the qualitative approach was used for the data that have been collected through interview questions.

3.3. Population of the study

The data was collected from twenty preparatory schools in the East Wollega zone selected eight preparatory schools, Three hundred sixty (360) students, eight (8) physical education teachers and eight(8) principal of preparatory schools

3.4. Sample Size and Sampling Technique

The target population of this study were preparatory schools of principal, physical education teachers and students. From twenty preparatory schools eight preparatory schools were selected through purposive method. All the physical education teachers 8 and principal 8 were taken through purposive since all the physical education teachers and principal in the preparatory schools were taken.

The total populations of students in the eight preparatory schools are 3592. From these total populations of students 360 sample students were selected through stratified simple random sampling technique. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. Therefore, stratified simple random sampling was used since the sample respondents was taken from eight different preparatory schools of East Wollega zone.

According to Taro Yamane (1967), sample size calculation formula that updated by Vikas Saxena (Updated Jul 25, 2017), First of all you should be working with a finite population and if the population size is known, the Yamane formula for determining the sample size is given by:
 $n = N / (1 + Ne^2)$

To take the student Participants the research is use the solve formulas $n = \frac{N}{1 + N(e)^2}$ N=Total population

n= Sample size

e=Error tolerance

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{3592}{1 + 3592(0.05)^2}$$

$$n = \frac{3592}{1 + 8.98}$$

$$n = \frac{3592}{9.98}$$

$$n = 359.91984 \approx n = 360$$

$$\text{Sample will be taken each school} = \frac{\text{totalstudentineac} \text{hschoolxsamplesize}}{\text{totalpopulationoft} \text{hestudent}}$$

Table 1: Sample size of students

No	Name of preparatory schools	No. of grade in grade 11 and 12 students	Sample will be taken
1	Digga Preparatory Schoo	344	34
2	Aanno Preparatory Schools	223	22
3	Ukke Preparatory Schools	359	36

4	Arjoo preparatory Schools	703	70
5	Saasigaa Preparatory Schools	595	60
6	Sirre Preparatory Schools	735	74
7	Guute Preparatory Schools	259	26
8	Gatama Preparatory Schools	374	38
Total		3592	360

3.5. Source of Data

The primary data was collected from the students, physical education teachers, and director/vice director to assess the current challenges of basket ball teaching-learning classes in some selected preparatory schools of East Wollega zone.

3.6. Data Collection Instruments/Tools

In order to collect adequate and reliable data, the researcher used the (Triangulation) methods that include questionnaire, personal observation and structured interview as data gathering tools.

.Interview: It is also a very useful instrument to understand reasons why and how things happen and the way they happening. The major way in which any researcher seeks to understand the perceptions, feelings and knowledge of people in programs is through in-depth and intensive interviewing. Some literature indicates that interview has three forms. These are structured, semi structured and unstructured. To gather more detailed information from schools director the researcher was employ semi-structured interview. It is because these people are small in number and their position is important in describing whether an educational program is being implementing as planned or not. Thus, it is with this assumption that interview was employed as a data gathering instrument for this study.

Questionnaire: Questionnaires is also very important instrument in the process conducting research for the collection of data. The questionnaires was designed as both open-ended and close-ended items. Two kinds of questionnaires was used; one for the teachers and other for the students. The items in the questionnaires for teachers was focused on awareness, training and role of teachers for teaching basketball and frequency of teachers in practicing different teaching

strategies, techniques and what and how they practice different activities and how they practices their students on different activities, exercises and tasks of basketball classes.

The items in the questionnaires for students was focused on what and how their teachers perform during teaching-learning process in the classroom, on giving tasks, activities and exercises, how their teachers attempt to practice them some activities, how their teachers attempt to participate students in real learning, their motivation, confidence and participation in the class room, what method of teaching their teachers use mostly. In general the same items for both teachers and students was match (relate) with each other, this means, the same items reflect in one another. This was done in order to cross check the accuracy of data.

3.7. Procedure of Data Collection

The researcher adapted three steps in collecting the data for the study first relevant literature was reviewed to get adequate information on the topic second, objectives and research question were formulated to show the direction of the study. Third data gathering tools were developed and piloted. after the questionnaire was distributed and collected class room observations have taken place. finally the interview with instructors and students was conducted so as to have available and reliable data for research purpose there is a need to follow predetermined desire tools for the sake of gathering the information conducive environment with the school community as a result a permission to access the required information was earned from the students and instructors.

As a preliminary step of data collection the student researcher contacted with the head masters and instructors in the school and explained the purpose of the study. As it was dealt in the study which was one of the most difficult steps to conduct descriptive survey research was conducted with the very willingness of the record officer and permission of the head master and the school administer.

3.8. Study pilot

Pilot studies can be based on quantitative methods and large scale studies might employ a number of pilot studies before the main survey is conducted. the study pilot was conducted on 40 sample students of Guute preparatory school to cheek the validity of the self- designed questionnaire. These self designed five linkers scale questions were grouped in to three main variables that had been further detailed in twenty seven (27) items. The collected data were

analyzed. The analyzed data were cross-checked with the standard that has been indicated the measurability of the self-designed questionnaire as follows under table 3.8.1.

Table.3.8.1.. Reliability Statistics using Cronbatch Alpha

S.N	Variables	A
1	Challenges observed	0.886
2	Attitude of teachers	0.974
3	Extent of participation	0.853

The values of responses that had been analyzed for this pilot in the above table was compared with the standard and the reliability of the self- designed question had been confirmed. The values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the results. The pilot test was statistical reliable since the Cronbatch Alpha 0.886, 0.974, and 0.853 respectively.

3.9. Method of Data Analysis

Descriptive statistical analysis was used for the data that was collected through questionnaire. In this descriptive statistical analysis the data have been collected for this study had fed in SPSS 20 was analyzed in frequencies, percentages, mean, standard deviations and t-test statistics the data. The qualitative data that have been collected through interview and observations was analyzed and discussed qualitatively with text explanations.

3.10. Ethical Considerations

Ethical clearance was obtained from East Wollega educational bureau. The purpose of the study have been explained to study participants in order to get informed verbal consent. Then an informed verbal consent was received from each study subjects and anyone who is not be willing to take part in the study had the full right to exclude himself/herself. To ensure confidentiality of respondents, their names was not be registered on the questionnaire.

CHAPTER FOUR

4. RESULT AND DISCUSSIONS

Under this chapter the data that had been collected for this study had been analyzed quantitatively and qualitatively. In the first part of the analysis the demographic data of students like, sex, age and grade had been analyzed quantitatively and followed with discussions. In the second part of the analysis the quantitative data that had been collected from students through questionnaire had been analyzed and followed with discussions. In the last part of the analysis the qualitative data that were collected through interview questions from teachers were analyzed and discussed in text explanations.

4.1. Data Analysis and Discussions on demographic information of students quantitative Data

The demographic information of students like, sex, age and grade were analyzed in the following tables and followed with discussions as follows.

Table.4.1.1.Frequency table for sex, age and grade profile of students

Variables	Categories	Frequency	Percent (%)
Sex	Male	196	54
	Female	164	46
	Total	360	100
AGE	17-18	282	78
	19-20	64	18
	21and above	14	4
	Total	360	100
Grade	11	198	55
	12	164	45
	Total	360	100
Teacher worked experience	0-5	2	25
	6-10	5	62.5
	11-15	1	12.5
Principals worked experience	0-5	-	-
	6-10	3	37.5
	11-15	5	62.5
	Total	8	100

Male and female sample respondents of students were involved as the sample respondents had provided their personal information on their sex. As it was seen in the above table 4.1.1 the genders of the respondents were presented in the above analysis in that of 196(54%) the respondents are male and 164(46%) were female respectively. This implies that significant numbers of the respondents of this research were male student respondents

The most of the sample respondents of students 282 (78%) were found within the age category of 17-18 years and this indicates that the youngest age group has been learning. The second higher age categories of sample respondents of students 64(18%) found between 19 and 20 years. The insignificant percent of sample respondents of students 14(4%) of students ages was and above 21 years. This implies that different age groups of the sample respondents of the students have been learning in the secondary school.

Grade 11 and grade 12 sample respondents of students were selected for this study as the respondents of this study. 198(55%) of the sample respondents were selected from grade 11 and 164(45%) sample respondents were from grade 12 students. The numbers of sample respondents of student were almost near to each other.

Regarding to their experience of teacher respondent have served 0-5 years 2(25%), experience of 6-10 years 5 (62.5%) and experience of 11-15 years 1(12.5%) are the respondents are experienced to their position below in teachers profession

Regarding to their experience of respondent principals worked experience respondent have served 0-5 years (%), experience of 6-10 years 3 (37.5%) and experience of 11-15 years 5(62.5%) are the respondents are experienced to their position of principals profession

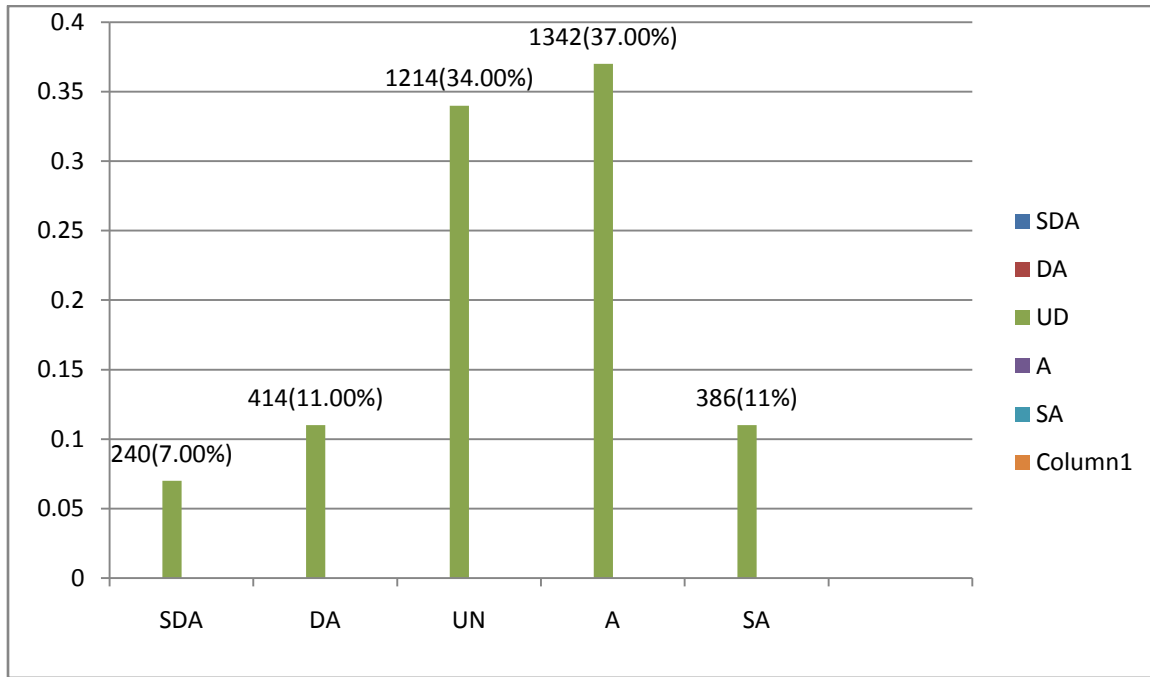
4.2. Data Analysis on the collected responses through questionnaire

Questionnaire was designed to collect the quantitative data from the Digga Preparatory School, Anno Preparatory School, Ukke Preparatory School, Arjoo preparatory School, Saasigaa Preparatory School, Sirre Preparatory School, Guute Preparatory School and Gatama Preparatory Schools. Close-ended 5 scaled likerted questions were designed on the challenges of basket ball participation. On the basis of these designed questions data were collected and analyzed in the following tables.

Table 4.2.1 Analysis on the challenges that have been observed in participation of students

No	Item related Challenges	Response					Total	Mean	STD	
		F	SD	DA	UN	AG				SA
1	Absence of enough text book contents.	F	-	54	60	206	40	360	3.63	0.181
		%	-	15%	16.66	57.22	11.11	100		
2	Absence of enough basket ball court for practical lessons in the preparatory school	F	18	34	56	204	48	360	3.61	0.182
		%	5.00%	9.44%	15.55%	56.66%	13.33%	100%		
3	Absence of enough basket ball	F	24	32	174	90	40	360	3.23	0.161
		%	6.66	8.88	48.33	25.00	11.11	100		
4	The practical lesson is not clearly related to the theoretical lesson of basket ball	F	20	44	190	70	36	360	3.14	0.157
		%	5.55%	12.22%	52.77%	19.44%	10.00%	100%		
5	Lack of motivation for students	F	40	54	108	134	24	360	2.85	0.142
		%	11.1	15.0	30.00	37.22	6.66%	100		
6	Positive class room environment is not well established and reinforced constantly by both teachers and students	F	34	40	156	104	26	360	3.93	0.196
		%	9.44	11.1	43.33	28.88	7.22%	100		
7	Different students have different interests towards basketball lessons	F	24	44	192	72	28	360	3.15	0.157
		%	6.66	12.2	53.33	20.00	7.77%	100		
8	Allocated time for the basket is not enough	F	40	42	178	58	42	360	3.04	0.152
		%	11.1	11.6	49.44	16.11	11.66	100		
9	Instructional facilities and material are not available for basket ball	F	20	44	68	208	20	360	3.21	0.160
		%	5.55	12.2	18.88	57.77	5.55	100		
10	Class size challenges theoretical lessons	F	20	26	36	196	82	360	3.79	0.189
		%	5.55%	7.22%	10.00%	54.44%	22.77%	100%		
Aggregate mean result			240	414	1214	1342	386	3600	3.35	0.167

Source own survey 2018



S.DA=Strongly disagree DA=Disagree, UN= Undecided, A=Agree, SA=Strongly agree

In the above table 4.2.1 ten questions were designed with liker ted scale to assess responses on the challenges that have been observed in participation of students in the learning process of basket ball lesson in physical education program. On the basis of the above designed questions quantitative data were collected from 360 sample respondents of students and analyzed in the above table using frequencies, percentages, mean and standard deviations. The analyzed quantitative data were discussed one by one in text explanations as follows.

The first question was asked to identify absence of enough text book contents.54 (15%), 60(16.66%), 206(57.22%) and 40(11.11%) of the responses of students had indicated that they had disagreed on the absence of enough text book contents. However, the significant percent of the responses of the sample students had shown that they had undecided, agreed and strongly agreed on the absence of enough text book contents. This implies that the absence of enough text book contents well organized and sufficient contents were considered as challenge since the mean sore was confirmed the responses.

The second question was asked to assess absence of enough basket ball court for practical lessons in the preparatory school. 18 (5%),34(9.44%), 56(15.55%), 204(56.66%) and 48(13.33%) of the responses of students had indicated that they had strongly disagreed and disagreed on the absence of enough basket ball court for practical lessons in the preparatory school. However, the significant percent of the responses of the sample students had shown that they had undecided, agreed and strongly agreed on the absence of enough basket ball court for practical lessons in the preparatory respectively. This implies that the absence of enough basket ball court for practical lessons in the preparatory school was one of the challenges in teaching basket ball.

The third question was asked to identify absence of enough basket balls. 24 (6.6%) and 32(9.44%) of the responses of students had indicated that they had strongly disagreed and disagreed on the absence of enough basket balls. However, the significant percent of the responses of the sample students 174(48.33%), 90(25%) and 40(11.11%) had shown that they had undecided, agreed and strongly agreed on the absence of enough basket balls.

The fourth question was asked to identify the practical lesson is not clearly related to the theoretical lesson of basket ball.20 (5.55%) and 44(12.22%) 190(52.77%), 70(19.44%) and 36(10%) of the responses of students had indicated that they had strongly disagreed and disagreed on the practical lesson is not clearly related to the theoretical lesson of basket ball. However, the significant percent of the responses of the sample students. 190(52.77%), 70(19.44%) and 36(10%) had shown that they had undecided, agreed and strongly agreed. the practical lesson is not clearly related to the theoretical lesson of basket ball.

The fifth question was asked to identify lack of motivation for students. 40 (11.11%) and 54(15%) of the responses of students had indicated that they had strongly disagreed and disagreed on the lack of motivation for students. However, the significant percent of the responses of the sample students. 108(30%), 134(37.22%) and 24(6.66%) had shown that they had undecided, agreed and strongly agreed on the lack of motivation for student

The sixth question was asked to identify Positive class room environment is not well established and reinforced constantly by both teachers and students. 34 (9.44%) and 40(11.11%) of the

responses of students had indicated that they had strongly disagreed and disagreed on the Positive class room environment is not well established and reinforced constantly by both teachers and students. However, the significant percent of the responses of the sample students 156(43.33%), 104(28.88%) and 26(7.22%) had shown that they had undecided, agreed and strongly agreed on the Positive class room environment is not well established and reinforced constantly by both teachers and students.

The seventh question was asked to identify different students have different interests towards basketball less 24 (6.66%) and 44(9.44%) of the responses of students had indicated that they had strongly disagreed and disagreed on the different students have different interests towards basketball less .However, the significant percent of the responses of the sample students 192(53.33%), 72(20%) and 28(13.33%) had shown that they had undecided, agreed and strongly agreed different students have different interests towards basketball less

The eighth question was asked to identify allocated time for the basket is not enough.40 (11.11%) and 42(11.66%), of the responses of students had indicated that they had strongly disagreed and disagreed on the allocated time for the basket is not enough. However, the significant percent of the responses of the sample students 178(49.44%), 58(16.11%) and 42(11.66%) had shown that they had undecided, agreed and strongly agreed allocated time for the basket is not enough.

The ninth question was asked to identify instructional facilities and material are not available for basket ball lessons. 20 (5.55%) and 44 (12.22%) of the responses of students had indicated that they had strongly disagreed and disagreed on the instructional facilities and material are not available for basket ball lessons. However, the significant percent of the responses of the sample students 68(18.88%), 208(57.77%) and 20(5.55%) had shown that they had undecided, agreed and strongly agreed instructional facilities and material are not available for basket ball lessons.

The last question in the above table was asked to identify Class size challenges theoretical lessons. 20 (5.55%) and 26(7.22%) of the responses of students had indicated that they had strongly disagreed and disagreed on the Class size challenges theoretical lessons. However, the significant percent of the responses of the sample students 36(10%), 196(54.44%) and

82(22.77%) had shown that they had undecided, agreed and strongly agreed Class size challenges theoretical lessons.

Table.4.2.2. Independent t-test analysis on the attitude of teachers towards the participation of students in the basket ball lesson in physical education program.

No	Items related attitude of teachers towards	Sex	N	Men	St.d	t-valu	Df	MD	Sig																																																																														
1	Students with low motor ability are often ignored by the physical education teacher in teaching basketball	M	196	2.59	.699	-19.862	358	-1.445	.000																																																																														
		F	164	4.04	.673					2	Teachers experience is expected to have positive relationship with teaching effectiveness of student participation in basketball	M	196	1.52	.501	-22.899	358	-2.162	.000	F	164	3.68	1.203	3	Aspiring high expectation for students	M	196	1.65	.477	-30.097	358	-1.884	.000	F	164	3.54	.704	4	Creating a supportive learning environment in which students are treated as individuals and which they know that help is available.	M	196	1.51	.501	-30.054	358	-2.100	.000	F	164	3.61	.810	5	Selecting material at an appropriate level of difficulty for students	M	196	2.34	.730	-16.414	358	-1.102	.000	F	164	3.44	.498	6	Presence of promoting effective teaching learning environment of basket ball in physical education is his /her pedagogical belief.	M	196	1.42	.495	-19.443	358	-1.021	.000	F	164	2.44	.498	7	The positive attitudes to the subject and approaches of teaching students in teaching	M	196	1.84	.989	-20.749	358
2	Teachers experience is expected to have positive relationship with teaching effectiveness of student participation in basketball	M	196	1.52	.501	-22.899	358	-2.162	.000																																																																														
		F	164	3.68	1.203					3	Aspiring high expectation for students	M	196	1.65	.477	-30.097	358	-1.884	.000	F	164	3.54	.704	4	Creating a supportive learning environment in which students are treated as individuals and which they know that help is available.	M	196	1.51	.501	-30.054	358	-2.100	.000	F	164	3.61	.810	5	Selecting material at an appropriate level of difficulty for students	M	196	2.34	.730	-16.414	358	-1.102	.000	F	164	3.44	.498	6	Presence of promoting effective teaching learning environment of basket ball in physical education is his /her pedagogical belief.	M	196	1.42	.495	-19.443	358	-1.021	.000	F	164	2.44	.498	7	The positive attitudes to the subject and approaches of teaching students in teaching	M	196	1.84	.989	-20.749	358	-1.761	.000	F	164	3.60	.492								
3	Aspiring high expectation for students	M	196	1.65	.477	-30.097	358	-1.884	.000																																																																														
		F	164	3.54	.704					4	Creating a supportive learning environment in which students are treated as individuals and which they know that help is available.	M	196	1.51	.501	-30.054	358	-2.100	.000	F	164	3.61	.810	5	Selecting material at an appropriate level of difficulty for students	M	196	2.34	.730	-16.414	358	-1.102	.000	F	164	3.44	.498	6	Presence of promoting effective teaching learning environment of basket ball in physical education is his /her pedagogical belief.	M	196	1.42	.495	-19.443	358	-1.021	.000	F	164	2.44	.498	7	The positive attitudes to the subject and approaches of teaching students in teaching	M	196	1.84	.989	-20.749	358	-1.761	.000	F	164	3.60	.492																						
4	Creating a supportive learning environment in which students are treated as individuals and which they know that help is available.	M	196	1.51	.501	-30.054	358	-2.100	.000																																																																														
		F	164	3.61	.810					5	Selecting material at an appropriate level of difficulty for students	M	196	2.34	.730	-16.414	358	-1.102	.000	F	164	3.44	.498	6	Presence of promoting effective teaching learning environment of basket ball in physical education is his /her pedagogical belief.	M	196	1.42	.495	-19.443	358	-1.021	.000	F	164	2.44	.498	7	The positive attitudes to the subject and approaches of teaching students in teaching	M	196	1.84	.989	-20.749	358	-1.761	.000	F	164	3.60	.492																																				
5	Selecting material at an appropriate level of difficulty for students	M	196	2.34	.730	-16.414	358	-1.102	.000																																																																														
		F	164	3.44	.498					6	Presence of promoting effective teaching learning environment of basket ball in physical education is his /her pedagogical belief.	M	196	1.42	.495	-19.443	358	-1.021	.000	F	164	2.44	.498	7	The positive attitudes to the subject and approaches of teaching students in teaching	M	196	1.84	.989	-20.749	358	-1.761	.000	F	164	3.60	.492																																																		
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		F	164	2.44	.498					7	The positive attitudes to the subject and approaches of teaching students in teaching	M	196	1.84	.989	-20.749	358	-1.761	.000	F	164	3.60	.492																																																																
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		F	164	3.60	.492																																																																																		

Source own survey 2018

Aggregate mean result for the above seven items

Item	Respondents	Mean	Standard deviation	Mean difference	T-test	Significance
The attitude of teachers towards the participation of students in the basket ball lesson in physical education program	Male students	1.838	0.627	1.64	-25.561	There difference was insignificant
	Female students	3.478	0.696			

Aggregate data are data combined from several measurements. When data are aggregated, the responses that had been collected and analyzed in mean for each item on the basis of the sample respondents responses from the female student respondents and male student respondents were summarize. Mean difference is the result of aggregate mean score of the male respondents subtracting from the result of aggregate mean score of the female respondents. A t-test is an analysis framework used to determine the difference between the male students responses mean score and female respondents mean score. The aggregate mean score of the female student was 3.478 and the aggregate mean score of the male students was 1.838 and the mean difference was 1.64. The t-test was -25.561 and there was insignificant difference.

In the above table 4.2.2 seven questions were designed with liker ted scale to assess responses on the challenges that have been observed in participation of students in the learning process of basket ball lesson in physical education program. On the basis of the above designed questions quantitative data were collected from 360 sample respondents of students and analyzed in the above table using mean and standard deviations. Degree of freedom T-test-value, signThe analyzed quantitative data were discussed one by one in text explanations as follows.

Regarding item 1 of table 4.2.2 respondents were asked whether the attitude of teachers towards the participation of students in the basket ball lesson in physical education program Students with low motor ability are often ignored by the physical education teacher in teaching basketball

the mean value of the male students ($M=2.59$, $SD=.699$) and mean value of the female students ($M=4.04$, $SD=.673$) respectively the data further depict that there is no significant difference between the perceptions of male and female students, $t(358)=-19.86$, $p=.000$

Generally according to the above table shows most of the female students the men value 4.04 says that Students with low motor ability are often ignored by the physical education teacher in teaching basketball. The second question was asked to assess teachers experience is expected to have positive relationship with teaching effectiveness of student participation in basketball the mean value of the male students ($M=1.52$, $SD=.501$) and mean value of the female students ($M=3.68$, $SD=.1.203$) respectively the data further depict that there is no significant difference between the perceptions of male and female students, $t(358)=-22.899$, $p=.000$ according to the above table shows most of the female students the men value 3.68 says that Teachers experience is expected to have positive relationship with teaching effectiveness of student participation in basketball

The third question was asked to know aspiring high expectation the mean value of the male students ($M=1.65$, $SD=.477$) and mean value of the female students ($M=3.54$, $SD=.704$) respectively the data further depict that there is no significant difference between the perceptions of male and female students, $t(358)=-30.097$, $p=.000$ according to the above table shows most of the female students the men value 3.54 says that Aspiring high expectation for students

The fourth question was asked to identify creating a supportive learning environment in which students are treated as individuals and which they know that help is available. expectation the mean value of the male students ($M=1.51$, $SD=.501$) and mean value of the female students ($M=3.61$, $SD=.810$) respectively the data further depict that there is no significant difference between the perceptions of male and female students, $t(358)=-30.054$ according to the above table shows most of the female students the men value 3.61 says that Creating a supportive learning environment in which students are treated as individuals and which they know that help is available.

The fifth question was asked to assess selecting material at an appropriate level of difficulty for students expectation the mean value of the male students ($M=2.34$, $SD=.730$) and mean value of

the female students ($M=3.44$, $SD=.498$) respectively the data further depict that there is no significant difference between the perceptions of male and female students, $t(358)=16.414$, $p=.000$ according to the above table shows most of the female students the men value 3.44 says that Selecting material at an appropriate level of difficulty for students

The sixth question was asked to identify the presence of promoting effective teaching learning environment of basket ball in physical education is his /her pedagogical belief the mean value of the male students ($M=1.42$, $SD=.495$) and mean value of the female students ($M=2.44$, $SD=.498$) respectively the data further depict that there is no significant difference between the perceptions of male and female students, $t(358)=19.443$, $p=.000$ according to the above table shows most of the female students the men value 2.44 says that Presence of promoting effective teaching learning environment of basket ball in physical education is his /her pedagogical belief

The last question in the above table was asked to identify the presence of the positive attitudes to the subject and approaches of teaching students in teaching basket ball the mean value of the male students ($M=1.84$, $SD=.989$) and mean value of the female students ($M=3.60$, $SD=.492$) respectively the data further depict that there is no significant difference between the perceptions of male and female students, $t(358)=20.749$, $p=.000$ according to the above table shows most of the female students the men value 3.60 says that The positive attitudes to the subject and approaches of teaching students in teaching

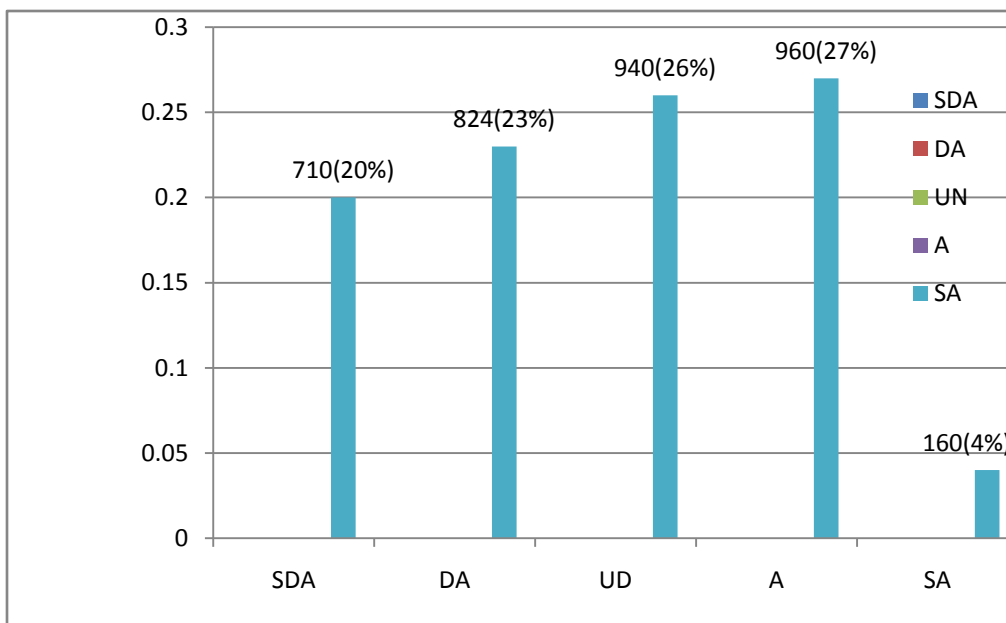
Generally research question asked was to identify the attitude of teachers towards the participation of students in the basket ball lesson in physical education program. The result of this study revealed that the attitude of teachers towards the participation of students in the basket ball lesson in physical education program was not observed as required. That means not increase in the regions because of the teaching learning process of in physical education and identified both institutional and teacher-related barriers to the delivery of quality PE. While the institutional barriers were outside the teachers' control, the teacher-related barriers arose from the teachers' behavior.

Table.4.2.3. Analysis on the extent at which students participate in learning basket ball lesson as compared to other activities of physical education lesson

No	Items related students the extent	Response						Total	Mean	STD
			SD	DA	UN	AG	SA			
1	Currently student's participation in basket ball lesson has been increasing.	F	92	138	96	34	-	360	2.18	0.109
		%	25.5	38.3	26.66	9.44	-%	100		
2	Currently student's participation in basket ball lesson has not been increasing	F	20	28	108	158	46	360	3.48	0.174
		%	5.55	7.77	30.0	43.88	12.77	100		
3	The level of student participation is not as required	F	-	16	62	246	36	360	3.72	0.186
		%	-	4.44	17.22	68.33	10.0	100		
4	The level of student participation is as required.	F	106	172	78	4	-	360	1.93	0.096
		%	29.4	47.77	21.66	1.11	-	100		
5	The current participation of student in basket ball is below av.	F	-	8	144	194	14	360	3.58	0.179
		%	-	2.22	40%	53.88	3.88	100		
6	Students more participate in valley ball than basket ball.	F	-	6	96	194	64	360	3.86	0.193
		%	-	1.66	26.66	53.88	17.77	100		
7	Students more participate in basketball than foot ball.	F	104	174	82	-	-	360	1.92	0.096
		%	28.88	48.33	22.77	-%	-%	100		
8	Students more participate in basketball than hand ball.	F	18	22	190	130	-	360	3.19	0.159
		%	5.00	6.11%	52.77	36.11	-	100		
9	Students more participate in basket ball than volleyball	F	178	134	42	6	-	360	1.64	0.082
		%	49.44	37.22	11.66	1.66	-	100		
10	Students equally participate in both foot ball and basket ball.	F	192	126	42	-	-	360	1.58	0.079
		%	53.33	35.00	11.66	-	-%	100		

Source own survey 2018

S.DA=Strongly disagree DA=Disagree, UN= Undecided, A=Agree, SA=Strongly agree



In the above table 4.2.3 ten questions were designed with liker ted scale to assess responses on the extent at which students participate in learning basket ball lesson as compared to other activities of physical education lesson. On the basis of the above designed questions quantitative data were collected from 360 sample respondents of students and analyzed in the above table using frequencies, percentages, mean and standard deviations. The analyzed quantitative data were discussed one by one in text explanations as follows.

The first question was asked to identify the current student’s participation in basket ball lesson. 92 (25.55%) and 138 (38.33%) of the responses of students had indicated that they had strongly disagreed and disagreed on the current student’s participation in basket ball lesson. However, the significant percent of the responses of the sample students 96(26.66%) and 34(9.44%) had shown that they had undecided and agreed on the current student’s participation in basket ball lesson.

The second question was asked to assess the current student’s participation in basket ball lesson. 20 (5.55%) and 28(7.77%) of the responses of students had indicated that they had strongly disagreed and disagreed on the current student’s participation in basket ball lesson. However, the significant percent of the responses of the sample students 108(30%), 158(43.88%) and 46(12.77%) had shown that they had undecided, agreed and strongly agreed on the current student’s participation in basket ball lesson.

The third question was asked to know the level of student participation is not as required 16 (4.44%) of the responses of students had indicated that they had disagreed on the level of student participation is not as required. However, the significant percent of the responses of the sample students 62(17.22%), 246(68.33%) and 36(10%) had shown that they had undecided, agreed and strongly agreed on the level of student participation is not as required.

The fourth question was asked to identify whether the level of student participation is as required or not. 106 (29.44%) and 172(47.77%)) of the responses of students had indicated that they had strongly disagreed and disagreed on the whether the level of student participation is as required or not. However, the significant percent of the responses of the sample students 78(21.66%) and 4(1.11%) had shown that they had undecided, agreed and strongly agreed on whether the level of student participation is as required or not.

The fifth question was asked to assess whether the current participation of student in basket ball is below average or not. 8(2.22%) of the responses of students had indicated that they had strongly disagreed and disagreed on the whether the current participation of student in basket ball is below average or not. However, the significant percent of the responses of the sample students 144(40%), 194(53.88%) and 14(3.88%) had shown that they had undecided, agreed and strongly agreed on whether the current participation of student in basket ball is below average or not.

The sixth question was asked to identify whether Students more participate in valley ball than basket ball or not. 6(1.66%) of the responses of students had indicated that they had strongly disagreed and disagreed on the whether Students more participate in valley ball than basket ball or not. However, the significant percent of the responses of the sample students 96(26.66%),194(53.88%)and 64(17.77%) had shown that they had undecided, agreed and strongly agreed on whether Students more participate in valley ball than basket ball or not.

The seventh question was asked to assess whether Students more participate in basketball than foot ball or not. 102 (28.88%) and 174(48.33%) of the responses of students had indicated that they had strongly disagreed and disagreed on the absence of enough basket ball court for practical lessons in the preparatory school However, the significant percent of the responses of the sample students 82(22.77%) had shown that they had undecided.

The eighth question was asked to know whether Students more participate in basketball than hand ball or not. 18 (5%) and 22(6.11%) of the responses of students had indicated that they had strongly disagreed and disagreed on the whether Students more participate in basketball than hand ball or not. However, the significant percent of the responses of the sample students 190(52.77%) and 130(36.11%) and 48(13.33%) had shown that they had undecided and agreed on whether Students more participate in basketball than hand ball or not.

The ninth question was asked to identify whether the Students more participate in basket ball than volleyball or not. 178 (49.44%) and 134(37.22%), of the responses of students had indicated that they had strongly disagreed and disagreed on the whether the Students more participate in basket ball than volleyball or not. school However, the significant percent of the responses of the sample students 42(11.66%), and 6(1.66%) had shown that they had undecided and agreed on whether the Students more participate in basket ball than volleyball or not.

The tenth question was asked to assess whether Students were equally participate in both foot ball and basket ball or not. 192 (53.33%) and 126(35%) of the responses of students had indicated that they had strongly disagreed and disagreed on the whether Students were equally participate in both foot ball and basket ball or not However, the significant percent of the responses of the sample students 42(11.66%) had shown that they had undecided whether Students were equally participate in both foot ball and basket ball or not.

4.3. Analysis on the qualitative data

Four interview questions were designed to collect qualitative data from physical education teachers. On the basis of the designed interview questions data were collected and analyzed in text explanations as follows.

The first interview question asked was to identify the challenges that affect the students' participation in the learning process of basket ball lessons in physical education. The responses that had been given by eight physical education teachers were similar that the absences of instructional materials specially physical education material that had been used to basket practically was the main challenge and the time allotted for teaching basket ball practically and theoretical was not enough to teach the contents as well as the content arrangement and their

logical order were not as required which was also considered as the challenges for the participations of students in basket ball.

The second interview question was asked to get the rate the students' participation in the learning process of basket ball lessons in physical education in comparison to the other sports.

The responses that had been given by eight physical education teachers were similar that the rate the students' participation in the learning was not as required.

The third interview question asked was to assess the attitude of students positive towards basket ball learning. The responses that had been given by eight physical education teachers were similar that the attitude of students positive towards basket ball learning although there was lack of instructional materials to learn.

The last interview question was asked to identify the presence of adequate materials and instruments for teaching basket ball. The responses that had been given for this interview question had indicated the absence of adequate materials and instruments for teaching basket ball.

In the same way school principals were interview through designing four interview questions. The interview questions were designed to identify the presence adequate supply of teaching materials and instruments for teaching basket ball, the presence of suitable conditions for teaching basket ball in your school, the presence of incentives for PE teachers in your school and the presences of the challenges in their school that affect the basketball teaching. The responses of eight secondary school principals were indicated that there was no adequate supply of teaching materials and instruments for teaching basket ball, suitable conditions for teaching basket ball in your school, absences of incentives for PE teachers in their school and the presences of the challenges in their school that affect the basketball teaching.

4.4. Discussions

The main objective this study was to assess the challenges of basketball participation in the East Wollega zone preparatory schools. Under this part of the study the results that had been obtained through quantitative data collecting approach and qualitative data collecting approach were triangulated to cross-check whether the results that obtained through quantitative data and qualitative data collecting were confirming each other or not. The results that had been obtained from the quantitative data collecting approach from students were similar with the results that had been gained through responses that had been collected from physical education teachers and principals. Therefore, the result obtained from students, teachers and principals were the challenges that have challenged the participation of students in the learning process of basket ball lesson in physical education program of the selected preparatory schools of East Wollega zone were :lack of enough instructional materials, absence of enough time that allotted for the basket ball lessons, Absence of enough basket ball court for practical lessons in the preparatory school, absence of enough basket ball, lack of motivation for students, absence of positive class room environment is not well established and reinforced constantly by both teachers and students, presences of different interests towards basketball lessons in the students and class size especially in theoretical lessons.

The next part of this discussion had presented to confirm the similarity and the dissimilarity of the current findings that had been gained through this study with the previous studies that had been done by the previous researchers.

The result of the previous study that had been conducted by Hardman and Marshall (2000) on the condition of Physical Education in Schools had shown that absence of policies for national PE, program is stated but not fully carried out, PE tutors are not specialists, lack of government's support, inadequate structures and facilities and lack of time for teaching were the major obstacles of PE in most primary schools.

The other previous study that had been conducted by Jenkins on and Benson (2010) on the physical education resources include teachers, classes, playing fields, facilities and financial ability challenging the teaching leaning process of in physical education and identified both institutional and teacher-related barriers to the delivery of quality PE. While the institutional

barriers were outside the teachers' control, the teacher-related barriers arose from the teachers' behavior. Teachers ranked the institutional barriers in order of importance from the most important to the least important. These barriers were: access to facilities, access to suitable teaching spaces, access to equipment, timetabling, support from other staff, funding for the subject, support from management and administration, leadership from heads of department, and access to appropriate professional development.

The other previous study that had conducted by (Reyes & Rodriguez, 2004). Urban challenges, specifically for physical education teachers, can include: limited facilities, equipment, instructional time, professional development, disinterested, disruptive, and resistant students; and un supportive administrators.

When we compare the results of the current study with the previous study, The current findings of this study were similar with the previous findings in inadequate structures and facilities, absence of enough time that allotted for the basket ball lessons and, funding for the subject

CHAPTER FIVE

5. SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1. SUMMARY

The study had organized in five chapters in that in the first of the study the basic questions were designed on the basis of the information that addressed in the background of the study and on the basis of the basic research questions the general and the specific objectives of the study were determined. Based on the identified objectives of the study the scope of the study were determined geographically and conceptually in that the study had been delimited to eight selected Preparatory schools of East Wollega Zone in the second part of the study closely related review literature to the topic of this study were carefully reviewed and included in the content of this study. In the third part of this study the method of the study had selected in that descriptive method was used with quantitative and qualitative data collecting approaches.

Quantitative data collecting method was used to collect data through questionnaire from students in that 27 close-ended questions were designed and responses were collected from 360 sample respondents of students. Qualitative data collecting method was used to collect qualitative data through interview and observations from physical education teachers and principals.

The Quantitative collected data that were collected through questionnaire were analyzed using percentiles, mean and standard deviations under the fourth part of this study and the qualitative data that were collected through interview questions and observations from physical education teachers and principals were analyzed qualitatively through discussing in text explanations. In the last part of this study conclusions were made and the findings were identified and presented side by side with three basic questions of the study. On the basis of the findings of this study recommendations were given at the last part of this study.

5.2. Conclusions

The main objective of this study was to assess challenges of basket ball participation in the East Wollega zone preparatory schools. To achieve the intended objective of this study descriptive research method was used with quantitative and qualitative approaches. In the quantitative approach data were collected from 360 sample respondents of eight preparatory school students

through five scale liker ted close-ended questionnaire and the collected data were analyzed in percentages, mean and standard deviation in descriptive statistics and discussed with text explanations. The data that analyzed in descriptive statistics .The qualitative data that were collected from teachers and principals were analyzed qualitatively through discussing in text explanations. On basis of the analysis made of this study, the conclusions were made and the findings of this study were identified and presented with the research questions side by side as follows.

The first research question was asked to assess the challenges that have been observed in participation of students in the learning process of basket ball lesson in physical education program of the selected preparatory schools of East Wollega zone. The result of this study had indicated that the challenges that have challenged the participation of students in the learning process of basket ball lesson in physical education program of the selected preparatory schools of East Wollega zone were :lack of enough instructional materials, absence of enough time that allotted for the basket ball lessons, Absence of enough basket ball court for practical lessons in the preparatory school, absence of enough basket ball, lack of motivation for students, absence of positive class room environment is not well established and reinforced constantly by both teachers and students, presences of different interests towards basketball lessons in the students and class size especially in theoretical lessons.

The second research question asked was to identify the attitude of teachers towards the participation of students in the basket ball lesson in physical education program. The result of this study revealed that the attitude of teachers towards the participation of students in the basket ball lesson in physical education program was not observed as required.

The last research question asked was to assess the extent at which students participate in learning basket ball lesson as compared to other activities of physical education lesson. The participation of students in learning basket ball lesson was less than the participation in football and volleyball.

Based on the above major findings conclusions were made. Therefore the factors the challenges of basket ball participation were identified.

- ❖ lack of enough instructional materials,
- ❖ Absence of enough time that allotted for the basket ball lessons
- ❖ Absence of enough basket ball court for practical lessons
- ❖ Absence of enough basket ball,
- ❖ lack of motivation for students,
- ❖ Absence of positive class room environment is not well established and reinforced constantly by both teachers and students,
- ❖ Presences of different interests towards basketball lessons in the students

5.3. Recommendations

- The factors that challenging the participations of students in basket ball in the preparatory school should be reduced through the common efforts of students, physical education teachers and principals.
- Government & the school management should endeavor to provide enough instructional materials to the preparatory schools.
- The shortage of sport materials & sport fields discourage students. therefore, school should be allocate budget to purchase sport material
- The appropriate practical class facilities should be fulfilled through mobilizing the community and the concerned stakeholders.
- Physical education teachers should have positive attitude towards teaching basket ball.
- The participation of students in the basket ball should be raised like the participation level of other sports like foot ball and volley ball.

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Appendix A
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Questionnaire for students

The purpose of this questionnaire is to obtain the information about the challenges and prospects of student's participation in the learning process of basket ball lessons in physical education in east wollega zone preparatory school oromia regional state. To achieve the intended objective of this study your responses will be important. Therefore, we kindly request you to provide your responses for the items that will be prepared to collect the data for this study

Note: - 1. You are not required to write your name

2. All question raised here are equally important to attain objectives of the study

3. I kindly request you to proved your respected responses by marking (✓) tic on the sepses that as been proved to each item

Thank you so much for taking your time to complete the questionnaire

Part I General Information

1. Name of school _____
2. Sex A male B female
3. Age A,17 -18 B.19-20 C. 21 and above
4. Grade A. Grade11 B. Grade 12
5. Employed A. Government B. private
6. Nationality A. Oromo B. Amara
C. Tigre D. Sothern
8. Religion A. Orthodox B. Muslim C. protestant D.Others

Part II Question

Choices of Items strongly disagree (SD) 1, Disagree (DA) 2, Partially agree 3, Agree (A) 4 and strongly agree (SA) 5

No	Items	1	2	3	4	5
A	the challenges that have been observed in participation of students in the learning process of basket ball lesson in physical education program					
1	Absence of enough text book contents					
2	Absence of enough basket ball court for practical lessons in the preparatory school					
3	Absence of enough basket ball					
4	The practical lesson is not clearly related to the theoretical lesson of basket ball					
5	Lack of motivation for students					
6	Positive class room environment is not well established and reinforced constantly by both teachers and students					
7.	Different students have different interests towards basketball lessons					
8.	Allocated time for the basket is not enough					
9.	Instructional facilities and material are not available for basket ball lessons.					
10.	Class size challenges theoretical lessons					

No	Items	1	2	3	4	5
B	The attitude of teachers towards the participation of students in the basket ball lesson in physical education program.					
1.	Students with low motor ability are often ignored by the physical education teacher in teaching basketball					
2.	Teachers experience is expected to have positive relationship with teaching effectiveness of student participation in basketball					
3.	Aspiring high expectation for students					
4.	Creating a supportive learning environment in which students are treated as individuals and which they know that help is available.					

5.	Selecting material at an appropriate level of difficulty for students					
6.	Promote effective teaching learning environment of basket ball in physical education is his /her pedagogical belief.					
7.	The positive attitudes to the subject and approaches of teaching students in teaching basket ball.					

No	Items	1	2	3	4	5
C	The extent at which students participate in learning basket ball lesson as compared to other activities of physical education lesson					
1.	Currently student's participation in basket ball lesson has been increasing.					
2.	Currently student's participation in basket ball lesson has not been increasing					
3.	The level of student participation is not as required.					
4.	The level of student participation is as required.					
5.	The current participation of student in basket ball is below average.					
6	Students more participate in valley ball than basket ball					
7	Students more participate in basketball than foot ball.					
8	Students more participate in basketball than hand ball					
9	Students more participate in basket ball than valleyball					
10	Students equally participate in both foot ball and basket ball					

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Interview questions for teachers

1. What are challenges that affect the students' participation in the learning process of basket ball lessons in physical education
2. How do rate the students' participation in the learning process of basket ball lessons in physical education in comparison to the other sports?
3. Does the attitude of students positive towards basket ball learning?
4. Are there adequate materials and instruments for teaching basket ball?

Interview questions for principals

1. Do you supply adequate teaching materials and instruments for teaching basket ball?
2. Are there suitable conditions for teaching basket ball in your school?
3. Are there incentives for PE teachers in your school?
4. Are there challenges in your school that affect the basketball teaching

Appendix B

Yuniversity Jimma

Kollejii Saayinsii Umamaa

Muummee G.J.Q

Gaaffilee Barattoottaaf dhiyyatee

Fayiddaan gaaffilee kana qophessuu odeeffannoorakkoo fi ilalchi barattotaa Hirmanaa baruu fi barsisuu kuba kachoo mana Barumssaa Qophinaa Goddina Wallagga Bahaa Nannoo Oromiyaa keessaa jiruu addanbasuun Odefannoo sasabuu fi yaddaa furmattaa ka'ufi. Qoranichis akkagalmaa gahuuf gaaffilee dhiyyatee hundaaf deebii gahaa ta'e itti kennuun odefannoo barbachisaa akka laattan kabajaan isin gafadha.

Hubachisa 1. Maqaa keessaan baressuun hin barbachisuu

2. Gaffileen

hundaabu' aawalqixeeqabuuwaanta' efgaffilleedhiyaattanutuubiraahindarbiindeebiiakkaittilataan xumurta

3. Gaffilee dhiyattaanhundaabakkaaisaanilattameirraattidebiisiriita'emallaattoo kana(✓) bakkaalattamee keessaatti guuti.

Waan yeroo keessaan itti lattanii gaaffilee kana fi deebii lattaniif guudaa isin galateefa dhaa.

➤ **Kutaatokkoffaa**

➤ **Odeffannoo Waliigalaa**

1. Maqaa Mana Barumsaa _____
2. salaa A, Dhi B, Dubara
3. Umurii A, 17-18 B, 19-20 C, 21 fi isaaol
4. Kutaa A, kutaa 11^{ffaa} B, Kutaa 12^{ffaa}
5. Hallaqaxarii A, Mootuman B, Dhunfaan
6. Sablamii A, Oromoo B, Amaraa C, Tigre
D, Uumata Kibaa

7. Amantaa A, Ortodoksi B, Muslima C, Protestanti
 D, Kanbirroo

KutaaLammaffaaGaaffilee

Gaaffileefiladhuu:-Cimseen nan Mormaa 1, nan mormaa 2, gartokkooirraatiwaliigalaa 3,
 ittiwaliigalaa 4, Cimseenwaliigalaa 5,

Lakk	Gaaffilee	1	2	3	4	5
A	RakkooHirmanaabarattootagamakubaakachoonjiru/qabu					
1	QabbiyyeeKitaabichikubaakaachookeessattiqabuxiqachuu					
2	Hanqinabakkashakkaliidirreekubbaakachoo M/barumsaaQopha'ina.					
3	HanqinaKubbaakaachoo					
4	Walittihidhiinsadhabiiyaad-rimee fi shaakalii					
5	Hanqinaa b/ttoottaonnachiisuudhabu					
6	Mijaawata'uudhaabuunannoowwadareebarnootadhiibaainni b/ttootaa fi b/sootairrattiqabu.					
7	Fedhiigargara b/ttoonibarnootakubbaakaachooirrattiqaban					
8	Hanqinaramaddiiyerookubbaakaachooofsqoodame					
9	Hanqinameeshaalee fi deggersaabarnootagamabarnootakubbaakaachoojiru					
10	Baay'inabarattootadareeshakkalairrattiqabu					

Lakk	Gaaffilee	1	2	3	4	5
B	Beekumsaa B/soon barnoota G.J.Q keessatuuKubaakaachooabarattootahirmachiisuukeessaattiqaban.					
1	Ofiirraadhiibuu b/saan b/ttootasuutahubattooyerooshaakallii					
2	Muuxannoonbarsiisuumairraabu'aagaariituargamajedhanigamahirmnaakubaak achoonamanuu					
3	Bu'aaOl'aanaabarattootairraaeeguu					

4	Naannoobaruu-barsiiisuunmijaawwaagochuun b/ttootniakkadeggeramanii fi beekaangochuun/taasisuu					
5	Sadarkaa b/ttootairrattihunda' uunmeeshaaleebarbaachisoofilachuu					
6	Tooftaabaruu-barsiiisuinni/isheenfayyadamuunbarnootaqabatamakennuu/kennituu/latu/laattu u					
7	Ilaalchagaarii fi tooftaabarsiisaan b/ttootakubaakaachooittibarsiisuu.					

Lakk	Gaaffilee	1	2	3	4	5
C	SadarkaaHirmaannaaKubaaKaachooabarattootayerooammairraajiru					
1	Hirmanaanbarattootabarnootakubaakaachoooldabaluu					
2	Hirmanaanbarattootabarnootakubaakaachookeessattiolddabaluudhabuu.					
3	Sadarkaanhirmanaa b/ttootawal-simuudhabu.					
4	Sadarkaanhirmanaanisaaniiwal-simuu					
5	Sadarkaanhirmanaa b/ttootakubaakaachooirrattijirukaneegame gad-ta'uu.					
6	B/ttoonikubakaachooirraakubbaasaphannaa k/ssattihirmatuu					
7	B/tootnikubaamiilairraakubaakaachookeessattihirmaatu					
8	B/ttootnikubaaharkaairraakubaakaachookeessattihirmaatu					
9	B/ttootnikubasaphanairraakubaakaachookeessattihirmaatu					
10	Barattootnihirmanaawal-qixaakubaakachoo fi kubaamiilakeessattiqabu					