



Research Article

Volume-02|Issue-03|2021

Practice and Challenges of Basketball Coaching in Some Selected Projects in Case of Hadiya Zone

Mulugeta Tagesse*¹¹Department of Sport Science, Wachemo University, Ethiopia

Article History

Received: 10.03.2021

Accepted: 25.03.2021

Published: 31.03.2021

Citation

Tagesse, M. (2021). Practice and Challenges of Basketball Coaching In Some Selected Projects In Case of Hadiya Zone. *Indiana Journal of Humanities and Social Sciences*, 2(3), 19-31.

Abstract: The purpose of this study was to examine and describe practice and challenge of basketball coaching in some selected projects in case of Hadiya zone. To achieve this objective data were collected from only male trainees, coaches and sport experts through questionnaires observation and interview. To undertake this study the researcher took a sample of 70 which is 100% of the three project trainees, coach and project coordinator in Hadiya zone basketball projects. Moreover, to collect data the researcher applied three data collection instruments which are questionnaire, interview and observation. Both qualitative and quantitative research method and non- probable sampling of research method is applied.

The result of the study clearly showed that Hadiya zone basketball project players practice 3 days per week and 1:20 hrs per session. Schools have been the main sources of potential players for projects; coaches also started their carrier in the school. The major constraints associated with Hadiya zone basketball projects are found to have , absence of supporters' association, a few number of spectators, a few number of projects, , no regular salary for coaches and , lack or absence of play ground in the villages, not following scientific method of training by coaches and very low level of communication among stakeholders. To overcome these problems, the following recommendations have been forwarded: every stakeholder should work hand to hand in order to solve the problems, the government should give equal emphasis to basketball sport like other sports and the federal sport commission should construct basketball courts in different corners of the city so as to increase its popularity. Moreover, the coaches and sport experts should set requirements and measurements for appropriate selection of trainees. Immediate solutions would require the insufficient and inappropriateness of the training facilities.

Keywords: Basketball, Project, Trainees, coordinator, Development.

Copyright © 2021 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0).

INTRODUCTION

Now a day's basketball becomes a popular game all over the world. It is one Of the best interesting game (sport) that needs high interaction among players, players to coaches, and coaches to federation. It creates interpersonal relationship among peoples through exchange of skill, knowledge, methods, and all other personalities.

.After the invented of Basketball in United States, the game rapidly spread nationwide and to Canada and other parts of the world. Basketball has been popular in some part of Africa for many years. The rate of development of basketball popularity and playing techniques within the Africa countries varies with geography. According to the national federation in 1939 E.C. the game was introduced in Ethiopia by the Canadian physical education teachers at Teferi Mekonen School. Then, the Basketball was spread in all schools of Addis Ababa and throughout the country.

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 trainings, has been

faceted challenges which hinder to achieve the training effectively and efficiently.

In line with the goal of national federation, the Hadiya zone sport commission has been working for the development of Basketball game in the zone. Among tasks one of the youth training projects which have been opened in outside school and inside school. The training program has limitation to achieve the intended objectives efficiently. The less improvement of trainees in the development of skills has the major problem seen in training areas. This is due to the weakness of the program in relation with financial, material, human and other resources. Hence, this study focused on three projects in Hadiya zone, which have been opened outside school to investigate and describe the challenges that can be obstacle for the development of practical skills.

Statement of the Problem

The general goal of Basketball practice was shaping, enhancing, and maintaining the technical-tactical and overall performance of the trainees. The project Basketball coach should play the role of guider, organizer, planner and coordinator of the trainings. The most crucial task of the coach is to create appropriate practical training environment by designing and implementing developmental training cycles that

consists of versatile synergistic training sessions. In addition to this, Basketball coaching is a challenging job that demands hard work, commitment and most importantly a good temperament.

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 national Basketball federation, 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 whole programs 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 as clubs, regional and zone levels. According to the FIBA combined ranking (2010), Ethiopia is out of ranking, because the country has not scored any number of points of the requirements which have been assigned by FIBA. These show that the less contribution of youth project training programs for national team and also to develop the internal competition capacity among projects, regions and zone. Although the regional states and administrative regions have been striving in giving youth Basketball training project programs, they couldn't produce players in quality and quantity as expected in the goals of the program. Therefore, the south nation and national people region (SNNPR) in Hadiya zone has been giving youth Basketball training project programs for the development of the game. The zone sport commission has opened number of projects in three selected town projects. The programs have faced many problems that may cause less achievement of the objectives and goals of the program. As mentioned by sport experts and coaches the trainees have difficulty in performing and improving of fundamental skills as intended in the program.

So this thesis specifically was trying to depict challenges that impede the progress of trainees' in Basketball practices and skills development.

Research Questions

To find out the problems of the project the researcher tried to answer the following research questions

- What are the major challenges of basketball project trainee in Hadiya zone?
- What is the reason of less number of basketball projects in Hadiya zone?
- What is the role of stake holders (project coordinators) basketball coach Hadiya zone?

- Is it available the follow up and supporting mechanism for the improvement of basketball sport in the Hadiya zone?
- Are there sufficient facility and equipment for the training project?
- What are the levels of human and material resources capacity of the program in fulfilling skills development of practical training?

OBJECTIVE OF THE STUDY

General objective

The overall objective of the study was to identify the major practices and challenges in basketball projects in Hadiya Zone.

Specific objectives

The main objective of the study was to:

- To identify the major challenges of basketball project participation in Hadiya zone?
- To find out the reason of less number of basketball projects in Hadiya zone?
- To assess the availability of resources (human, material and finance).
- To identify the major challenges of sport commission for the contribution of basketball development.
- 5. Assess the competency of coaches in relation with planning, organizing and method of coaching.

Significant of the study

The finding of this research may have relevance in producing information to the concerned bodies which is in the process of strengthening of practice and challenges of coaching basketball training programs. It is also the researcher's firm belief that it will help coaches and concerned professionals to react proactively for the possible impacts that influence the process of training programs in the country. Since there is no research on practice and challenges Basketball coaching some selected projects, it will contribute in fulfilling the gap in the area understudy. Furthermore, it will also use as a spring board for future study on the issue raised.

Delimitation of the study

It was helpful to assess and evaluate the issue which is raised under study in all training projects (areas) at zone level. However, due to the constraints of time, this research was delimited to conduct in three selected training areas [Hosana Sinodos, Anilimo and shashogoworedas] of Hadiya zone. The research focused on study practice and challenges of basketball coaching; whereas the training of physical fitness (conditioning), psychological preparation and educational training were not studied on this thesis. Therefore, the researcher raised five vital factors; coaches and trainees' related factors, selection of trainees, coaching of practical.

Limitation of the study

A researcher has faced several limitation during assessing the problem such as time constrain, lack of financial, shortage of references and unwilling of participants.

Definition of the key terms

Basketball: - A game which played between two teams with five players each.

Challenge: - to call, invite, or summon to a contest controversy, debate, or similar affair; especially to invite to a duel.

Coach: - to train and instruct (athletes, actors, etc) (websites new twentieth century dictionary)

Coaching: - is often used to cover a wide range of activates; usually to help someone prepare for something.

Performance:-trainee's assessment of effectiveness, usually or under taken at regular intervals **Practice:** - is an occasions when you do something in order to become better at it, or the time that you spend doing. (<http://www.macmillan dictionary. com>)

Project: the program which has been opened the purpose of giving basketball training for youth.

Skills: the techniques of basketball which should be mastered by trainees.

Tactics: -A tactic is a plan that is made before you start playing in a game which considers your own or your opponents' strengths and weaknesses. (<https://www.google.com.et>)

Techniques: - practical method, skill, or art applied to a particular task.

Trainees: those youth individuals who are taking training at project areas.

RESEARCH DESIGN AND METHODOLOGY

Design of the study

The aim of this study was to examine the practices and challenges that impede the progress of coaches' in basketball skills development of practical trainings. It was also goes to suggest some possible means that can be used to increase the training efficiency.

To this end, a descriptive survey research design methodology will employed with the assumption that it will help to identify the existing practices and situations that are encountered by trainees and coaches in the training stations. As Seyoum and Ayalew

(1989:16) stated the descriptive method is concerned with depicting the existing situations.

Descriptive studies are aimed at finding out "what is" so, survey method is frequently used to collect descriptive data (Borg & Gall). A descriptive survey attempts to picture or document current conditions that is to describe what exists at the moment. Thus, this approach enables the researcher to examine the prevailing constraints, the presence situations of the training program and describe opinion, and facts related to factors influencing youth trainees in skills development that need to be tackled so as to enhance the implementation of practical training programs.

Methodology of the study

In this research study ,the research applied both quantitative and qualitative approach which based on the descriptive survey study method to data collecting through semi structured questioners was presented and analyzed using numbers in percentage which is quantitatively in addition qualitative was analyzed by summarizing the words of open ended items of questioners , interviews, and observational checklists.

Source of the data

The collection of information was carried out through primary and secondary sources

Primary sources

Primary data was collected from the two groups of respondents (trainees and coaches) using questionnaires, and also gathered information from sport experts using interview guides. Moreover, additional related data is gathered through observation of practical training settings.

Secondary sources

In the secondary data, related books, journals and booklets that show the practice of basketball training that related factors influencing trainees' progress in skill development was reviewed in the literature part to support the finding of the study. In addition, available reports and documents regarding the issues were reviewed.

Sample and sampling technique

In light of consideration of research methodology and taking the significance of this study into account, the simple random sampling, and purposive sampling techniques was employee. The subject of the study was coaches, trainees and expertise and in sport projects. Since the study was conducts in some selected training areas, such as Shashogo, Anilimo and Hosana Sinodos which are found in different woredas of Hadiya zone and also, purposeful sampling technique was applied to gather data from coaches and expertise.

Instrument of data collection

The means of collecting data used in this study was questionnaires, interview and observation. The questionnaires include closed-ended and open-ended items. Unstructured interview guides were prepared to obtain additional information, views, opinions, problems and possible recommendations. Besides, observation guides was observed to stabilize data which is gathered through questionnaires and interviews.

Moreover, both primary and secondary sources of data were used for the study. Secondary data was obtained through analysis of documents which have been organized by region and zones sport commission and also diaries of coaches. Trainees, coaches and expertise were used as primary source of data. The data from the Hadiya zone sport commission experts and Hadiya zone sport office experts helped the researcher to acquire first-hand information.

Procedure of data collection

The data gathering instruments used in the study was drafted on the basis of the reviewed literature and the intended data to be collected. To maximize the quality of the responses and the rate of return the time convenient for the respondents was arrange. The researcher was made the objectives of the study clear to all of the sample respondents at the verge of questionnaire administration in order to avoid confusion and facilitate case of administration. A close follow-up was also made to immediately correct problems that arose during the filling in of the questionnaires.

Method of data analysis

The data secured from different sources was analyzed and interpret using both quantitative and qualitative approaches. Quantitative data’s was analyze by utilizing descriptive techniques; frequencies was used to compute percentages and mean values for the proportion of responses on issues raised on closed-ended items. The views, options, observation relating

opinions to facts was also use in the open ended questions, interviews made with respondents and observation evidences analyze in narration under each category in table relating in to relevant issues addressed through the questioner items. In the results section, responses of all subjects was analyze on each research question.

Analysis and Interpretation of the Data

This part of the thesis deals with analysis and interpretation of the data gathered from the sample trainees, coaches, and experts through questionnaires, interviews and observation. Out of questionnaires in which distributed were filled and returned. Moreover, an interview was done with sport experts. As a result, the basic questions rose in chapter one will be given appropriate treatment in this chapter. The chapter consists of two main parts. In the first part the background information of the research participants are described. In the second part the major factors which are raised in this study will be discussed. These issues are trainees and coaches related factors, coaching process related factors, planning and organization, and facilities of training related factors. Therefore, the data will be analyzed in details by giving more attention for these factors.

Characteristics of respondents

Some questions on personal background were posed to respondents of trainees involved in training program and coaches of the training. In this regards the following table 1 summarizes a short review on the background of the respondents to give a clear picture on the characteristics of the youth trainees and coaches in the three study training areas. The information was obtained from the response of distributed questionnaires. It portrays the background of both groups of the respondents in terms of sex, age, academic qualification, years of coaches’ services and years of duration of the training.

Table 1: Characteristics of Respondents

Items	Classifications	Respondents'			
		Trainers		Coaches	
		Numbers	Percents	Numbers	Percents
Sex	Male	83	100%	3	100%
	Female	0	0	0	0
	Total	83	100%	3	100%
Age	10-13	11	13%		
	14-17	39	47%		
	18-20	33	40%		
	21-24				
	25-28			2	67%
Qualifications	Above 29			1	33%
	Elementary				
	High school				
	Diploma				
	Degree			3	100%
	MA/MSC				

Work experience of the coach	1-2 years	1	33%
	3-5years	2	67%
	Above 5 years		

Since the study is focused to investigate the practice and challenges that hinder the progress of trainees’ in challenges of practical training, the researcher selected male trainees to satisfy the issues raised on the study. And also male trainees were selected by considering the availability of participants in the study.

Regarding age of trainees, the majority 47 percent is between age of 14 to 17 years, and the rests 40 percent, 13 percent are between 15 to 16 years, 10 to 12 years and 17 to 19 years respectively. Thus, this shows that there is mixed group of trainees in the training program. According to experts’ interview responses; it is not simple to select trainees who are found in the same age level group. Therefore, the variety of trainees

in age group seems to be a factor for the less achievement in skills development of practical trainings. From this it can be seen that the majority (67.3 percent) of trainees were between ages of 11 to 12 years old while they joined the program. However, the rest 23 Percent of trainees were above the age of 12 years old while they joined training. Thus, because some of trainees didn’t join the program at appropriate age periods seem to be affect or for less performance in skill development.

This finding supports the facts identified by Balyi and Hamilton, 1995; Brohms, 1985; Rushal, 1998; Veru e.t 2. 1998 & 1999; one of the most important periods of fundamental skills development for children is between the ages of 9 to 12.

ANALYSIS AND INTERPRETATION OF DATA

Analysis of coaches and trainees related factor

Table 2: Data regarding how long the training session takes place

Subjects	Responses And No. Of Respondents With Percentage				Total
	90 min	120 min	180 min	240 and more	
Trainers	50(60.2%)	20(24.1%)	13(15.7%)		83(100%)
Coaches	2(67%)	1(33%)			3(100%)

Similar question, as for how long the training session takes place, both players and coaches. Accordingly, the vast majority, 60.2% and 67% of players and coaches respectively replied that the length of the session is 90 minutes, 24.1% and 33% of players and coaches respectively replied that the length of the

session is 120 minutes and the rest 15.7% of players replied that the length of the session is 180 minutes. Excellent performance in sport has a strong positive relationship with the accumulated number of hours of practice.

Table 3: Trainees’ Responses on Coaches’ Related Factors in the Process of Practical Training

Item no	Item	Responses										MEAN VALUE
		VH		H		MD		L		VL		
		F	%	F	%	F	%	F	%	F	%	
1	What about the commitment and interest of coaches to practice the daily Practical tasks?	42	50.6	23	27.7	10	12.05	8	9.64			4.24
2	The motivation of coaches to create supportive environment among each other?	15	18.1	10	12.05	25	30.1	33	39.8			3.08
3	.How is the experience and ability of coaches to practice the technical tactical Skills of Basketball?	7	8.4	23	27.7	33	39.75	18	21.7	2	2.4	3.2

Note: VH= very high H= high MD= medium L= low VL= very low F = frequency

In the table 3 of item 1, the mean value obtained is 4.24. Regarding the percentage proportion 50.6 percent of trainees replied very high, and 27.7 percent and 12.5 percent replied high and medium respectively and the rest 9.64 percent replied low. Therefore, the commitment of coaches’ in the interest to

training is very high. Based on the data from personal information, the coaches have at least 1-2 years experiences in coaching and also they took trainings in coaching basketball.

For item 2, the mean value obtained is 3.08. Regarding percentage 39.8percent of trainees rated low, and 30.1 percent and 12.5 percent replied medium and high respectively. Moreover, 18.1 percent responded very high. The less willingness of coaches' in solving the shortage of proper and sufficient facilities, therefore, seems to be a factor for low performance in skills development of practical training. Concerning to experts interview responses; although the experts have faced challenges related with training facilities, they couldn't strive to solve the problems by own capacity.

The experts have strong believed that all facilities should be provided by sport offices but the office did not allocate enough budgets for fulfilling the facilities.

For item 3, the mean value obtained is 3.2. Regarding the experience and ability of the coaches, 39.75 percent and 27.7 percent of the coach have medium and high ability and experience respectively and 21.7percent and 8.4percent have low and very high ability and experience the rest 2.4percent replied very low ability and experience.

Table 4: Trainees' Responses on Coaches' Related Factors in the Process of Practical Training

Item no	Item	Responses										MEAN VALUE
		VH		H		MD		L		VL		
		F	%	F	%	F	%	F	%	F	%	
4	What about the practice of coach to manage trainees	10	12	22	26.5	35	42.2	7	8.4	6	7.2	3.2
5	How is coach's trend to provide assessments for trainees?	5	6	17	20.5	50	60.2	11	13.3			3.19
6	Coach's attitude for coaching through demonstration	17	20.5	26	31.3	25	30.1	8	9.6	7	8.4	3.5

Note: VH= very high H= high MD= medium L= low VL= very low F = frequency

In the table 4 of item 4, 42.2 percent of trainees replied medium and 26.5percent of trainees replied high, and 12 percent of replied very high. The remains 8.4 and 7.2 percent rated the responses low and very low respectively. Accordingly the mean value obtained is 3.2. Thus, the less practice and attitude of coaches' towards coaching through demonstration seems to be a factor for low performance in skill development of practical training. Regarding sport experts' interview responses; although the coaches have experienced in coaching, they have shown weakness in providing of skills through demonstration. As mentioned by these experts that the lack of motivation of coaches may be due to the less payment and supports from concerned body.

performance feedback through organized evaluation, while providing trainees with a specific practice of basketball skill (Black &Moulton 1969).

Regarding item 6, the mean value is 3.5. This indicates that the mean value Correspond to the response medium. Based on the percentage 31.3 percent of Trainees replied high, and also 30.1 percent and 20.5 percent rated medium and very high respectively. The rest 9.6 and 8.4 percent of the respondent rated low and very low respectively. Thus, the less practice of coaches to lead and manage a given practical session seems to be a factor for the low performance of skills development of practical training.

For Item 5, the mean value obtained is 3.19. Regarding percentage 60.2percent of the trainees replied medium. And 20.5percent of the respondent rated high. The rest 13.3 and 6 percent rated low and very high. Therefore, the low trend and practice of coaches to provide assessment of trainees timely seems to be a factor for the less achievement in progresses of trainees in skills development. Coaches must able to provide instruction, guide skill development, and offer

Regarding sport experts' interview responses; it has difficulty in managed the training sessions efficiently due to the shortage of training facilities and also the size and nature of trainees. As taken form observation data; in each training session at least 25 to 30 trainees have presented. In addition to these, the coaches haven't already prepared through written training plans to manage the trainees for efficient practices.

Table 5: Trainees Responses on Factors in the Process of Practical Training

Item no	Item	Responses										MEAN VALUE
		VH		H		MD		L		VL		
		F	%	F	%	F	%	F	%	F	%	
7	In the training session of basketball how do you assess [express] the support of your coach?	13	15.7	20	24.1	33	39.8	10	12	7	8.4	3.3
13	Your interest to practice basketball	25	30.1	20	24.1	26	31.3	12	14.5			3.7

14	Coaches' motivation in organized forms with stake holders to minimize the basketball project practical problems.	30	36.1	31	37.3	20	24.1	2	2.4	4.1
Note: VH= very high H= high MD= medium L= low VL= very low F = frequency										

Table 6: Coaches' Responses on Trainees Related Factors in the Process of practical Training

Item no	Item	Responses								MEAN VALUE
		VH F	H %	MD F	L %	VL F	L %	F %	F %	
2	What about the commitment and interest of trainees to practice the daily Practical tasks?		1 33	2 67						3.33
3	What about the participation and presence (attendance) of trainees in all Practical training programs?			2 67	1 33					2.7
4	How is the experience and ability of trainees to master the technical tactical skills of basketball?		2 67	1 33						3.7

Note: VH= very high H= high MD= medium L= low VL= very low F = frequency

As shown table 5, for Item 2, 67 percent of coaches responded medium and 33 percent of coaches responded high and medium respectively. The mean score is 3.33. Thus, the trainees are highly committed and interested in practical training.

For the item 3, 67 percent of coaches replied medium and 33 percent rated low.. The mean value of is 2.7, which is corresponds to high. Therefore, the less

attendance in practical sessions seems to be a factor for low achievement of trainees in development of skills.

Concerning item 4, 33 percent of coaches replied medium and 67 percent rated high. The mean value is 3.7. Therefore, the low ability and motivation of trainees to master the new skills seems to be a factor for low achievement of progress in practical training.

Table 7: Coaches' Responses on Trainees Related Factors in the Process of Practical Training

Item no	Item	Responses								MEAN VALUE
		VH F	H %	MD F	L %	VL F	L %	F %	F %	
5	The motivation of trainees to create supportive environment among each other?			2 67	1 33					2.7
6	. . How is individual differences among trainees in mastering of a given skills?			1 33	2 67					2.33
7	. The interest of trainees to receive a given feedback and correction from coach?		1 33	2 67						3.33

Note: VH= very high H= high MD= Medium L= low VL= very low F = frequency

Regarding table 6, for item 5, 67 percent and 33 percent of coaches responded medium and low respectively. The mean score is 2.7, which corresponds to medium.

In the item 6, the majority 33 percent of coaches rated medium. The remains 67 percent low respectively. The mean score is 4.2. Therefore, individual differences among trainees seem to be a

factor for low achievement of trainees in acquisition of skills.

As shown in the table 6 of item 7, 67 percent responded medium. And also 33 percent responded low respectively. The mean value is 3.33, which correspond 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.

Table 8: Relationship among trainees with team mate, coaches and other project players:

Item no	Item	EX		VG D		GD		P		VP		MEAN VALUE
		F	%	F	%	F	%	F	%	F	%	
10	How do you describe your relationship with players in your team mate	35	42	30	36	18	22					4.2
11	How do you describe your relationship with coaches in your team	30	36	33	40	15	18	5	6			4.1
12	How do you describe your relationship with other project players	40	48	25	30	15	18	3	4			4.23

Note: EX= excellent VGD = very good GD= good P= poor VP= very poor

Asking basketball players to describe their relationship with player in other Project players the following results were obtained: 48% of the respondents of players replied that “excellent”, where as 30 % of the

respondents of players replied that “very good”, others 18% of respondents of players replied that “good”, other 4% of respondents of players replied that “poor”.

Table 9: Coaches’ Responses with Relationships with Players, Parents and other Project Coaches

Items no.	Items	Responses										Mean values
		EX		VGD		GD		P		VP		
		F	%	F	%	F	%	F	%	F	%	
14	How do you describe your relationship with players in your team	-	0	2	67	1	33	-	-	-	-	3.7
15	How do you describe your relationship with parents?	-	-	1	33	2	67					3.33
16	How do you describe your relationship with other project coaches	1	33.33	1	33.33	1	33.33					4

Asking basketball coaches about their relationship with coaches of the other Project the following results were obtained: 33.33% of the respondents of coaches replied that “excellent”, whereas

the same 33.33% of the respondents of coaches replied that “very good”, and also others 33.33% of respondents of coaches replied that “good”.

Table 10: Data Regarding Frequency of Training are Analyzed Below

Subjects	Responses And No Of Respondents With Percentage			
	Once a week	Twice a week	Three times a week	Four times and more
Trainers	16(19.3%)	28(33.7%)	39(47%)m	
Coaches		1(33%)	2(67%)	

According to the data in the above table, the majority 67% and 47% of players and coaches respectively replied that they take training three times a week, 33.7% and 33% of players and coaches

respectively replied that they take training two times a week, 19.3% of players respectively replied that they take training one times a week.

Table 11: Regarding Food after Training and Competition

Items	Frequency of response in percentage (%) (N= ___)					
	Trainers			Coaches		
	yes	no	total	yes	no	Total
Does your club Provide sufficient food after training and competition?	9(10.84%)	74(89.16%)	83(100%)	1(33%)	2(67%)	3(100%)

Regarding food after training and competition, 74.16% of respondents of trainer answered that the projects do not provide sufficient food after training and competition. Whereas 10.84% of the respondents replied that the clubs provide sufficient food after training and competition. For the same question, 67% of respondents of coaches answered that the projects do not provide sufficient food after training and competition. Whereas 33% of the respondents replied that the projects provide sufficient food after training and competition. Thus, this indicates that the majority of Hadiya zone basketball projects do not provide food after training and competition. This could hinder the performance of players and coaches. As for the responses gathered from open-ended questions asked about impact of having insufficient food after training

and competition, most of respondents responded as having insufficient food and it totally decreases physical fitness and interests for the sport.

According to Jackson (1986) underscored that energy intakes peaked between age 16 and 29 years and then decline for succeeding age groups .A similar pattern occurred for males and females, although males reported higher daily energy in takes than female at all ages between age 20 and 29 years, the women consumed on average 35% fewer kcal than men on a daily basis, ... Individuals who engage regularly in moderate-to- intense physical activity eventually increase daily energy intake to match their higher energy expenditure level.

Table12: Coaches' Response on Training Facility or Equipment Related

Items no.	Items	Responses								Mean values			
		SA		A		UD		DA			SD		
		F	%	F	%	F	%	F	%		F	%	
1	Court is comfortable to perform skills and for play			1	33			2	67				2.7
2	Boards & rings are well prepared for training	1	33.33	1	33.33			1	33.33				3.7
3	Balls are sufficient enough to demonstrate skills for all trainees			1	33			2	67				2.7
4	Training shoes and wears are provided for trainees			1	33.33			1	33.33	1	33.33		2
5	Shower, dressing room, meals and drinks are provided	-	-					1	33	2	67		1.33

NOTE: SA= strongly agree A= agree UD= undecided DA= disagree SD= strongly agree F= frequency

Table 13: Trainers' Response on Training Facility or Equipment Related Factors

Items no.	Items	Responses										Mean values	
		SA		A		UD		DA		SDA			
		F	%	F	%	F	%	F	%	F	%		
1	Court is comfortable to perform skills and for play	0	0	20	24	15	18	35	42	13	16		2.5
2	Boards & rings are well prepared for	10	12	10	12	13	16	30	36	20	24		2.52

3	training Balls are sufficient enough to demonstrate skills for all trainees	5	6	13	16	12	14	33	40	20	24	2.4
4	Training shoes and wears are provided for trainees	7	8	12	14	15	18	30	36	19	23	2.49
5	Shower, dressing room, meals and drinks are provided	-	-	7	8	9	11	39	47	28	34	1.94

NOTE: SA= strongly agree A= agree UD= undecided DA= disagree SD= strongly agree F= frequency

According to table 12 and table 13 of item 1, the majority of trainees (58 percent) and coaches (67 percent) replied disagree. The remains 33.3 percent of coach respondents rated strong disagree. On the other hand, 28.9 percent of trainees replied strong disagree. The rest 11.1 percent trainees responded agree and, 4.4 percent and 5.5 percent of trainees responded strong agree and undecided respectively. The mean value of these items is 2.21 for trainee and 1.67 for coach respondents. Therefore, the inappropriateness of training courts has a paramount impact on a factor for the low performance in achievement of skills development of practical training. Regarding coaches' open-ended responses; because of courts the trainees have faced challenges, especially, in performing of dribbling and movement skills.

Regarding item 2, 35.5 percent of trainees replied agree and also 50 percent of coaches respondents replied agree. Moreover, 28.9 percent and 50 percent of responses disagree were rated by trainees and coaches respectively. Among trainees 15.5 percent, 13.3 percent and 6.7 percent of responded strong disagree, strong agree and undecided respectively. Thus, the majority of respondents have agreement on the appropriateness of boards and rings for practical

trainings. However, based on coaches' interview respondents; the trainees have faced difficulty in performing of shooting and lay-up skills because the age level was not considered while the boards prepared for training.

As can be observed from table 12 of item 3, the mean score of trainee and coach respondents are 1.9 and 1.5 respectively. Regarding the percentage proportion of respondents, 51.1 percent of trainees and 50 percent coaches replied disagree. And also 50 percent of coaches and 30 percent of trainee respondents replied strong disagrees. In addition, 11.1 percent of trainees rated agree and the rest 2.2 percent and 1.1 percent of trainees responded strong agree and undecided respectively. Therefore, the in sufficient availability of balls have a paramount impact on a factor for the less practices of a given tasks in skills development of practical trainings.

According to coaches' interview responses; because of the shortage of balls many of trainees have been passive and have not got more chance to learn skills when providing of them with new skills training sessions.

Table 14: Coaches' Responses on Planning and Organization of Practical Training Sessions

Items no.	Items	Responses								Mean values		
		A		SOM		OCC		RA			NE	
		F	%	F	%	F	%	F	%		F	%
1	It is difficult to provide training for 3-5 times per week.	-	0	2	67	1	33	-	-	-	-	3.7
2	It is difficult to provide practice for 75 to 90 min in each training sessions	-	-	-	-	-	-	2	67	1	33	1.7
3	There is limitation in preparing of weekly and daily training plan	-	-	2	67	1	33	-	-	-	-	3.7
4	It is difficult to organize group during presentation of new skills	-	-	-	-	2	67	1	33	-	-	2.7
5	There is limitation to organize and selection of practice methods based	-	-	2	67	1	33	-	-	-	-	3.7

on the level of trainees
and
Skills of the training tasks

NOTE: AL= always SOM= sometimes OCC= occasionally RA= rarely NE= never F= frequency

In table 14 of item 1, the majority of the coaches (67 percent) replied sometimes; and also 33 percent rated occasionally and the mean value is 3.7. Therefore, the lack of providing of tasks or skills in sequences seems to be factor for the less achievement of progress in skills development of practical training.

The data from observation the trainees have shown problems in execution of basic skills like foot work and movement skills.

For items 2, 67 percent, replied rarely, the rests 33 percent responded never and the mean value is 1.7. For item 3, 67 percent rated sometimes, and 33percent responded occasionally and. The mean value obtained is

3.7. Item4, 67percent replied occasionally and 33%replied rarely and the mean value is obtained 2.7. Item 5, 67percent replied sometimes and 33 percent replied occasionally and the mean value obtained is 3.7. Regarding to this data, the trainings have not always given for 3 times per week and also for 75 to90 minutes in each day as intended in the program. Therefore, this can be factor for the less performance of trainees in skills development of practical tasks. According to sport expert' interview responses; the trainings have not occasionally given either for three times per week or 75 to 90 minutes in each day as planned already. Regarding observation data; there is also the problem in using a given time efficiently.

Table20: Observation Checklist for basketball project Trainee’s and coaches Equipment and Facilities of the Field for Hadiya zone.

1. Number of trainees during practical training:

No	Equipment and facilities	AV	PV	NA
1.	Trainee sport wear and shoes		✓	
2.	Coach sport wear and shoes			✓
3.	Basketball			✓
4.	Basketball court		✓	
5.	Boards		✓	
6.	Rings	✓		
7.	Nets		✓	
8.	whistle	✓		
9.	Training time			✓
10.	Coach motivation during the training		✓	
11.	punctuality		✓	

Note: AV= Available PV = partially Available NA = Not Available

As indicated table 20 above, except very and few types of equipment’s and basic facilities in the training field are available for conducting training but not based on the standard for thus Observation was takes place at Hadiya zone basketball projects

SUMMARY

The main purpose of this study was to look in to the practice and challenge of basketball coaching in some selected projects in case of Hadiya zone. In order to achieve the purpose of the study, some basic questions regarding the competency of coaches and trainers, the selection and coaching process, the planning and organization of practices and the training facilities were raised.

In dealing with research problems, descriptive survey method was employed and relevant literatures were reviewed. A total of 89 respondents; that was 83 trainee, 3 coaches and 3 sport experts from sport offices

were participated as respondents in this study. The data for the study were collected by means of questionnaire, interview and observation. The collected data was critically analyzed, interpreted using appropriate statistical tools (percentage, mean value, by critically looking in to the degree of freedom).Based on the analysis and interpretation of the data, the researcher presented the summary of the major findings as indicated below:

Although the coaches have possessed experience and high ability in practical skills demonstration; they have shown limitation in utilization of time and providing of facilities in practical training sessions whereas they have not mainly provided practical session with continuous demonstration, assessments and managing of skills.

Some of trainees have faced difficulty in the presence (attendance) of training sessions and mastery

of new skills, though they have committed towards the trainings.

The trainees also have shown limitation in creating of supportive environment among each other, and to receive feedback from coaches. Besides, it has been observed differences among trainees in acquisition of a given skill.

The coaches mainly have shown weakness in providing of tasks (skills) in sequences, and they have faced difficulty in administering of training session as intended in schedules. In addition, they have mainly shown limitation in providing of training plans, organization of practices and avoiding of repetitions of skills in the practical training sessions.

Regarding training facilities, the courts haven't built as comfortable as to practice skills, and the boards haven't prepared based on the level of trainees.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn. The results of the assessed data from the concerned respondents indicate that the coaches have shown weakness in utilization of time and provide of facilities during practical sessions. Besides this the coaches haven't continuously provided practical session's with demonstration of skills, assessment of trainees' performance and managing of practices. From this information, it can be deduce that the trainees couldn't practice the skills for sufficient time when they demonstrate the daily training tasks. In addition, because of the less motivation of coaches' in solving shortage of facilities, the trainees should be forced to practice skills in insufficient coaching environment. The findings show that the trainees have shown limitation in creating supportive environment among them and to receive feedback from coaches. Moreover, there is an individual difference among trainees in acquisition of a given skill. Therefore, it can be concluded that neither the coaches nor the trainees can get information about the progress and difficulty of tasks in the development of skills during practical trainings. The trainees have challenges to master skills due to their less capability to acquire the skills.

The findings also show that the coaches mainly have shown weakness in providing of tasks sequentially and have faced difficulty in administering of trainings as intended in schedules. It is also found that, coaches have mainly shown limitation in providing of training plans, organization of practices and avoiding of repetitions of tasks. Therefore, if the coaches do not provide practical training with organized plans and practices, they couldn't achieve their objectives efficiently and effectively. Moreover, the trainees couldn't show progress in fundamental skills development of practical tasks. The study revealed that shortage and inappropriateness of training facilities,

such as courts, balls, and others affect trainees' performance to demonstrate and acquire skills efficiently. Thus, the trainees have problems on performing of skills, especially dribbling and movement skills, because of courts which have not prepared with appropriate materials.

Recommendation

Based on the findings and conclusion, the following recommendations are forwarded with the hop that it could be used by Ethiopia basketball federation, Hadiya zone sport commission and basketball federation, hosanna Sinados, Anilimo, and shashogo wordas should provide training for coaches and sport experts.

- To make the training program more effective the Hadiya zone sport commission should provide courses for coaches and sport experts to develop the competency level and to achieve the objectives of the projects.
- To address the problems that are caused due to planning and organization of training practices the sport experts should follow and support coaches related with how to provide the tasks in appropriate manner.
- To promote trainees to master a given task the coaches should give sufficient time and days for each skill before go to the next tasks.
- Immediate solutions would require the insufficient and inappropriateness of the training facilities. The courts should be built according to the level of trainees, and sufficient balls provided for trainees each.
- The Hadiya zone sport commission and experts should supervise the progress of trainees continuously and give attention for giving immediate feedback for coaches and trainers. Finally this study is the pioneer of its kind on practice and challenge of basketball coaching in some selected projects in case of Hadiya zone; the writer recommends a more detail and comprehensive investigation in the same area so as to further strength the findings of this study.

REFERENCES

1. Gutin, A. (1980). A model of physical activity and dynamic health. *J. heals. Phi. Edu. And rec.* 1:48.
2. Häkkinen, K. (1993). Changes in physical fitness profile in female volleyball players during the competitive season. *The Journal of sports medicine and physical fitness*, 33(3), 223-232.
3. Häkkinen, K., & Keskinen, K. L. (1989). Muscle cross-sectional area and voluntary force production characteristics in elite strength-and endurance-trained athletes and sprinters. *European journal of applied*

- physiology and occupational physiology*, 59(3), 215-220.
4. Hamoudat, M. (2008). Effect of the Circuit Training Using the Low Intensity Interval Training Method in the Development of Certain Physical Fitness Elements. *Al-Rafidain Sports Science Journal*, 14, 216-231.
 5. Hawley, J. A. (2002). Adaptations of skeletal muscle to prolonged, intense endurance training. *Clinical and experimental pharmacology and physiology*, 29(3), 218-222..
 6. Jackson, A. W., & Baker, A. A. (1986). The relationship of the sit and reach test to criterion measures of hamstring and back flexibility in young females. *Research Quarterly for Exercise and Sport*, 57(3), 183-186.
 7. Al-Abhar, M. (2001). *Teaching and School Sports Activities*. Cairo: Faculty of Physical Education for Men, Holwan University.
 8. Al-Wadayan, H. (2001). Effect of the Use of the Circuit Training Method by the High Intensity Interval Load Manner, for the Development of Certain Physical Attributes, on the Improvement of the Performance Time for 100 m Freestyle Swimming, Below (15) Years. *Al-Yarmouk Research Journal*, 3, 126-145.
 9. American College of Sports Medicine. (2003). *ACSM Fitness Book*. Champaign. IL: Human Kinetics p.321
 10. Annario, A. A. (1985). *Development conditioning for Physical Education and Athletics*. "Sain Louis: C.V. Mosby College publishing.
 11. Armstrong, G.H. (2003). *Cross-Training: The Complete Training Guide for All Sports*. New York, Simon & Schuster.
 12. Meethal, A., & Najeeb, A. M. (2013). Effects of circuit Training on Different Surfaces on Selected Physical and Physiological Variables of School Boys. *International journal of Physical education, Fitness and sports*, 2(4), 56-60.
 13. Brown, W. C., & Dubuque, I. A. (1986). *Physiologyo Exercise for Physical Education and Athletics* (4th ed.). Pp. 255-260
 14. Clarke, D. H. (1973). Adaptations in strength and muscular endurance resulting from exercise. *Exercise and sport sciences reviews*, 1(1), 73-107.
 15. Cronin, J. B., & Hansen, K. T. (2005). Strength and power predictors of sports speed. *J Strength Cond Res*, 19(2), 349-357.
 16. Davies, B.R., Jan, R., Denis, 2000. *Physical Education and the Study of Sport* (4th ed.). Spain: Harcourt.
 17. Davies, J. (2002). *Renegade Training for Foot Ball*. Dragon Door Publication Inc.
 18. Dawes, J.(2008). One-on-one: creating open agility drills. *Strength and conditioning*.