



Research Article

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Basketball Dribbling Techniques and Associated Factors among Female Sport Science Students of Hawassa University, Hawassa, Southern Ethiopia

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Abstract

Background: Basketball cannot contribute to the development of personal and social values in developing countries. The main factors were lack of participation in appropriate curriculum, insufficient equipment, economic, attitudinal problem and absenteeism. **Objective:** To assess basketball dribbling techniques and associated factors among female sport science/SS students of Hawassa University, Ethiopia. **Methods:** A descriptive cross-sectional study design was conducted on 384 female SS students from March 20th to April 30th, 2019. Bivariate and multivariate were performed with confidential intervals (CI=95%) to determine the factors affecting students' performance. **Result:** The respondent rate of the study was 91.14%. The finding shows that 48% of the student were between 20 and 23 year old; 40 %; and 52% of them were those came from rural areas; and insufficient of financial support of female sport science students, respectively. Age [n=98; AOR: 2.11; (1.19, 3.45)]; rural [n=138; AOR: 3.242; (0.15, 0.32)]; and economic status [n=183; AOR: 4.01(1.32, 1.87)] were the common identified factors. **Conclusion:** The study concluded that the majority of the female sport science students had low perception of students towards basketball dribbling game; and there was inadequate time to demonstrate basketball and exposed to lack of facilities within the University.

Keywords: Associated factors, Basketball, Dribbling, Sport Science.

INTRODUCTION

Background

National Basketball Association/NBA/ defined as Basketball is a team sport in which two teams, most commonly of five players each, opposing one another on a rectangular 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) in diameter mounted 10 feet (3.048 m) high to a backboard at each end of the court) while preventing the opposing team from shooting through their own 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 or more 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 ^[1]. Players advance the ball by bouncing it while walking or running (dribbling) or by passing it to a teammate, both of which require considerable skill. On offense, players may use a variety of shots—the lay-up, the jump shot, or a dunk; on defense, they may steal the ball from a dribbler, intercept passes, or block shots; either offense or defense may collect a rebound, that is, a missed shot that bounces from rim or backboard. It is a violation to lift or drag one's pivot foot without dribbling the ball, to carry it, or to hold the ball with both hands then resume dribbling ^[1].

In team sports, two or more professional work together on a common playing area to defeat an opposing group of competitors ^[2]. Of these, team sports, basketball is one. Yet in the world wide particularly in developing countries, basketball cannot contribute to the development of personal and social values that are essential in the educational process of the child and youngsters. These include commitment, perseverance, and personal responsibilities within the group, team work, respecting the rules, respecting the other, and learning to complete ^[3]. Likewise, most importantly over time out of which the game peoples begin to play informally, not so with basketball. Basketball history shows that it has the

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destination of being an internationally invented game [4]. Literature shows that more half of a century men and women of all ages has been playing basketball. This has become a favorite of admirers to enthusiastically follow their favorite college, school and national teams in Ethiopia. Canadian physical education teachers had facilitated it is expanded in Addis Ababa school, which grows in popularity with in few years within a short period is helping nearby football players. The factors that important to successful development of game are interest of students, practice of basketball, facilities, teachers motivations and dribbling technique practice were gap observed in developing countries [5].

However, technical skills and athletes fail, the players do not understand game concepts, play with intensity and embrace competition and react quickly to constantly changeling situations. In fact, that female students cannot and shall not quickly dribbling basketball as male, because female students are less powerful than males but females more flexible than males and body fat than males [6]. Holt and Mitchell [7] augmented the model by integrating hope theory as the mechanism to explain success in basketball and football. Specifically, this refined model predicted that players with high hope who are resilient and receive high social support have a greater likelihood of successfully progressing to the professional level [7].

In addition, as many reviews, especially that conducted in developing countries, poor practice of basketball among females, less coaching competence for female, shortage of basketball equipment and facilities, interest of students to learn basketball course, teacher method of training, teachers' motivation of students, skill problems in teaching, teachers' technical ability availability of sport materials, the responses that stop basketball practical class when you are menstrual cycle which are the gaps for my study [8]. The study show motivation on the side of student, lack of physical education support have a greater likelihood of successfully progressing to the professional level [7]. The study show motivation on the side of student, lack of physical education teachers, absence of materials and facilities especially in basketball in the schools, time allotments for sport science, lack of well-designed courts for basketball, lack of well curriculum of sport science education for both gender, student's personal and family background and environmental factors reasons [9]. Therefore, it is important to assess learning basketball dribbling technique and associated factors among female sport science students.

OBJECTIVE OF THE STUDY

General Objective

To assess factor affecting of learning basketball dribbling techniques in sport science female students of Hawassa University, Ethiopia; April 20th to 30th, 2019.

Specific Objectives

- ❖ To assess factor affecting of learning basketball dribbling techniques among female sport science students
- ❖ To assess the existence of practice female sport science students towards basketball dribbling techniques
- ❖ To assess the interest of practice of female sport science students to learn basketball dribbling
- ❖ To assess the current facilities and equipment pertaining to basketball game for female sport science students within Hawassa University.

MATERIAL AND METHODS

Study Area and Design

Cross Sectional study was conducted in Hawassa University, which is found in Hawassa City Administration, South Nations, and Nationalities and Peoples (SNNP) of Ethiopia from March 20th to April 30th, 2019.

Hawassa University main campus (formerly Debub University), which was established in 2000 by merging three colleges, namely: Awassa College of Agriculture, Wondogenet College of forestry and Health Sciences (http://www.hu.et.edu). Currently, Hawassa University (HU) is a comprehensive university with its three major campuses offering academic and research services. Hawassa University runs more than 59 undergraduate and 57 graduate programs (10 PhD programs) and having 31,036 students with increasing rate of enrolment every year [10]. According to data obtained from the department of Sport Science (DSS) report, the current number of students, more than six hundred seventy-nine (679) are sport science students are attending in the department of Sport Science [10].

Study Population

From these students, about 391 students were female Sport Sciences Students who are actively learning

Sample Size Determination

Thus the sample size was estimate using single proportion formula: $N = \frac{z^2 pq}{d^2}$, where: N is the required sample size, Z is the reliability coefficient at 95% confidence interval (1.96), p is the population proportion, q is equal to 1-p, and d is the acceptable error (0.05). To the best of our knowledge, there is no available literature on previous work and thus, the population proportion i.e p assumed to (0.5). Therefore, sample size (n) become, $n = \frac{(1.96)^2 (0.5) (0.5)}{(0.05)^2} = \frac{3.8416(0.25)}{0.0025} = 384$ and thus, 384 were the sample size of the study. Therefore, from the total population (391) of female sport science students (FSSS), 384 of them were considered for the study. From the sampled FSSS, 124 of the students were selected from section A (n=126); 131 of them selected from section B (n=133); and 129 of them selected from section C (n=131) (Fig.1).

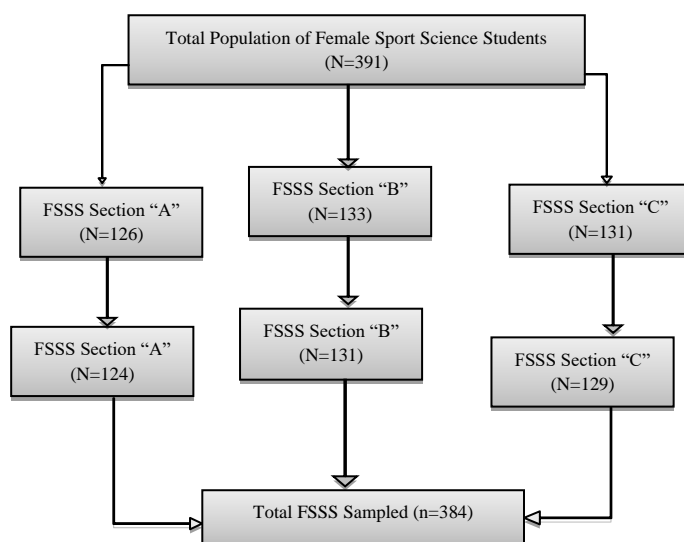


Figure 1: Sample selection procedures of Female Sport Sciences Students, HU, 2019

Data Collection methods

It includes questionnaire in both closed and open-ended statements for female sport science students. Selected Teachers were interviewed about their motivation regarding basketball practice/ demonstration or theoretical teaching. The data will be collected by face-to-face interview through structured questionnaires. For support, secondary data collection was collected from different publication journals, books, web sites, and others.

Data Quality Assurance

To ensure the quality of data assurance, the questionnaires was prepared from structured questionnaires of English version for actual data collection purpose. The quality of data was assured by proper training for the interviewer and supervision of the data collection procedure, categorization, and coding of the questionnaires. Before data distributed to participants, pretest was conducted in pretesting on five individual Hawassa city youth basketball clubs (outside the University) for data clarity. Finally, the some questions were modified based on feedback of pretest findings and this corrected questionnaires version was distributed for participants. Finally, everyday questionnaires was reviewed and checked for completeness and the necessary feedback offer to data collectors before data analysis.

Data Analysis

After all filled questionnaires were checked for their completeness and correctness, the collected data was sorted for completeness, processed, and analyzed by SPSS version 20. Bivariate and multivariate were performed to determine factors affecting basketball game and dribbling techniques, The odds ratios with 95% Confidence Intervals (CI) were calculated to evaluate the strength and a cut-off of 0.05 p-value was established to ascertain the significance of associations.

Ethical Consideration

The study of the proposal approval concern was approved by the College of Natural and Computational Science; department of Sport Science of Hawassa University. Then Ethical clearance was obtained from Hawassa University by which a Formal letter was written to the study concern community which legalizes it. Then data collector tools should read, finally he and she were asked to sign the consent form to show his or her agreement to participate in the study. Confidentiality will be maintained by omitting their names and personal identification.

RESULT

The respondent rate of the study was 91.14% (n=350). From a total number of students of sport science were participated in this study, 48% of them were between 20 and 23 year old and their 24% and 28% of the students were between 17 and 19 and greater than 23 years old, respectively with a mean and (SD) of 116.67(45.00). About 43 % (n=147) were protestant; 40 % (n=138) of them came from rural areas; and the majority of the participants, 52 % (n=183) of them have insufficient financial support (Table 1).

Table 1: Sociodemographic Characteristics of Female Sport Science Students, Hawassa University 2019

Sociodemographic	Categories	Respondents (n=350)		
		Frequency	Percentage	Mean (SD)
Age	17-19	98	28	116.67 (45.00)
	20-23	168	48	
	>23	84	24	
Religious	Protestant	147	43	87.5 (44.41)
	Orthodox	112	32	
	Muslim	56	16	
	Others	35	10	

Background	Urban	123	35	116.67(25.10)
	Sub rural	89	25	
	Rural	138	40	
Financial support	Sufficient	167	48	175 (11.31)
	Insufficient	183	52	

Of the total participants of female sport science students, 63(18%), 154(44%), 70(20%), 28(8%), and 35(10%) of the students were very low, low, moderate, good and very good awareness about basketball game before university, respectively. Moreover, about 126 (36%) of the female students responded that the enjoyment of basketball practical after joined to university was low, while 99(28%) of them reported that the practical work carried out by the teachers during field demonstration was low (Table 2).

Table 2: Awareness and Practice of Female Sport Sciences Students on Basketball, HU, 2019

Statement of Question		Respondents (n=350)	
		Frequency	Percentage
Your aware level about basketball game before university?	Very low	63	18
	Low	154	44
	Moderate	70	20
	Good	28	8
	Very Good	35	10
How do you level your enjoyment of basketball practical after joined to university?	Very low	42	12
	Low	126	36
	Moderate	105	30
	Good	42	12
	Very Good	35	10
Do the teachers show the practical work?	Very low	35	10
	Low	99	28
	Moderate	90	26
	Good	80	23
	Very Good	46	13

Among participants of the students, 21(6%), 91(26%), 98(28%), 77(22%) and 63 (18%) of them were assumed that the way of teaching use like tutorial class was very low, low, moderate, good and very good, respectively. Moreover, very low 98(28%), low 56(16%), moderate 105(30%), good 63(18%), and very good 28(8%) were responded regarding to the level of teaching approach towards basketball (Table 3).

Table 3: Way of delivering and basketball teaching among sport science teachers, HU, 2019

Statement of Question		Respondents (n=350)	
		Frequency	Percent
How do you level the way teachers use tutorial class only for students to teach basketball?	Very low	21	6
	Low	91	26
	Moderate	98	28
	Good	77	22
	Very Good	63	18
How do you level the teaching approach of basketball?	Very low	98	28
	Low	56	16
	Moderate	105	30

	Good	63	18
	Very Good	28	8
Your interest to participate in basketball session?	Very low	98	28
	Low	70	20
	Moderate	70	20
	Good	63	18
	Very Good	49	14

Regarding to courts of basketball are constructed, 18%, 32%, 32%, 12%, and 6% of them were playing in very low, low, moderate, good, and very good status. In addition, 16%, 32%, 30%, 10%, and 12% of them thought that they have very low, low, moderate, good, and very good towards sufficiency of time allotment for basketball practical class, respectively (Table 4).

Table 4: Playing court and time allotment of female Sport Students, Hawassa University, 2019

Statement of Question		Respondents (n=350)	
		Frequency	Percentage
How do playing courts of basketball are constructed?	Very low	63	18
	Low	112	32
	Moderate	112	32
	Good	42	12
	Very Good	21	6
Sufficiency of time allotment for basketball practical class.	Very low	56	16
	Low	112	32
	Moderate	56	16
	Good	45	13
	Very Good	60	17

Of the participants (n=350), 42 (12%), 112 (32%), 112 (32%), 70 (20%) and 2 (14%) of the female sport science students were believed that the department has very low, low, moderate, good and very good, respectively regarding to enough court to teach basketball dribbling (Fig 2).

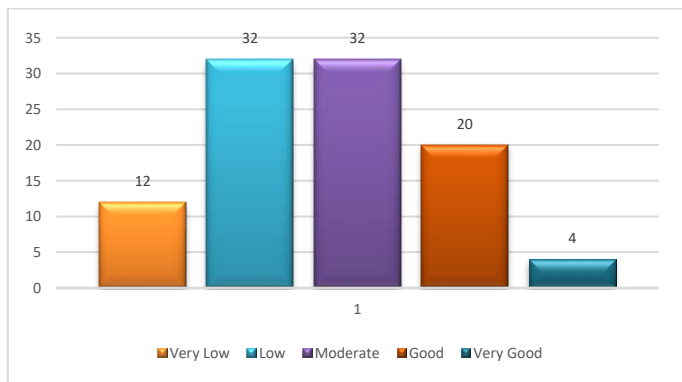


Figure 2: Availability of court to teach basketball dribbling of Sport Science Students, 2019

The following table shows 2%, 32%, 32%, 20%, and 14% of them were thought that the availability of basketball for practice session is very low, low, moderate, good, and very good, respectively. In addition, 22%, 4%, 34%, 28%, and 12% of them reported as the pre-university basketball dribbling technique are very low, low, moderate, good, and very good, respectively (Table 5).

Table 5: Possession of department dribbling court and availabilities of session HU, 2019

Statement of Question		Respondents (n=350)	
		Frequency	Percentage
Availability of basketball for practice session	Very low	7	2
	Low	112	32
	Moderate	112	32
	Good	70	20
	Very Good	49	14
How do you level your pre-university basketball dribbling technique?	Very low	77	22
	Low	130	37
	Moderate	106	30
	Good	27	8
	Very Good	10	3
How do you level your participate of basketball dribbling?	Very low	77	22
	Low	14	4
	Moderate	119	34
	Good	98	28
	Very Good	42	12

Regarding well demonstration of the basketball game 18% (n=63), 60% (n=210) and 22% (n=77) of the students were responded as adequate, no sufficient and not at all of basketball game demonstration, respectively (Figure 3).

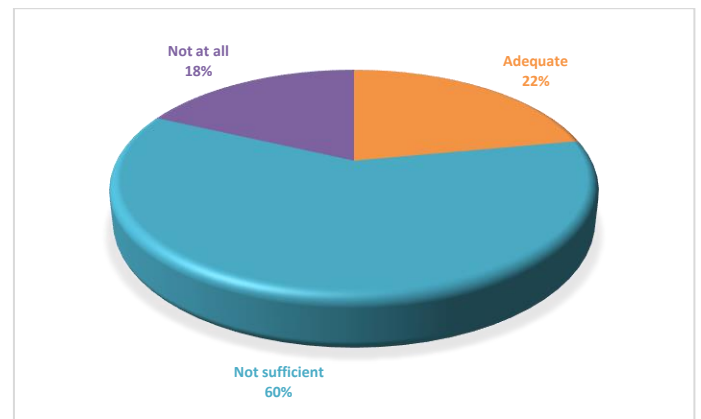


Figure 3: Teacher demonstrates Female Sport Science students motive on basketball, 2019

Moreover, Table 6 shows that 44%, 24%, and 32% of them thought the main problems that students have a low participation in basketball is curriculum, economy, and attitude of the students, respectively. Moreover, the frequency of female students in sport science participated in basketball lessons was always (14%), sometimes (52%), and never (34%) without being absent (Table 6).

Table 6: Teacher demonstrations and problems of student to participate on basketball, HU, 2019

Statement of Question		Frequency	Percentage
What do you think will be the main problems that students have a low Participation in basketball?	Curriculum	154	44
	Economy	84	24
	Attitude	112	32
	Family back ground	0	0
	Total	350	100
How often you participate in basketball lesson without being absent?	Always	49	14
	Sometimes	182	52
	Never	119	34
	Total	350	100

From overall assessment, from twelve designed perception questions, an average level of female sport sciences students' (out of 350 or 100%) the awareness and practice towards basketball dribbling technique were 57(16%), 98(28%), 93(27%), 61(17%) and 42(12%) of them had very low, low, moderate, good and very good, respectively in average (n=350, 100%) (Figure 4).

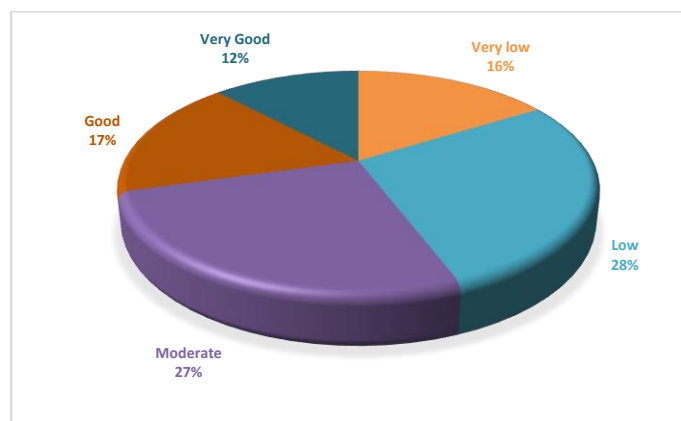


Figure 4: Perception of female Sport Sciences students' towards basketball (average of Q12), 2019

The association of dependent variables and independent variables was conducted by bivariate and multivariate analysis. Table 7 shows age, place where they came, and financial support had statistically ($p < 0.05$) associated factors for basketball dribbling among Sport Sciences Students of Hawassa University/HU/ (Table 7).

Table 7: Factors associated with Basketball dribbling among Sport Science Students, HU 2019

Variables	(N=350)		Respondents(n=350)		
	Freq.	%	Crude OR(95%CI)	Adjusted OR (95%CI)	P-value
Age of FSSS					
17-19 years old	98	28	2.392(1.68, 5.32)	2.11 (1.19,3.45)	0.00*
20-23 years old	168	48	1	1	
>23 Years old	84	24	1.01(0.55, 1.76)	0.242 (0.15, 0.32)	0.12
Religious OF FSSS					
Protestant	147	43	1	1	
Orthodox	112	32	1.43(1.12, 2.13)	1.11(0.26, 4.12)	0.18
Muslim	56	16	1		
Other	35	10	1.99(1.78, 45.65)	1.75 (1.32, 1.87)	0.12
Background of FSSS					
Urban	123	35	0.90(0.55, 1.76)	0.226(0.23, 1.23)	0.10
Sub Urban/rural	89	25	1	1	
Rural	138	40	1.01(0.55, 1.76)	3.242 (0.15, 0.32)	0.00**
Financial status of FSSS					
Sufficient	167	48	1		
Insufficient	183	52	1.99(1.78, 45.65)	4.01 (1.32, 1.87)	0.00*

NB * Significant bivariate at <0.05 p-value; ** multivariate at a <0.05 p-value); OR = Odd ratio

DISCUSSION

Cross sectional study was conducted to assess the factor affecting of learning basketball dribbling techniques among female sport science students of Hawassa University, Hawassa; Ethiopia from March 20th to April 30th, 2019. From all selected female sport science students, out of three hundreds, eighty four, three hundred fifty of them were responded the questionnaires. That means the respondent rate of the study was 91.14%. Of these participants, a high number of the respondents age were of them were between seventeen and nineteen year old and followed by greater than twenty three years old (Figure 1). Concerning the awareness of the female sport science students/FSS/, majority of them had low perception before joining to the University, relatively more number of the female sport science students had low practiced enjoyment of practice concerning basketball after joined to the university and the way of the teacher approaching the students and practical work carried out by the

teachers during field demonstration was low as the student reported (Table 2).

In addition, among participants of the student's low percent of the students were believed that the way of teaching use like tutorial class was found as low status. Moreover, a few numbers of students interested to participate in basketball sessions were observed as very low. However, more than six five percent of the students interested to participate in basketball session. (Table 3). Regarding to courts of basketball are constructed, only twelve percent and six percent of them observed that the courts of basketball for playing are found as good and excellent status. The other respondents were observed as low level of basketball constructed on the playing site and only twelve percent of the female sport science students believed that very good sufficiency of time allotment for basketball in practical class. However, more than half percent of them were believed that insufficient time allotment for basketball practical class (Table 4). On the other hands, the female sport science students were interviewed based on the

sufficient court to teach basketball dribbling in the department of sport science. Of the participants, small percent of them responded as the department hasn't enough court to teach basketball dribbling games as all of which need to reconstruct. And thirty-two percent of them reported as the department have enough courts to teach basketball dribbling. (Figure 3).

The other things was about the availability of basketball for practice session, Accordingly, thirty two percent of the students believed that, the availability of basketball for practice session is somewhat moderate. In addition, the level of the students' pre-university basketball dribbling technique also assessed. Four percent of them found themselves low and majority percent found themselves the pre-university basketball dribbling technique is moderate (Table 5). Regarding teacher demonstrating well to motivate the female sport science students on basketball game, more than half percent of them reported as insufficient demonstrating of our teacher on basketball game and twenty-two percent of them responded as basketball game demonstration was not found at all to motive on basketball game. While rest a small number of the students believed that responded as basketball game demonstration is adequate for playing a game (Figure 4).

The main problems that students have a low participation in basketball game were also intervened. From all participants, high number (forty-four percent) of the students responded as curriculum is the main problems that students have a low participation in basketball and followed by attitudinal problems were also observed among female sport science students who actively learning now. In addition to these factors, the other consideration was economic problem was also found as the main problems that students have a low participation in basketball (Table 6). The final interview towards the female students was about the frequency of students to participate in basketball lessons without being absent of female sport science students. In such a way that more than half percent of the participants responded as they were some time participated in the basketball game session without any absent and followed by never absent (thirty-four percent) during the basketball session. The students who always participated in basketball lessons without being absent of female sport students were less than twenty percent (Table 6).

As the overall assessment indicated, majority (ninety-eight or twenty-eight percent) of female sport science students had low towards basketball dribbling and techniques (Figure 4). The current study indicated that the main factors that students have a low participation in basketball game are curriculum, insufficient, equipment, economical, time, absenteeism of the students during basketball lesson, attitudinal problems of female sport science students towards sport science were identified (Table 6). Similar study advised create awareness and provide sufficient financial support, material and equipment are creating the optimal environment for basketball development that might prove beneficial in promoting these features is significant for future professional [11]. Moreover, well-trained teachers and coaches within the proper court have benefits for basketball players as professions in the world of games [12]. Therefore, improving the quality of female sport sciences students may result in either teachers or coaches, which are a key development for basketball across the nation within the community

Table 7 shows the association between the basketball dribbling and the factors may affect the performance of basketball among female sport science students. The study also indicated the majority of the respondents came from rural areas and hadn't financial support. As the current study revealed that between 17 and 20 years old (n=98, p<0.05) were 2.11 times the most probable affecting the basketball dribbling techniques than (AOR: 2.11; 95% (1.19, 3.45)) those who

were greater than 20 years old. In fact, these age ranges were first-year students, who were no more to stay in the University. Moreover, sport science students whose who came from rural areas (n=138, p<0.05) were 3.242 times probably exposed with the problem of basketball dribbling techniques [AOR: 3.242; 95% (0.15, 0.32)] as compared to the students whose who came from urban and sub-urban or sub rural. Moreover, insufficient financial support of female participants (n=183, p<0.05) were 4.01 times more exposed to the problems of basketball dribbling techniques as compared to those got sufficient financial support of female sport science students [OR: 4.01; 95% (1.32, 1.87)]. This study is similar with finding obtained by Adrew [13].

Moreover, the other literature review indicated that environment such as rural, sub rural and urban and economic status are nurtured clearly have a significant influence on the basketball development [14]. In addition, the other study indicated that environments and well demonstrates within academic settings could create to nurture young players to the professional arena would seem warranted [15]. Gagne's model development indicated that a variety of positive and negative ways from the probability of a strong family background, supportive parents, and economic status are the significant factors for good achievement and performance [11]. Therefore, the environmental factors such as rural, subdural; individual interest; age of the players, financial support either from family or any supportive fund could determinant factors for basketball game including any sport activities.

Limitation of the Study

Despite, the study was only focused on female sport sciences students in one popular University. Thus, the result may not represent male sport science students learning in the same university and also the female sport sciences who are learning in the Universities of Ethiopia.

CONCLUSION

The study concluded female sport science students had low towards basketball game before joining to the University and enjoyment of practice concerning basketball before joined to the university and the way of the teacher approaching the students regarding basketball is moderate practice work. The study also revealed that low practice of teaching use like tutorial class and low interested to participate in basketball session of the students and insufficient constructed court for basketball game.

DECLARATIONS

Competing interests: Not applicable

Fund Interest: Not applicable

Availability of data and material

We consent to the data deposit in a public repository that meets appropriate standards of archiving, citation, and curation; supplement information files under alongside of our manuscript; we can provide an explanation and details of any restrictions on access if data are not freely available

Consent to participate

The participants of the briefed about the purpose, and written informed consent will be secured from each participant.

Consent for publication

We give my consent for information about female sport Science students to be published in this journal.

Author Contribution

LMA contributed in developing methods, conceiving research idea, participated in data collection, analyzed. While STT who involved interpreted data, output of data analysis developed manuscript and accepting comments from reviewers. Both Authors approved the manuscript.

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