



JIMMA UNIVERSITY
SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE

PRACTICE, CHALLENGES AND PROSPECTIVE OF
BASKETBALL PROJECT COACHING IN CENTRAL ETHIOPIA
REGION

BY: ABREHAM DEJEN

A THESIS SUBMITTED TO JIMMA UNIVERSITY SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE MASTER'S DEGREE IN BASKETBALL
COACHING

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JIMMA, ETHIOPIA

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BIOGRAPHICAL SKETCH

The author's name is Abreham Dejen, he was born in 1991 E.C in Gurage Zone Wolkite Town, he graduated with a Bachelor of Science (BSc) in sports science from Woldia University on July 10, 2013, E.C and he obtained a diploma award from Faculty of Natural and computational science by scoring highest CGPA. he completed his secondary and preparatory school from 2007-2010 at Yaberus Wolkite Secondary and Preparatory School and he completed his primary school education from 1999-2006 E.C at Selamber Primary School in Wolkite. In 2014, he was employed as a technical assistant lecturer at Jinka University Sports Science Department. During his one-year stay at Jinka University, he prepared two practical manuals, Basketball and Gymnastics. Then, in 2015, he got an opportunity to study basketball coaching at Jimma University Sports Science Academy's Masters of Science (MSc) Program. This research is his thesis paper, but this study is the first for him because he only graduated first with a research proposal due to COVID-19. This master's research paper is a good foundation for him and the sector because he works in the academic field and the basketball coaching program. It contributes to reducing the challenges faced and making them more effective in the future. Finally, readers, thank you very much for your efforts to know his background and academic performance.

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ABBREVIATION

FIBA: - Federation of International Basketball Associations

SNNPR: - South Nation and National People Region

ICCE: - International Council for Coaching Excellence

ASOIF: - Association of Summer Olympic International Federations

NBA: - National Basketball Association

NCAA: - National Collegiate Athletic Association

YMCA: - Young Men's Christian Association

UNESCO: - United Nations Educational, Scientific and Cultural Organization

SDI: - Sports Development Index

HR: - Human Resource

IST: - Integrated Support Team

LTAD: - Long-Term Athlete Development

ANOVA: - Analysis of Variance

ABSTRACTS

This study aimed to identify and describe the practice, challenges, and prospects of basketball coaching in the central Ethiopia region. To achieve this objective data were collected from trainees, coaches, and sports experts. To undertake this study, the researcher took a sample of 82 which is 100% of the three project trainees, 4 coaches, and 4 experts from the sports office. Moreover, to collect data the researcher applied three data collection instruments which are a questionnaire, interview, and observation. A mixed-methods approach and Convergent parallel design were employed combining quantitative surveys with qualitative interviews and observation, and a census sampling technique was applied. SPSS software version 25 was used to analyze the quantitative data using percentage, frequency counts, mean value, and ANOVA to see if coaching practice and challenges faced were different in the groups and thematic analysis was used to interpret qualitative data. The study's result clearly showed that most trainees were over the optimal age for basic skill development, the age distribution indicated that 30.5% of trainees were aged 14-17, 40.2% were aged 18-20, and 12.2% were aged 21-24. There is a highly motivating training environment, with mean values of 4.0610. However, significant challenges were identified in the area's facility availability and equipment adequacy, coaches reported mean values of 2.7500 for the comfort of the court, 3.2500 for the preparation of boards and rings, 2.0000 for the sufficiency of balls, 1.7500 for the provision of training shoes and wear, and 1.0000 for the availability of shower, dressing room, meals, and drinks, Limited Coaching Expertise, with 75% of coaches indicating a high concern with a mean value of 4.2500, Inadequate Funding for Training Programs, with a mean value of 4.7500 and 75% of coaches expressing very high concern, Coach incompetence as evidenced by a mean value of 2.5000 for the difficulty in providing frequent training sessions, 1.7500 for preparing training plans, and 1.7500 for selecting practice methods and Coaches need continuous professional development and better financial and material support and based on the ANOVA results, it is evident that there are no statistically significant differences between the groups for any of the variables analyzed, the p-values for all comparisons are much greater than the typical significance level of 0.05. The study concludes that while coaching methods are generally effective, addressing infrastructure and resource limitations is crucial for enhancing the overall training experience. Recommendations include increased investment in training facilities, better support systems for coaches, and fostering community engagement to sustain basketball projects in the central Ethiopia region.

Keywords: *Basketball project, coach competence, skill development, Central Ethiopia, sports infrastructure*

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Basketball is a game played by two teams of five players each or can be referred to as a team sport or ball game. Each team tries to score a goal at the opponent's „basket and to ensure the other team does not do the same. The game is managed by officials and table officials and a commissioner in case of their presence. Therefore, the team that has had the highest number of points and goals at the end of the playing time shall be the winner(CHEKOL, 2019). Basketball was invented in 1891 when it was played in Springfield- Massachusetts by a Canadian physical education instructor Dr. James Naismith. The game soon stabilized and gained much popularity as the twentieth century dawned, especially in America and then to the rest of the globe, and the International Basketball Federation, commonly referred to as FIBA, was formed in 1932 in Geneva, Switzerland. At present it comprises 212 National Federations across the globe.(Nunez & Lyras, 2018).

There is no well-documented record of how basketball got to Africa but it is believed to have been brought by missionaries: however, the game quickly became favorites among the Africans, as it became one of their favorite games to play. The advancement of basketball in Africa was, therefore, relative to the regional region with the particular civilizations of the Arab nations in the North assuming a favorable position because of their closeness to Europe where basketball had reached high prowess. This proximity made it easy for international competition with other European countries such as Italy, France and Spain. The African Association of Basketball Federation was formed during a meeting in Cairo in 1961 and with representation from different countries in Africa for example Egypt which is believed to have introduced basketball in Africa and participated in the First International Basketball 1936.

(GEMECHU, 2015).

Canadian physical education teachers introduced basketball to Ethiopia in 1946–1947, who teaching in secondary schools in Teferi Mekonnen (Entoto Comprehensive) or Hailesilasse (Kokebe Tsebah) secondary schools. As a result of the sport's increased popularity in Addis Ababa

elementary and secondary schools by 1950–1951, the Addis Ababa Inter-School Association included it in its interschool competition. Because of the increasing popularity of the game, the Addis Ababa Basketball Federation was founded in 1950–1951, hosting yearly tournaments in a variety of venues, including the ancient cinema hall which was found in the present-day science faculty of Addis Ababa University. The Ethiopian Basketball Federation was established in 1953–1954(1946 E.c), and it joined the Federation of International Basketball Associations (FIBA). Ethiopia participated in the first African Basketball competition in 1962, marking its entry into international competitions and founding membership in the African Basketball Confederation (Sahilemichael Bizuneh and Abebaw Kelkay, 2001).

Ethiopia Basketball Federation is opening a basketball project in various regions, zones, and districts of Ethiopia to restore the popularity, and competition of the sport by understanding the special benefits it brings to the country and society, the national federation has been working by identifying talented areas and also by giving attention for schools to increase the achievement of the training programs. However, the training program, specifically the technical and tactical practical training, has faced challenges that hinder to achievement of the training effectively and efficiently. (Kuhn, 2023).

In line with the goal of the national federation, the Central Ethiopia Regional State Sports Commission has been working on the development of Basketball games in the regional state. Among tasks, one of the youth training projects has been opened in the Gurage and Misrak Gurage zones. The training program cannot achieve the intended objectives efficiently, and the less improvement of trainees in the development of skills is the major problem seen in training areas. This is due to the weakness of the program with finances, and materials, the availability and suitability of training places, facilities, competency of coaches, the process of training and whole programs, the support of concerned bodies and other donors, coupled with a lack of exposure to high-level competition and other resources. The study was focused on the three projects (the only project found) in Central Ethiopia Regional State, which have been opened in two zones to investigate and describe the practice, challenges, and prospects that can be obstacles for coaching basketball projects.

1.2 Statement of the Problem

The general goal of the Basketball project program was shaping, enhancing, and maintaining the technical, tactical, and overall performance of the trainees. The basketball project coach should play the role of guider, organizer, planner, and coordinator of the training. The most crucial task of the coach is to create an appropriate practical training environment by designing and implementing developmental training cycles that consist of versatile synchronized training sessions. In addition to this, Basketball coaching is a challenging job that demands hard work, and commitment (Tagesse, 2021).

To produce quality and skillful Basketball players, Ethiopia has been engaging in youth project training programs. To reach the objectives and goals of the program the country should pass through many challenges and problems. As mentioned by coaches and concerned expertise, the competency of coaches, the level of trainees, the availability and suitability of training places, and facilities, the selection process of the trainees, the process of training, and the support of concerned bodies and other donors are the basic issues that are raised in providing and administering youth Basketball training programs as long-term project levels. Furthermore, Ethiopia has weak performance in international competitions and national competitions, which are prepared at clubs, regional and zone levels. According to the FIBA combined ranking (*Rankingmen Fiba.Basketball*, 2023.). Ethiopia is out of ranking because the country has not scored any number of points of the requirements that have been assigned by FIBA. These show the less contribution of youth project training programs for national teams and also to the development of the internal competition capacity among projects, regions, and zones. Although the regional states and administrative regions have been striving to give youth Basketball training project programs, they couldn't produce players in quality and quantity as expected in the goals of the program. Therefore, the former South Nation and National People Region (SNNPR) now Central Ethiopia region to Gurage zone and east Gurage zone has been giving youth Basketball training project programs for the development of the game. The programs have faced many problems that may cause less achievement of the objectives and goals of the program.

In the existing literature related to practice, challenges, and prospective of basketball project coaching, a notable research gap exists concerning the reason for less number of basketball projects and the competency of coaches. While previous studies try to address the challenges of basketball project participation and resource availability (CHEKOL, 2019)(KASSAW, 2018)(Tozetto et al., 2019)(Tagesse, 2021)(GEMECHU, 2015)and (GAMEDA, 2017). There remains a lack of exploration into the competency of coaches concerning planning, organizing, and method of coaching and also the specific reason for a small number of basketball projects. This gap is critical because, Effective planning and organization of training sessions, along with sound coaching methods, contribute to skill enhancement, strategic understanding, and overall player growth, A coach's ability to plan and organize team activities, including practices and game strategies, directly affect team performance, ability to plan for the future, organize sustainable development programs, and implement effective coaching methods fosters continuous success and competitiveness and, Athlete Well-being includes managing workload, preventing injuries and less/Fewer basketball projects may limit opportunities for players and coaches to engage actively in the sport. This scarcity way hinders the overall growth and talent development within the basketball community. It led to reduced competition levels, impacting the overall competitiveness and standard of play. This can affect the motivation and performance levels of players striving for higher standards. and addressing it will contribute to depicting challenges that impede the progress of trainees in Basketball practices and skills development. As mentioned by sports experts and coaches the trainees have difficulty in performing and improving fundamental skills as intended in the program. So, this study specifically tried to identify the Practice, challenges, and prospects of basketball project coaching in the central Ethiopia region.

1.3 Research Questions

More specifically this study was trying to address the following questions; -

1. What is the current practice of basketball project coaching in the Central Ethiopia region?
2. What are the major challenges of basketball project training in the Central Ethiopia region?
3. What is the prospect of the basketball projects coaching in the central Ethiopia region?

1.4 Objective of the study

1.4.1 General Objective

The overall objective of the study was to identify (to gate the root problem) and solve the major practices, challenges, and prospective in basketball projects Coaching in the Central Ethiopia region.

1.4.2 Specific Objectives

More specifically the study tried to; -

1. Examine the current practice of basketball project coaching in the Central Ethiopia region.
2. Identify the major challenges of basketball project participation in the Central Ethiopia region.
3. Assess the prospective of basketball project coaching in the central Ethiopia region.

1.5 Significant of the study

The finding of this study is expected to have the following important contribution.

- ✓ Relevance in producing information to the concerned bodies that are in the process of strengthening practice, challenges, and prospects of coaching basketball training programs.
- ✓ It is also the researcher's firm belief that it will help coaches and concerned professionals to react proactively to the possible impacts that influence the process of training programs in the country
- ✓ It will contribute to filling the gap in the area under study.
- ✓ It will also be used as a springboard for future studies on the issue raised.
- ✓ It could provide information for project coaches and other concerned bodies to take correct measures on the problems.

1.6 Delimitation of the Study

It helps to assess and evaluate the issue in all Ethiopian basketball projects. However, due to the breach of peace in Ethiopia (war, conflict so on) and the former SNNPR (known as Central Ethiopia Regional State) has a big participation in the Ethiopia basketball specially Hawassa and Wolkite are well known in basketball championship but know Wolkite cannot return to its former glory because of this, the studies was delimited in the Central Ethiopia region basketball projects and Conduct in three basketball project training areas [Agena, Butajira Wolkite basketball project] which are the only basketball project in Central Ethiopia Region. The study was exclusively focused on the practice, challenges, and prospective of coaching basketball projects.

1.7 Limitations of the Study

A researcher has faced several limitations while assessing the problem such as the unwillingness of participants and There is also a shortage of related literature/ references and conducted studies in the field of basketball sports.

1.8 Operational Definitions

Basketball: - is a dynamic, popular, and exciting sport that requires athleticism strength and stamina, great fitness, and most of all, teamwork. Also, basketball: is a game in which two teams of five players bounce a ball and try to score points by throwing the ball through one of the raised nets (Ramakrishan, 2016).

Challenge: - to call, invite, or summon to a contest controversy, debate, or similar affair; especially to invite to a duel or a challenge is typically defined as a demanding or stimulating situation or task that tests an individual's abilities, skills, or resources. It often requires effort, determination, and problem-solving to overcome obstacles or achieve a specific goal (Abdisa, 2018).

Coaching: - According to (ICCE): "Sports coaching is the process of helping and guiding an individual or a group of individuals to achieve a particular sports-related goal. The coach supports the learners in developing their skills, understanding of the game, and overall performance. Coaching involves teaching, motivating, and providing feedback to enhance the athlete's capabilities and facilitate their progression in the sport (YMCA of Northwest North Carolina, 2021).

Coach: - a coach is an individual responsible for guiding and instructing athletes or a sports team to enhance their skills, performance, and overall success. According to (ICCE) and (ASOIF) defined as "A coach is someone who works in a one-on-one relationship with a learner to help that learner achieve specific personal or professional goals more quickly and efficiently than if the learner were working alone (YMCA of Northwest North Carolina, 2021).

Project: - refers to a structured and organized undertaking with specific objectives, timelines, and resources allocated to achieve a defined goal (Marshall, D., & John, N., 2014).

Trainer: - is an individual who is responsible for guiding and instructing athletes to enhance their physical fitness, skills, and overall performance (Golden, 2012)

Trainees: - refer to individuals who are undergoing training or instruction to develop their skills, knowledge, and overall capabilities in a particular sport. (Golden, 2012)

CHAPTER TWO

2. Review literature

Basketball is a team sport in which two teams, most commonly of five players each, opposing one another on a 28 by 15-meter court, compete with the primary objective of shooting a basketball (approximately 9.4 inches (24 cm) in diameter) through the defender's hoop (a basket 18 inches (46 cm) while preventing the opposing team from shooting through their hoop. A field goal is worth two points, unless made from behind the three-point line, when it is worth three. After a foul, timed play stops and the player fouled or designated to shoot a technical foul is given one, two, or three one-point free throws. The team with the most points at the end of the game wins, but if regulation play expires with the score tied, an additional period of play (overtime) is mandated (Ramakrishan, 2016).

2.1 Definition of Project

According to (R, Max Wideman, 2008) project is any scheme that has a specific objective sequence of activities for investing resources, which can be reasonably analyzed and evaluated as an independent unit there are a variety of types of a project but my focus is on sports project or ball game when we see gender-sensitive and age, culture-specific projects one should always be conscious of when there or not the projects header or age group or culture-specific projects in the same sector may need to be amended to meet the requirements of men and women, the elderly, adults and children and cultural sensitivities. The subjective nature of these aspects makes any appraisal exercise difficult. An example of a school project can be prepared as follows project proposal for children's summer, and winter training and computation matches with corresponding modern and cultural sports activities. (Wideman, 2004)

For identifying and developing talent the role of the coach is very important coaching is an organized provision of assistance to an individual athlete or a group of athletes to help them develop and prove their performance (Cesar, M, Johan, C, Jon, O, Michael, H., 2010).

2.2 Goal of the projects

- ✓ The following are the goals of projects Dunkley, R. (2015) (Bialik, C., & Whitaker, R., 2013).

- ✓ Discover sporting talent and future African leaders through a high-level athletic and academic program.
- ✓ Mobilize young people through basketball, education, and civic values
- ✓ Promote the empowerment and social inclusion of girls
- ✓ Develop young people's autonomy, perseverance, discipline, teamwork and leadership
- ✓ Establish partnerships for sporting and university exchanges
- ✓ To bring talented athletes to join and develop to participate in a big sports event.
- ✓ To provide athletes in every sports field to participate in clubs and countries.

2.3 Impact of Varied Training Intensity and Duration

2.3.1 The influence of training intensity and duration on skill acquisition and performance in basketball

The influence of training intensity and duration on skill acquisition and performance in basketball is a multifaceted and critical aspect of sports science. Several factors come into play when considering how the intensity and duration of training sessions impact the development of skills and overall performance in basketball (Fox et al., 2017).

Skill-Specific Training: Varied training intensities and durations can be tailored to specific basketball skills. For example, high-intensity, short-duration drills may focus on explosive movements and quick decision-making, while longer-duration sessions might emphasize endurance and sustained effort (Stone, 2007).

Neuromuscular Adaptations: High-intensity training can lead to neuromuscular adaptations, enhancing coordination, agility, and muscle memory crucial for basketball skills. The duration of training can influence the depth and sustainability of these adaptations (Reilly et al., 2009).

Energy Systems Development: Different training intensities target specific energy systems. High-intensity, shorter-duration activities might emphasize anaerobic systems, essential for bursts of energy during sprints or quick movements. Longer-duration, lower-intensity activities contribute to aerobic capacity, which is necessary for consistent effort during a game (Petway et al., 2020).

Recovery and Injury Prevention: The duration of rest intervals between high-intensity drills influences recovery. Optimal recovery is crucial for preventing injuries and ensuring athletes can consistently engage in skill-specific training without risking burnout(Stojanović et al., 2018).

Position-Specific Training: Different positions in basketball require distinct skill sets. Training intensity and duration can be customized based on positional demands, ensuring that players develop skills specific to their roles on the court(Stojanović et al., 2018).

2.3.2 The relationship between specific training intensity and duration in developing basketball skills.

Training Intensity:

Training intensity refers to the level of effort or exertion put into a workout or exercise session. Higher training intensity can enhance neuromuscular adaptations, promoting quick and explosive movements. Intense drills may improve speed, agility, and reactive capabilities, which are crucial for skills such as dribbling, cutting, and defensive movements(Brijwasi & Borkar, 2022).

Training Duration:

Training duration refers to the length of time spent on a workout or exercise session. It encompasses the total time from the beginning to the end of the training session, including warm-up, main workout, and cool-down phases. Training duration is a key variable in designing exercise programs and can significantly impact the effectiveness and outcomes of the training. Longer training sessions contribute to overall endurance, stamina, and Effect on Skills(Brijwasi & Borkar, 2022).

2.3.3 The Relationship between training intensity and duration on skill acquisition, and performance in basketball players

The relationship between training intensity and duration on skill acquisition, and performance in basketball players is a critical aspect of sports science and coaching. Understanding how these factors interact can contribute to the design of effective training programs aimed at optimizing player development and on-court success or the relationship between training intensity and duration on skill acquisition, and performance in basketball players is dynamic and multifaceted. Balancing and optimizing these factors require a thoughtful and individualized approach, considering players' specific needs and the sport's demands. Coaches and sports scientists play a

crucial role in designing training programs that strike the right balance to maximize skill development and enhance overall on-court performance (Fanchini et al., 2011; Manzi et al., 2010; Scanlan, Wen, Tucker, & Dalbo, 2014).

Intensity and Skill Acquisition:

Positive Correlation: There is often a positive correlation between training intensity and skill acquisition. Higher-intensity training sessions can facilitate quicker neuromuscular adaptations, improving coordination, precision, and muscle memory associated with specific basketball skills. **Effect on Technical Skills:** Intense drills focusing on shooting, dribbling, defensive movements, and other technical skills can lead to enhanced proficiency and execution (Lyons et al., 2006).

Intensity and Cognitive Skills:

Impact on Decision-Making: Intensity levels in training can influence cognitive skills such as decision-making and situational awareness. High-intensity scenarios may simulate game-like situations, requiring rapid and effective decision-making. **Effect on Game Understanding:** Players exposed to varying intensity levels in training may develop a better understanding of pacing, tempo, and strategic decision-making during different phases of a game (Lyons et al., 2006; Jakovljević et al., 2015; Ceylan & Saygin, 2018).

Intensity and Physical Conditioning:

Enhanced Conditioning: Higher training intensity contributes to improved physical conditioning, including cardiovascular fitness, strength, and agility. **Effect on Endurance:** Well-conditioned players can sustain skill execution throughout a game, even in high-pressure situations, contributing to overall performance (Scanlan, Wen, Tucker, Borges, et al., 2014).

Skill Acquisition and Performance

Skill Transfer: The skills acquired during training, especially under varying intensities, are expected to transfer to improve on-court performance. Game-like simulation, training scenarios that closely mimic the demands of an actual game contribute to the seamless integration of skills into performance during competitive situations (Scanlan, Wen, Tucker, Borges, et al., 2014).

2.4 Major Challenges of Basketball Project Coaching

Challenges that influence the basketball coaching Process

It is believed that many challenges affect the teaching-learning/ training processes. Those factors can be discussed while being divided into major categories.

2.4.1 Challenges Related to the Coaches

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. Also stated the coach“ plays a crucial role in determining the success or failure of project implementation and teaching (training) effectiveness. Thus the coach with his/her attitude, skill, and experience is the most important of all in determining the success or failure of the process of curriculum implementation let’s have a look at each dimension turn by turn(Abdisa, 2018).

2.4.1.1 Coach Attitude

Is the basic ground to act positively or negatively towards persons, ideas, or events happening in the environment and most educators are convinced those coaches’ attitudes are very important dimensions. Those coach attitudes are very important dimensions in the teaching (training) process. Successful innovation depends substantially on the coach’s attitude towards proposed curriculum alterations. Trainers with coaches of positive attitudes towards training and the program are found to be high-level achieves in learning and consider the coach’s attitude a very important aspect in the training learning process(Abdisa, 2018).

Trust is the important ingredient, which the facilitator provides. The more effective coaches were related higher on every attitude measured by any inventory, they were seen as more real, as having a higher level of regard for their trainers showed more empathy and understanding. No matter how good the written curriculum is and the extent of back resources 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 coaches are with a goods enthusiasm for the subject and method with their trainers, teaching will never become better than adequate(Abdisa, 2018). Instructor attitude and performance are correspondence instructor attitudes are very important and have a direct effect on our behavior, they determine how we view ourselves and interact with the environment. Therefore, without positive attitudes to the subject

and approaches to teaching, not instructor to be effective in any way negative attitude may harm or injure the whole process of teaching, an instructor with a positive attitude and the necessary theoretical and technical Knowledge is the one who can demonstrate his/her ability to bring about the intended learning outcomes (Abdisa, 2018).

2.4.1.2 Coach Skill

One of the skills required by the coaches to resolve challenges effectively to promote an effective teaching-learning environment of basketball coaching is his/her pedagogical belief. Concerning pedagogical belief skill Given that a syllabus statement is a text from which readers must construct meanings on which to plan actions, coaches interpret syllabus statements based on their pre-constructed conceptualizations of the subject and their pedagogical theory of what it means to teach and learn.

2.4.1.3 Coach experience

This is another important challenge that contributes to the effective teaching-learning process of basketball in this case usually; coach experience is expected to have a positive relationship with the coach's 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 have also found 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 stated that firsthand experience is particularly evident in contributing to learning to teach. Similarly, the positive side of experience arguing experienced schoolteachers work with college professors as partners to prepare prospective teachers and to facilitate the continual professional development of teachers furthermore, Borko and Butcher (2015) have indicated that a lower level of teaching performance would be obtained with less experienced teachers (below 6 years of teaching) than those with more experience (minimum of 6 years). Gage and others (2008). Erkyhun and others (2005) have spotted a positive correlation between experience and performance of teaching thereby 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' qualifications, as indicator of the quality and quality of training received, have remained to have a telling effect on effective instructional performance. In line with this, UNESCO (2011) has stressed.(Abdisa, 2018)

2.4.2 Challenges related to the trainers

2.4.2.1 Problems in Basketball Training

According to Basketball training requires access to adequate training facilities, qualified coaches, sufficient time and resources, and effective training methods. Unfortunately, not all players have access to these resources, and the lack of these resources can limit their potential. In this section, we will explore the various problems that players face during basketball training.

1. Lack of Access to Adequate Basketball Training Facilities and Equipment

One of the most significant problems faced by players in basketball training is the lack of access to adequate training facilities and equipment. Many players do not have access to a gym or court, making it challenging to practice their skills. Furthermore, even if players have access to a court, the condition of the court may be inadequate, making it difficult to practice effectively. In addition to inadequate training facilities, many players also lack access to proper equipment. For example, basketballs, shoes, and clothing can be expensive, and many players may not have the means to purchase them(GEMECHU, 2015).

2. Limited Availability of Experienced and Qualified Coaches

Another problem faced by players in basketball training is the limited availability of experienced and qualified coaches. A good coach can help a player develop their skills and provide valuable feedback to improve their game. However, not all players have access to such coaches, and some coaches may not have the necessary experience or qualifications to provide effective training. Many coaches don't know the science of player development, still others don't have the passion, and yet others argue that player development should happen outside of practice because they don't have the time(Nash & Sproule, 2012).

3. Inadequate Time and Resources for Training

Basketball training requires time and resources, and many players may not have access to these resources. For example, many young players may have to balance their training with their schoolwork, making it difficult to find the time to train effectively. Furthermore, some players may not have the financial resources to pay for training, which can limit their access to training facilities and equipment(Nash & Sproule, 2012).

4. Inefficient and Outdated Training Methods

Finally, many players face the problem of inefficient and outdated training methods. Some coaches may rely on traditional training methods that may not be effective for all players. For example, some coaches may focus on repetitive drills without providing feedback or assessing the progress of the player. This can limit the player's potential and result in a lack of progress(Vargas-Tonsing, 2007)

5. Access to Sports Nutritionists and Sports Psychologists

Basketball is a physically and mentally demanding sport, and players require proper nutrition and mental preparation to perform at their best. Unfortunately, many players do not have access to sports nutritionists and sports psychologists who can guide proper nutrition and mental preparation. Access to these professionals can help players optimize their performance, reduce the risk of injuries, and overcome mental barriers(Jepson, 2016)

6. Sports Science and Nutrition Advancements

Advancements in sports science and nutrition can help players optimize their performance and reduce the risk of injuries. For example, players can use wearable technology to track their physical activity, monitor their heart rate, and track their sleep patterns. They can also use nutritional supplements to provide their bodies with the nutrients they need to perform at their best(Jepson, 2016).

2.5 Barriers to Sports Participation

Research indicated that on the obstacles of sports participation in underdeveloped countries are common issues, including lack of representation of role models, insufficient infrastructure, low awareness, education, and geographical barriers. Sports participation rates in Ethiopia may be affected by these research variables such as a lack of facilities and preferences for economic restraints.

2.5.1 Economic Barriers

Different research indicated that economic constraints are significant barriers to sports participation. According to (Ng et al., 2020) High costs associated with equipment, facilities, and participation fees often limit access, particularly in developing countries. Studies in various contexts emphasize the need for subsidized programs or financial support to mitigate these barriers.

2.5.2 Infrastructure Challenges

Limited access to quality sports infrastructure, such as playing fields and facilities, is a common obstacle. Research emphasizes how crucial it is to invest in building and maintaining sports facilities in Ethiopia, as certain regions may not have seen as much infrastructure development as others. This will encourage participation in sports(Somerset & Hoare, 2018).

2.5.3 Limited Awareness and Education

A lack of understanding about the benefits of sports, as well as a lack of education about the importance of physical activity, may inhibit participation. According to research, there is a need for awareness campaigns to promote the value of sports for health and community development, particularly in areas where sports may not be a traditional focus.(Rostami & Qasemi, 2016).

2.5.4 Geographical Barriers

Geographical location can present challenges, especially in rural areas where there may be limited access to sporting facilities. Research emphasizes how crucial it is to organize sports programs and make sure that projects are available to people in a variety of geographic locations (Ng et al., 2020)

2.5.5 Lack of Role Models and Representation

People's motivation to play sports can be affected when there aren't enough prominent role models in them or when there isn't enough representation at higher levels. Promoting diversity in sports and highlighting accomplished athletes from varied backgrounds can encourage more people to participate.(Ng et al., 2020).

2.6 Resource Availability in Sports Development

Studies indicate that the accessibility of resources plays a crucial role in the advancement of sports. Research suggests that insufficient financial resources, a lack of highly qualified staff/human resources, and inadequate sports infrastructure may hinder the development of sports initiatives in developing nations such as Ethiopia.

2.6.1 Human Resources

The term "human resources" in sports development refers to administrators, trainers, and coaches. Research highlights the significance of expert and certified staff in fostering aptitude and maintaining the efficient management of basketball initiatives (Buhari et al., 2021) research may highlight the impact of coaching education programs and the need for a well-trained workforce in the context of basketball development in Ethiopia.

Human Resources (HR) is the most crucial asset in sports development. Teachers, coaches, instructors, and referees are significant components of the sports coaching system (Arifin, 2017; Bangun, 2018). The availability of physical education teachers in each school inadequate numbers will encourage sports education activities in schools. This condition will stimulate interest and sporting talent in students—similarly, the role of coaches, instructors, and referees in extracurricular activities or sports clubs (Arifin, 2017; Bangun, 2018).

The development of sports will largely depend on the quantity and quality of its human resources. Therefore, the ratio of teachers, coaches, instructors, and referees is an essential indicator of sports development in an area. In the sports development index (SDI) study, the sports HR in question relates to the number of coaches/instructors/referees/physical education teachers owned by a sub-district/district/city (Adiyudha Permana, 2015). The availability of the HR component of the sport in adequate quantities can impact sports activities in the community both regarding quality and quantity (Buhari et al., 2021).

2.6.2 Material Resources

The facilities, equipment, and physical infrastructure needed for basketball development are referred to as material resources. The necessity of well-maintained courts, high-quality basketballs, and other necessary equipment is frequently discussed in the literature (Răchită, 2011). Initiatives

aimed at promoting basketball in Ethiopia are impacted by the availability or lack of these material resources.

If there are sufficient facilities available, project trainees may see an increase in their level of participation and performance. Facilities are also a factor in basketball development and participation. There is a description of the effect on improving training performance and its appropriateness. According to (Levinson & Christensen, 2005) availability of sports facilities and equipment has a tremendous effect on the development and popularity of a given sport (Brain, 2010), also supported this idea and explained that “when sports equipment is available trainees will be encouraged.

Every trainee must wear appropriate sportswear. Talk about the kinds of athletic apparel that are appropriate and noticeable for competition and training as a coach. Talk about the advantages of dressing appropriately for training and competitions, as well as the pros and cons of wearing particular types of clothing (Dewitt, 2001).

2.6.3 Financial Resources

Financial resources are crucial for initiating and sustaining sports development projects. Studies may delve into the funding mechanisms available for basketball programs, including government support, private sponsorships, and grants (Stewart, 2017). Thus the development of the project didn't show any progress from the time of its establishment up to now with regard to the number of trainees, provision of equipment, and expected follow up and support from sport offices and mainly by financial resources (CHEKOL, 2019)

2.6.4 Public-Private Partnerships

Some literature may focus on the role of public-private partnerships in resource mobilization for sports development. According to (Singh, 2018) Partnerships among public agencies, commercial businesses, and nonprofit groups can offer a long-term structure for allocating funds to basketball projects.

2.6.5 Infrastructure Development

Infrastructure is a critical aspect of sports development, explore how investments in basketball court construction and maintenance contribute to the overall growth of the sport. The correlation between accessible and quality infrastructure and increased participation in basketball(Pate & Bragale, 2019).

2.6.6 Community Engagement

Engaging local communities is a valuable resource in sports development. According to (Brain, 2010)the role of community involvement in supporting basketball initiatives, including volunteerism, local partnerships, and community-driven efforts to secure resources for the sport.

As discussed above, there are many reasons why basketball projects are few, among them Economic Barriers, infrastructure challenges, resource availability such as Human resources, Material resources, most commonly financial resources, and Community Engagement.

2.7 Coach Competency in Sports Development

Explore literature that defines and measures coach competency in the context of sports development. And review studies on the essential skills and attributes that contribute to effective coaching, with a focus on planning, and organization.

2.7.1 Planning in Coaching

Based on definitions from several authors, planning training is a predictive process based on experience and scientific knowledge aimed at rationally, systematically, and sequentially organizing training tasks and the recovery process to reach performance goals at specific times. This process is dictated by (a) the athlete's profile (training and competition experience), (b) his training context, and (c) the requirements of the tasks to be performed (Gambetta, 2015; Issurin, 2010; Kiely, 2011).

2.7.1.1 Importance of Planning in Sports Coaching

Many reasons justify the importance of planning training. First, the reflective effort to produce a plan should provide a global vision to everyone concerned with the training process and guide its implementation. It should help to keep the training goals and priorities in perspective (Gambetta, 2007), without losing sight of its purpose. This reflective effort should involve the contribution of everyone involved in the training processes such as coaches, assistants, specialists (integrated

support team - IST), and athletes (according to the maturity level of the latter). The goal is to make sure that everyone involved with the athletes is on the same page and moving forward together in the direction set by the coach. Therefore, the integration of many training components such as physical, technical, tactical, and mental skills is required (Plisk, 2003). This joint reflection should ensure that training tasks fit well together to optimize the cumulative and interactive effects of the different methods (e.g. physiological and motor adaptations) to achieve the highest level of preparation for the selected events such as training camps and competitions (Hartmann, H., Wirth, K., Keiner, M., Mickel, C, Sander, A., & Szilvas, E, 2015). It could also help to manage fatigue by integrating recovery strategies and prevent, as much as possible, training plateaus, overtraining symptoms, and, injuries (Brown, L. E.,and Greenwood, M., 2005).

Planning in addition to this there are many Importance like.

1. Effective Resource Utilization

According to (ROŞCA, 2017) planning allows coaches to optimize the use of available resources, including time, facilities, and staff. A well-organized plan guarantees productive training sessions and effective utilization of resources, both of which contribute to athlete performance.

2. Goal Setting and Achievement

Planning is integral to goal setting. (ROŞCA, 2017) show that coaches who plan systematically are better able to set clear, achievable, quantifiable goals for both teams and individual players.

Planning with goals in mind helps athletes stay more motivated and focused during practice and competition.

3. Individualized Athlete Development

the significance of planning in customizing methods of training to meet the needs of specific athletes. A well-organized plan promotes individualized and successful coaching techniques by considering the special abilities, shortcomings, and developmental phases of each athlete(Varghese et al., 2022).

4. Enhanced Communication

Planning serves as a communication tool between coaches, athletes, and support staff. According to (Roy et al., 2018) clear communication of training plans fosters understanding, trust, and a collaborative environment. Athletes are more likely to be engaged and committed when they comprehend the purpose and structure of their training.

5. Adaptability to Changing Circumstances

The research underscores the adaptive nature of planning in sports coaching. A comprehensive plan allows coaches to anticipate challenges, adjust strategies, and respond to changing circumstances, ensuring flexibility and resilience in the face of unforeseen events (Plisk, 2003).

2.7.2 Role of Strategic Planning in Basketball Development Programs

1) Long-Term Athlete Development (LTAD)

Basketball development programs frequently use strategic planning that is in line with LTAD models. (Balyi et al., 2013), long-term planning is critical to developing athletes from the bottom up through different developmental phases so they can reach their full potential at higher competitive levels.

2) Skill Progression and Sequencing

The deliberate progression and sequencing of skill development is a component of strategic planning. (Mughal et al., 2020) indicate that basketball programs with well-organized plans give priority to the systematic development of fundamental skills, which guarantees a solid foundation for advanced moves.

3) Periodization for Performance Peaks

One of the most important aspects of strategic planning is periodization, which is related to maximizing performance peaks during particular seasons. Periodized planning is essential for managing training loads, preventing burnout, and peaking athletes for important competitions, according to (Hadian et al., 2016).

2.7.3 Organizational Skills in Coaching

2.7.3.1 Efficient Training Session Organization

The significance of coaches efficiently organizing training sessions. the need for well-structured, purposeful training plans that align with long-term athlete development goals. Effective organization ensures that training time is utilized optimally for skill development and performance enhancement (Cushion & Lyle, 2010). They examine key coaching behaviors, including organization, that contribute to coaching effectiveness. It highlights the importance of coaches being well-prepared, having a clear plan, and efficiently organizing training sessions to optimize athlete learning and development and (Hemmatinezhad et al., 2016).

2.7.3.2 Organizational Challenges and Solutions

Time and Resource Restriction; Coaches frequently struggle with time and resource constraints. The need for coaches to set priorities and allocate resources effectively is covered in the source material. Using technology to improve organization and communication, working with support staff, and strategic planning are some possible solutions. Coordination and Communication; Two of the most important organizational challenges are coordination and effective communication. Research emphasizes how crucial it is for coaches to have open lines of communication with players, staff, and other stakeholders. Possible solutions include holding regular team meetings and using open and honest communication techniques. Balancing Individual and Team Needs; Coaches need to find a balance between the needs of the team as a whole and the individualized attention that each athlete requires for development. Research indicates that to meet individual needs and preserve team cohesiveness, coaches should use adaptable coaching techniques and customized development plans. (Cushion & Lyle, 2010; Lloyd et al., 2015; McDuff & Garvin, 2016; Root et al., 2019)

2.8 Conceptual Framework

2.8.1 Dependent Variable

- ❖ Practice, Challenges, and Prospective of Basketball Project Coaching

This variable represents the main focus of the study and encompasses the positive aspects (practice), the difficulties or obstacles faced (challenges), and the future in the context of basketball project coaching in Central Ethiopia.

2.8.2 Independent Variables

Various factors can be considered as independent variables influencing the practice, challenges, and prospects of basketball project coaching. These include:

- ❖ Resource Availability:

Human resources (coaches, players), material resources (equipment, facilities), financial resources (funding).

- ❖ Coach Competency:

Planning skills, organizational abilities, coaching methods,

- ❖ Participation Rates:

Motivation, Community engagement, and infrastructure availability.

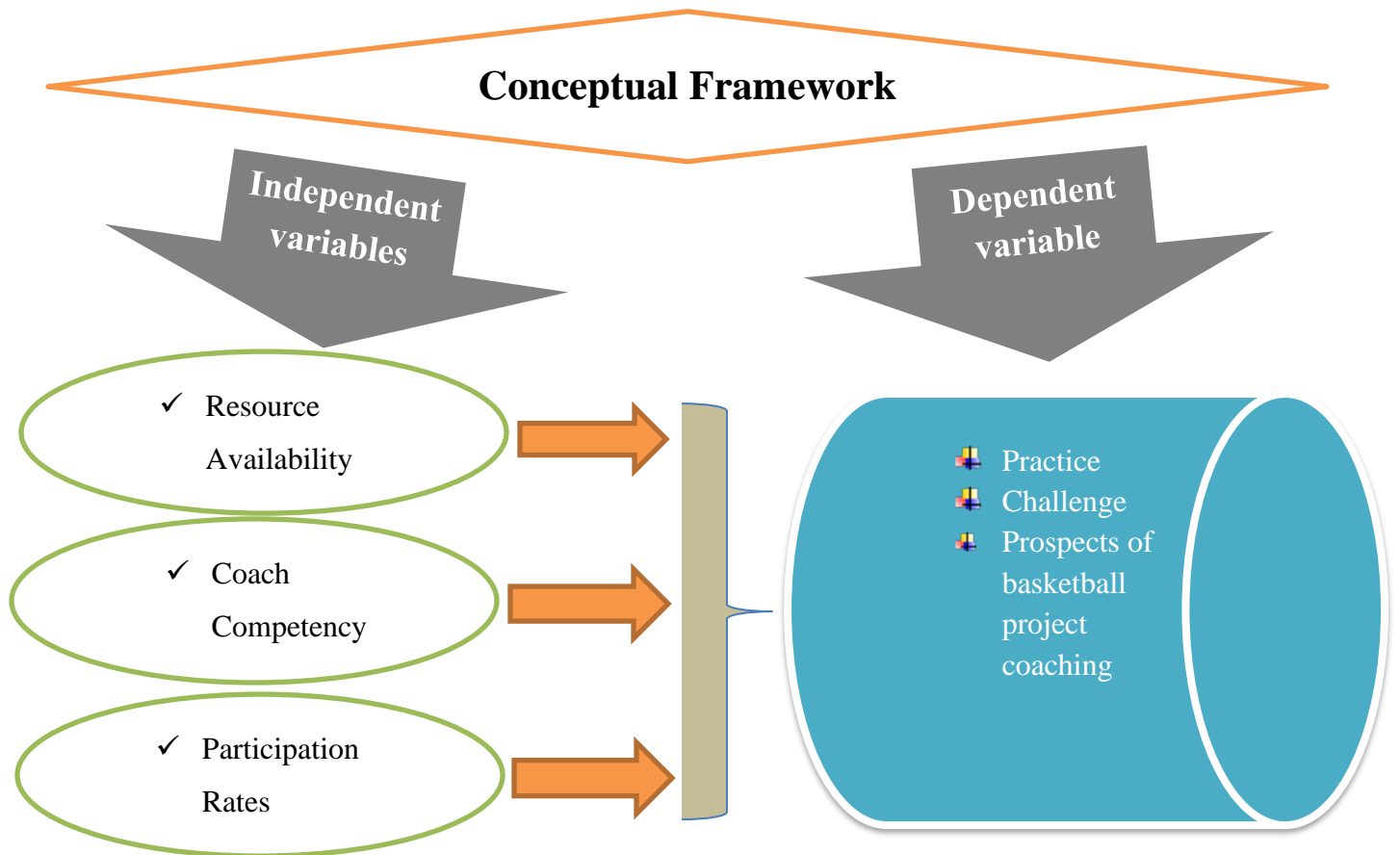


Figure 1 Conceptual Framework

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Study Area

The Central Ethiopia Regional State is one of the regional states in Ethiopia. After Sidama, the south-west and South Ethiopia regions were established independently at the regional level, the former Southern Nations, Nationalities, and Peoples' Region (SNNPR) changed the name to Central Ethiopia Regional State and it was established in new form by seven zones, three special districts and seven regional centers on August 13, 2015EC/ August 20, 2023GC. The Central Ethiopia Regional State Gurage Zone and East Gurage Zone were selected for this study because these are the only zones that have a basketball project from the central Ethiopia region.

Gurage zone is a zone in the Central Ethiopia Regional State of Ethiopia. Gurage is bordered on the southeast by Hadiya and Yem Zone, on the northwest by Kebena Special Woreda, north and east by the Oromia Region, and on the southeast by east Gurage region. Welkite is the administrative center of the zone.

East Gurage Zone is a zonal administration in the Central Ethiopia Regional State of Ethiopia. East Gurage is bordered on the South-east by Silte Zone North-East by the Oromia Region, and on the West by Gurage Zone, and in the east Mareko special woreda. The administrative center of the Zone is Butajira.

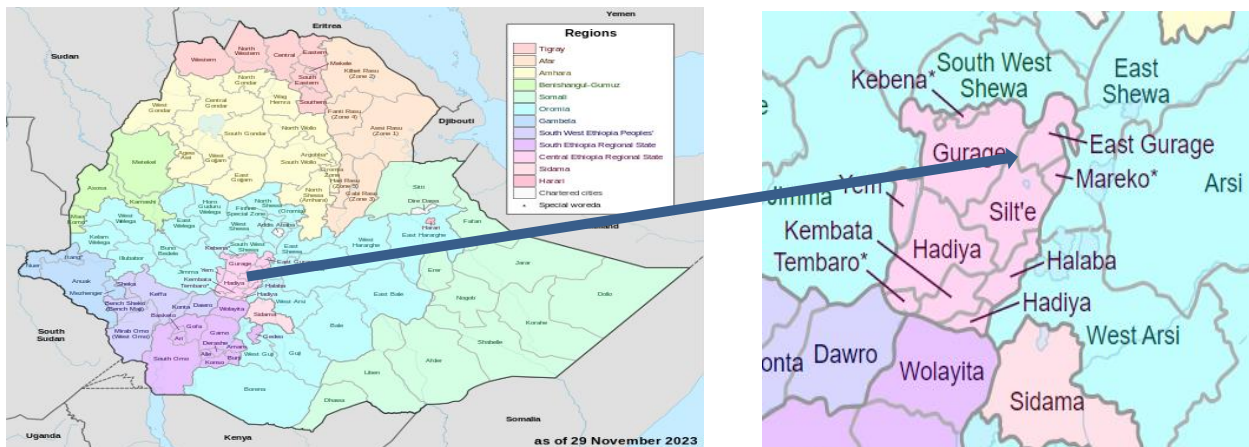


Figure 2 Map of Central Ethiopia Region and the three-study area

3.2 Research Design

In this research study, the researcher applied a mixed research method and a Convergent parallel research design because convergent parallel research design is suitable for simultaneously analyzing both quantitative and qualitative data.

3.3 Source of the data

Information was gathered from primary and secondary sources.

3.1.1 Primary sources

Using questionnaires, primary data was gathered from the two respondent groups (trainees and coaches). Interview guides were utilized to obtain information from sports experts. Furthermore, by observing real-world training environments, more relevant data is obtained.

3.1.2 Secondary sources

In the secondary data, related books, and journals, showing the practice of basketball training related factors and challenges that influence trainees' progress in skill development were reviewed in the literature and discussion part to support the study's findings. In addition, available articles and documents regarding the issues were reviewed.

3.4 The Population of the Study

The total population of the study was the three basketball project trainees, coaches, and 4 experts (The Wolkite basketball project has two levels of training these are men's and women's basketball projects, the men's project has 15 trainees and 1 coach and women project have 17 trainees and 1 coach; Agena basketball project have only men project training this include 25 trainees and 1 coach; Butajira basketball project have only women project training this includes 25 trainees and 1 coach and the four experts are from Gurage zone sports office, Wolkite town sports office, Agena town sports office, and Butajira town sports office). Thus, the whole basketball trainees found in three (3) projects (male 40, female 42 total 82), coaches of three (3) projects (male 3, female 1 total 4), and zone and district experts (male 4) in general 90 participants are the population of the study.

	Wolkite basketball project				Butajira basketball project				Agena basketball project				Experts	
	Trainee		Coach		Trainees		Coach		Trainees		Coach		Men	Female
	Men	Female	Men	Female	Men	Female	Men	Female	Men	Female	Men	Female		
	15	17	2	—	—	25	—	1	25	—	1	—	4	—
Total	32		2		25		1		25		1		4	

Table 1 target population

3.5 Sample and sampling technique

In light of the consideration of research methodology and taking the significance of this study into account, for this study, the researcher has used Census sampling techniques, to take the total population as the sample population, (the project coaches, the trainees, and experts in the basketball project), due to less target population number of the study; all population (82 trainees, 4 coaches, and 4 experts) has taken and no any other technique applied to take the sample.

3.6 Data Collection Instrument

To obtain reliable data from research participants, data collection instruments from the sample population included self-developed questionnaires, interviews, and observations, both open-ended and closed-ended items are included in the questionnaires. Unstructured interview guides were created to gather more data, viewpoints, opinions, issues, and potential recommendations. Additionally, to stabilize the data collected through questionnaires and interviews, observation guides were observed.

3.6.1 Questionnaire

A major data collection tool that was used in research is the questionnaire. It is a well-liked method of gathering all types of data and a suitable tool for gathering information. It needs to prepare both closed-ended and open-ended questions to get pertinent information from respondents. There are two sections to it: questions on the opinion scale and general background. Both Likert scale and open-ended questionnaires were used as the primary data collection tools for all trainees and coaches. Likert scale questionnaires provide respondents with a list of options from which to select the response that best expresses their opinions. An open-ended questionnaire asks respondents to express their opinions, ideas, and beliefs in writing. These two categories of questions

were designed to provide a clear understanding of the knowledge of sampled respondents related to the problems.

3.6.2 Interview

It is the method to collect primary information from the concerned individuals about the issue, and it is to validate the information gathered through the questionnaire, the researcher interviewed experts, and purposely selected sports Administrators. A face-to-face interview was conducted with four sports officers (heads). To this end, a set of unstructured interview questions was prepared in Amharic and distributed finally. The interview items were mainly focused on the major challenges of basketball projects, the competency of coaches, the availability of resources, and the future of basketball projects. The data obtained from the four interviewed sports office heads responses consists of their knowledge, experience, perception, opinions, and intervention concerning the growth and promotion of Basketball.

3.6.3 Observation

In addition to the above instrument's observation was employed to study the existing conditions using appropriate design checklists. The researcher observed sports offices stores, fields, and the coaches plan for the training section. The purpose of the observation was to obtain and acquire information by observing the stores for the availability of materials and facilities on the court, to observe its game on the field of play, and whether the coaches use training plans or not. The data collected from the observation consists of detailed descriptions of the availability of materials in office stores.

3.7 Procedure of Data Collection

The researcher prepared the questionnaires, interviews, and observational checklists. After making the necessary edition the questionnaires designed for the trainees and coaches and interviews for experts were administered to them in their training locations and offices. The researcher makes the study's objectives clear to all sample respondents. Then the Instruments were distributed to the respondents. Finally, data collected from respondents was interpreted and recommended based on the study's findings.

3.8 Pilot study

The researcher used a pilot study for fourteen trainees and one coach of the Jinka town basketball project which are out of the major sample of the study to check the reliability and validity of the questionnaire and used Cronbach's alpha values for the response of the pilot study. The result shows that there was a strong and positive significant relationship between the responses (see Table 1 and Table 2). Therefore, the questionnaires are valid and reliable to use for the trainees and coaches of the selected areas.

Reliability results			
	N of respondent	Cronbach's Alpha	N of Items
Motivation	14	.868	3
Coaching practice	14	.926	9
Relationship	14	.875	2
F. and Equipment	14	.859	5

Table 2 Cronbach's Alpha value of the trainee responses

Reliability results			
	N of respondent	Cronbach's Alpha	N of Items
Motivation	1	.827	2
Trainee practice	1	.830	6
Relationship	1	.850	3
Major challenge	1	.942	4
F. and equipment	1	.931	5
Coach competence	1	.894	5

Table 3, Cronbach's Alpha value of the coach response

3.9 Method of Data Analysis

In this study, both quantitative and qualitative methods were used to analyze the information collected using different instruments from different sources.

3.9.1 Quantitative Analysis

SPSS software version 25 was used to analyze the data that was gathered from the questionnaire. In this case, the responses obtained from the closed-ended questionnaire were analyzed using descriptive statistical analysis by percentages, frequency counts, and mean value for the proportion of the response and one-way ANOVA to compare coaching practices across different demographic groups and examine significant differences in the challenges faced by different groups. Finally, the data was summarized, recommended, and presented in the form of a report.

3.9.2 Qualitative Analysis

In this research, data collected from open-ended types of questionnaires, observations, and interviews was analyzed through qualitative using thematic analysis.

3.10 Ethical Consideration

- ✚ Communicate the purpose, procedures, potential risks, and benefits of the study to participants.
- ✚ Ensure that participants understand their right to withdraw from the study at any point without facing any negative consequences.
- ✚ Treat participants with respect and dignity, recognizing their expertise and contributions to the basketball coaching field.
- ✚ Consider cultural, social, and individual differences, ensuring that the research is conducted in a culturally sensitive manner.
- ✚ Distribute the benefits of the research findings equitably within the basketball community.
- ✚ Conduct the research with a high level of professionalism, adhering to ethical standards set by professional organizations and institutions.
- ✚ Ensure accuracy and honesty in reporting research findings, avoiding manipulation or selective reporting of data.

CHAPTER FOUR

4. Result and Discussion

This part of the thesis deals with results and discussion. The research aims to identify the current practices, challenges faced, and future potential of basketball project coaching in the Central Ethiopia region. Using a mixed approach and convergent parallel design, the researcher collected data from sample trainees, coaches, and experts using questionnaires, interviews, and observations to answer the research questions. The data analysis utilized percentage, frequency, mean, and ANOVA to address the findings to the best of the researcher's abilities to produce a comprehensive analysis.

4.1 Results

Table 4 Represents basic or background information about the trainees of the study in terms of their sex, age, and grade level.

Concerning the sex of respondents, 40(48.8%) of them are males and 42(51.2%) are females. This indicates a relatively balanced gender distribution among the trainees. Regarding the age of the trainees (17.1%) of them are between 10-13, (30.5%) are between 14-17, (40.2%) of them are 18-20 and the rest 12.2 of them are between 21-24. As we understand from the below table, we can conclude that the majority (40.2%) of the trainees are between the age of 18-20 this indicates Projects have included trainees who are past the age level they should have been involved in. trainees who should have been trained at the club level are under projects. This makes basketball sports challenging at the national level because some of the trainees didn't join the program at the appropriate age periods seemed to be affected or less performance in skill development. Regarding the grade level of the trainees, 32(39%) of them are elementary, 37(45.1%) are high school, 10(12.2%) are Diploma and the rest 3(3.7%) of them are degree students. This indicates the majority of the respondents are elementary and high school students.

Table 4 Demographic characteristics of trainees

Item	Classification	trainees, response	
		No	%
Sex	Male	40	48.8
	Female	42	51.2
Age	10-13	14	17.1
	14-17	25	30.5
	18-20	33	40.2
	21-24	10	12.2
Grade Level	Elementary	32	39
	High school	37	45.1
	Diploma	10	12.2
	Degree	3	3.7
Total		82	100

Note: No = number % = Percentage

Table 5, represents basic or background information about the coaches of the study in terms of their sex, age, Qualification, and Work Experience.

Concerning the sex of respondents, 3(75%) of them are males and 1(25%) are females. This indicates the majority of coaches are males. Regarding to age of the coach 3(75%) of them are between 32-37, and the rest 1(25%) are between 20-25. Concerning the qualification of project coaches, 2(50%) of them have degrees, and 1(25%) have diploma, the rest 1(25%) are elementary completed. Regarding to Work experience of the respondents, 1(25%) have 1-2 years' experience, 1(25%) have 3-5 years' experience, and the rest 2(50%) of them has above 5 years' experience. Thus, indicates most of them are experienced.

Table 5 Demographic characteristics of coaches

Item	Classification	Coaches, response	
		No	%
Sex	Male	3	75
	Female	1	25
Age	20-25	1	25
	32-37	3	75
Qualification	Elementary	1	25
	Diploma	1	25
	Degree	2	50
Work experience	1-2 years	1	25
	3-5 years	1	25
	Above 5	2	50
Total		4	100

Note: No = number % = Percentage

As a result of Table 6, trainees and coaches are asked the same question regarding the duration of the training session. Therefore, the great majority 46(56.1%) and 3(75%) of trainees and coaches respectively replied that the session lasted 120 minutes. 1(25%) and 18(22%) of coaches and trainees, respectively replied that the session lasts 90 minutes, and the remaining 16(19.5%) and 2(2.4%) of trainees replied that the session lasts 180 minutes, and 240 minutes respectively. Thus, the most preferable time to train in this area is 120 minutes.

Table 6 the response of coaches and trainees regarding the duration of the training session

How long the training session takes place?					
Respondents	Responses				
	90 min	120 min	180 min	240 min	Total
Trainees	18(22%)	46(56.1%)	16(19.5%)	2(2.4%)	82(100%)
Coaches	1(25%)	3(75%)	—	—	4(100%)

Note: min = minutes % = percentage

As a result of Table 7, Coaches and Trainees are asked the same question regarding the frequency of the training in a week. Therefore, 3(3.7%) of the trainees replied once a week, 17(20.7%) and 2(50%) of trainees and coaches replied twice a week respectively, 33(40.2%) and 1(25%) of them replied that three time a week respectively, and the rest 29(35.4%) and 1(25%) of trainees and coaches replied that Four times and more respectively in thus we understand the majority 40.2% of trainees and 50% of the coaches preferable twice a week. This suggests that while coaches have

a low level of commitment and dedication, trainees have a high level of both, which could provide a challenge for skill development and performance improvement in basketball.

Table 7 the response of coaches and trainees regarding the frequency of training

How many times a week do you train?					
Respondents	Responses				
	Once a week	Twice a week	Three times a week	Four times and more	Total
Trainees	3(3.7%)	17(20.7%)	33(40.2%)	29(35.4%)	82(100%)
Coaches	—	2(50%)	1(25%)	1(25%)	4(100%)

Note % = percentage

According to Table 8 regarding the motivation level of basketball sport in the area, the mean value of the response is 4.0610, and the majority 37(41.5%) of the trainees replied that very high, 20(24.4%) replied that high, 18(22%) replied that medium and the rest 7(8.5%) of the trainees replied that low. Therefore, we can conclude that there are high levels of motivation. Regarding to interest in practicing Basketball, the mean value of the response is 4.4390, and the majority 45(54.9%) of the trainees replied that very high, 29(35.4%) are replied that high, 7(8.5%) replied that medium and the rest 1(1.2%) of trainees replied to low. Therefore, we can conclude that there is a very high trainees' interest in practicing Basketball. Regarding to the support of parents, the mean value of the response is 3.70073, and the majority 25(30.5%) of the trainees replied that high, 24(29.3%) replied that very high, 21(25.6%) are replied medium, 9(11%) of them replied that low, and the rest 3(3.7%) of the are replied that very low. Therefore, we can conclude that there is a high support of parents.

Table 8 Trainee's Response to Motivation

Item	VL		L		MD		H		VH		Mean
	F	%	F	%	F	%	F	%	F	%	
1, what is the motivation level of basketball sport in your area?	—	—	7	8.5	18	22	20	24.4	37	45.1	4.0610
2. what is your interest in practicing Basketball?	—	—	1	1.2	7	8.5	29	35.4	45	54.9	4.4390
3. what is the support of your parents, the fact that you were a member of the project?	3	3.7	9	11	21	25.6	25	30.5	24	29.3	3.7073

Note: VL= Very Low L= Low MD= Medium H = High VH= Very High F= Frequency

Table 9, the responses of coach show that regarding to the motivation level of basketball sport in the area, the mean value of the response is 4.5, and 2(50%) of the coaches replied that very high, and the rest 2(50%) of them replied high. Therefore, we can conclude that there are very high levels of motivation in the project areas. Regarding interest in coaching Basketball, the mean value of the response is 4.75, and the majority 3(75%) of coaches replied that very high, and the rest 1(25%) of the coaches replied too high. Therefore, we can conclude that there is a very high interest of coaches in coaching basketball.

Table 9 Coaches Response to Motivation

Item	H		VH		Mean
	F	%	F	%	
1, what is the motivation level of basketball sport in your area?	2	50	2	50	4.5000
2. What is your interest in coaching Basketball?	1	25	3	75	4.7500
Total	4	100	4	100	

Note: H= High VH= Very High F= Frequency %= percentage

Table 10, regarding trainees' relationship with teammates, shows that 4(4.9%) of the trainees stated that trainee with teammates have a poor relationship, 6(7.3%) stated that good relationship, 26(31.7%) stated that very good relationship, and the rest 46(56.1%) of the respondent stated that excellent relationship. the mean value of the response is 4.3902. therefore, from the below responses we can conclude that most of the trainers have very good relationships with teammates. Regarding relationships with coaches, the majority 37(45.1%) of the respondents stated that excellent relationship with coaches,23(28%) of them stated that a very good relationship, 20(24.4%) stated that good and rest 2(2.4%) of them stated that poor relationship. the mean value of the response is 4.1585. From the above responses, we can conclude that most of the trainers have very good relationships with coaches.

Table 10 Trainees' response regarding the relationship with teammates and coaches

Item	P		G		VG		EX		Mean
	F	%	F	%	F	%	F	%	
1 How do you describe your relationship with your teammate?	4	4.9	6	7.3	26	31.7	46	56.1	4.3902
2. How do you describe your relationship with coaches in your team?	2	2.4	20	24.4	23	28	37	45.1	4.1585
Total	82	100	82	100	82	100	82	100	

Note: P= Poor G= Good VG= Very Good EX= Excellent F= Frequency %= percentage

Table 11 coach response regarding to relationships with players, shows that 1(25%) of the coaches stated that very poor relationships with trainees, 1(25%) of the respondents stated that good relationships, and the rest 2(50%) of them stated that excellent relationships with trainees. The mean value of the response is 3.5. therefore, we can conclude that coaches with trainees' relationships are good. Regarding relationships with parents, shows that 2(50%) of the respondents stated that very good relationships with their parents, and the rest 2(50%) of coaches stated that excellent relationships. The mean value of the response is 4.5. therefore, we can conclude that coaches have excellent relationships with parents. Regarding relationships with administrators, the majority 2(50%) of coaches stated that excellent relationships, 1(25%) of them stated that very good, and the rest 1(25%) of coaches stated that poor relationships with administrators. The mean value of the respondent is 4. Therefore, we can conclude that coaches have a very good relationship with administrators.

Table 11 Coaches response to the relationship with teammates, parents, and administrators

Item	VP		P		G		VG		EX		Mean
	F	%	F	%	F	%	F	%	F	%	
1 How do you describe your relationship with players in your team?	1	25	—	—	1	25	—	—	2	50	3.5000
2. How do you describe your relationship with parents?	—	—	—	—	—	—	2	50	2	50	4.5000
3 How do you describe your relationship with administrators?	—	—	1	25	—	—	1	25	2	50	4.0000
Total	4	100	4	100	4	100	4	100	4	100	

Note: VP= Very Poor P= Poor G= Good VG= Very Good EX= Excellent
F= Frequency %= percentage

The below table 12, shows the responses of trainees regarding coaches in the Process of Practical training, a response shows that, the majority 29(35.4%) replied that very good, 24(29.3%) replied that medium, 14(17.1%), and 13(15.9%) replied that high, and low respectively and the rest 2(2.4%) of them replied that very low, and the mean obtained is 3.6707. thus, indicating that coaches have a high interest in practicing the daily Practical tasks. The majority 28(34.1%) of them replied that very high and the next 20(24.4%) and 20(24.4%) of them replied that high and medium respectively, the rest 14(17.1%) replied that low and the mean obtained from the response is 3.7561. This indicates that coaches have high motivation to create a supportive environment. The majority 34(41.5%) replied that very high, 18(22%) replied that high, 22(26.8%), and 8(9.8%) replied that medium, and low respectively, and the mean value obtained from the responses are 3.9512. From the above responses, it is clear that most of the coaches are very experienced and ability into practice technical-tactical skills of basketball. According to the data obtained from personal information, most of the coaches are experienced for more than 5 years. Concerning expert interview responses; the coaches are experienced but the number of coaches in the region is very small or limited, which contributes to the fact that there are not many basketball projects or their number is small, which reduces the level of competition and sometimes it does not exist, it also contributes to prevent the trainees from using the potential and skill they have acquired through training to benefit themselves and their country. Therefore, in addition to organizing a

basketball project competition, the regional stakeholders should provide basketball coaching training for different youths and join the sector. The majority 33(40.2%) replied that medium, 27(32.9%) and 14(17.1%) replied that very high and high respectively, and the rest 8(9.8%) of them replied that low. The mean obtained is 3.7317. From the above responses, we can conclude that the coaches have high management skills. The majority 28(34.1%) and 21(25.6%) replied that medium and high respectively, 18(22%) and 9(11%) replied that very high and low respectively and the rest 6(7.3%) of them replied that very low and the mean obtained is 3.4390. Therefore, we can conclude that coaches' trend to provide assessments for trainees is medium.

Table 12 trainees' response regarding coaches in the Process of Practical training

Item	VL		L		MD		H		VH		Mean
	F	%	F	%	F	%	F	%	F	%	
1. What about the commitment and interest of coaches to practice the daily Practical tasks?	2	2.4	13	15.9	24	29.3	14	17.1	29	35.4	3.6707
2. The motivation of coaches to create a supportive environment among each other?	—	—	14	17.1	20	24.4	20	24.4	28	34.1	3.7561
3. How are the experience and, ability of coaches to practice the technical tactical Skills of Basketball?	—	—	8	9.8	22	26.8	18	22	34	41.5	3.9512
4. What about the practice of coach to manage trainees?	—	—	8	9.8	33	40.2	14	17.1	27	32.9	3.7317
5. How is the coach's trend to provide assessments for trainees?	6	7.3	9	11	28	34.1	21	25.6	18	22	3.4390
Total	82	100	82	100	82	100	82	100	82	100	

Note: VL= Very Low L= Low MD= Medium H = High VH= Very High
 F= Frequency %= percentage

The below Table13 shows the responses of trainees regarding coaches in the Process of Practical training, a response shows that the majority of respondents rated their coaches' attitude toward coaching through demonstration 24(29.3%) and 24(29.3%) as medium and very high, 18(22%) of the replied that high the rest 12(14.6%) and 4(4.9%) of them replied that low and very low respectively. The mean score is 3.5610, indicating an overall positive or high perception of coaches' attitudes toward demonstrating basketball techniques. The majority 31(37.8%) and 22(26.8%) replied that medium and very high respectively, 20(24.4%) Of them replied that high and the rest 8(9.8%) and 1(12%) replied that low and very low respectively. The mean score is 3.6585, responses indicate a relatively high perception of coach support during training sessions. The distribution of responses shows a range from very low to very high, with the majority 23(28%) and 20(24.4%) replying that medium and low respectively, 16(19.5%) replied that high, 15(18.3%) replied that very low and the rest 8(9.8%) of them replied that very high. The mean score is 2.7805, While the study depicts a sense of relatively lower motivation of the coaches to arrange forms with stakeholders for solving practical problems. 1(1.2%) replied that very low, 18(22%) replied that medium, 35(42.7%) of them replied that high and the rest 28(34.1%) replied that very high. The mean score is 4.0854, suggesting a high level of confidence in coaches' basketball techniques and strategies.

Table 13 Trainees response regarding coaches in the Process of Practical training

Item	VL		L		MD		H		VH		Mean
	F	%	F	%	F	%	F	%	F	%	
6. Coach's attitude for coaching through demonstration?	4	4.9	12	14.6	24	29.3	18	22	24	29.3	3.5610
7. In the training session of basketball, how do you assess [express] the support of your coach?	1	1.2	8	9.8	31	37.8	20	24.4	22	26.8	3.6585
8. Coaches' motivation in organized forms with stakeholders to minimize the basketball project's practical problems.	15	18.3	20	24.4	23	28	16	19.5	8	9.8	2.7805
9. What about Knowledge of basketball techniques and strategies of your coach	1	1.2	—	—	18	22	35	42.7	28	34.1	4.0854

Table 14, shows that, coaches' responses regarding trainees in the Process of Practical training. The response shows that the majority 3(75%) replied that high and the rest 1(25%) coaches replied that medium. The mean score is 3.75. Thus, the trainees are highly committed and interested in practical training. 1(25%) of coaches replied that low, 1(25%) of them replied that medium and the rest 2(50%) of the coaches replied that high. The mean value of the response is 3.25, which corresponds to medium. Therefore, less attendance in practical sessions seems to be a factor in the low achievement of trainees in the development of skills. It is strongly evidenced. Athletes who are always around their training will increase the chance to benefit from guidance and support from a coach, hence acquiring better and mastering skills. Concerning the ability to master the new skills, 2(50%) of coaches replied that high, and the rest 2(50%) of them replied that very high. The mean value is 4.5. Therefore, trainees have a very high ability to master the new skills. The majority 3(75%) of the coaches replied that very high and the rest 1(25%) of them replied that high. The mean value of the response is 4.75. which corresponds to very high. 1(25%) and 1(25%) of the coaches replied that very low and low respectively, and the rest 1(25%) and 1(25%) of the respondents replied that high and very high respectively. The mean score is 3.0, and individual differences among trainees in mastering a given skill are medium. Therefore, individual differences among trainees seem to be a factor in the low achievement of trainees in the acquisition of skills. 2(50%) of the respondents replied that medium, and the rest 2(50%) of the coaches replied that high. The mean value is 3.5, which corresponds to the response medium. The less interest of trainees to receive feedback and correction, therefore, seems to be a factor for low progress and acquisition in skills development of practical training Studies support that the practice is only very effective when trainees are willing to accept corrections and feedback. To motivate the athlete to seek feedback voluntarily, and then use it in practice for performance improvement, an atmosphere encouraging open discussion should be set up by the coaches (Wulf and Lewthwaite, 2016).

Table 14 coaches' response regarding trainees in the Process of Practical training

Item	VL		L		MD		H		VH		Mean
	F	%	F	%	F	%	F	%	F	%	
1. What about the commitment and interest of trainees to practice the daily Practical tasks?	—	—	—	—	1	25	3	75	—	—	3.7500
2. What about the participation and presence (attendance) of trainees in all Practical training programs?	—	—	1	25	1	25	2	50	—	—	3.2500
3. How is the experience and ability of trainees to master the technical tactical skills of basketball?	—	—	—	—	—	—	2	50	2	50	4.5000
4. The motivation of trainees to create a supportive environment among each other?	—	—	—	—	—	—	1	25	3	75	4.7500
5. How are individual differences among trainees in mastering a given skill?	1	25	1	25	—	—	1	25	1	25	3.0000
6. The interest of trainees to receive feedback and correction from the coach?	—	—	—	—	2	50	2	50	—	—	3.5000
Total	4	100	4	100	4	100	4	100	4	100	

Note: VL= Very Low L= Low MD= Medium H = High VH= Very High F= Frequency %= percentage

Table 15, represents coaches' response regarding major challenges of basketball projects. The results show that, the majority 3(75%) replied that very high, and the rest 1(25%) replied that high. The mean score is 4.75. This, suggests that coaches perceive it as a significant barrier to effective training and Limited access to facilities can hinder skill acquisition opportunities and training effectiveness. The majority 3(75%) of coaches replied that high, and the rest 1(25%) replied that very high. The mean value of the response is 4.25. this indicates that the number of coaching experts is highly limited. The majority 3(75%) of the coaches replied that very high, and the rest 1(25%) replied that high. The mean score is 4,75. this indicates that there is a very high financial

problem. Inadequate funds affect the quality and accessibility of programs to the athletes. 2(50%) of the respondents replied that very high, and 2(50%) of the coaches replied that high. The mean value from the response is 4.5. this suggests that the level of stakeholders' interest to participate in basketball sport is low. Concerning expert interview responses, the experts perceive several external factors such as inadequate access to the facilities, lack of expertise in coaching, insufficient investment in the sports, and inadequate funding, they perceive funding limitations as a substantial barrier to effective basketball projects. These challenges can negatively impact the quality of training, limit opportunities for skill development, and hinder overall success in basketball programs.

Table 15 Coaches' response regarding major challenges of basketball projects

Item	H		VH		Mean
	F	%	F	%	
1. lack of access to training facilities.	1	25	3	75	4.7500
2. limited coaching expertise.	3	75	1	25	4.2500
3. inadequate funding for training programs.	1	25	3	75	4.7500
4. low participation interest in stakeholders.	2	50	2	50	4.5000
Total	4	100	4	100	

Note: H= High VH= Very High F= Frequency %= percentage

Table 16 and 17, shows that, trainees' and coaches' response regarding facility and equipment. The response show that, the majority 27(32.9%) of trainees and 2(50%) of the coaches replied that average and disagree respectively, 17(20.7%) of the trainees and 1(25%) of coaches replied that disagree and average respectively, 16(19.5%) of trainees and 1(25%) of coaches replied that strongly agree and agree respectively, 14(17.1%) of trainees replied that agree and the rest 8(9.8%) of trainees replied that strongly disagree. The mean score of these items is 3.1585 for trainees and 2.75 for coaches' responses. Therefore, the inappropriateness of training courts has a paramount impact on a factor for the low performance in the achievement of skills development of practical training because of court the trainees have faced challenges, especially, in performing dribbling

and movement skills. The majority 31(37.8%) of trainees and 3(75%) of coaches replied that disagree and average respectively, 24(29.3%) of trainees and 1(25%) of coaches replied that average and agree respectively, and the rest 14(17.1%), 7(8.5%) and 6(7.3%) of trainees replied that strongly agree, agree and strongly disagree respectively. The mean score is 2.9024 for trainees and 3.25 for coaches. Thus, indicate the respondents have a medium agreement on the appropriateness of boards and rings for practical training. However, based on the experts' interview responses; the trainees have faced difficulty in performing shooting and lay-up skills because the age level was not considered while the boards prepared for training. The majority 34(41.5%) of trainees and 2(50%) of coaches replied that strongly disagree, 16(19.5%) of trainees and 1(25%) of coaches replied that disagree, 11(13.4%) of trainees and 1(25%) of coaches replied that average and the rest 8(9.8%) and 13(15.9%) of trainees replied that agree and strongly agree. The mean value of the response is 2.3902 for trainees and 2.0 for coaches. This, indicates trainees and Coaches perceive that there are insufficient balls for training or demonstrating skills for all trainees. As can be observed from Tables 16 and 17 of item 4, the mean scores of trainee and coach respondents are 1.7073 and 1.75 respectively. Regarding the percentage proportion of respondents, the majority 51(62.2%) of trainees and 2(50%) of coaches replied that strongly disagree, 14(17.1%) of trainees and 1(25%) of coaches replied that disagree, 10(12.2%) of trainees and 1(25%) of coaches replied that average and the rest 4(4.9%) and 3(3.7%) of trainees replied that agree and strongly agree. Thus, we can conclude that the mixed perceptions of trainees and coaches regarding Training shoes and wear provided for trainees strongly disagree and challenges in basketball projects. All 4(100%) of the coaches and the majority 60(73.2%) of the trainees replied that strongly disagree, 15(18.3%) of trainees replied that disagree and the rest 5(6.1%), and 2(2.4%) of trainees replied that average and strongly agree respectively. The mean value of the response is 1.4024 for trainees and 1.0 for the coaches. This suggests that Showers, dressing rooms, meals, and drinks are not provided for trainees.

Table 16 trainees' response regarding facility and equipment

Item	SD		D		AV		A		SA		Mean
	F	%	F	%	F	%	F	%	F	%	
1. The court is comfortable for performing skills and play	8	9.8	17	20.7	27	32.9	14	17.1	16	19.5	3.1585
2. Boards and rings are well prepared for training	6	7.3	31	37.8	24	29.3	7	8.5	14	17.1	2.9024
3. Balls are sufficient enough to demonstrate skills for all trainees	34	41.5	16	19.5	11	13.4	8	9.8	13	15.9	2.3902
4. Training shoes and wear are provided for trainees	51	62.2	14	17.1	10	12.2	4	4.9	3	3.7	1.7073
5. Shower, dressing room, meals, and drinks are provided	60	73.2	15	18.3	5	6.1	—	—	2	2.4	1.4024
Total	82	100	82	100	82	100	82	100	82	100	

Note: SD= strongly Disagree D= Disagree A= agree SA= Strongly Agree F= Frequency

Table 17 coaches' response regarding facility and equipment

Item	SD		D		AV		A		Mean
	F	%	F	%	F	%	F	%	
1. The court is comfortable for performing skills and play	—	—	2	50	1	25	1	25	2.7500
2. Boards and rings are well prepared for training	—	—	—	—	3	75	1	25	3.2500
3. Balls are sufficient enough to demonstrate skills for all trainees	2	50	1	25	1	25	—	—	2.0000
4. Training shoes and wear are provided for trainees	2	50	1	25	1	25	—	—	1.7500
5. Shower, dressing room, meals, and drinks are provided	4	100	—	—	—	—	—	—	1.0000
Total	4	100	4	100	4	100	4	100	

Note: SD= strongly Disagree D= Disagree AV Average A= agree SA= Strongly Agree

%= percentage

Table 18, shows the Coaches Response Regarding the Planning and Organization of Practical Training Sessions, the results show that 2(50%) of the respondents replied that rarely and the rest 2(50%) of them replied that occasionally. The mean score is 2.5 which indicates that coaches have occasionally difficulty providing training 3-5 times per week. As can be observed Table 7, suggests that coaches have a low level of commitment and dedication, which could provide a challenge for skill development and performance improvement in basketball. The majority 3(75%) of coaches replied that never and the rest 1(25%) replied that occasionally. The mean score is 1.5. this indicates there is no difficulty in providing practice for 75 to 90 minutes in each training session. 2(50%) of coaches replied that never. 1(25%) coach replied that rarely and the rest 1(25%) are replied that occasionally. The mean value of the response is 1.75. from this, we Can conclude that rarely. However, from my observation checklist, the coaches have high limitations in preparing weekly and daily training plans, because all coaches work without daily and weekly plans. Concerning expert interviews Coaches in the field have limited capacity, but there are ways to control whether the coaches prepare plans or not, since the last two or three years, there has been a huge lack of finances and because they are under a new region, the coaches are not getting any salary, benefits, and training. The coaches do their work by their initiative because of that it is not possible to control the coaches, which provides a challenge for skill development and performance improvement in basketball. Coaches should have access to resources and knowledge to develop comprehensive training plans tailored to individual and team objectives. 2(50%) of respondents indicated that they rarely face this challenge, while the other 2(50%) occasionally face it. The mean score is 1.5000, which demonstrates moderate difficulty in organizing groups during skill presentations. A very good coach should be in a position to easily manage group dynamics and give clear instructions during skill presentations. and 2(50%) of respondents indicated that they never face this limitation, while 1(25%) and 1(25%) rarely and occasionally face it respectively. The mean score is 1.7500, indicating a moderate limitation to the organizing and selecting of practice methods. A high level of training effectiveness can be brought about by adaptability and flexibility in selecting and modifying methods.

Table 18 Coach Response Regarding Planning and Organization of Practical Training Sessions

Item	NE		RA		OC		Mean
	F	%	F	%	F	%	
1. It is difficult to provide training for 3-5 times per week.	—	—	2	50	2	50	2.5000
2. It is difficult to provide practice for 75 to 90 min in each training session	3	75	—	—	1	25	1.5000
3. There is a limitation in preparing of weekly and daily training plan	2	50	1	25	1	25	1.7500
4. It is difficult to organize a group during the presentation of new skills	2	50	2	50	—	—	1.5000
5. There is a limitation to organizing and selecting practice methods based on the level of trainees and Skills of the training tasks	2	50	1	25	1	25	1.7500
Total	4	100	4	100	4	100	

Note: NE= Never RA= Rarely OC= Occasionally F= Frequency %= percentage

Coaches open-ended questions and expert interview responses regarding basketball project prospective or future

1. What steps do you believe should be taken to address the current challenges faced by basketball project coaching in your area?

To make the private and government organizations and investors in the region and around the project area participate in basketball sport or facilitate opportunities for them to invest, make the project have a public base. In these ways possible to overcome the lack of budget(finance) and the materials needed for basketball project training. Professionals and leaders of the sector from the region to the district should give due attention, follow up, and support like all other sports.

2. How do you envision the future of basketball project coaching in the region?

As Central Ethiopia is a new region, it has a huge budget deficit, which puts projects in immediate danger, but when the region organizes itself and develops its capacity or organize itself in the ways described in item 1, it will be effective because the capacity and demand in the region is high.

3. Do you have any suggestions for improving the quality or impact of basketball project coaching programs in your area/Central Ethiopia?

Allowing new young coaches to join the sector, giving the trainers proper salaries and benefits and increasing their capacity by providing continuous training. Increase the interest and motivation of coaches to face the challenges. Creating or preparing competition platforms where the trainees can show or develop their potential and skills. Expanding and renovating courts and sustainably supporting necessary materials and resources for training.

4. Are there any specific resources, partnerships, or support systems that could be beneficial for basketball project coaching initiatives?

In addition to government support, creating partnerships with investors and non-governmental organizations, making basketball projects have a community base so that these kinds of support systems can be embedded in the sector, it is possible to reduce or eliminate the problems or challenges facing the basketball project coaching in the central Ethiopia region.

As a results in Table 19 below, the checklist reveals significant gaps and deficiencies in the availability of essential equipment, facilities, and coaching resources necessary for conducting effective basketball training sessions. Key items such as basketballs, basketball courts, nets, coach and trainee sportswear and shoes, and daily/weekly training plans are either partially available or not available, indicating challenges in providing a conducive environment for basketball training.

Additionally, the competency of coaches in planning and organizing training sessions is not available, suggesting a potential lack of training or expertise among coaching staff.

The absence or limited availability of essential equipment and facilities can hinder the quality of training sessions and negatively impact player development. Insufficient coaching resources and competency may lead to ineffective coaching practices, limiting the overall effectiveness of the basketball project.

Addressing these deficiencies is crucial for creating a supportive and conducive environment for athlete development and ensuring the success of basketball projects. In general, the observation checklist highlights critical areas requiring immediate attention and intervention to improve the availability of equipment, facilities, coaching resources, and coaching competency for the successful implementation of basketball projects

Table 19 Observation Checklist

No	Equipment and facilities	Available	partially Available	Not Available
1	Coach and trainee sportswear and shoes			✓
2	Basketball □			✓
3	Basketball court		✓	
4	Boards □	✓		
5	Rings	✓		
6	Nets □			✓
7	Coach motivation during the training □		✓	
8	Daily and weekly plan			✓
9	competency of coaches in planning and organizing basketball training sessions			✓
10	availability of human resources			✓

Table 20 result shows that, training intensity in different groups. A p-value of 0.816 suggests that there is an 81.6% chance that any differences in training session lengths between the qualification groups are due to random variation rather than a real effect.

Non-significant Result: Since the p-value (0.816) is much greater than the typical significance level of 0.05. This means there is no statistically significant difference in the length of training sessions between the different qualification groups.

Table 20 ANOVA Result of Training intensity by qualification

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	.250	2	.125	.250	.816
Within Groups	.500	1	.500		
Total	.750	3			

Table 21 shows that a p-value of 0.426 suggests that there is a 42.6% chance that any differences in training frequency between the qualification groups are due to random variation rather than a real effect.

Non-significant Result: Since the p-value (0.426) is much greater than the typical significance level of 0.05. This means there is no statistically significant difference in the frequency of training sessions between the different qualification groups.

Table 21 ANOVA Result of Training frequency by qualification

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	2.250	2	1.125	2.250	.426
Within Groups	.500	1	.500		
Total	2.750	3			

The result in Table 22 shows that, a p-value of 0.816 suggests that there is an 81.6% chance that any differences in training intensity between the experience groups are due to random variation rather than a real effect.

Non-significant Result: Since the p-value (0.816) is much greater than the typical significance level of 0.05. This means there is no statistically significant difference in the training frequency between the different qualification groups.

Table 22 ANOVA Result of Training intensity by experience

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	.250	2	.125	.250	.816
Within Groups	.500	1	.500		
Total	.750	3			

The result of Table 23 shows that a p-value of 0.426 suggests that there is a 42.6% chance that any differences in training frequency between the experience groups are due to random variation rather than a real effect.

Non-significant Result: Since the p-value (0.426) is much greater than the typical significance level of 0.05. This means there is no statistically significant difference in the frequency of training sessions between the different experience groups.

Table 23 ANOVA Result of Training frequency by experience

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	2.250	2	1.125	2.250	.426
Within Groups	.500	1	.500		
Total	2.750	3			

The Result of Table 24 shows that, non-significant result: Since the p-value (0.667) is much greater than the typical significance level of 0.05. This means that there is no statistically significant difference in the lack of access to training facilities and equipment between the different groups.

Practical Implication: The lack of access to training facilities and equipment does not differ significantly based on the groups being compared.

Table 24 ANOVA Results in a lack of access to training facilities and equipment between the groups

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	.083	1	.083	.250	.667
Within Groups	.667	2	.333		
Total	.750	3			

The result of Table 25 shows that, non-significant result: Since the p-value (0.786) is much greater than the typical significance level of 0.05. This means there is no statistically significant difference in the limited coaching expertise between the different groups.

Practical Implication: The limited coaching expertise does not differ significantly based on the groups being compared.

Table 25 ANOVA Result to limited coaching expertise between the groups

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	.073	1	.073	2.597	.786
Within Groups	.562	2	.281		
Total	.635	3			

As result of Table 26 shows, non-significant result: Since the p-value (0.674) is much greater than the typical significance level of 0.05. This means there is no statistically significant difference in the inadequate funding for training programs between the different groups.

Practical Implication: The inadequate funding for training programs does not differ significantly based on the groups being compared.

Table 26 ANOVA result in inadequate funding for training programs between the groups

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	.089	1	.089	.262	.674
Within Groups	.639	2	.340		
Total	.725	3			

The result of Table 27 shows that, non-significant result: Since the p-value (0.423) is much greater than the typical significance level of 0.05. This means there is no statistically significant difference in the low participation interest between the different groups.

Practical Implication: The low participation interest does not differ significantly based on the groups being compared.

Table 27 ANOVA Result to low participation interest between the groups

Source of Variation	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	.333	1	.333	1.000	.423
Within Groups	.667	2	.333		
Total	1.000	3			

4.2 Discussion

This study aimed to identify and describe the practice, challenges, and prospects of basketball coaching in the central Ethiopia region, the researcher interprets the results in light of research questions and existing literature. Explore the implications of the current practices, the impact of the identified challenges, and the feasibility of the suggested prospects.

Discussion of the current practices

The results show that almost have a similar range of coaching practices and highlight practices needing improvement. The researcher discusses how these practices influence player development and overall project success.

Projects have included trainees past the age level they should have been involved in. Trainees who should have been trained at the club level are under projects. This makes basketball sports challenging at the national level because some of the trainees didn't join the program at the appropriate age periods seemed to be affected or less performance in skill development. One of the most important periods of fundamental skills development for children is between the ages of 9 to 12. This statement is supported by various studies and literature in the fields of child development, sports science, and coaching. At this time, motor skills, coordination, balance, and agility were developed, which are essential to conquering basic movements in basketball. It is just the right time to introduce and integrate core basketball skills among children as they are more open to learning new techniques and skills at this point (Hoeboer, J. ,et al, 2019). Children between the ages 9-12-year-old exhibit gains in cognitive improvements related to a better understanding of difficult issues, increased attention span, and improved decision-making (Bjorklund, 2020). Early Participation in sports at this age could lead to benefits in general development, social skills, and physical health (Eime, R. M. ,et al, 2013). The most preferable time to train in the area is 120 minutes. There is a good positive correlation between the number of hours of practice and proper performance in sports. For younger trainees, like children aged 9-12, usually, the session is expected to last within 60 to 90 minutes. Big trainees like teens and adults would have a better span of attention and capacity to hold, possibly be able to go for up to 2 hours or even more (Association, 20119). The frequency of training in the area preferably twice a week. which could provide a challenge for skill development and performance improvement in basketball. this is

supported by literature: According to the National Strength and Conditioning Association (NSCA), multiple training sessions per week are necessary to optimize physical adaptations and performance gains in athletes (Haff, and Triplett, 2016). Long-term models of athlete development emphasize constant and ongoing progressive training that continues over time for athlete development and lifetime involvement in sports. Indeed, "Training to Train" is a stage under which LTAD frameworks normally issue calls for multiple training sessions in any given week, building skills, fitness, and athleticism (Balyi, I. ,et al , 2013). Coaches have lower motivation to arrange forms with stakeholders for solving practical problems. A coach should be competent in motivational and communicative skills in his arrangement to practical issues and cooperation with the stakeholders in the process of reaching the optimization of the training environment. (Mageau, G. A. , et al, 2015). Less attendance in practical sessions seems to be a factor in the low achievement of trainees in the development of skills. It is strongly evidenced. Athletes who are always around their training will increase the chance to benefit from guidance and support from a coach, hence acquiring better and mastering skills (Mageau, G. A. , et al, 2015). The regular attendance of the training sessions will have integrated commitment, discipline, and accountability to the athletes—a few important values in ensuring that motivation and goal achievement are met (Martens, 2012). Consistent and regular attendance at the training ensures skill development and improvement in performance in sports (Baker, J. et al, 2018).

Addressing the Major Challenges

The researcher analyzes the major challenges identified, discussing their root causes and potential solutions. The discussion is enriched by comparing our findings with similar studies in other regions or sports, providing a broader context for understanding these issues.

The result shows that concerning expert and coach responses, they perceive several external factors such as inadequate access to the facilities, lack of expertise in coaching, insufficient investment in the sports, inadequate funding and incompetence of coaches they perceive funding limitations as a substantial barrier to effective basketball projects. These challenges can negatively impact the quality of training, limit opportunities for skill development, and hinder overall success in basketball programs. Research has shown that access to good training facilities is critical to the growth of athletes and enhanced sports performances. (Woods, C. T., et al, 2019) (Salmoni, et al,

2013). Research investigation points out providing adequate facilities, equipment, and infrastructure, which support in promoting growth, satisfaction, and performance results of athletes (Bomapa and Haff, 2009). The coach, who is more knowledgeable and skillful, would be able to facilitate the process of skill acquisition in a much better way and optimize the training programs. The effectiveness of coaching and the results of athlete development are based on the expertise of the coach (Gilbert & Trudel , 2004). Inadequate funds may affect the quality and accessibility of programs to the athletes. Adequate funding is therefore necessary to ensure the sustainability of training programs, the provision of necessary resources, and the execution of initiatives for the development of athletes. (Mageau, G. A. , et al, 2015)

Future Prospects and Recommendations

Based on the prospective analysis, the researcher offers recommendations for enhancing basketball coaching in Central Ethiopia. These recommendations are grounded in the data and supported by the experiences of participants. The researcher suggests specific actions that stakeholders can take to overcome current challenges and capitalize on future opportunities.

The study highlights significant challenges in basketball project coaching in Central Ethiopia, primarily due to financial constraints and insufficient materials. To address these issues, forming partnerships with investors and NGOs, along with government support, is critical for providing necessary resources and overcoming challenges. Establishing a community base for basketball projects can embed these support systems more deeply, and ensure consistent funding and support and sustainable development. Moreover, sports sector leaders at all levels need to prioritize basketball equally with other sports. To improve coaching quality and impact, several recommendations are made: integrating new young coaches, providing adequate salaries and continuous training, and fostering coach motivation. Additionally, creating competition platforms will help trainees showcase and develop their skills, expanding and renovating courts, and ensuring sustainable support for training materials are essential for long-term success. In conclusion, by addressing financial constraints, enhancing support systems, and focusing on capacity building, Central Ethiopia can develop a thriving basketball culture that benefits Ethiopia.

CHAPTER FIVE

5. Summary, Conclusion, and Recommendation

5.1 Summary

The main purpose of this study was to look into the practice, challenge, and prospects of basketball coaching in the central Ethiopia region. To achieve the purpose of the study, some basic questions regarding the competency of coaches, the selection and coaching process, the planning and organization of practices, motivation levels, the training facilities, and the future were raised. In dealing with research problems, a mixed-methods approach was employed, and relevant literature was reviewed. A total of 90 respondents, that was 82 trainees, 4 coaches, and 4 sports experts from sports offices participated as respondents in this study. The data for the study were collected through questionnaires, interviews, and observation. The collected data was critically analyzed and interpreted using appropriate statistical tools (percentage, frequency count, mean value, by critically looking into the degree of freedom and ANOVA). Based on the results and discussion of the data, the researcher presented the summary of the major findings as indicated below:

The age group is predominantly within the 18-20 age group. However, some trainees are over the optimal age for basic skill development, potentially affecting their performance. There is a highly motivating training environment, with strong relationships among trainees, coaches, parents, and administrators, even if there is a need for improved assessment practices and increased coaching opportunities because there are a limited number of coaches in the area. Some of the trainees have faced difficulty in the presence (attendance) of training sessions and receiving feedback from coaches, though they have committed to the training. Significant barriers identified include limited access to facilities, inadequate coaching expertise, financial constraints, and insufficient stakeholder participation, shortages of essential training facilities and equipment, such as courts, boards, rings, balls, and training apparel. Coaches have mainly shown limitations in providing training plans, organization of practices, and avoiding repetitions of skills in the practical training sessions, struggle with regular training sessions and comprehensive training plans due to limited skills, resources, financial constraints, and stakeholder support. This impacts the effectiveness and efficiency of training programs, affecting skill development and overall performance. The study concludes that collaborative efforts from private and government organizations, investors, and

community stakeholders are essential to address these challenges and improve basketball project coaching in the region.

5.2 Conclusion

Based on the findings of the study, the following conclusions are drawn.

The study confirmed that the gender division among the trainees is fairly equal, with the majority numbers to be found among the 18-20 age group. However, issues remain regarding trainees who could be included in the study despite having passed the optimal age for the development of basic skills, which could compromise performance.

As described in the study, in terms of the length and frequency of the training, both the trainees and the coaches prefer a training that is around 120 minutes long and is held twice a week. However, the level of commitment for more frequent training from the trainees is much higher than that expressed by the coaches.

The study further identifies that the trainees came out of the training program highly motivated. Besides, the trainees rate their relationship with their teammates and the coaches highly, indicating a conducive and supporting training environment. The other factor that was found from the study is the fact that the coaches also have very high motivation and interest in basketball coaching and, just like the trainees, they rate the relationship with trainees, parents, and administrators as very high.

Practices need improvement and more coaching opportunities to further address the limited availability in the central regions of Ethiopia.

The study of the outcomes explains that the trainees generally perceive the attitudes of the coaches concerning coaching demonstration and support during training as cool for skill acquisition. However, it has issues related to coach motivation in addressing practical problems and the individual differences of every trainee in mastering the skills. Moreover, the coaches acknowledge the high commitment and interest of the trainees in practical training but recognize the challenges related to attendance and receiving feedback.

The study shows that important barriers have been identified by the coaches and experts as a lack of access to the facilities, the lack of coaching expertise, financial constraints, and the participation of the stakeholders. In addition, the trainees, as well as the coaches, put forward complaints relating to the shortage of facilities and equipment in terms of the training courts, boards and rings, availability of balls, and the availability of facilities such as training shoes and wear, showers, and dressing rooms. From another perspective, the observation checklist highlights the absence of critical facilities and resources to facilitate necessary, efficient training programs. The inadequacy of coaching resources and capability or competency further compounds the problems for coaches in the delivery of exceptional training.

It is further found that the coaches mainly depict the limitations in generating comprehensive training plans, organizing practices, and preventing the repetitions of tasks due to limitations in coach skills, resources, financial restraints, and lack of support from stakeholders on the training. Therefore, if the coaches do not provide practical training with organized plans, practices will not be able to reach their objectives with effectiveness and efficiency. These factors affect skill development and overall performance in the training program.

A common sense that was in the insights among the coaches and experts had it that there will be a need for collaborative efforts from the private and government organizations, investors, and community stakeholders to address the current problems associated with basketball project coaching perspectives of the future or prospects.

Based on the ANOVA results, it is evident that there are no statistically significant differences between the groups for any of the variables analyzed. The p-values for all comparisons are much greater than the typical significance level of 0.05, indicating that any observed differences are likely due to random variation rather than actual differences between the groups. This uniformity implies that interventions to address these issues could be applied broadly rather than customized to specific groups.

5.3 Recommendation

Based on the findings, several recommendations can be made to optimize the training program for better outcomes:

Early intervention: - Emphasize the fact that early intervention occurs concerning skill development. Capture the trainees when they are within the most appropriate age range, for instance, 9-12 years, to ensure that key skills are effectively mastered.

Promote comprehensive capacity-building initiatives for coaches, encompassing ongoing education, skills enhancement, and expanded opportunities for coaching to Address the limited availability of coaches in certain areas. By providing continuous support and resources for coach development, basketball projects can ensure a sustained improvement in coaching quality, ultimately benefiting the overall growth and success of the sport in the region.

Prioritize comprehensive improvements in training facilities and infrastructure to enhance the overall training experience for all participants. This includes upgrading training courts, boards, and rings, ensuring the availability of essential equipment, and providing necessary facility. By investing in infrastructure development, basketball projects can create a more comfortable and conducive environment, thereby boosting trainee motivation, engagement, and overall satisfaction with the program.

Establish good partnerships with investors, non-governmental organizations, and community-based organizations to mobilize resources and support for basketball project initiatives. Foster stakeholder engagement and collaboration to address financial constraints, increase support, and provide necessary materials for training. Encourage active participation and investment from private and government organizations, investors, and community members to ensure the success and sustainability of basketball projects.

Competition Platforms and Infrastructure Development: Create competition platforms to showcase trainees' skills, and potential and foster talent development. Focus on expanding and renovating basketball courts, providing necessary equipment, and supporting infrastructure development to improve the quality of training environments.

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Appendices I

Questionnaire to be filled by trainees (players)

Introduction

Dear respondents! This questionnaire is designed to collect relevant information on practice and challenges of basketball project coaching in central Ethiopia region. The information collected through this questionnaire will be treated confidentially and be used only for academic purposes.

Your contribution will be greatly essential for the success of the study. Thus, you are kindly requested to fill out the questionnaire carefully and honestly.

GENERAL DIRECTIONS: - Dear respondents, please note that:

1. No need to write your name on any page of the questionnaire.
2. To those questions with alternatives, show your response by putting "√" in the space Provided.
3. Write your opinion of the open-ended questions in the space provided.

Thank you in advance for your cooperation.

1. Background information

Please put a "√" mark on the given choice that represents you.

1.1. Sex: male female

1.2. Age: 10-13 21-24

14-17 25-28

18-20 Above 29

1.3. Grade level: Elementary Diploma

High school Degree

2. Regarding practice related factor

Please show your response to the questions based on your observation and opinion

by putting "√" on the given choice that represents your view.

2.1, how long the training session takes place

90 Min 120 Min 180 Min 240 Min

2.2, how many times a week do you train?

Once a week Twice a week Three times a week Four times and more

2.3, what is the motivation level of basketball sport in your area?

Very low Low Medium High Very high

2.4, what is your interest in practice Basketball?

Very low Low Medium High Very high

2.5, what are the support of your parents, the fact that you were a member of the basketball project?

Very low Low Medium High Very high

3. Regarding coaches-related factors in the Process of Practical training

Item no	Item	Very low	Low	Medium	High	Very high
3.1	What about the commitment and interest of coaches to practice the daily Practical tasks?					
3.2	The motivation of coaches to create a supportive environment among each other?					
3.3	How are the experience and, ability of coaches to practice the technical tactical Skills of Basketball?					

3.4	What about the practice of coach to manage trainees					
3.5	How is the coach's trend to provide assessments for trainees?					
3.6	Coach's attitude for coaching through demonstration?					
3.7	In the training session of basketball, how do you assess [express] the support of your coach?					
3.8	Coaches' motivation in organized forms with stakeholders to minimize the basketball project's practical problems					
3.9	What about Knowledge of basketball techniques and strategies of your coach					

4. Regarding Relationships among trainees with teammates, and coaches

4.1. How do you describe your relationship with players in your teammate?

Very poor Poor Good Very Good Excellent

4.2. How do you describe your relationship with coaches in your team?

Very poor Poor Good Very Good Excellent

5. Regarding Training Facility and Equipment-Related Factors

Item No	Item	Strongly Disagree	Disagree	Average	Agree	Strongly agree
5.1	The court is comfortable performing skills and for play					
5.2	Boards and rings are well prepared for training					
5.3	Balls are sufficient enough to demonstrate skills for all trainees					
5.4	Training shoes and wear are provided for trainees					
5.5	Shower, dressing room, meals, and drinks are provided					

Appendices II

Questionnaire to be filled by coaches

Introduction

Dear respondents! This questionnaire is designed to collect relevant information on practice and challenges of basketball project coaching in central Ethiopia region. The information collected through this questionnaire will be treated confidentially and be used only for academic purposes. Your contribution will be greatly essential for the success of the study. Thus, you are kindly requested to fill out the questionnaire carefully and honestly.

GENERAL DIRECTIONS: - Dear respondents, please note that:

1. No need to write your name on any page of the questionnaire.
2. To those questions with alternatives, show your response by putting "√" in the space Provided.
3. Write your opinion of the open-ended questions in the space provided.

Thank you in advance for your cooperation.

1. Background information

Please put a "√" mark on the given choice that represents you.

1.1. Sex: male female

1.2. Age: 20-25 38-43

26-31 44-49

32-37 Above 50

1.3. Qualifications: Elementary Diploma MSc

High school Degree

1.4. Work experience: 1-2 years 3-5 years Above 5 years

2. Regarding practice related factor

Please show your response to the questions based on your observations and opinion by putting "√" on the given choice that represents your view.

2.1, How long the training session takes place?

90 Min 120 Min 180 Min 240 Min

2.2, How many times a week do you train?

Once a week Twice a week Three times a week Four times and more

2.3, What is the motivation level of basketball sport in your area?

Very low Low Medium High Very high

2.4, What is your interest in coaching Basketball?

Very low Low Medium High Very high

3. Regarding trainees-related factors in the Process of Practical training

Item No	Item	Very high	High	Medium	low	Very low
3.1	What about the commitment and interest of trainees to practice the daily Practical tasks?					
3.2	What about the participation and presence (attendance) of trainees in all Practical training programs?					
3.3	How is the experience and ability of trainees to master the technical tactical skills of basketball?					
3.4	The motivation of trainees to create a supportive environment among each other?					
3.5	How are individual differences among trainees in mastering a given skill?					
3.6	The interest of trainees to receive a given feedback and correction from the coach?					

4. Regarding Relationship among coach with trainees, Parents, and administrators

4.1, How do you describe your relationship with players in your team?

Very poor Poor Good Very Good Excellent

4.2, How do you describe your relationship with parents?

Very poor Poor Good Very Good Excellent

4.3, How do you describe your relationship with administrators?

Very poor Poor Good Very Good Excellent

5. Regarding Major Challenges of Basketball Project Training:

Please describe the following challenges in terms of their significance for basketball project trainees in Central Ethiopia region.

5.1, lack of access to training facilities.

Very low Low Medium High Very high

5.2, limited coaching expertise.

Very low Low Medium High Very high

5.3, inadequate funding for training programs.

Very low Low Medium High Very high

5.4, low participation interest.

Very low Low Medium High Very high

5.5, other (please specify)

6. Regarding Facility and Equipment-Related Factors

Item No	Items	Strongly Disagree	Disagree	Average	Agree	Strongly agree
6.1	The court is comfortable performing skills and for play					
6.2	Boards and rings are well prepared for training					
6.3	Balls are sufficient enough to demonstrate skills for all trainees					
6.4	Training shoes and wear are provided for trainees					
6.5	Shower, dressing room, meals, and drinks are provided					

7. Regarding Planning and Organization of Practical Training Sessions

Item No	Items	Never	Rarely	Occasionally	Sometime	Always
7.1	It is difficult to provide training for 3-5 times per week.					
7.2	It is difficult to provide practice for 75 to 90 min in each training sessions					
7.3	There is limitation in preparing of weekly and daily training plan					
7.4	It is difficult to organize group during presentation of new skills					
7.5	There is limitation to organize and selection of practice methods based on the level of trainees and Skills of the training tasks					

8. Regarding Prospective-Related Factors

8.1 What steps do you believe should be taken to address the current challenges faced by basketball project coaching in your area?

8.2 How do you envision the future of basketball project coaching in the region?

8.3 Do you have any suggestions for improving the quality or impact of basketball project coaching programs in your area/Central Ethiopia?

8.4 Are there any specific resources, partnerships, or support systems that could be beneficial for basketball project coaching initiatives?

Appendices III

Observation Checklist

Observation Checklist for basketball project Trainee and coaches Equipment and Facilities.

No	Equipment and facilities	Available	partially Available	Not Available
1	Trainee sportswear and shoes			
2	Coach sportswear and shoes			
3	Basketball			
4	Basketball court			
5	Boards			
6	Rings			
7	Nets			
8	Coach motivation during the training			
9	Daily and weekly plan			
10	competency of coaches in planning and organizing basketball training sessions			
11	availability of human resources			

አባሪዎች I

በሠልጣኞች (በተጨማሪዎች) የሚሞላ መጠይቅ

መግቢያ

ውድ ምላሽ ሰጪዎች! ይህ መጠይቅ የተዘጋጀው በማዕከላዊ ኢትዮጵያ ክልል ስላለው የቅርጫት ኪስ ፕሮጀክት ስልጠና ልምምድ፣ ተግዳሮቶች እና የወደፊት ሁኔታዎች ላይ ተገቢውን መረጃ ለመሰብሰብ ነው። በዚህ መጠይቅ በኩል የሚሰበሰበው መረጃ በሚስጥር ይያዛል እና ለአካዳሚክ ዓላማ ብቻ ይውላል። የእርስዎ አስተዋፅዖ ለጥናቱ ስኬት በጣም አስፈላጊ ይሆናል። ስለዚህ መጠይቁን በጥንቃቄ እና በታማኝነት እንድትሞሉ በአክብሮት እጠይቃችኋለሁ።

አጠቃላይ መመሪያዎች: - ውድ ምላሽ ሰጪዎች፣ እባክትን ልብ ይበሉ:-

1. በመጠይቁ በማንኛውም ገጽ ላይ ስምዎን መጻፍ አያስፈልግም.
2. ለእነዚያ አማራጮች ላሏቸው ጥያቄዎች፣ በተዘጋጀው ክፍት ቦታ ላይ "✓" በማስቀመጥ ምላሽዎን ያሳዩ።
3. ክፍት ጥያቄዎችን በተዘጋጀው ክፍት ቦታ ላይ አስተያየትዎን ይጻፉ.

ስለ ትብብርዎ በቅድሚያ እናመሰግናለን።

1. ዳራ(ባግራውንድ) መረጃ

እባክትን የሚወክልዎትን በተሰጠው ምርጫ ላይ "✓" ምልክት ያድርጉ።

1.1. ምታ: ወንድ ሴት

1.2. ዕድሜ: 10-13 21-24
 14-17 25-28
 18-20 ከ 29 በላይ

1.3. የክፍል ደረጃ: አንደኛ ደረጃ ዲፕሎማ
 ሁለተኛ ደረጃ ዲግሪ

2. ከተግባር ጋር የተያያዘ ሁኔታን በተመለከተ

እባክዎን በአስተያየት እና አመለካከት ላይ በመመስረት ለጥያቄዎች ምላሽዎን የእርስዎን አመለካከት የሚወክለውን በተሰጠው ምርጫ ላይ "✓" በማስቀመጥ ያሳዩ።

2.1. የስልጠና ክፍለ ጊዜ ምን ያህል ጊዜ ይወስዳል

90 ደቂቃ 120 ደቂቃ 180 ደቂቃ 10 ደቂቃ

2.2፣ በሰዎች ስንት ጊዜ ትሰላጥናላችሁ?

በሰዎች አንድ ጊዜ በሰዎች ሁለት ጊዜ በሰዎች ሶስት አራት ጊዜ
እናተጨማሪ

2.3፣ በአካባቢያችሁ ያለው የቅርጫት ኪስ ስፖርት የፍላጎት ደረጃ ምን ያህል ነው?

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ልዩ ጣም ከፍተኛ

2.4. የቅርጫት ኪስ ለመለማመድ ፍላጎትዎ ምን ያህል ነው?

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ልዩ ጣም ከፍተኛ

2.5. እርስዎ የቅርጫት ኪስ ፕሮጀክት አባል በመሆኖ የወላጆችዎ ድጋፍ ምን ያህል ነው?

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ልዩ ጣም ከፍተኛ

3. በተግባራዊ ስልጠና ሂደት ውስጥ ከአሰልጣኞች ጋር የተያያዙ ሁኔታዎችን በተመለከተ

ተ.ቁ	አይነት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለ ኛ	ከፍተኛ	በጣም ከፍተኛ
3.1	በየቀኑ ተግባራትን ለመለማመድ የአሰልጣኞች ቁርጠኝነት እና ፍላጎት?					
3.2	የአሰልጣኞች ተነሳሽነት እርስበርስ ደጋፍ ለመፍጠር?					
3.3	የቅርጫት ኪስ ቴክኒካል ታክቲካል ክህሎቶችን ለመለማመድ የአሰልጣኞች ልምድ እና ችሎታ እንዴት ነው?					
3.4	ሰልጣኞችን የማስተዳደር(የመቆጣጠር) የአሰልጣኝ ልምድ(በቃት)?					
3.5	አሰልጣኙ ለሰልጣኞች ግምገማዎችን የመስጠት አዝማሚያ እንዴት ነው?					
3.6	በሠርቶ ማሳያ ለማሰልጠን ያለው የአሰልጣኝ አመለካከት?					
3.7	በቅርጫት ኪስ የስልጠና ክፍለ ጊዜ፣ የአሰልጣኝዎን ድጋፍ እንዴት ይገመግማሉ?					
3.8	የአሰልጣኞች ተነሳሽነት ከባለድርሻ አካላት ጋር የቅርጫት ኪስ ፕሮጀክት ተግባራዊ ችግሮችን ለመቀነስ					
3.9	ስለ የቅርጫት ኪስ ቴክኒኮች እና ስልቶች የአሰልጣኞች እውቀት?					

4. በሰልጣኞች መካከል ከቡድን አጋሮች እና አሰልጣኞች ጋር ያለውን ግንኙነት በተመለከተ

4.1. በቡድንዎ ውስጥ ካሉ ተጨቀኞች ጋር ያለዎትን ግንኙነት እንዴት ይገልጹታል?

በጣም ጥሩ ያልሆነ ጥሩ ያልሆነ መካከለኛ ጥሩ በጣም ጥሩ

4.2. በቡድንዎ ውስጥ ካሉ አሰልጣኞች ጋር ያለዎትን ግንኙነት እንዴት ይገልጹታል?

በጣም ጥሩ ያልሆነ ጥሩ ያልሆነ መካከለኛ ጥሩ በጣም ጥሩ

5. የስልጠና ፋሲሊቲ እና መሳሪያ-ነክ ጉዳዮችን በተመለከተ

ተ.ቁ	አይነት	በጣም አልስማማም	አልስማማም	አማካኝ	እስማማለሁ	በጣም እስማማለሁ
5.1	ጫዳው ለጨቀታ እና ለልምምድ ምቹ ነው።					
5.2	በርዶች እና ሪንግዎች ለስልጠና በደንብ ተዘጋጅተዋል					
5.3	ለሁሉም ሰልጣኞች ክህሎቶችን ለማሳየት ኪሶች በቂ ናቸው።					
5.4	የስልጠና ጫማዎች እና ልብሶች ለሰልጣኞች ተሰጥተዋል					
5.5	ሻወር፣ ልብስ መቀየሪያ ክፍል፣ ምግብ እና መጠጥ ተዘጋጅቷል።					

አባሪዎች II

በአሰልጣኝ የሚሞላ መጠይቅ።

መግቢያ

ውድ ምላሽ ሰጪዎች! ይህ መጠይቅ የተዘጋጀው በማዕከላዊ ኢትዮጵያ ክልል ስላለው የቅርጫት ኪስ ፕሮጀክት ስልጠና ልምምድ፣ ተግዳሮቶች እና የወደፊት ሁኔታዎች ላይ ተገቢውን መረጃ ለመሰብሰብ ነው። በዚህ መጠይቅ በኩል የሚሰበሰበው መረጃ በሚስጥር ይያዛል እና ለአካዳሚክ ዓላማ ብቻ ይውላል። የእርስዎ አስተዋፅዖ ለጥናቱ ስኬት በጣም አስፈላጊ ይሆናል። ስለዚህ መጠይቁን በጥንቃቄ እና በታማኝነት እንድትሞሉ በአክብሮት እጠይቃችኋለሁ።

አጠቃላይ መመሪያዎች: - ውድ ምላሽ ሰጪዎች፣ እባክትን ልብ ይበሉ:-

1. በመጠይቁ በማንኛውም ገጽ ላይ ስምዎን መጻፍ አያስፈልግም.
2. ለእነዚያ አማራጮች ላሏቸው ጥያቄዎች፣ በተዘጋጀው ክፍት ቦታ ላይ "✓" በማስቀመጥ ምላሽዎን ያሳዩ።
3. ክፍት ጥያቄዎችን በተዘጋጀው ክፍት ቦታ ላይ አስተያየትዎን ይጻፉ.

ስለ ትብብርዎ በቅድሚያ እናመሰግናለን።

1. ዳራ(ባግራውንድ) መረጃ

እባክትን የሚወክሎትን በተሰጠው ምርጫ ላይ "✓" ምልክት ያድርጉ።

1.1. ምታ: ወንድ ሴት

1.2. ዕድሜ: 20-25 38-43
 26-31 44-49
 32-37 ከ 50 በላይ

1.3. የትምህርት ደረጃ: አንደኛ ደረጃ ዲፕሎማ MSc
 ሁለተኛ ደረጃ ዲግሪ

1.4. የስራ ልምድ: 1-2 አመት ከ3-5 አመት ከ 5 ዓመት በላይ

2. ከተግባር ጋር የተያያዘ ሁኔታን በተመለከተ

እባክዎን በአስተያየቶች እና አመለካከቶች ላይ በመመስረት ለጥያቄዎች ምላሽዎን የእርስዎን አመለካከት የሚወክለውን በተሰጠው ምርጫ ላይ "✓" በማስቀመጥ ያሳዩ።

2.1, የስልጠና ክፍለ ጊዜ ምን ያህል ጊዜ እንደሚወስድ

90 ደቂቃ 120 ደቂቃ 80 ደቂቃ 0 ደቂቃ

2.2፣ በሰዎች ስንት ጊዜ ታላላቅናላችሁ?

በሰዎች አንድ ጊዜ በሰዎች ሁለት ጊዜ በሰዎች ሶስት ጊዜ አራት ጊዜ እና ተጨማሪ

2.3, በአካባቢዎ ያለው የቅርጫት ኪስ ስፕሮት ተነሳሽነት ደረጃ ምን ያህል ነው?

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ከፍተኛ በጣም ከፍተኛ

2.4, የቅርጫት ኪስ ለማሰልጠን ፍላጎትዎ ምን ያህል ነው?

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ከፍተኛ በጣም ከፍተኛ

3. በተግባራዊ ስልጠና ሂደት ውስጥ ከሰልጣኞች ጋር የተያያዙ ሁኔታዎችን በተመለከተ

ተ.ቁ	አይነት (ዝርዝር)	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
3.1	የሰልጣኞች ቁርጠኝነት እና ፍላጎት እለታዊ ተግባራትን ለመለማመድ					
3.2	በሁሉም ተግባራዊ የሥልጠና መርሃ ግብሮች ውስጥ የሰልጣኞች ተሳትፎ እና መገኘት					
3.3	የቅርጫት ኪስ ቴክኒካል ታክቲካል ክህሎቶችን ለመልመድ የሰልጣኞች ልምድ እና ችሎታ					

3.4	ሰልጣኞች እርስ በርስ የሚደጋገፉበት ሁኔታዎችን ለመፍጠር ያላቸው ተነሳሽነት					
3.5	የተሰጠውን ክህሎት በመቆጣጠር(በመረዳት) በሰልጣኞች መካከል የግለሰብ ልዩነቶች					
3.6	ሰልጣኞች ከአሰልጣኙ የተሰጠ አስተያየት እና እርምጃ የማግኘት(የመቀበል) ፍላጎት					

4. ከሰልጣኞች፣ ከወላጆች እና ከአስተዳዳሪዎች ጋር ያለውን ግንኙነት በተመለከተ

4.1, በቡድንዎ ውስጥ ካሉ ተጫዋቾች ጋር ያለዎትን ግንኙነት እንዴት ይገልጹታል?

በጣም ጥሩ ያልሆነ ጥሩ ያልሆነ መካከለኛ ጥሩ በጣም ጥሩ

4.2, ከወላጆች ጋር ያለዎትን ግንኙነት እንዴት ይገልጹታል?

በጣም ጥሩ ያልሆነ ጥሩ ያልሆነ መካከለኛ ጥሩ በጣም ጥሩ

4.3፣ ከአስተዳዳሪዎች ጋር ያለዎትን ግንኙነት እንዴት ይገልጹታል።

በጣም ጥሩ ያልሆነ ጥሩ ያልሆነ መካከለኛ ጥሩ በጣም ጥሩ

5. የቅርጫት ኪስ ፕሮጀክት ስልጠና ዋና ተግዳሮቶችን በተመለከተ፡-

እባክትን በማዕከላዊ ኢትዮጵያ ክልል ላሉ የቅርጫት ኪስ ፕሮጀክት ሰልጣኞች ያላቸውን ጠቀሜታ በተመለከተ የሚከተሉትን ፈተናዎች (ጥያቄዎች)፣ በተዘጋጀው ክፍት ቦታ ላይ "✓" በማስቀመጥ ምላሽዎን ያሳዩ።

5.1, የሥልጠና ተቋማት አቅርቦት እጥረት;

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ጥሩ በጣም ጥሩ

5.2፣ የተገደበ የአሰልጣኝነት እውቀት፡-

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ከፍተኛ ጣም ከፍተኛ

5.3, ለስልጠና ፕሮግራሞች በቂ ያልሆነ የገንዘብ ድጋፍ;

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ከፍተኛ ጣም ከፍተኛ

5.4 ዝቅተኛ የተሳገደ ፍላጎት፡-

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ከፍተኛ ጣም ከፍተኛ

5.5፣ ሌላ (እባክዎ ይግለጹ)

6. ፋሲሊቲ እና መሳሪያዎች-ነክ ምክንያቶችን በተመለከተ

ተ. ቁ	እቃዎች(ዝርዝር)	በጣም አልስማማም	አልስማማም	አማካኝ	እስማማለሁ	በጣም እስማማለሁ
6.1	ሜዳው ለጨዋታ እና ለልምምድ ምቹ ነው።					
6.2	በርዶች እና እረንጓዴ ለስልጠና በደንብ ተዘጋጅተዋል					
6.3	ለሁሉም ሰልጣኞች ክህሎቶችን ለማሳየት ኪሶች በቂ ናቸው።					
6.4	የስልጠና ጫማዎች እና ልብሶች ለሰልጣኞች ተሰጥተዋል					
6.5	ሻወር፣ ልብስ መቀየሪያ ክፍል፣ ምግብ እና መጠጥ ተዘጋጅቷል።					

7. የተግባር ስልጠና ክፍለ ጊዜዎችን ማቀድ እና አደረጃጀትን በተመለከተ

ተ.ቁ	ዝርዝር	በጭራሽ	በጣም ትንሽ	አልፎ አልፎ	በአብዛኛው	ሁሌም
7.1	በሰዎች 3-5 ጊዜ ስልጠና መስጠት አስቸጋሪ ነው.					
7.2	በእያንዳንዱ የስልጠና ክፍለ ጊዜ ከ 75 እስከ 90 ደቂቃዎች ልምምድ መስጠት አስቸጋሪ ነው					
7.3	ሳምንታዊ እና ዕለታዊ የሥልጠና እቅድ በማዘጋጀት ረገድ ውስንነት አለ።					
7.4	አዳዲስ ክህሎቶችን በሚያሳዩበት ጊዜ ቡድን ማደራጀት አስቸጋሪ ነው					
7.5	በሰልጣኞች ደረጃ እና በስልጠና ተግባራት ክህሎት ላይ በመመስረት የአሰራር ዘዴዎችን የማደራጀት እና የመምረጥ ገደብ አለ					

8. የወደፊት እና ተዛማጅ ሁኔታዎችን በተመለከተ

8.1 በክልሉ ወይም በእርሶ አከባቢ የቅርጫት ኪስ ፕሮጀክት ስልጠና እያጋጠሙት ያለውን ፈተና ለመቅረፍ ምን እርምጃዎች መውሰድ አለባቸው ብለው ያምናሉ?

8.2 በክልሉ ወይም በእርሶ አከባቢ የቅርጫት ኪስ ፕሮጀክት አሰልጣኝነት/ስልጠና የወደፊት እጣ ፈንታ እንዴት ይታያል?

8.3 በማዕከላዊ ኢትዮጵያ ወይም በእርሶ አከባቢ የቅርጫት ኪስ ፕሮጀክት ማሰልጠኛ ፕሮግራሞችን ጥራት ወይም ተፅእኖ ለማሻሻል ምን አይነት ሀሳብ አሎት?

8.4 ለቅርጫት ኪስ ፕሮጀክት ስልጠና ጠቃሚ ሊሆኑ የሚችሉ ልዩ ግብዓቶች፣ ሽርክናዎች ወይም የድጋፍ ሥርዓቶች ዘርዘሩ?
