WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

FACTORS THAT AFFECT LEARNING BASKETBALL BASIC TECHNIQUES THE CASE OF THIRD YEAR SPORT SCIENCE STUDENTS

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ABSTRACT

This study was conduct the that affect learning basketball basic techniques the case im third year sport science students from 36 through random sampling techniques here as through purposive sampling 1 teachers were include. Whenever this study was conduct, data was collect from selected sample students and teachers of the university through questionnaire. After data will collect it was analysis and interpret through qualitative and quantitative methods of data as a result of data analysis in deed that the area number of the constraint that affect learning basketball basic techniques the case In third year sport science students as most of the respondents replies the main factors are financial problems lack of equipment and carelessness of administrators. Therefore, according to this identify research, the researcher world recommendation to over this problem.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Basket ball was invested in USA, on December, 21, 1891 by DR James Naismith at international Y.M.C.A. Training school in spring field Massachusetts (today spring field college). The founder of this game is called dr. James Naismitth, when the game was invented it covered attractive the attention of many and was easily to predict that would soon it become the most popular game. It is difficult to know the exact data when basket ball was introduced in Africa but some historians believes that the game many have been introduced by mission areas, visiting sailor and soldiers. Basket ball debuted can official Olympic sport at the 1936. Berlin Games the tournament was played out doors on sand and clay court in converted tennis stadium.

The United States easily dominated the compilation in Berlin and continued to do so in subsequent Olympic out things, winning the gold medal for basket ball in every Olympic contents until 1972.When controversial loss to the soviets shopped the American gold medals steak. After the much games the United States ones again returned to Olympic glory and won gold in both 1976 and 1984, from Africa the only Egypt country was participated in Berlin Olympic for the first in many African countries.

Every day human beings made different activities in order to satisfy recreate them solve intentionally peoples in sport like football, volleyball, handball, swimming, basketball and the likes.

It is believed that basket ball was first introduced in Ethiopia in the late 1930's by pastors that come from Canada. They through it in different high schools in Addis Ababa and gradually it spread to the other regions. But there is no exact hen basket ball was first introduced in Ethiopia.

As it known, schools are the best for the improvement of basket ball techniques. However, still now it is not effectively teaching in case of Wolkite university sport science students. This

research is going to investigate that affect teaching and learning process of basket ball in Wolkite university sport science students.

1.2. Statement of the problem

This research was going to assess issues related with problems of the that affect learning basketball basic techniques the case in third year sport science students in South region, Gurage Zone in Wolkite university student considering the teaching and learning process which bring low academic performance of students were general problem that proof after the researcher conduct this study.

The main purpose of the study is to answer the following leading research questions.

1. What are the factors that affect learning basketball basic techniques the case of third year sport science students
2. What sort of learning method implemented while conducting the lesson?
3. What should be expected from the students during learning basketball basic techniques the case of third year sport science students?
4. What are the main factors of learning basketball basic techniques?

1.3. Objectives of the study

The study were conduct the following two objectives

1.3.1. General objective

The general objective this study was to assess the factors that affect learning basketball basic techniques the case in third year sport science students

1.3.2. Specific objectives

The specific objectives of the study were:

1. To identify the factor that affect learning basketball basic techniques.
2. To find out the appropriate method of learning basketball basic techniques.
3. To suggest some possible solution for the observed problems.
4. To list out the main factors in relation to in learning basketball techniques.

1.4. Significance of the study

This study expected to have the following important

- ✓ Teachers achieve best method of teaching and learning process based on the objectives.
- ✓ It was help spring board for other researcher who wants to conduct the research on this area as a source.
- ✓ Developing theoretical and practical aspects of the students to words basketball subject.
- ✓ To suggest physical education teacher to identify the students weakness and strength in basketball.
- ✓ To create good image in students mind about the basket ball.

1.5. Delimitation of the study

The scopes of the study were manageable and reliable the researchers have been delimited the study in Wolkite university third year sport science students.

1.6. Limitation of the study

- ✓ In many school of our country Ethiopia, there problems learning basketball basic techniques it. However, the researcher has been very limited in Wolkite university students.

1.7. Operational definition

Basketball : is the game played by two teams of five players and the whole objective of the game is to throw the ball from anywhere on the court in such a way that it passes through the basket.

Teaching: is for understanding from work does a guide that can help keep the focus educational practice on developing student understand. Teaching particular subject a particular lesson or less on to the students called teaching.

Learning: is out of the experience of one that learns knowledge of skills acquired by instruction or study.

1.8 Organization of the study

This study was organized in five chapters. So one chapter contains introduction, background of study ,statements problem , objective of the study, significance of the study ,delimitation of study and operational definition of the terms and chapter two includes review of related literature and chapter three contains the material and methods of the research , chapter four contains data analysis and interpretation, chapter five contains summary , conclusion and recommendation .

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concepts of Basket ball

Basket ball is a team sports that organized by defensive and offensive the objective being to shot a bal through a basketball from any position to score point whiles asset of rules usually two teams of five players play on a maxed rectangular court with a basket at each width and basket ball is one of the world most 7 popular and widely viewed sports. A basketball hoop consists off rim 45 Cm in diameter and 40 cm high amounted to a basket board, a team can score a failed goal by shooting the ball through the basket during regular play. Afield goal scores two points when the position of the shooter inside of the arc than the three points end of the shooter inside of the arc than the three point end of the game wins but additional time may be issued when the game ends with a dawn the ball can be advanced on the court on by bouncing it while walking or running (Dribbling) or throwing (Passing) it to a team mate. It evolution to more without dribbling the ball (travelling) to early it or is (double dribbling) in violations penalized and a free through usually awarded to an offensive play.

2.2. Fundamental techniques of basketball.

2.2.1. Passing:

is quickest and most effective way to get the ball from players. The perfect and result of serious of well-executed poses have been passing mode to on open teammate close to the basket who just takes the ball and easily scores. There are various types of possesses that can be used in playing basketball. But some of them are the following.

2.2.2. During chest pass

The ball is held at chest level in the both hands with the elbows com for table close to the body. The fingers are spread around the side and thumbs are behind the ball. To deliver the ball takes one step forward and at the sometime extend the arms with a flock of the at the end of a extension, following throw the direction of you pass. The pass is directed towards the chest area of the receiver.

2.2.3. Bounce pass:

In a method in which a ball passes at defensive players when other posses are difficult (Blocked). It can be performed with one or two hands.

The action I performance two hands bounce pass is similar to that of the chest pass, expect that the ball is often employed when there is an opponent between the passer and receiver.

2.2.4. Overhead pass:

This direct pass very much like the chest pass, expect that delivered from the above the players head. It may be used effectively when tall players faced with smaller opponent or when being closely market and it is very often used by terms playing against zone defense.

2.2.5. Baseball passes:

Are the most effective techniques for long pass, essentially, it consists of two basic movements. First you will bring the ball back over the shoulder to position with pushing movement throughout the entire movement, the right hand the court should be kept behind the ball and the final movement has to be a follow through action performed by throwing hand.

2.2.6. Dribbling:

is the only manner which you might identify move a ball dawn the court it is a sell that permits you to control and move the ball a court.

There are two basic forms of dribbling

1. High dribbling, it refers to speed dribble. It is used to move faster across so on open court area.
2. Low dribble (control dribble) used to projection of the in congested area.

2.2.3. Shooting

Is the final movement to complete the offensive action in order to score a basket ball generally, shoots is taken in every 24 second, the aim in any game is to win. In order win, one most score point. To score points in basket ball, thee ball most be throw in to the basket with this in mind,

we make no apology for placing shooting as a backbone of basketball. In basket ball, there are three common and basic types of shoots.

1. Set shoot: is mostly use for long range shooting and free throw.
2. Jump shoot: is the most common one in basketball. It is mostly performed from a dribble, but

The jump short can be performed from their running or standing position. This makes its difficult for your opponent to anticipate it and almost impossible to guard.

3. Layup shot: is the most accurate shot, because you are very near (close) to the board while doing the layup shot. It is perform form a jump that carries you beneath the background.

2.2.4. Rebounding; are divided in to two main categories

a. Offensive rebounds: in which the ball is recovered by the offensive and does not change possession.
b. Defensive rebounders: in which the defending team going1 possession a majority resounds are defensive because the team on defense tends to be in better position (in other words closer to the basket) to recover missed shots. Offensive rebound leads to another opportunity to score for the offensive team. Either rights a way or by resetting the offensive. A b lock is not considered a rebound.

2.3. Some factors that affect basket ball basic techniques learning

2.3.1. Students interests

Improving your basket ball skill depended on your own was not becomes better. It takes determination and pretence in order to better players. If you ever want to improve on your basket ball skills the ability to concentrate on becoming better on the types of basket ball skills that you are working on is very important. As you go on the process of learning how to improve your basketball skills, your focuses will dictate how quickly you may be a able to see that results of your efforts.

Hard work alone want get you don't have the position of doing what you love was learn that, if you have the desire to get better at basketball, it have been easier for you to make improve mentis on your basketball skill.

2.3.2. Class size

Many researchers have different view about the number of students they onside being a large closes size or a small class size. Of course large and small are relative terms. Generally the term "large class has the concept of large number of students in the class room teaching physical education is large class is difficult because of number of students in a class is not suitable for teachers to control students and apply different teaching method. Similarly students cannot get enough opportunities of participation. Whatever, the class may be, there are many problem that rise from the largeness of the class scholar, like bunch (1975) has tried to list down section problems related large class. Among this less opportunity of students to practice and minimized teachers and students individual interaction.

Because of the difficulties mentioned above. The number of students is one class solid be minimize as possible based on this idea typed knopp described as:

Generally speak, class having 30-40 students as considered as a maximum limits, it is true of course, that types of program, teaching method and available facilities affect number of that can adequately provides for a class. An understandable to industrialization of instruction can accommodate large number in small group.

2.2.3. Time allotment

Oh how long should be daily period may be scholar believed that relatively long period are advantageous for physical class to meet the need for young people.

According to code Knapp, (1953, 329) physical education is an animus in the live that day period is required both" in Wolkite university students if the development recreational and skill needs of young people have to be met with reasonable adequacy. Not all physical activity needed for health full growth and development can be provided during one school daily period comparatively long period are favorable than short period for basketball classes or physical education classes'. It double period are given for physical it gives teachers freedom to allow

students to have five minutes for dressing at the beginning and ruminates for shower at the end during practical class. Therefore, fifty five to sixty minute is advisable. Regarding the education of days class Knapp (1968; 365) state that since five minutes at the standard showering, the larger period the higher percentage of time is available for physical education.

2.3.4. Teachers motivation

As introduction of psychology motivation is defined as referencing to factors that energize and direct behavior from the above statement it is observes this motivated ones. This motivation is intended to arouse ones dire to carry out an activity effectively. Learning requires actives interest and concentrated effort of the learners.

Teachers play great role to bring an interest to the subject. The teachers must secure the attention of his/her students towards learning basketball. Students have been praised when they performed properly. This gives them encouragement to show all the more better result and they develop confidence, HPE, self-reliance and self-respect.

2.3.5. Nutrition

Nutrition plays a fundamental role in the learning process for the simple reason that a student who shows up to school handy will not be able to function to the best of his ability ties. Although the website public school review, much of the food available in American public's schools may actually be negatively affecting in student ability to learn as non-nutrition's food containing.

Large qualities of Sugar, caffeine, sodium and assorted chemicals will have students feeling "tired," UN for focused, Jittery and sick.

2.3.6. Fatigue

Ensuring the student has had enough sheep also crucial part of effective learning. According to a study of medical residents at case Western Reserve University, sheep deprivation has undeniable negative impact on the brains ability to learn in the findings. 22 of the 20 focus groups feet that fatigue adversely affect their cognitive abilities and their ability to learn from classroom lectures and reading, in addition, the residents reported that fatigue brought about problems with long-term and short-term, memory that made it difficult to recall information that was learned.

2.3.7. socio-economic factors

Students come from various backgrounds. Some areas are poor while other comes from affluent household. They may came from strong family structure in which they parents are professional or are highly educated: where others students may come from affluent neighborhood will most likely have more educationally support and resources to help them through school. Often, these neighborhoods have more tutoring companies, after school activities and education stores that the working class or poor neighborhoods. Also, an affluent neighborhoods have been filled with highly educated people in many respects.

Students in these neighborhoods are expected to continue their education at college or universality, level. In struggling, important varnished neighborhoods, education may be seen more as a way to get a job after high school.

In some cases, the idea of getting an education is secondary economic cal surviving more important.

CHAPTER THREE

3. METHODOLOGY

3.1. Study area

This study was conducted in Gurage zone Wolkite Universities main Campus in the sport department under college of natural and computational science, which located 165 km south-east of Addis Ababa and campus was established or started teaching and learning activities in 2004E.C academic year as a University.

3.1. Study design

The data was collect from students at Wolkite University students. This study was used both qualitative and quantitative methods of research to assess the affect learning basketball basic techniques the case in third year sport science students. The design of research is survey .

3.2. Source of data

The study was use students and physical education teacher from Wolkite University information through direct observation of the reassertion of the problem the Worksite University. When research gather information by using these techniques. The researcher observes many problem such as imbalance of practice basket ball between male and female.

3.3. Study populations

The target population of this study was 1 coach from those sport science department and 36 third year basketball specialization student 23 are males and 13 are female student.

3.4. Sample Size and Sampling Techniques

3.4.1. Sample size.

The sample of this study was 36 students 23 are males and 13 are females of third year basketball specialization sport science students, and 1 basketball coach in Wolkite University.

3.4.2. Sampling

For this study, was used for 3rd year basketball students and coach of basketball they are small in numbers.

3.5. Data collection instrument

In order to gather adequate and reliable data the researcher was questionnaires as data gather tools to collect the necessary data.

3.6. Data Collection procedure

The first things in collection process of data were getting permission from sport science department. After the permission the researches was introducing him selves for the students and explain the objective of the research and ask their willingness for their participation in full filling the questionnaire. Then, based on the roll number on the 3rd year basketball student from their department was select and the questionnaire was distributes and clarification give on how they fill out and all of the respondents.

3.7. Method of Data Analyzing

Collected data was analysis using descriptive statistics, such as frequency and percentage, was used to analyze the data collection through questionnaires to identify major problem of applying basketball techniques in case of Wolkite University 3rd year sport science basketball specialization student.

3.8. Ethical Consideration

The study was deal with the ethical issues; it can protect the privacy of research participants and make guarantees and confidentiality in risk of harm as a result of their participation. Therefore, the study was conduct according to worksite University rules, policies and codes relating to research ethics. The protocol was approving by the University guidelines, and verbal consent was given and inform to the concern bodies. Permission was obtained from the department of sport science. Then an informed verbal consent was receive from each study subjects and anyone who is not willing to take part in the study was having full right to do so

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This part of the study deals with analysis and interpretation for data obtain through questionnaires from sample population about the factors that affect learning basic techniques of basket ball in case of Wolkite university sport science students.

4.1. Description of students responses to questionnaire

Table 1: students response on Background information

No	Variable	Characteristics	Respondents	Percentage
1	Sex	Male	23	63.88%
		Female	13	36.11%
Total			36	100 %

As the above table1, indicated that 23 (63.88%) of respondents that male and 13 (36.11%) of respondents that females

Table 2: age level

No	Variable	Characteristics	Respondents	Percentage
2	Age	18-20	10	27.77%
		21-23	16	44.44%
		Above 23	10	27.77%
Total			36	100 %

As the above table 2, that 10(27.77%) of the students between the age level of 20-29, 16(44.44%) of the students between the age level of 26-30 and 10 (27.77%) off the student between the age level of above 36

Table 3: respondents educational level

No	Variable	Characteristics	Respondents	Percentage
3	Educational level			
		3rd year	36	100%
		Total	36	100 %

According to table 3, all of the respondents are 36 (100% of the student are 3rd year.

Table 4: students response on how d you measure the interest of students to learn Basketball practices

No	Variable	Characteristics	Respondents	Percentage
4	How do you measure the interest of students to learn basketball practice session	High	8	22.22%
		Very high	2	5.55%
		Low	7	19.44%
		Very low	19	52.77%
		Total	36	100 %

As indicated in the above table, 8(22.22%) of the students were answered the measure the interest of students to learn “High and 2 (5.55%) of the respondents answered that the measure the interest of student to learn is relatively “Very high” while 7 (19.44%) of the students says

that low and 19 (52.77%) of the respondents say that very low, this show the measurement of interest of students to learn Basket ball practice all session.

Table 5; students response on any one who play basket ball

No	Variable	Characteristics	Respondents	Percentage
5	Have you ever play basket ball while you were in high school?	Yes	23	63.88%
		No	13	36.11%
		Total	36	100 %

As shown in table 2, 23 (63.88%) respondents of students said that the students have seen anyone who play basket ball in the your birth place, 13(36.11%) respondent that they are not anyone who play basketball in the you birth place. This show a as students has anyone who play basket ball in the birth place.

Table 4: Students response on which one the reasons contribute most for "Low" poor achievement.

No	Variable	Characteristics	Respondents	Percentage
6	Which reasons contribute for low achievement learning of basketball skill?	Previous experience	5	13.88%
		Ways of teaching method	10	33.3%
		Dislike learning practical lesson	6	16.66%
		All	15	50%
		Total	36	100

As shown table 3 5(13.88%) of the respondent said that the one the reason contribute most for low poor achievement of basketball learning skill have previsions experience and 10 (33.33%) of respondents reported that they were dislike learning practical session and 15 (50%) of respondents reported that are ways of teaching method achievement basket learning skill.

Table 5 students response on teacher teach practical session from simple to complex

No	Variable	Characteristics	Respondents	Percentage
7	Do you practice practical session from simple to complex?	Yes	25	69.44%
		No	11	30.55%
		Total	36	100

According to table 5, 25(69.44%) of respondents of students said that the students have answered the teachers teach simple to complex and 11 (30.55%) of respondents of student answered that teacher didn't teach simple to complex.

Open ended for students

Table 6: student's response on do you teach practical session to wise week?

No	Variable	Characteristics	Respondents	Percentage
8	Do you practice practical session twice a week?	Yes	23	63.88%
		No	13	36.11%
		Total	36	100

Ass shown table 6, 23(63.88%) of the respondent replied that 'Yes" and 13 (36.11%) respondents said that 'No" this show that the teacher were not enough practical session twice a

week because there is no equipments and falsities. This totally contradicted the harmonized curriculum of sport science.

Table 7: Students response on. the class size dividing students in two groups

No	Variable	Characteristics	Respondents	Percentage
9	Does the teacher demonstrate practical classes in groups?	Yes	26	72.22
		No	10	33.3%
		Total	36	100 %

As indicated on the table 7, 26 72.22%) of students said that ‘Yes” or High percentage of respondents is said yes and 10(33.3%) of respondents is said no there is no minimize class size by dividing students in two groups.

CHAPTER FIVE

5. SUMMARY, CONCUSSION AND RECOMMENDATION

The main purpose of this chapter to summaries the major findings of the study and investigate the factors that affect learning basic techniques of basketball.

5.1. Summary and conclusion

- ✓ The objective of the study was to investigate the factor that affecting learning basic techniques in case of 3rd year sport science student of Wolkite University students. Therefore the questions those were analyzed in detail.
- ✓ Majority of the students and teacher responses indicates that there was insufficiency equipment and of appropriate basketball court.
- ✓ All students and teachers informed that the time allowed to basketball class is not enough.
- ✓ The students have not past experience in practicing basket ball.
- ✓ Teachers were no motivating student.
- ✓ Students have high thinking to learn health and physical education
- ✓ Teachers have speed during the lesson period
- ✓ Teachers was used more theoretical tom teach basketball
- ✓ Most of the students were afraid to practice
- ✓ Students were practice only by the help of teachers.

5.2. Recommendation

From the analysis and conclusion made of or the researcher would like to put the following recommendation

- ✓ The school must have constructed appropriate court
- ✓ The school administrators and concerned body should be sensitive enough in order to fulfill and by enough teaching materials.
- ✓ The time allowed for health physical education class should mark enough.

- ✓ Students must be encourage and oriented to avoid fair and psychological street on practice.
- ✓ The teachers must teach both theoretical and practical equally.
- ✓ Students must motivate to avoid less thinking to learn health and physical education.
- ✓ Students should practice individually.

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APPENDIX'S

WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE SPORT SCIENCE DEPARTMENT

Question for students

The questionnaire designed to collect information about effect of learning basketball. Please read each question and mark "X" in the box that closely related to your experiences.

Direction 1: background information

1. Years 2nd ☐ 3rd ☐
2. Sex: Male ☐ Female ☐
3. Age 18-20 ☐ 21-23 ☐ above 23 ☐

Direction II

1. How do you measure the interest of students to learn basketball practice session?
   High ☐ very high ☐ very low ☐ medium ☐ low
2. Have you ever play basket ball while you were in high school?
   Yes ☐ No ☐
3. Which reason contribute for "Low" achievement of learning basketball skill?
   A. Previous experience
   B. Ways of teaching method
   C. Dislike learning practical session
   D. All
4. Do you practice practical session from simple to complex?
   Yes ☐ No ☐
5. Do you teach practical session twice a week?
   Yes ☐ No ☐

6. If your answer is No for question number 5 what is your reason?

_____

_____

7. Does the teacher demonstrate practical classes in groups?

   Yes ☐ No ☐

Direction III

List down answer for the following questions

1. What do you suggest to improve students Basketball skill during practical classes?