

**JIMMA UNIVERSITY**

**SPORT ACADEMY**

**DEPARTEMENT OF SPORT SCIENCE**



**FACTORS THAT AFFECTING FEMALE STUDENTS BASKETBALL  
TEACHING LEARNING PROCESS IN SELECTED BOLE SUBCITY  
GOVERNMENT SECONDARY SCHOOLS**

**BY: ASCHALEW SIYOUM**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF JIMMA  
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**APPROVAL SHEET**  
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## ABSTRACT

*The purpose of this study was to identify the factors affecting female student's basketball teaching learning process in selected Bole Sub city Government Secondary Schools. In this study cross-sectional research design was used. Bole Sub city Government Secondary Schools students (N =309) were selected from Leme secondary, Dr.Hadis Alemayehu and Beshale Secondary school were selected using proportional stratified sampling. Data collection instruments including questionnaire and interview was used. The data were entered into SPSS version 25 then descriptive and inferential statistics was used to analyse the data. The result of this study shows that there was significant influence of student's attitude on student's basketball participation ( $F(1,308) = 53.28, p < 0.05, R^2 = 0.55$ ). The finding of this study confirms that female student's faces basketball participation was challenged by basketball facilities and equipment's. The majority of female students had positive attitude towards playing basketball. Female school going positive attitude increase the female student participation.*

**Keywords:** *Attitude, basketball, challenges and participation*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

The physical education in the participation in the basketball 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 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. They are too busy watching television at home and eating potato chips on the couch gaining weight and losing muscle. One productive way to fix obesity is to incorporate physical education into a required curriculum. On the other hand, the class appears a little repetitive at times if kids receive the same education while playing on school sports teams. Basketball seems to especially teach students about the necessary fitness knowledge needed to stay healthy in life (Kane, 2008).

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 motor skills that are important as a basketball player is the ability to shoot (Freden and Lewis, 2014).

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 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. 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 (Haoran, 2012). 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 (Weide, *et al*, 2013).

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 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 (Johes *et al*, 2010).

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 work outs. 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. ((Johes *et al*, 2010)). 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 (Weide, *et al*, 2013)

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 (Haoran, 2012).

Overall, basketball is a tool for secondary school female 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 secondary school physical education, playing basketball allows a female student to focus on and become involved in sport at a time. In this way, the athlete knows more about the game than if they were to learn from a teacher (Kane, 2008). Because of this, the researcher aimed to assess the factors that affecting female students teaching learning process in basketball in selected bole sub city government secondary schools.

## **1.2. Statement of the Problem**

The teaching and learning process of physical education is based on the principles from education science, from theoretical science, from practical science, from physical activity science and from human movement science, from psychology science which involves a lot of psychomotor skills. The subject of physical education has developed from simple drills to complex drills patterns of activities to improve the well-being of individuals health and communities health from simple exercises to medium exercises then high exercises (Grace and Gatman, 2005).

Physical education is one aspect of Ethiopia educational policy and curriculum to develop the learner's ability such as female students by building up knowledge's and skills. However female students less participate towards physical education class with comparison to male therefore to improve performance of female students in physical education class should have to achieve its objectives it has been observed that this study are not properly maintained to assist the work of students only. It has significant role in achieving the overall objectives of both teachers and students (Gutema, 2006).

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. Basketball can contribute to the development of personal

and social values that are very important in the educational process of the child and youngsters (Ameen, 2009).

Teaching basketball in the secondary 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 previous studies that had been conducted by Dwyer and colleagues (2003), Morgan and Hanson (2008) Jenkinson and Benson (2010) had identified the barriers in the secondary schools, the implementing of quality physical education programs. Teachers related factors affecting the teaching and learning process of physical education in the secondary schools like, difficulty of providing safely planned lessons and structured lessons of physical education, poor planning of physical education, lack of training for physical education, lack of knowledge about physical education, lack of confidence in teaching physical education, lack of interest in teaching physical education and lack of positive attitudes towards physical education.

Students related factors affecting the teaching and learning process of basketball in physical education in the secondary schools like; levels of encouragement, levels of peer pressure, levels of interest, levels of attitude, levels of motivation and levels of discipline. Institutional materials related factors affecting the teaching and learning process of physical education in the secondary schools like; lack of time tabling, lack of periods, lack of access facilities, lack of enough equipment's, lack of time in one period, lack of restricted curriculum program, lack of funding, lack of budgeting, lack of socio-economic status in the secondary schools.

This study is different from these previous studies depend on in the gap of time and in the gap of setting area. Furthermore the researcher has observed factors that affect the participation of female students in basketball. In Bole sub city government secondary schools female students are fewer participants because of different factors. In light of this fact the researcher become

interested to conduct this study. Additionally instructional materials related factors affecting teaching and learning process in basketball in the secondary schools will assess through this current study. Therefore, the researcher motivated to conduct this study on the major factors affecting female students teaching learning process in basketball in bale sub city secondary schools. To this end the following basic research questions were answered

### **1.3. Research Questions**

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

- What are the challenges that have been observed in teaching learning female basketball in selected Bole Sub city Government Secondary Schools?
- What is the attitude of teachers towards the teaching learning female basketball in selected Bole Sub city Government Secondary Schools?
- To what extent do teaching learning female basketball in selected Bole Sub city Government Secondary Schools?
- To what extent female student's influence their basketball participation in selected Bole Sub city Government Secondary Schools?

### **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 factors that affecting female students teaching learning process in basketball in selected bole sub city government secondary schools.

#### **1.4.2. Specific objectives of the study**

More specifically this study had the following specific objectives.

- To identify the challenges in teaching learning process of basketball in physical education.
- To assess the attitude of physical education teachers towards the teaching learning process of students in the basketball lesson
- To examine the extent at which students learn in basket lesson as compared to other activities of physical education lesson.

- To identify the influence of student's attitude on student's basketball participation in selected Bole Sub city Government Secondary Schools

### **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 basketball in physical education.
- ❖ It may assess the problem that affects educational process of basketball in physical education for concerned body.
- ❖ It helps to create awareness of the factors affecting among school administer for and those who are directly or indirectly concerned with basketball in physical education
- ❖ It helps as a facilitator for solution maker for problem that challenge of basketball in physical education.

### **1.6. Delimitation of the Study**

The study focused on three governmental secondary schools that were found in Bole Sub city. The three secondary schools are includes;- Leme preparatory school, Dr. Hadis Alemayehu preparatory school and Beshale preparatory schools. The researcher was delimited to assess the factors affecting female students' basketball teaching learning process in selected Bole Sub city Government Secondary Schools. However, this study was restricted on the influence of female students related major factors affecting the teaching and learning process in basketball like; lack of discipline and peer pressure, Instructional materials related major factors affecting the teaching and learning process of basketball like lack of enough equipment's and lack of enough facilities for the teaching learning process of basketball in physical education

### **1.7. Organization of the Study**

This study is organized in five chapters, chapter three 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 is about review of related literature. The study design and methodology is stated and described in chapter three.



## **1.8 .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 Literature**

#### **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, 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. Overtime 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.<sup>[42][43][44][45]</sup> 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 was 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 Mureșan, 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 uncrowned 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 in 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 with the 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 two 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’ play crucial role in determining the success failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her attitude, 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 of 6years).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 (Houllok, 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 (Houllok, 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 (Houllok, 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 learn 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, treat 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).



### 3.2. Research Design

To achieve the intended objective of this study cross-sectional research design was used as the method of this study. In this descriptive survey method quantitative and qualitative approaches will be used. The quantitative approach was used for the data that will be collected through questionnaire and the qualitative approach was used for the data collected through interview questions.

### 3.3. Population of the study

The data were collected from two schools in the Bole sub city government schools mainly Leme secondary, (N = 476), Dr. Hagos Alemayehu (N=343) and Beshale Secondary school (N = 531).

### 3.4. Sample Size and Sampling Technique

Leme secondary, (N = 476), Dr. Hadis Alemayehu (N=343) and Beshale Secondary school (N = 531) using proportional stratified sampling samples were selected from each school. The details were as discussed in the table below.

Using Yemene (1968) formula, to take the student participants the research is using the following formula  $n = \frac{N}{1+N(e)^2}$

N = Total population

n= Sample size  
e =Error tolerance

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

$$n = \frac{1350}{1 + 1350(0.05)^2}$$

$$n = \frac{1350}{1 + 3.375}$$

$$n = 309$$

Table 3: 1 Sample Size and Sampling Technique

s.n	Secondary Schools	Populations	Samples
1.	Leme	450	103
2.	Dr.Hadid	450	103
3.	Beshale	450	103
4.	Total	1350	309

### 3.5. Source of Data

The primary data were collected from the students, physical education teachers, and director/vice director to assess the factors affecting female students' basketball teaching learning process in selected Bole Sub city Government Secondary Schools.

### 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 was 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 was because these people are small in number and their position was important in describing whether an educational program was being implementing as planned or not. Thus, it was with this assumption that interview was employed as a data gathering instrument for this study.

**Questionnaire:** Questionnaires were also very important instrument in the process conducting research for the collection of data. The questionnaire was designed as both open-ended and close-ended items. Two kinds of questionnaires were used; one for the teachers and other for the

students. The items in the questionnaires for teachers were 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 were 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 were 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 were 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 were distributed and collected class room observations have taken place. Finally the interview with instructors and students were conducted so as to have available and reliable data for research purpose there was 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 were one of the most difficult steps to conduct descriptive survey research were 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 was conducted. The study pilot was conducted on 30 sample students on Bole Secondary and preparatory school to check 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.

Table 3: 2 Bole Secondary and preparatory school pilot test

Sn	Questionnaires	Cronbatch alpha
1	Challenge of female students participation in basket ball	0.67
2	Attitude of female students participation in basket ball	0.68
	The extent student's participation in basket ball	0.83

Challenge of female students participation in basketball ( $\alpha = 0.67$ ), Attitude of female students participation in basketball ( $\alpha = 0.68$ ) and the extent student's participation in basketball ( $\alpha = 0.83$ ).This shows that the questionnaires distributed to Bole Secondary and preparatory school were accepted for final questionnaire distribution.

### 3.9. Variables of the study

#### 3.9.1 Dependent variable

Dependent variable was female student's basketball participation

#### 3.9.2. Independent variable

Independent variable was female student's attitude and challenges of female student's basketball participation.

### **3.9. Method of Data Analysis**

After data collection, data processing was carried out. The raw data were converted into suitable form for analysis and interpretation. This was achieved through sequences of activities including editing, coding, entry, and tabulation. Its' objective was to check the completeness, internal consistency and appropriateness of the answers to each of the questions. Then the data were entered into SPSS version 25 to present in the form of table, chart and graph based on the nature of the data. Finally the data were analyzed using basic descriptive statistics through frequency, percentage, mean and standard deviation.

### **3.10. Ethical Considerations**

Ethical clearance was obtained from Department of Sport Science, College of Natural Science, Jimma University next to this Bole sub city Educational Department. The purpose of the study was 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 was not be willing to take part in the study had the full right to exclude himself/herself. To ensure confidentiality of respondents, their names were not be registered on the questionnaire.

## CHAPTER FOUR

### 4. RESULTS AND DISCUSSION

#### 4.1. Demographic variables of participants

Table 4 1 Demographic variables of participants

sn	Variables	Choices	Frequency	Percent
1	Student's sex	Male	212	68.6
		Female	97	31.4
2	Student's Age	14-15	3	1
		16-18	273	88.3
		19-20	33	10.7
3	Preparatory schools	Dr. Hadis	103	33.3
		Leme	103	33.3
		Beshale	103	33.3
4	Principal's	Dr. Hadis	2	33.3
		Leme	2	33.3
		Beshale	2	33.3
5	PE teacher	Dr. Hadis	4	33.3
		Leme	4	33.3
		Beshale	4	33.3



The above table indicates that Student sex was male 212 (68.6 %) and female 97 (31.4%) respectively. The above table depicts that Student age was 14-15years (31%), 16-18 years 273(88.3%) and 19-2033 (10.7%) respectively. The above table indicates that Secondary schools were Dr. Hadis 103 (33.3%), Leme 103(33.3%) and Beshale103 (33.3%) respectively. The above table shows that Principal's was Dr. Hadis 2 (33.3%), Leme 2 (33.3%) and Beshale 2 (33.3%) respectively. The above table depicts that PE teacher was Dr. Hadis 4 (33.3%), Leme 4 (33.3%) and Beshale 4 (33.3%) respectively.

Depending up on the above analysis, the following interpretation was draw. The majority of respondents were female and significant numbers of female students were involved in this research. Large numbers of student's age were from 16-18 years old. Similar representation of students, principals and physical education teachers were taken from Dr. Hadis, Leme and Beshale preparatory schools.

## 4.2. The challenges of basketball teaching learning process

Table 4 2 The challenges of basketball teaching learning process

sn	The challenges of basketball teaching learning process	Category	Frequency	%
1	Absence of enough text book contents	Strongly Disagree	2	.6
		Disagree	9	2.9
		Neutral	11	3.6
		Agree	273	88.3
		Strongly Agree	13	4.2
2	Absence of enough basketball court for practical lessons in the preparatory school	Disagree	9	2.9
		Neutral	12	3.9
		Agree	274	88.7
		Strongly Agree	13	4.2
3	Absence of enough basket ball	Strongly Disagree	10	3.2
		Disagree	275	89.0
		Neutral	2	.6
		Agree	21	6.8
4	The practical lesson is not clearly related to the theoretical lesson of basket ball	Strongly Disagree	1	.3
		Disagree	8	2.6
		Neutral	11	3.6
		Agree	275	89.0
		Strongly Agree	13	4.2
5	Lack of motivation for students	Strongly Disagree	11	3.6
		Disagree	274	88.7
		Neutral	9	2.9
		Agree	14	4.5
6	Positive class room environment is not well established and reinforced constantly by both teachers and students	Strongly Disagree	2	.6
		Disagree	9	2.9
		Neutral	11	3.6
		Agree	273	88.3
		Strongly Agree	13	4.2
7	Different students have different interests towards basketball lessons	Disagree	9	2.9
		Neutral	12	3.9
		Agree	274	88.7
		Strongly Agree	13	4.2
8	Allocated time for the basket is not enough	Disagree	7	2.3
		Neutral	11	3.6

		Agree	274	88.7
		Strongly Agree	16	5.2
9	Instructional facilities and material are not available for basket ball lessons.	Strongly Disagree	10	3.2
		Disagree	24	7.8
		Agree	274	88.7
10	Class size challenges theoretical lessons	Disagree	7	2.3
		Neutral	11	3.6
		Agree	274	88.7
		Strongly Agree	16	5.2
11	summary of challenges results	Strongly Disagree	2	.6
		Disagree	9	2.9
		Neutral	11	3.6
		Agree	273	88.3
		Strongly Agree	13	4.2

The above table indicates that absence of enough text book contents were strongly disagree 2 (.6%), disagree 9 (2.9%), neutral 11 (3.6%), agree 273(88.3%) and strongly agree 13(4.2%) respectively. The above table indicates that Absence of enough basketball court for practical lessons in the preparatory school was disagree 9 (2.9%), neutral 12(3.9%), agree 274 (88.7%) and strongly agree 13 (4.2%) respectively. The above table depicts that Absence of enough basketball was strongly disagree 10 (3.2%), disagree 275 (89.0%), neutral 2(.6%) and agree 21 (6.8%) respectively.

The above table shows that the practical lesson is not clearly related to the theoretical lesson of basketball was strongly disagree 1(.3%), disagree 8 (2.6%), neutral 11 (3.6%), agree 275 (89.0%) and strongly agree 13 (4.2%) respectively. The above table indicates that Lack of motivation for students were strongly disagree 11(3.6%), disagree 274 (88.7%), neutral 9(2.9%) and agree 14 (4.5%) respectively. The above table shows that Positive class room environment is not well established and reinforced constantly by both teachers and students were strongly disagree 2(.6%), disagree 9 (2.9%), neutral 11 (3.6%), agree 273(88.3%) and strongly agree 13(4.2%) respectively.

The above table depicts that Different students have different interests towards basketball lessons were disagree 9 (2.9%), neutral 12(3.9%), agree 274(88.7%) and strongly agree 13 (4.2%) respectively. The above table indicates that Allocated time for the basket is not enough was disagree 7(2.3%), neutral 11 (3.6%), agree 274(88.7%) and strongly agree 16(5.2%) respectively. The above table depicts that Instructional facilities and material are not available for basketball lessons were strongly disagree 10 (3.2%), disagree 24(7.8%) and agree 274 (88.7%) respectively. The above table indicates that Class size challenges theoretical lessons were disagree 7(2.3%), neutral 11(3.6%), agree 274(88.7%) and strongly agree 16 (5.2%) respectively. The summary of challenges results strongly disagree 2(.6%), disagree 9(2.9%), neutral 11(3.6%), agree 273(88.3%) and strongly agree 13 (4.2%) respectively

From the above analysis one can easily understand that the majority of grade 11<sup>th</sup> students did not have enough text books, enough basketball court for practical lessons in the preparatory schools and enough basketball. From the above analysis one can discern that the practical lesson was not clearly related to the theoretical lesson of basketball, there was lack of motivation for

students, there was not positive class room environment that was not well established and reinforced constantly by both teachers and students.

The analysis of indicates that the majority of students agreed that different students have different interests towards basketball lessons , the time allocated for the basket was not enough, the instructional facilities and material were not available for basketball lessons and there was class size challenges to teach theoretical lessons in selected preparatory schools. Finally, there were challenges that were observed in participation of students in the learning process of basketball lesson in physical education program.

Supplementing the above quantitative analysis qualitative interview response shows that teaching physical education especially basketball teaching in Bole sub-city preparatory school faces a lot of challenges which includes instructional facilities and equipment's of teaching basketball. This challenges includes lack of enough instructional materials, absence of enough time that allotted for the basketball lessons, absence of enough basketball court for practical lessons, absence of enough basketball, lack of motivation for students, absence of positive class room environment was not well established and reinforced constantly by both teachers and students and presences of different interests towards basketball lessons in the students.

### 4.3. The attitude of teachers towards basketball sport

Table 4 3 The attitude of teachers towards basketball sport

sn	The attitude of teachers towards basketball sport	Category	Frequency	%
1	Students with low motor ability are often ignored by the physical education teacher in teaching basketball	Disagree	7	2.3
		Neutral	13	4.2
		Agree	274	88.7
		Strongly Agree	14	4.5
2	Teachers experience is expected to have positive relationship with teaching effectiveness of student participation in basketball	Disagree	9	2.9
		Neutral	11	3.6
		Agree	275	89.0
		Strongly Agree	13	4.2
3	Aspiring high expectation for students	Disagree	7	2.3
		Neutral	14	4.5
		Agree	274	88.7
		Strongly Agree	13	4.2
4	Creating a supportive learning environment in which students are treated as individuals and which they know that help is available.	Strongly Disagree	13	4.2
		Disagree	274	88.7
		Agree	21	6.8
5	Selecting material at an appropriate level of difficulty for students	Strongly Disagree	12	3.9
		Disagree	274	88.7
		Neutral	1	.3
		Agree	21	6.8
6	Promote effective teaching learning environment of basketball in physical education is his /her pedagogical belief.	Strongly Disagree	1	.3
		Disagree	8	2.6
		Neutral	11	3.6
		Agree	275	89.0
		Strongly Agree	13	4.2
7	The positive attitudes to the subject and approaches of teaching students in teaching basketball.	Strongly Disagree	1	.3
		Disagree	8	2.6
		Neutral	12	3.9
		Agree	274	88.7

		Strongly Agree	13	4.2
8	summary of students attitude towards basketball learning	Strongly Disagree	2	.6
		Disagree	9	2.9
		Neutral	11	3.6
		Agree	273	88.3
		Strongly Agree	13	4.2

The above table shows that students with low motor ability are often ignored by the physical education teacher in teaching basketball was disagree 7(2.3%), neutral 13 (4.2%), agree 274(88.7%) and strongly agree 14(4.5%) respectively. The above table indicates that Teachers experience is expected to have positive relationship with teaching effectiveness of student participation in basketball was disagree 9 (2.9%), neutral 11(3.6%), agree 275(89.0%) and strongly agree 13(4.2%) respectively.

The above table depicts that aspiring high expectation for students were disagree 7(2.3%), neutral 14(4.5%), agree 274 (88.7%) and strongly agree 13(4.2%) respectively. The above table shows that creating a supportive learning environment in which students are treated as individuals and which they know that help is available was strongly disagree 13 (4.2%), disagree 274(88.7%) and agree 21(6.8%) respectively. The above table indicates that Selecting material at an appropriate level of difficulty for students were strongly disagree 12(3.9%), disagree 274(88.7%), neutral 1(.3%) and agree 21(6.8%) respectively.

The above table shows that promote effective teaching learning environment of basketball in physical education is his /her pedagogical belief was strongly disagree 1(.3%),disagree 8 (2.6%), neutral 11(3.6%), agree 275 (89.0%) and strongly agree 13(4.2%) respectively. The above table depicts that the positive attitudes to the subject and approaches of teaching students in teaching basketball was strongly disagree 1(.3%), disagree 8(2.6%), neutral 12 (3.9%), agree 274(88.7%) and strongly agree 13(4.2%) respectively. Summary of students attitude towards PE was strongly disagree 2(.6%), disagree 9(2.96%), neutral 11(3.66%), agree 273(88.36%) and strongly agree 13(4.26%) respectively.

The analysis of this table implies that large number of students were agreed that students with low motor ability are often ignored by the physical education teacher in teaching basketball, Teachers experience is expected to have positive relationship with teaching effectiveness of student participation in basketball, the students were aspired to had high expectation for students, there was no creative supportive learning environment in which students are treated as individuals and which they know that help is available and there was no selected material at an appropriate level of difficulty for students.

The analysis of this table shows that the majority of students were suggested that there was promote effective teaching learning environment of basketball in physical education is his /her pedagogical belief and there were no positive attitudes to the subject and approaches of teaching students in teaching basketball. Preparatory school students had positive attitude towards learning basketball.

Qualitative interview response shows that Bole sub-city preparatory school students have positive attitude towards basketball. The reason behind student's good attitude was due to exposure of students towards television exposure mainly national basketball association (NBA) and other television channels, by its nature basketball was artistic that was the reason students want to develop the skill of basketball, since the space has been not available in Addis Ababa City by hock or crook students focus to engage themselves to basketball than playing other sport type such as football and handball.



#### 4.4. The extent student's participation in basket ball

**Table 4 4 The extent student's participation in basket ball**

sn	The extent students participation in basket ball	Category	Frequency	Percentage
1	Currently student's participation in basketball lesson has been increasing.	Strongly Disagree	13	4.2
		Disagree	274	88.7
		Agree	21	6.8
2	Currently student's participation in basketball lesson has not been increasing	Disagree	7	2.3
		Neutral	11	3.6
		Agree	273	88.3
		Strongly Agree	17	5.5
3	The level of student participation is not as required.	Strongly Disagree	11	3.6
		Disagree	21	6.8
		Agree	276	89.3
4	The level of student participation is as required.	Disagree	7	2.3
		Neutral	11	3.6
		Agree	273	88.3
		Strongly Agree	17	5.5
5	The current participation of student in basketball is below average.	Disagree	7	2.3
		Neutral	11	3.6
		Agree	275	89.0
		Strongly Agree	15	4.9
6	Students more participate in volleyball than basket ball	Strongly Disagree	11	3.6
		Disagree	275	89.0
		Neutral	1	.3
		Agree	21	6.8
7	Students more participate in basketball than	Strongly Disagree	13	4.2

	football.	Disagree	274	88.7
		Agree	21	6.8
8	Students are more participate in basketball than hand ball	Strongly Disagree	1	.3
		Disagree	7	2.3
		Neutral	11	3.6
		Agree	275	89.0
		Strongly Agree	14	4.5
9	Students more participate in basketball than volleyball	Disagree	7	2.3
		Neutral	12	3.9
		Agree	275	89.0
		Strongly Agree	14	4.5
10	Students equally participate in both football and basket ball	Strongly Disagree	13	4.2
		Disagree	274	88.7
		Agree	21	6.8
11	summary of students participation in basket ball	Strongly Disagree	1	.3
		Disagree	7	2.3
		Neutral	11	3.6
		Agree	275	89.0
		Strongly Agree	14	4.5

The above table depicts that currently student's participation in basketball lesson has been increasing was strongly disagree 13(4.2%), disagree 274(88.7%) and agree 21(6.8%) respectively. The above table indicates that currently student's participation in basketball lesson has not been increasing was disagree 7(2.3%), neutral 11(3.6%), agree 273(88.3%) and strongly agree 7(5.5%) respectively.

The above table shows that the level of student participation is not as required was strongly disagree 11(3.6%), disagree 21(6.8%) and agree 276(89.3%) respectively. The above table

depicts that the level of student participation is as required was disagree 7(2.3%), neutral 11 (3.6%), agree 273(88.3%) and strongly agree 17(5.5%) respectively.

The above table indicates that the current participation of student in basketball is below average was disagree 7(2.3%), neutral 11 (3.6%), agree 275(89.0%) and strongly agree 15(4.9%) respectively. The above table shows that Students more participate in volleyball than basketball was strongly disagree 11(3.6%), disagree 275(89.0%), neutral 1(.3%) and agree 21(6.8%) respectively.

The above table shows that students more participate in basketball than football was strongly disagree 13 (4.2%), disagree 274 (88.7%) and agree 21(6.8%) respectively. The above table indicates that Students are more participate in basketball than hand ball was strongly disagree 1(.3 %), disagree 7(2.3%), neutral 11(3.6%), agree 275(89.0%) and strongly agree 14 (4.5%) respectively.

The above table depicts that Students more participate in basketball than volleyball was disagree 7(2.3%), neutral 12 (3.9%), agree 275 (89.0%) and strongly agree 14(4.5%) respectively. The above table indicates that students equally participate in both football and basketballs was strongly disagree 13(4.2%), disagree 274(88.7%) and agree 21(6.8%) respectively. The summary of students participation in basketball was strongly disagree 1(.3%), disagree 7(2.3%), neutral 11(3.6%), agree 275(89.0%) and strongly agree 14(4.5%) respectively.

The analysis of this table shows that the majority of students were suggested that currently student's participation in basketball lesson hasn't been increasing, the level of student participation is not as require, the current participation of student in basketball is below average and the school students more participate in volleyball than basketball.

The analysis of this table implies that large numbers of students were agreed that students more participated in football than basketball, students are more participated in basketball than hand ball, students were more participated in basketball than volleyball and students were not equally participated both in football and basketballs. The extent to which preparatory school participation was high towards basketball sport

Interview response obtained from esteemed interviewee shows that the extent of students participation in basketball have been increasing from time to time. However, after Covid -19 pandemic students motivation was decreasing so that this demands a great intervention.

#### 4.5. The influence of student’s attitude on student’s basketball participation

Table 4 5 The influence of student’s attitude on student’s basketball participation

<b>Sn</b>	<b>Variable</b>	<b>B</b>	<b>SEB</b>	<b>β</b>
1	Student’s attitude	53.28	3.02	.43
Notes. $R^2 = 0.55$ ( $P < 0.05$ ).				

The above regression result shows that there was significant influence of student’s attitude on student’s basketball participation ( $F(1,308) = 53.28$ ,  $p < 0.05$ ,  $R^2 = 0.55$ ). This implies that the increases in student’s positive attitude significantly increase student’s participation. The participation basketball players were due to short of space to play and students were interested because basketball was interesting and artistic than any other sport activities.

## 4.6. Discussion

The finding of this study shows there were a challenges affecting teaching basketball which includes lack of enough instructional materials, absence of enough time that allotted for the basketball lessons, absence of enough basketball court for practical lessons, absence of enough basketball, lack of motivation for students, absence of positive class room environment was not well established and reinforced constantly by both teachers and students and presences of different interests towards basketball lessons in the students. However, students have positive attitude towards basketball learning.

Similar to this study Wondesson (2011) stated that the basketball court was not attractive enough to play backboard, rim or uneven concrete, there was shortage of ball and budget allocation for material expenditures and maintenance, parents only support their children in academic wise nothing else, teacher do not make any promotion to spread the game and even do not play the game as model and no special support from school principals

Girma and Solomon (2018) illustrated that though health and physical teachers' basic skills (shooting, ball handling, passing, pivoting, receiving, boxing, etc.) in basketball technical practical session were encouraging, they have weak pedagogical skills to relate the theoretical aspect of the syllabus with its practical aspect in the basketball field to promote individual practice and they were not technically competent enough to teach basketball practical session in light of individual and team practice due to lack of attention on how to utilize the rules of basketball. The finding of the study also shows that even though students nearly accept and implement comments given by their teachers, they have low speed in playing basketball and they were practicing common personal and technical fouls and violations while playing basketball during practical session and week peer assessment experiences were recognized in the school under study.

Gemechu (2015) revealed that a shortage of budget, facilities, equipment and other necessary materials at the sample of Regional States. shortage of basketball competitions at various sex and age categories, Problems of communication and continuous material, logistic and moral support from Sport Commission and National Federation were identified be side.

Lensa and Sina (2020) stated that the majority of the female sport science students had low perception of students towards basketball dribbling game; and there was inadequate time to demonstrate basketball and exposed to lack of facilities within the University.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1. Summary

The purpose of this study was to identify the factors affecting female student's basketball teaching learning process in selected Bole Sub city Government Secondary Schools. Considering this, researcher formulated the following research questions to be addressed in this research. What are the challenges that have been observed in teaching learning female basketball in selected Bole Sub city Government Secondary Schools? What is the attitude of teachers towards the teaching learning female basketball in selected Bole Sub city Government Secondary Schools? To what extent do teaching learning female basketball in selected Bole Sub city Government Secondary Schools? And to what extent female student's influence their basketball participation in selected Bole Sub city Government Secondary Schools?

In order to address the above research questions cross-sectional research design was used and Bole Sub city Government Secondary Schools such as Leme secondary, Dr.Hadis Alemayehu and Beshale Secondary school were selected using proportional stratified sampling. Data collection instruments including questionnaire and interview was used. The data were entered into SPSS version 25 then descriptive and inferential statistics was used to analyse the data.

The finding of this study shows that female students face a lot challenges which affects the participation of basketball such as basketball facilities and equipment's.

The finding of this study indicates that majority of female students in selected Bole sub city secondary school had positive attitude towards playing basketball

The study finding reveals that the level of female student participation was increasing as far as the data was revealed.

The finding of the study shows that female students positive attitude towards playing basketball increase the female student participation

## **5.2. Conclusion**

The study concluded that there were female students basketball participation was challenged was challenged with lack of enough instructional materials, absence of enough time that allotted for the basketball lessons, absence of enough basketball court for practical lessons, absence of enough basketball, lack of motivation for students, absence of positive class room environment was not well established and reinforced.

The study finding reveals that majority of female students in selected Bole sub city secondary school had positive attitude towards playing basketball. However, few school going girls did not participated in basketball playing due various external barriers such as religion, corona virus pandemic and lack of role model in Ethiopian context

The study finding reveals that the level of female student participation was increasing from time to time. Female students positive attitude towards playing basketball increase the female student participation



### **5.3. Recommendation**

- School principals and department head advised to be cooperative and committed in adjusting the school environment through budgeting time and resources (student's textbooks, syllabus, reference books), fulfilling basketball equipment and motivating HPE teachers by providing trainings, seminar and workshops.
- Female basketball player in Bole sub city selected secondary school ought to minimize the problem related with basketball participation by them rather than waiting for other to push them.
- Physical education teachers in Bole sub city selected secondary school were advised to encourage Female basketball player
- Family members and the large community in general were advised to support their children in order to engage them for the betterment of student's mental, physical and social health.

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**APPENDIX A**  
**JIMMA UNIVERSITY**  
**SPORT ACADEMY**

**DEPARTMENT OF SPORT SCIENCE**

**Questionnaire for students**

The general objective of this study will be to assess the factors affecting female students' basketball teaching learning process in selected Bole Sub city Government Secondary Schools. To achieve the intended objective of this study your responses will be important. Therefore, the researcher 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 provide 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
<b>A</b>	<b>The challenges of teaching basketball</b>					
1	Absence of enough next book contents					
2	Absence of enough basketball 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>B</b>	<b>The attitude towards teaching basketball</b>					
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	Students participation in basketball	1	2	3	4	5
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					

**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**

**Interview questions for teachers and principals**

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 basketball learning?