TALENT IDENTIFICATION AND DEVELOPMENT OF BASKETBALL, THE CASE OF MALE AND FEMALE FIRST AND SECOND DIVISION BASKETBALL CLUBS IN ADDIS ABABA.

By

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List of Acronyms

AABF: Addis Ababa basketball federation.

Athlete: a person how participate in any sport completion.

EABF: International association basketball federation.

F: Frequency.

EBF: Ethiopian basketball federation.

FIBA: Federation of International Basketball Association

IOC: International Olympic Committee.

LTAD: Long Term Athlete Development.

RAES: Relative Age Effects.

TD: Talent Development.

TID: Talent Identification.

YMCA: Young Men's Christian Association.

Abstract

The purpose of this study was to assess talent identification and development of basketball players in Addis Ababa basketball federation first and second division male and female basketball clubs. For the implementation of the study, a descriptive survey design was employed. The study subjects were selected from the availability samples. In this attempt, data were collected through questionnaires, structured Interviews, document analysis and observation check list. Consequently, the study demonstrated that talented basketball players' were selected in to the club only by their attitude towards basketball and on voluntary bases, and on the half of physical variables such as ball handling, as opposed to the currently accepted multivariate approach to talent identification. Furthermore, except for certain sociological/situational factors, the practice/training, psychological and most situational factors of talent development were not treated in the manner that allows basketball players development. Finally, based on the major findings, some valuable suggestions were forwarded for basketball coaches, Addis Ababa basketball federation and Ethiopian basketball federation.

Key words: technical, physiological, psychological, physical, facility, performance.

CHAPTER I

INTRODACTION

1.1. BACKGROUND OF THE STUDY

The early identification of talented players is an important consideration for coaches, researchers, federations, parents, sponsors, etc. Once talented individuals have been detected, it allows the involved persons to optimally arrange the resources required. Therefore, it is important to suggesting recognize talent with a high level of success and secondly to organize the proper support and training which will help them achieve their full potential.

Williams & Reilly(2000) suggested that "objective data collected by sports scientists can help confirm practitioners' initial intuition with regard to players' strengths and weaknesses" and that the retrospective analysis of the development of talented players provides the best data for the construction of an "ideal" player development system

Talent identification is a process that involves making a judgment about a performer’s qualities and offering that individual an opportunity to do something for which he or she is suited; talented youngsters must be

identified on their ability to be the best players in the future, not their current abilities

Talent is a marked innate ability defined as artistic accomplishment, natural endowment or an ability of a superior quality. Talent in sport can be defined as an individual's special aptitude that is above average for specific functions. Physical talents may be functional, expressive or athletic (Peltola, 1992) Talent detection refers to the detection of athletes who are not currently participating in the sport (Williams and Reilly, 2000). In basketball, it may be possible to take on athletes from football, handball, or volleyball aged between 12 and 16 years and put these athletes into a specific development plan. This concept requires further investigation. TID refers to the process of recognizing current participants with the potential to become elite players (Williams and Reilly, 2000). TS would take the process a stage further. Players that have been identified as "talent" and are participating in the World Class Start Program will be selected for various competitions and training camps based on physiological and performance criteria. This process is, in effect, choosing the top player in each weight group from a talent pool.

TD should take place from the point of entry to World Class Start to the highest level. According to Williams and Reilly (2000), several researchers have suggested that there has been a shift in emphasis from Talent Detection to Talent Development in recent years. Peltola (1992) defines Talent Identification as the process by which children are encouraged to participate in sports they are most likely succeed in based on results of testing selected parameters.

When this researcher have done game analysis assignment in Arat kilo gymnasium, the researcher got the chance to observe both sexes of first and second division of basketball clubs of Addis Ababa City Administration. During my stay there, I saw the low performance of the competitors, then a

question comes to my mind; that means I want to know the reason why these clubs have poor performance? Then I decided to conduct a research on “talent identification and development of basketball players”; there for this study focuses on the process of Talent identification and Development of Basketball players in both male and female first and second division basketball clubs in Addis Ababa City Administration.

1.2. Statement of the Problem

This study intends to address the problem of talent identification and development of basketball players to suggest recommendation it may fill the gap in the problem of talent identification and development of payers in basketball, which is particularly the Addis Ababa city administration of basketball federation. In order to build a factory of medalist in Ethiopia, putting base at Grass root level is the first and the most. The core of this is talent identification and development procedures. It is a tool for production of potentially talented young athletes at early stage.

The issue of talent identification in the entire national basketball club arena there is no screening method but coaching basketball at club give must basically focus on searching for talented basketball players in the entire country. Otherwise coaching without talent identification and development of player procedure will be west of time, energy, money and become working for worthless on none directed generation to their specific fate.

There are numerous researches on talent identification and development that strengthen the importance of multivariate approach through which potentially reach athletes are identified and developed. (Côtè, 1999;; Starkes & Ericksson, 2003 & Lynn, 2003).

However, as far as the knowledge of the researcher, there seems to be a problem of talent identification and development in the area under the study and there is no research conducted and, hence no finding and conclusion drawn on the talent identification and development of Basketball players of Addis Ababa Basketball federation clubs.

Thus the researcher is interested to carry out the study on talent identification and development of Basketball players in Addis Ababa Basketball federation clubs.

1.3. Research question

To achieve the above mentioned of the basic quotations formulated by the researcher are as follows:

- Is talent identification carried out by appling scientific methods and following universal criteria of talent identification in Addis Ababa Basketball clubs?
- What are the core problems of coaches hindering them to use talent identification method?
- Investigating factors affecting talent development.
- How does the Addis Ababa basketball federation and concerned bodies encourage potential and gifted athletes come to involve.

1.4. Objectives of the study

There are two objectives of the present study; they are general and specific objectives.

General objective

The general objective of the study is to investigate the talent identification and development of athletes in Addis Ababa city administration Basketball Federation.

Specific Objective

Specifically, the following objectives were set to be accomplished with this study.

- To identify the problems and status of talent identification by carefully reviewing in programs that is carried out in Addis Ababa youth Basketball Federation.
- To identify Basketball Federation and coaches perception of talented athletes and its identification.
- To suggest scientific and suitable talent identification tests & selection criteria of athletes for Addis Ababa city administration Basketball Federation
- Assesses the application of talent identification by Addis Ababa Basketball Federation.
- To examine whether Addis Ababa city basketball federation use a criteria to select talented players.

1.5. Significance of the study

Talent identification and development of Basketball player's procedure in Addis Ababa city administration Basketball Federation has several problems, therefore the study become significant for the following reasons.

- The study could insist Addis Ababa Basketball Federation, Coaches & responsible bodies to aware the importance of talent identification selection criteria.
- The study will help sport experts, policy makers and other responsible bodies in implementing talent identification criteria.

- The study could encourage other researcher to study the problem in a wide scope and depth.
- The study could be giving updated information for coaches and sport experts about talent identification method and development of basketball players.
- The study could be used as a review of literature for further investigation around talent identification and development process of basketball players.

1.6. Scope of the study

The boundary of the study is Addis Ababa city administration Basketball Federation. The names of the clubs are, first and second division clubs both male and female basketball players.

1.7. Delimitation of the Study

Even though the necessity of assessing talent identification and development of young athletes in training centers and forwarding some important suggestions for future improvement is undeniable in all centers at the national level, this study mainly due to time ,budget constraints, and financial support will not going further so that left for further research.

1.8. Limitations of the Study

The most serious limitations are lack of reference materials, and other resources, including related researches in our context. Besides these, there are factors that may have negative influence on findings such as lack of accurately recorded profiles of athletes, unclear explanations in the documents, problems in measuring psychological attributes, relatively short period of observation of actual training.

1.9. Operational Definition of Terms

Anthropometric variables: measurements of somatotype, body mass, height leg and arm girth.

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

Biological/developmental age*:* the age determined by physiological factors of maturation in conjunction with the training age.

Competitions: The act or process of competing for trophy or prize.

Performance: is the cumulative effect of genetics, practice, psychological and situational factors that can be observed in training and competition

Psychological variables: measurements of motivation, determination, self-confidence & courage of athlete

Physical/motor variable: refers to strength, speed, reaction time, power and endurance.

Situational variables: refers to sociological aspects such as family influence, coach's behavior, facilities and equipment and competition opportunities.

Talent: configuration of group of qualities, abilities and potential possibilities of athletes.

Talent development: refers to providing athletes with a suitable learning environment so that they have the opportunity to realize their potential or improve their performance**.**

Talent identification: is used synonymously with selection criteria and refers to as recognizing current participants with the potential to become elite performers and predicting performance over various periods of time by measuring physical, physiological, anthropometrical and psychological attributers (Regnier et al., 1993).

Training age*:* is the number of years an athlete has trained.

Youth*:* Basketball players categorized under 19.

2. Organization of the Study

This study was organized into five chapters. The first chapter dealt with the general background of the study and the underlined problem, objectives, research method, significance of the study, scope of the study, delimitation and limitation of the study, operational definitions of the terms used in the study and organization of the study. The second chapter treated the review of related literature. The third chapter revealed the research design and methodology. Chapter four focused on the presentation and analysis of the data gathered and the chapter presented the summary, conclusions and recommendations of the study.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to discuss the literature related to talent identification and development in basketball players (male and female), through which we can see how basketball players are selected, what factors affect the performance (talent development) and what the future prospects of basketball players will be, that will frame the current study. Hence the chapter verifies introduction to talent identification, stages of TID, conceptual models of talent identification, practices in talent identification, current perspectives of talent identification, talent identification assessment form and talent development.

2.1. Introduction to Talent Identification

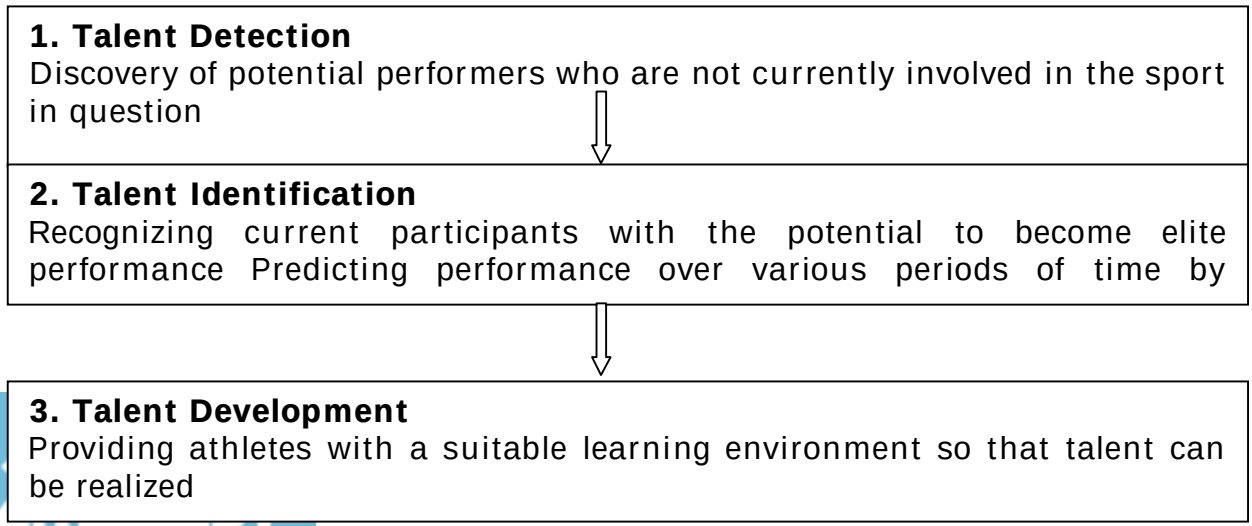
Talent identification (TID) and development has become a vital component of many sport programmes (Falk et al. 2004). Talent identification in any sport or in basketball and especially amongst young participants is of importance to make sure players are guided to the kind of sport or specific event which will suit them best. If potential basketball players can be identified at an early age as potential stars in a particular sport or event, it will allow coaches and sport scientists to spend more time and effort on these individual players to give

them the opportunity to become elite basketball players in the sport in which they have the best opportunity to excel.

Bloomfield et al., (1994) state that with identification of talent, good results are achieved and that pleasure, experience and participation are involved. Furthermore, they maintain that it is essential that talent in sport be identified at an early age in order to make certain that the correct exercise and training methods are employed to ensure peak performance at a later stage. Abbot and Collins (2002) also approved that appropriate support and training are essential if talented individuals are to full their potential. Partly for that reason, the early identification of talented basketball players is an increasingly important consideration for researchers and practitioners alike. Once potential talented individuals have been detected, crucial but limited resources can be optionally deployed to further refine and develop these talents. Without such support, the needs of talented children may not meet and their gifts remain undeveloped. Consequently, an effective talent identification system is an essential precursor to talent development, as it will direct support to those individuals who have the greatest potential to achieve senior international success in sport (Abbott & Collins, 2002).

2.1.1. Stages of Talent Identification

Williams and Reilly (2000) presented stages of Talent identification as follows.



4. Talent Selection
Ongoing process of identifying at various stages individual who demonstrate prerequisite level of performance

2.2. Conceptual Models of Talent Identification

The following are some identification and detection models. For this research, these models are primarily referred to as talent identification models.

2.2.1. A Model of Talent Identification

This Gabbard (1992) model approaches talent identification from three perspectives. These include: 1) Trainability (able to be coached); 2) motivational aspects, and 3) morphological and physiological considerations. This model emphasizes the fact that talent consists of both environmental and genetic components and that these factors play a role in basketball player's development (Regnier et al., 1993, & Durand et al., 2001).

In strengthening this view, Gabbard, C. (1992**)** says that while the genetic makeup of the individual is essential to achieving excellence in sport, if the environment is not optimal for the development of the basketball players, then these genetic attribute will be restrained from developing to their fullest potential (du Randt & Headley 1992; Regnier et al., 1993; Durand.Bush & Salmela, 2001). Gabbard, states that peak performance in sport is achieved between the ages of 18 to 20 years, after about a decade of training, and that consequently basketball players with promise need to be identified between

the ages of eight or nine years of age, before they undergo their growth spurt (Regnier et al., 1993, Hare 1999).

He proposed that there are three major reasons why promising youngsters previously identified as talented do not attain success. Firstly accurate predictions are difficult due to the biological age differences between children of the same age-group. The second reason is that test batteries used for predictions purposes are not objective, valid or reliable enough. His third reason is that he feels that the role that psychology can play in prediction of talent is not sufficiently considered.

So as a solution to these problems, Gabbard, offers a four stage model for talent identification. In the first stage, psychological, physical, and morphological factors critical to performance are identified, in the second stage, children are tested according to these variables with the results of these tests then used to guide or channel these children towards development programs in the sports to which they are best suited (Regenier et al., 1993) in the third stage of his model, the children's progress needs to be regularly monitored over the next 12 to 14 months, while they per take in a development program. Lastly in stage four and at the end of the development program, a prediction is made about the basketball players chances of being successful in their sport. Depending on the results of this prediction, the basketball players will be directed toward either a recreational program or an intensive training and development (du Randt et al., 1992, Regnier et al., 1993). A major advantage of this model is that late developers are properly accommodated.

2.2.2. Training Program for Talent Identification

Also of German origin, the model of Harre (1999) assumes that the only way a judgment can be made as to whether someone possesses the attributes

needed to be successful is through first exposing them to a training program. Accordingly, an initial consideration of talent identification is to put large number of youngsters through training programs (du Randt et al., 1992, Reginier et al., 1993, Harre 1999, Durand-Bush et al., 2001).

Another of Harre's (1999) assumptions was that the players social environment is an important constituent of talent identification and he therefore sees the role of social support and significant others, such as peers and family, as being of great significance in the identification and development of talent.

Harre e. (1982) cited specific rules and principles for talent identification.

Rule one. Talent identification consists of two stages. In the first stage, those youngsters exhibiting promise and general ability are identified. In the second stage, these youngsters are then classified according to the specific skills required by different types of sport. This classification is also carried out by the means of tests that objectively measures the child's ability and is based on the observations made regarding the child's reaction to the training program which serve as an indication of their capacity to improve.

Rule two. The requirements for talent identification are that it is based on the important aspects that play a role in sport performance. These aspects must be determined primarily by heredity.

Rule three. The abilities and characteristics by which these children are evaluated need to be considered with respect to their level of biological development.

Rule four. Talent identification must further consider social and psychological variables and not focus solely on physical variables.

Therefore, the two assumptions (i.e., the social environment and the importance of training) and the four rules combine to form the core of this model. The model consists of two main stages. A general identification of the

important components of performance such as speed, height and others is performed in the first stage (Du Raudt et al., 1992; Regnier et al., 1993).The second stage occurs during the junior training programs and is concerned with establishing and confirming the presence of sport capacity in the players.

Four indicators are used to determine the basketball player's talent for a sport, with the observations conducted while the child is participating in a sport specific training. The factors are 1) their response to the demands of training: 2) the degree of improvement in their performance, 3) their level of performance that they achieve in the development program and 4) their overall stability in performance under different conditions.

As Regnier et al., 1993 explains this model is regarded all around as probably one of the most conclusive talent identification models. Du Randt et al., (1992) and Regnier et al., (1993) also point out that a great strength of this model is that it underlines the relationship between talent development and identification.

2.2.3. Principle of Talent Identification

This Czechoslovakian model is also considered to be similar to the model of Harre (1999) and makes proposals and suggestions regarding a number of important principles for talent identification. The first principle that they mention is that the purpose of talent identification is to ensure that those who possess talent for a particular sport must train specifically for that sport. The next principle they propose consists of four steps. The first step of this principle is that gifted basketball players must be identified in physical education classes (Regnier et al., 1993). The steps after that entail the need to specialize in one "sport family" depending on the attribute and belief of the individual, a subsequent specialization in one sport and then the prediction of success (Regnier et al., 1993).

In their third principle they insist that while they call for specialization in sport, they are in fact against specialization that is too early. In their fourth principle, they note their opinion that the criteria for identification need to be based on factors that have a strong, stable, genetic influence. They go on to voice their view that it would be wrong to depend only on genetic factors in predicting performance (Regnier et al., 1993).

Since they feel that through environmental improvements, such as enhanced training and living conditions, individuals can promote further adaptations in their performance and development principle five stresses the multidimensional nature of sport and the need for all sport sciences to participate in talent identification, principle seven states that the need for a large pool population of potential participants, while principle mentions that talent identification needs to occur within a larger talent development framework. Another consideration of theirs, included in principle eight, is that talent identification must be performed humanely as possible.

2.2.4. Success in Sport

According to Bompa (1985) cited in Regnier et al., 1993, success in sport is dependent on three factors i.e., 1. Physiological capacity, 2) Morphological attributes, and 3) Motor capacity, that incorporates strength, power, endurance and perceptual, motor ability.

In describing the model of Bompa (1985) more in depth, Du Randt et al., (1992) include the following description: Bompa's (1985) model consists of a primary, a secondary and a final phase of talent identification. The primary phase, occurring during the pre-puberty phase, consists of an examination by physician to determine the general physical development and health of the individual. In this phase, only general information about the individual is ascertained (Du Randt et al., 1992).

Thereafter, the most important phase of this process to select participants is performed in the secondary phase of talent identification. This phase is conducted during and after puberty and is conducted on teenagers who have already undergone training, with the techniques used in this phase aimed at assessing the functional and biometric parameters of the individual. In this phase the effects of specialized training on the individual's development and growth are considered and sport psychologists are introduced, for the first time, to compile psychological profiles of the basketball players.

In the final phase of talent identification, the focus shifts to potential candidates for the national team. In this phase, the aspects under consideration are the basketball players:

1. Physiological adaptation to competition and training: 2) potential to improve even further in performance; 3) the player's health, and; 4) ability to deal and cope with stress. Bompa (1985) also maintains that there are ideal models in each sport, and that by adhering to this idea coaches and sport scientists can compare individual basketball players results with the ideal model for that specific sport, with this aiding in the process of selection (du Randt and Headley, 1992).

2.2.5. Talent Identification Frame Wo

This model has a broad, multidisciplinary and multivariate design, and is of great value to sport science and all sport disciplines (Regnier et al., 1993). This model also provides broad talent identification frameworks that can be applied to any type of sport (Regnier et al., 1993, Durand-Bush et al., 2001).There are two main phases to this model. The first phase consists of a task analysis to determine the performance criteria or sport-specific requirements for success. The second phase consists of another task analysis to analyze the determinants of performance (du Randt et al., 1992, Regnier et al, 1993).

Identification of Sport-Specific Requirements

For talent identification to be effective and reliable, it is very important that all the possible criteria and requirements that play role in effective performance be precisely determined. The principle behind this is that if performance is to be accurately identified and measured, the assumption is therefore that sports participants will be successful if they meet and comply with these sport-specific criteria and requirements (Regnier et al., 1993, Durand- Bush et al., 2001).

Identification of Determinants of Performance

This task analysis conducted to determine the essential underlying factors or variables that contribute towards achieving success in a sport. Psychological, morphological, environmental and perceptual-motor variables are considered to be the determinants that most likely contribute toward performance. In this task analysis, experts are consulted and the existing literature in the field or sport concerned is reviewed. To increase the chances of realizing talent; it is advised that the selected determinants (also referred to as predictors of talent) have a strong and stable genetic influence (du Randt et al., 1992; Regnier et al, 1993).

In general, it can be said that Regnier's (1987) model provides specific guidelines and principles by which talent identification can be conducted. Some of the positive aspects inherent to this model are: (1) the importance of multidisciplinary approach to talent identification is under scored; 2) through establishing prediction functions for different age groups, the effects of development, maturation and age are accounted for: 3) each step that needs to be taken in the process is comprehensively described; 4) the interactions between the sport-specific requirements and associated psychological, environmental, morphological and physiological factors are analyzed and

described through a statistical process, and 5) this model has been applied to team sport settings.

2.3. Practices in Talent Identification

2.3.1. Performance Models

It is apparent that athlete around the world are commonly selected into a range of sports or specific events by “natural selection” methods. For example, the screening criterion applied most frequently in Germany, Canada, USSR, Sweden and Brazil, for selection into development squads and sport schools, is competition results Wolstencroft (2002). Here, players continue only if they can ‘produce the goods’. This school of hard known approach may bring success but is accompanied with several down-sides as the over-emphasis at all age levels on winning is thought to contribute to the high dropouts from the competitive programs.

The relative age effects is highly prevalent here because youth players born in the early part of the selection year are more likely to be identified as talented and eventually become successful senior players. In contrast, athlete (basketball players) born later in the selection year tend to dropout.

Relative-Age Effects

Relative age-effects (RAEs) refer to differences among individuals in age-based associates typically used in sport. In most youth sports annual or biannual age-groupings, which are thought to create homogenous groups within the competition system of each sport, unfortunately create a sport structure that perpetuates RAEs (Schorer et al., 2009).The relative age effect or the birth-date effect is related to maturation and is a phenomenon that has been encountered in studies of talent identification and expert performance in sport. In this relative age effect it has been found that successful participants in elite sport have birth-date distributions that heavily favor the early months of the selection year. For example, consider a youth competing in a talent-

development program for basketball players. If the youth is born very early in the competition year (it is relatively older), he would be 10 percent older than relatively younger opponents born at the end of the competition year

Furthermore, Bompa (1999) presented a list of advantages of utilizing science to identify excellence rather than using competition as follows:

- It substantially reduces the time required to reach high performance by selecting individuals who are gifted in sport.
- It eliminates a high volume of work, energy and talent on the part of the coach. The coach's training effectiveness is enhanced by training primarily those athletes with superior abilities.
- It increases competitiveness and the number of basketball players aiming at and reaching high performance level. As a result, there is a stronger and more homogenous national team capable of better international performance.
- It increases basketball player self-confidence, because his or her performance dynamics are known to be more dramatic than other basketball players of the same age who did not go through the selection process.
- It indirectly facilitates applying scientific training because sport scientists who assist in talent identification can be motivated to continue monitor athlete.

2.3.2. Anthropometric Models

The use of scientific talent identification program was initiated within East and central European countries (Bompa, 1994). These models were based almost exclusively on identifying the physical and anthropometrical characteristics of elite in younger players. However, such models inevitably are limited since, (1) anthropometric and physical factors are unstable during adolescence, (2) determinants of performance have been found to vary with

age, and (3) recent research into anthropometrical difference of successful basketball players in different sports or specific events has been inconclusive.

However, Abbott et al., (2002) concluded that in the age group 16 to 18 most males and female are post-pubertal and anthropometrical and physiological factors will have stabilized, meaning that these factors will be carried into adulthood. This is also true in girls who achieve this stage a little prior than males. Besides this, Majumdar (2003) states that full height is typically attained at age 16 in girls and age 18 in males (P.118)

2.4. The Current Day Perspectives of Talent Identification

Considering several factors that influence the selection of young basketball players such as skill requirements of a particular sport, physique of the basketball players parents and coaches motivation that all influence the selection of young athletes in sport and in basketball players, the implications of the afore-mentioned conceptual models , talent identification currently has got different perspectives such as physical perspectives, including physiological,/physical -motor variables/, anthropometric variables, and technical variables, psychological perspectives and sociological perspectives.

2.4.1. Physical Perspectives of Talent Identification

The physical variables commonly measured in talent identification protocols consist of combinations of some or an incorporation of all of the following categories: Physiological/physical – motor, anthropometric and skills/technical variables (Durand-Bush & Salmela, 2001; Nieuwenhuis et al., 2002; Keogh et al., 2003). Therefore, the combination of these variables and skills are all of great importance in success and achievement in sport & basketball players and these need to be considered when performing talent identification.

2.4.1.1. Anthropometric and Physiological Variables

In more recent studies, physical traits are acknowledged as having an influence on competitive success in many sports and in basketball players with anthropometrical variables such as height, body mass, body type etc (Norton et al., 1996) and physiological characteristics and attributes such as strength, power, and endurance being found to have a correlation with participation and success (or the potential to be successful) in sport and in basketball players.

Physiological testing is common TID (Bompa, 1999, Helsen et al., 2000) and often based on the standards produced by elite athlete in that sport. Physiological testing may also be prevalent in the development of identified basketball players as it may ensure that basketball players on development programs are improving whilst enabling more-in depth laboratory testing due to the small number of individuals. This is not to say that mass field-testing does not have its place. This sentiment indicates that those with the shortage of laboratory equipment and expertise can use field test to test physiological attributes hence select potential basketball players.

Regarding the importance of anthropometric variables in basketball event, the variety of these events set different demands to participants, the tallest are shooter followed by the blocker, high and long jumpers, and sprinters and over all players. Play maker are the shortest from other basketball players. This indicates the importance to take into consideration the anthropometrics in talent identification.

As far as the physique is concerned lean and long legged youngsters are best suited to play in high post, tall and broad shouldered and muscular youngsters have the markings of fore ward player and multiple event exponents. Majumdar (2003) also stresses the importance of physique in talent identification by saying that the most desirable physique should be selected at the right age for making a champion.

In strengthening this, Thompson (2009) further states that “In basketball, certain events lend themselves to particular body types”. For example, basketball shooter and high jumpers tend to be ectomorphic. Fore ward players, tend to be mesomorphic and throwers an endomorphic and mesomorphic mix. When you are asked to advise young basketball players what event they may be best suited for it is necessary to take into account their body type.

2.4.2. Technical Variables

Techniques in basketball players are important elements that should be considered during talent identification that is, technical abilities should be part of TID system. In line with this, Hadavi et al., (2009) while developing talent identification model in USA have included technical abilities as elements of talent identification system. As Edwards (2009) indicates some of the technical abilities in basketball players are footwork, arm action, foot strike, trunk position and economy of effort in basketball players; transfer of weight, extension of body from ankle-legs-hips-back-chest-arms and rotation of hip.

2.4.3. Psychological Perspectives

It is an accepted and widely researched fact that certain psychological skills, abilities and attributes are needed, used and/or possessed by performers in achieving high levels of performance in elite sport (Abbott and collis, 2002). That is why researchers have suggested the importance of psychology in talent development, and the inclusion of tests for psychological variables in talent identification (Regnier et al, 1993).

In addition, it has been suggested by some that psychological skills and abilities are not only of tremendous importance in sport, but that these

aspects are in certain instances, of greater significance and can serve as better predictors of success (Abbott and Collins, 2002) or in conjunction with technical abilities and skills, act as more effective discriminators between more able and less able basketball players (Williams and Reilly, 2000) than physiological and anthropometrical variables.

Therefore, it is clear that mental and psychological faculties, attributes, and abilities are absolute pre-requisite for success in sport and that furthermore, analyses and possible measurement of these faculties, skills. Attributes and abilities are important in the process of talent identification if this process is to be all-encompassing and successful in achieving its goal of attaining the highest prediction accuracy as is possible.

Psychological testing can be split into two areas: perceptuo-cognitive skills and personality. Personality includes self-confidence, anxiety control, motivation, task-orientation, commitment and use of imagery whilst the perceptuo-cognitive can include attention, anticipation, decision making and game intelligence aspects (Abbott & Collins, 2002).

2.4.4. Sociological Perspectives

These involve the development in facilities, coaching and parental involvement. Regarding the importance of facilities, Bompa (1985) underlines that if a basketball player does not have the necessary facilities or simply cannot afford to participate in a sport, TID will be of little benefit. Besides the availability of facility, supportive parents are seen as integral to future success (Bompa, 1999), Williams et al., (2000). Davids et al., (2000) also suggest that elite basketball players, who had been successful in the transition from junior to senior, acknowledge retrospectively the essential support provided by one or more coaches during this crucial period.

Furthermore, these above mentioned social factors are strengthened by Bompa. (1999) by saying that having supportive parents, a stimulating and permissive coach and the dedication and commitment to spend many hours practicing and refining skills are the real determinants of excellence. Basketball players should also be provided with access to appropriate facilities and opportunities for meaningful practice. Investment in high quality coaches and coach education systems is crucial.

2.5. Talent Development

As to Williams et al., (2000), talent development refers to the process or system of providing basketball players with a suitable learning environment so that talent can be realized.

2.5.1 Existing applied model of talent development

There are several current practical models of TD with different theory and methodology of talent training from a variety of countries and sports. One popular model which describes the development of basketball players is called- the sport development continuum. It consists of four phases through which basketball players may progress or move backwards as their interest, commitment and performance level change in the pyramid. (IABF, 1998).the phases are:

- **Foundation:** potential basketball players are introduced, normally at a young age, to the sport and the basic movements involved in the events. Play rather than competition is emphasized.
- **Participation:** the activities of the basketball players in the participation phase include both training and competition on a regular basis, without great emphasis on results or achievement.

- **Performance**: in the performance phase, basketball players are very focused on the sport and invest considerable time and effort in training in order to improve their performance and compete on a high level.
- **Excellence**: basketball players in the excellence phase have reached a very high standard of performance and committed themselves to achieving the best possible results in the national and international level competition. Furthermore, these four phases of sport or basketball player's development continuum are further split into five stages of IABF_basketball player's development path ways.

The long term basketball player's development approach is an organized approach toward achieving the optimal training, competition and recovery throughout a basketball players' career. It recognizes that any individual who has just commenced basketball players has different needs from and capabilities for training than someone who has been doing it for longer .This is true no matter what age an basketball players starts being involved in basketball athletics and emphasizes the importance of coaches knowing the "training age" as well as developmental age of each basketball players they coach.

Thompson (2009), having a base on the long term approach of basketball players development, developed a five stage athlete development model. The progressive nature of this five- stage model guides athletes from the kids' of basketball players' stage, multi event stage, event group development stage, specialization stage through to the performance stage. Let us see the path ways in detail.

Stage one: THE KIDS' BASKETBALL PLAYERS STAGE (Thompson, 2009)

This stage is bounded in between 5/7-11/12 optimal biological age and 0-2/4 training age range and is the first stage for basketball players in the IABF development path way reflecting the well established IABF kids' basketball

players training and competition programs designed for young children . The kids' basketball players' developmental stage should be a structured fun introduction to basketball players like activities with an emphasis on developing basic fitness and foundation movement skill. It emphasizes such skills as the 'ABCs' movement: Agility, Balance, Coordination and Speed.

All these foundation skills and movements add together to provide a vocabulary of movement which are referred to as "physical literacy". To develop this basic physical literacy, there should be participation in as many plays or play-like, games and movement patterns as possible .the annual plan should have no per iodization structure but there should be a well-planned program of basic conditioning with proper fitness and skill progressions that are monitored regularly. Competition can take place at any time but training is not structured for or specific to competition.

Stage two: THE MULTI-EVENTS STAGE (Thompson, 2009)

The second stage of development is bounded in between 11/12-13/14 year's optimal biological age and 2-4 years training age where all individuals learn how to train and develop their athletic skills. For young basketball players this means participating in and learning all the events of basketball, along with basic technical, competition and tactical skills. Although the focus is on training, competition can be used to test and refine skills at any time of the year. In this stage, training can begin to be placed in per iodized way but because of the need to build a 'solid base', the training year should only have one macro cycle, making it a 'single per iodized' year.

Stage three: THE EVENT GROUP DEVELOPMENT STAGE (Thompson, 2009)

The third stage is the event group development stage and sometimes referred to as the stage for 'building the engine'. This stage is bounded in between 14/15-16/17 year's optimal biological age and 5-7years training age range.

During this stage there is an emphasis on greater individualization of fitness and technical training. For young basketball players, this is the time to begin to focus on an event group rather than all events. As basketball players enter this stage, some enjoy doing all events equally and may choose the combined events event group.

The emphasis in this stage is still on training which is predominantly high in volume and low in intensity and the time commitment to training will increase for both basketball players and coach. There are now specific targets for each competition undertaken with a view to learning basic tactics and mental preparation. The reason that many basketball players reach a performance plateau during the later stages of their careers is primarily due to an over emphasis on competition instead of training during this stage, which makes it a significant period in their basketball players development. The training year may be either a single or double per iodization structure but the longer the single per iodization is maintained, the better the basketball player's foundation for the future.

Planned training and competition modeling is introduced towards the end of this stage. Programming becomes more structured with defined taper and peak periods, which requires ongoing evaluation and modification's introduction of event specific training begins at this time .during this stage , over the course of 4 weeks to 10 months depending on the program ,other sports are reduced to 1 or 2. Training should approach a total time of 12 hours per week towards the end of the stage, involving 4-7 sessions of physical training and activity. 3-5 of these sessions should be in basketball player's event specific areas.

Stage four: THE SPECIALIZATION STAGE (Thompson, 2009)

This stage is bounded in between 16/17-18/19 years optimal biological age and 7-9 years training age range and is referred to as 'a fine tuning of the

engine'. There is a continued emphasis on physical conditioning, maintaining high volume training but now with increasing intensity at appropriate time of the year. The basketball players now will tend to focus on an event or a small number of events. Individual strengths and weaknesses are now more clearly identified and action can be taken to improve these. There is a gradual shift towards performing techniques and tactics in a variety of competitive conditions during training which increasingly model competitive environments.

The coach will focus on optimizing preparation both physically and mentally. The training year again is a single or a double per iodized plan and for the first time, competition will influence the structure of the annual plan .The number of basketball players sessions per week will increase to 5-9 as participation in other sports declines to 2 or less sessions per week. The practice to competition ratio is 90/10 and length of the basketball season can be anywhere from 8 weeks to 10 months. The number of competitive opportunities in the season becomes event specific and dependent up on the type of per iodization. If single per iodization is used the number of competitions should be 10-15. If double per iodization is used the number would be 12-18.

Stage five: THE PERFORMANCE STAGE (Thompson, 2009)

The final stage of preparation and participation in basketball is the 'the performance stage' that starts at the optimal biological age of 18/19 years and above and training age of above 10 years and lasts until the individual retires from actively competing .The emphasis now is on further specialization and, where possible appropriate, performance enhancement. All of the athletes' physical, technical, tactical, and mental capacities should now be fully established with the focus shifting to the optimization of performance, at whatever level.

All basketball players can be trained to peak for specific competitions and major events; whether these competitions be the Olympics, a regional competitions or a local meeting or event, with each aspect of training individualized. An individual's annual plan may show either single, double or multiple per iodization, depending on the events being trained for and taking in to account the basketball players' personal needs and circumstances (Thompson, 2009)

To sum up, Thompson (2009) while stressing on the importance of each developmental phase's states that even if a basketball players misses the optimal biological ages for each development stage indicated for the five stages of IABF basketball player's development path ways, the ways should still apply. No matter what the basketball player's age, following the stages of basketball players development path way permits the progressive introduction to and development in basketball. For instance a 14- year old basketball players with the biological of 16 years (early mature) and 3 years training age should be placed in the multi-events stage regardless of the biological age. However, there are two basic strategies /approaches/ for basketball player's development programs. These are:-

The flag-pole approach

This is the approach in which the development of top basketball players through effective search of basketball geniuses and focusing resources in to developing them in to stars and the aim of flying the flag is realized. However this depends on the quality of talent search (more scientific approach to the search) and is accompanied with the questions.

The pyramid approach

This is the approach in which emphasis is placed on involving a broad base of basketball players in the foundation and participation phases in the hope that talent will build on itself to reach a high point of successes. However, this approach is also accompanied with critical questions such as is the time span

too long to sustain the energy necessary and does one have to wait until the pyramid is complete before international success can be realized Even though many pyramids never get finished, pyramids appear to have the advantage of being able to sustain success and it is recommended in the LTAD to allow basketball players doing right things at the right time.

2.5.2 Factors (accounts) of Talent Development

Talent development should inculcate all the ingredients of success or performance at the right time. In this regard, there are numerous researches that examined the development of talent in sport (Bloom, 1985; Ericsson, 1993; Cote, 1999; Starkes et al., 2003) with the three main view points or accounts or variables: The genetic account, the practice account, and the psychological skills.

Although the genetic, practice, and psychological skills accounts have strong components, none have been able to fully explain talent development. This is why contemporary researchers have advocated a shift toward a more interactional approach (account) of talent development that acknowledges the relative contributions of nature, nurture, psychological skills and sociological factors. Durand- Bush et al., (2001), Singer et al., (1999). Though the current study underscores the importance of interactional account, it is worthy while to overview all the accounts.

2.5.2.1. Genetic Account

Numerous experts have remarked on the importance of genetics or heredity to talent development in sport (Kalinowski, 1985, Malina et al., 1986; Sharkey, 1986; Balyi et al., 1995, Bloomfield, 1995, Bompa, 1995 cited in Lynn (2003).

The genetic account of talent development placed emphasis on innate characteristics being responsible for exceptional performance. Bouchard et

al., (1997) in Laynn (2003). Genetics have been shown to contribute to factors such as height, body composition, flexibility, morphology, aerobic capacity, adaptability to training, muscle tissue composition, psychological skills and personality traits Willmore et al., (1999); Cowart, 1987 in Lynn (2003). It was also possible that genetic physiology differed between and within certain sports. For example, the genetic physiology of basketball shooter player's is different from play makers.

Genetic advocates supported the note on that an elite basketball players must first possess a favorable genetic make-up and also be highly responsible to training and practice in order to become an elite basketball players. Hence, while talent is identified performance variables must have a strong genetic nature in order to properly gauge development (Regnier et al., 1993). This means selecting variables that have strong genetic components. For example:

- Maximal aerobic power and capacity has been found to have a heritability range of anything between 40% and 93% (Klissouras 2001) in Klissouras et al., (2007)
- Maximal an aerobic power, capacity and endurance have a heritability range of 70% and 90% (Klissouras, 2001) in Klissouras et al., (2007)
- Maximal muscle strength exhibits a heritability range of between 22% and 100% (Klissouras, 2001) in Klissouras et al., (2007)
- Muscle fiber type has been found to have a heritability range of between 5% and 100% (Klissouras, 2001) in Klissouras et al., (2007)
- Motor coordination and acquisition exhibits a heritability range of 45% to 91%. Motor activities such as walking and running seem to be more closely related to heredity than activities such as balancing and shooting (Klissouras et al 2007) other studies have shown that the heritability estimates for movement accuracy and for movement economy are 87% and 85% respectively (Missitizi et al., 2004) in Klissouras et al, 2007).

- Somatotype has been found to have a heritability range of between 69% and 90% (Klissouras 2001; Klissouras et al., 2007). Kovar (1977) in Klissouras et al., (2007) found that heritability of ectomorphic components to be 87%, mesomorphy to be at 75% and endomorphy to be at 69%. These figures were largely confirmed by Klissouras (1997) in Klissouras et al (2007).
- Height has been found to be approximately 85% heritable Hohman et al., (2003) in Klissouras et al., (2007).

From the above discussion and presentation, it can be seen that the role of genetics in physical performance and success in sport (basketball) is a scientifically proven and accepted fact. However, there are those who hold to the view that deliberate practice is the only determinant of success in all domains, including sport (Ericsson et al., 1993).

2.5.2.2. Practice Account

Researchers advocating the practice, or nurtures, account of talent development promoted the belief that appropriate environmental conditions could lead to the development of talent in sport for all people regardless of genetic potential. In this account the role of genetics was deemphasized. Initial research on expert performance and expertise, introduced by De Groot (1978) was centered on world-class chess players, not on basketball. Simon & Chase (1973) advanced De Groot's research by developing a theory proposing that expert chess players did not vary from non-experts in terms of their basic capabilities and general potentials. Simon and Chase's theoretical perspective eventually became a dominant theory and molded expertise research for years to come (Ericsson, 1993).

Thereby extending early theories of expertise, the theory of deliberate practice was proposed to explain talent development by Ericsson et al., (1993). These researchers believed that expertise was achievable by essentially anyone and

that talent emerged through an expansive period of deliberate practice. Deliberate practice was defined as any highly structured; goal directed activity designed exclusively to improve performance through well-defined tasks, informative feedback and possibilities for repetition and correction of errors (Erickson et al., 1993 pp. 20-21).

The deliberate practice theory of Erickson et al (1993) is a highly nurtures model that holds the development of expertise and expert performance in multitude of domains including, sports is dependent mainly on extensive and deliberate practice (Du Randt-Bush & Salmela, 2001).

Furthermore, Ericsson and colleagues have indicated that the theory also applies to expertise in sport (Ericsson et al., 1993; Ericsson, 1993). Researchers examining the application of the theory of deliberate practice to the domain of sport have investigated in Soccer (Helsen et al., 2000), basketball players. Typically, the relationship between hours spent in sport specific practice and level of attainment is consistent with the tenets of deliberate practice theory: expert basketball players accumulated more hours of training than non-experts.

Although the theory of deliberate practice was attractive to those who believed that anyone could become world-class basketball players, it did not explain why some people trained extensively for over 10 years, yet never reached elite basketball players potential.

Singer and Janelle (1999) wondered about the “what and how” of deliberate practice, rather than only about the amount of deliberate practice. For Singer and Janelle (1999), the ‘what and how’ included the training and expertise of coaches in the basketball players environment and the extent to which feedback and monitoring of goals by coaches was emphasized.

They asserted that coaches played a significant role in deciding which techniques and strategies were taught as well as how and how long basketball players were trained. Expert coaches were also found to possess the goal of producing an environment that was most conducive to improve performance in the basketball player and making practice enjoyable for them.

Generally in the LTAD, research has shown that it takes between 8 and 12 years of training for a talented basketball player to reach elite levels. This has been summarized by the "10 year or 10,000 hour rule" and equates to approximately 3 hours of practice each day for 10 years. For instance, the US Olympic Committee (2002) surveyed US Olympic basketball players from 1988 to 1996 and concluded that it took between 10 and 13 years of practice or training just to make the Olympic team and between 13 and 15 years for those basketball players who won a medal. While the intensity required at the outset of the basketball player's development continuum is not the same as the intensity required at the end, the common thread among all stages of development is the coach.

More specifically it is the coach's attention to the rate at which athletes grow and develop and their ability to make adjustments to the overall training program that contributes to the success. Coaches are argued to become familiar with the maturation principles for young basketball players and apply these principles to training, competition and recovery schedule. In practice, all coaches working with young people have to concern themselves with the health and well being of the basketball players and their development.

In general, the implementation of sport programs that follow a LTAD model will enable coaches to develop individualized programs based up on each individual and take advantage of the critical periods of accelerated adaptation to training. It will also ensure that basketball players develop to their full

potential. The LTAD framework is basketball players centered, coach-driven and supported by administration, sport science and sponsors.

Furthermore, the singer and Janelle's (1999) "what and how" of the deliberate practice are fully explained in the long term basketball players development approach. So as to Thompson (2009), the main concept of basketball player's development involves taking a long term approach to basketball player's development and training. This long term approach is designed to help individuals of all ages and all abilities to optimize their development and potential.

In its simplest form basketball players development relates the structure and nature of training at any time to where an individual basketball players is on their developmental path way. This means that individuals are "doing the right things at the right time" for their long term, not necessarily immediate, development. Along with practice, some researchers also believed that certain psychological characteristics allow basketball players to succeed. Therefore, let us have a look on psychological skills impacts on the development of talent.

2.5.2.3. A Psychological Skills Account

Mental skills such as self-confidence, goal-setting, imagery, self-talk, mental toughness etc are obviously important in enhancing basketball player's performance. For instance, goal-setting is important both as a motivational strategy and as a strategy to change behavior or enhance performance. It is also used as an intervention strategy to rectify problems or to redirect efforts. As Locke, et al., (1981) in Wuest & Bucher (2006) identified, there are four distinct ways in which goal-setting influences performance: it focuses attention, mobilizes effort, nurtures persistence, and leads to the development of new learning strategies (p. 358).

Imagery also has been used in a variety of ways to enhance performance. It can be used to mentally practice skills or to review outstanding previous performances. By remembering the kinesthetic sensations associated with the ideal performance, the basketball players hopes to replicate or improve performance. Imagery has also been used as an anxiety-reduction technique. The basketball players visualizes anxiety producing situations and then 'sees' himself or herself successfully coping with the experience, thus increasing confidence to perform successfully in similar situations (West & Bucher 2006. p. 364).

Researchers also reveal that elite basketball players had been found to possess significantly higher levels of psychological skills than less elite basketball players (Durand-Bush & Salmela, 2001). In this study it was consistently determined that commitment and self-confidence were related with high-level performance, Mahoney et al., (1987) Orlick & Partington, (1988) cited in Laynn (2003).

In strengthening this, Vealey (2000) in West & Bucher (2006) states that compared to less-successful basketball players, successful basketball players possess more self-confidence; employ more effective coping strategies to maintain their optimal competitive focus despite obstacles and distractions. More efficiently regulate their level of activation to be appropriate for the task at hand, tend to be more positively pre-occupied with their sport and have a high level of determination and commitment to excellence. Wilson (1999) also concluded that elite basketball players utilized mental skills more than their non-elite counterparts in both training and competition.

In general, it was concluded that elite basketball players were extremely confident and dedicated individuals who were willing to do anything to be the best, even if they sacrificed other important activities, Mahoney et al., (1987) in Lynn (2003).

Although the research findings on the aforementioned three accounts of talent development were beneficial, no single account was able to explain talent development completely. Hence, there was a shift of idea (view) on the part of the researchers to the interactional account. The interactional account encompassed genetics, practice, psychological skills and situational factors such as the influence of family, coaches and teammates.

2.5.2.4. Interactional Account

The interactional account emphasized many characteristics that were ingredients in basketball player's talent development. These aspects included genetics, practice, psychological skills and situational factors (i.e., family, coaches, teammates, socioeconomic status, significant others). The interactional view point observed that there was more than one reason a person becomes an elite basketball players because all factors (genetics, practice, psychological and situational) must interact in the best way possible for success to occur. In line with this, Singer and Janelle (1999) stated "we must return to the idea that nature and nurture do interact to determine performance" (p. 146).

Therefore, it was essential to move beyond examining the extreme positions of nature and nurture and shift toward a more unified understanding of the development of basketball player's talent. The focus should be on the interaction of all factors and how they could be utilized to their maximum potential for children hoping to become talented basketball players. Other researchers also noted the need for multidimensional studies that embraced the mutual importance of all perspectives (Csikszentmihalyi, (1998); Detterman, Gabriel, & Ruthsatz, (1998): Freeman, (1998) in Lynn (2003). As genetic, practice, and psychological components of interactional approach have been reviewed, let us review on some situational factors important in talent development and given a due focus in this research.

2.5.2.4.1. Situational factors

2.5.2.4.1.1. Coach Behavior

Research into coach effectiveness has focused predominantly on investigating the behaviors of coaches. Through behavioral observation, a number of characteristics have emerged to identify effective coaches. In general, effective coaches frequently provide feedback and incorporate numerous prompts and hustles, provide high levels of correction and reinstruction, use high levels of questioning and clarifying, predominantly engage in instruction and manage the training environment to achieve considerable order (Douge & Hastie, 1993) in Martin & Coe (1997) .

In striving to improve and to win, basketball players require excellent coaching, management and competition (Martin & Coe (1997). Frank Dick (1983) cited in Martin & Coe (1997) very nicely defines a coach as “the director of a basketball players’ sporty ambition”.

If a coach and basketball players have agreed to a collaboration leading in the direction of basketball players achieving all round excellence in competitive sport, then the coach must undertake to provide input into the plan and to manage all aspects of it. The thinking should be done first before training begins. If basketball players develops both long-term and short term goals, these form a defined framework for all meaningful subsequent decisions, training plans then become relatively simple to create. A good coach thus must provide a good example and also be well rounded to make value judgments with conviction and credibility (Martin & Coe, 1997).

Martin and his colleague (1997) also underlines that a competent coach is an expert at creating a master development plan and is able and willing to utilize the expertise of qualified and trusted people to assist with the execution of this plan. Besides these, they stress that for a coach to create useful training

plans individualized for basketball players needs, a sizable time commitment is required.

2.5.2.4.1.2. Basketball Coach- players Relationship

As Martin & Coe (1997) state the best relationship is a partnership. When a basketball player chooses a coach he or she also assumes the obligation to submit reasonably to that coach's discipline. the basketball players -coach relationship and mutual dependence by saying that the mutual dependence between both parties is framed by the "...basketball players need to acquire the knowledge, competence and experience of the coach, and in the coach's need to transfer their competences and skills into performance and success.

Therefore basketball players and coach develop a partner or a professional relationship and they spend a great deal of time together in order to ultimately achieve performance success." Furthermore, Martin & Coe (1997), underline that if an basketball players-coach relationship is to be a journey of mutual discovery, both minds must be working together, not separately, communication between basketball players and coach must be effective because both utilize the knowledge provided each other's perspective on the training process and its effects, coach and basketball players should analyze the progress with basketball players collaboratively.

Regarding this, Martin & Coe (1997) point out that careful observations and recording of training responses and results of time trials can be adequate by themselves to permit meaningful analysis of progress and preparation, therefore, the coach and basketball players must work closely.

2.5.2.4.1.3. Coach-Parents Relation

"Indeed, although coaches have the most direct contact with basketball players within the sport environment, research have shown that parents influence children's socialization into sport as well as the psychological

consequence that accrue (Brustad, 1993, 1996, Cote, 1999, Lewko & Rosengren, 1996) cited in Williams (2001).

However, as indicated in Cox (2002), the interactions between basketball player's parents and the coach are an often-over looked sources of motivation for a basketball players. Coaches are often wary about the over involved and demanding parent however, often just the opposite situation occurs, and parents are excluded from active involvement in motivating a young basketball players. Parents provide tremendous support for a basketball player's involvement that sometimes goes completely unnoticed. What a tremendous source of support and motivation a parent can be when properly nurtured! (p. 254).

The "basketball player's triangle" consisting of coach, basketball players, and parent, is a natural aspect of youth sports, and a coach's role in relating to parents is very important to the success of program (Cote & Salmela, 1966; Hellstedt, 1987) in Williams (2001). Through their cooperative efforts, many parents are productive contributors. Unfortunately, the negative impact that some parents have is all too obvious.

Because of a lack of knowledge concerning their roles and responsibilities, parents can undermine the basic goals of youth sport programs and hold up youngsters of benefits they could drive from participation. Coaches are in a position to channel parent's genuine concerns and good intentions in a way that heightens the value of basketball players sport experience (Williams, 2001).

2.5.2.4.1.4. Support & Role of Parents

The research on basketball player's families underscores the importance of the family for the developing basketball players. Several authors have discussed the importance of parental influence on children's introduction to,

involvement in, and achievement in sport and other achievement domains (Bloom, 1985, Brustad, 1993, Hellstedt, (1995) in Côte (1999).

Although, there has been research in this area, very few studies have provided in-depth information on how families create a positive environment to initiate and maintain life-long sport participation. Cote's (1999). Furthermore state that parent were found to be very influential and played a critical role in development through financial, logistical and socio-emotional support.

2.5.2.4.1.5. Facilities and equipment

Facilities and equipment are one of the key situational factors that in their shortage can highly limit the performance of basketball players. This importance was stated in plessis (2007) that basketball players should be provided with appropriate facilities and opportunities for meaningful practice. Bompa (1985) also underlined that if a basketball players doesn't have the necessary facilities, talent identification will be of a little benefit. Furthermore, IABF (1998) underscores the importance of training facilities and equipment in participation, performance and excellence phases of basketball players /sport development continuum/.

2.5.2.4.1.6. Competition opportunities

Competition is the life blood of basketball. It is essential for the development of basketball players and it is the show case for the sport. (IABF, 1998) It is important that all basketball players have the opportunity to compete on the regular basis. The number and timing of competition is also critical.

Most successful national competition programs offer basketball players a tiered structure of local, district, provincial, national and international competitions. Such a structure creates a clear and logical ladder of progression which provides motivation and helps basketball players to develop

(IABF, 1998). As competition is essential for basketball player's development; the number and type of competition are tailored to the developmental stages of basketball players in the long term approach of basketball player's development.

2.6. Introduction to Basketball in Ethiopia

Basketball was first introduced in Ethiopia in the year 1946-47 (1939 E.C). It was first played in the Teferi Mekonnen (Entoto Comprehensive) and Kokebe Tsebah secondary schools. It was introduced by physical education teachers who came from Canada. Beginning from 1950-51, basketball became popular in most primary and secondary school of Addis Ababa. To this effect, Addis Ababa Inter-school Association included during that time basketball in the inter-school competition which was held every year. Later on physical education instructors of Addis Ababa University College and other colleges, coupled with members of Juventus club organized the competition programs of basketball in Addis Ababa.

These programs were conducted in ancient cinema hall which was found in the present day Science Faculty of Addis Ababa University. This greatly contributed for an increased popularity of the game as well as number of participant teams. As a result the Arat killo YMCA (now Arat killo sports training center). Organized a team and registered as an additional team members. The Ethiopian Basketball Federation was established in the year 1953-54 (1946 E.C), since having five Federations is compulsory for a country to be a member of International Olympic committee (IOC) as participant member of the modern Olympic games.

Consequently, Ethiopia became a member of International Olympic committee and participated in the modern Olympic games for the first time at Melbourne Olympiad in the year 1956 (1948 E.C).Being established as a Federation, the

Ethiopian Basketball Federation becomes a member of the Federation of International Basketball Association (FIBA). To this effect, Ethiopian participated in the first African Basketball competition in the year 1962 (1954 E.C). This was the first time for Ethiopia to participate in International Basketball Competition.

CHAPTER III

RESEARCH METHODOLOGY

The main objective of this study is to assess talent identification and development of basketball players, descriptive survey was used in conducting this research. Because, as Best Kahn (2006) state, descriptive research deals with the relationships between variables, the testing of hypothesis and the development of generalizations, prediction of future phenomena is possible (p. 118).

Besides this, a survey design provides a quantitative or numeric description of trends or opinions of a population by studying a sample of that population (Cresswell, 2009). Specifically, the cross-sectional survey design was best suited for this study. This is because as Kumar (1996) states, it is extremely simple in design where you decide, what you want to find out, identify the study population, select a sample and contact your respondents to find out the required information.

Furthermore, in terms of the reference period, the researcher used retrospective-prospective study design. The retrospective study was used for seeing the practice of talent identification of basketball players' previous experience. This is because, as Kumar(1996) indicates, the study was usually

conducted either on the basis of data available for that period or on the basis of respondents' recall of the situation, and the prospective design is for estimating future prospects of basketball players. This is also because the study attempts to establish the outcome of an event or what is likely to happen (Kumar, 1996).

3.1. Study area description

The study area of this thesis is Addis Ababa, The site of Addis Ababa was chosen by Empress Taytu Betul and the city was founded in 1886 by her husband, Emperor Menelik II. The name of the city was taken from parts of the city called hora Finfinnee ("hot springs") in Oromiya. Another Oromiyan name of the city is Sheger. Addis Ababa is the largest city and the capital city of Ethiopia, with a population of 3,384,569 according to the 2007 population census.

Addis Ababa has the status of both a city and a state. It is where the African Union and its predecessor the OAU are based. It also hosts the headquarters of the United Nations Economic Commission for Africa (UNECA) and numerous other continental and international organizations.

Addis Ababa lies at an altitude of 7,546 feet (2,300 meters) and is a grassland biome, located at 9°1′48″N 38°44′24″E 9.03°N 38.74°ECoordinates: 9°1′48″N 38°44′24″E9.03°N 38.74°E. The city lies at the foot of Mount Entoto. From its lowest point, around Bole International Airport, at 2,326 meters (7,631 ft) above sea level in the southern periphery, the city rises to over 3,000 meters (9,800 ft) in the Entoto Mountains to the north.

Addis Ababa has a Subtropical highland climate. The city possesses a complex mix of highland climate zones, with temperature differences of up to 10 °C, depending on elevation and prevailing wind patterns. The high elevation moderates temperatures year-round, and the city's position near the equator means that temperatures are very constant from month to month.

Mid-November to January is the winter season in Addis Ababa. The Highland Climate regions are characterized by dry winters; therefore that is the dry season in Addis Ababa. During this season the daily highs will not be more that 23c, the night time lows can get to freezing and range of temperatures can be felt between the highs and the lows in one day. The short rain season is from February to May. This time of the year temperature differences between the day time highs and the night time lows are not as high as the other seasons because the night time lows might come up to 10-15c. This time of the year the city experiences warm temperature and a pleasant rainfall. The long wet season is from June to mid-September. This season is also summer season in the city but the temperatures in this season are much more lower that the other seasons as it will be raining and hailing a lot and there will be a high amount of cloud cover causing less hours of sunshine. This time of the year is characterized by dark, chilly and wet days and nights. After that comes the 'spring season'. This time of the year is the time when the rainfall diminishes and the dry season comes.

3.2. Method of Sampling

3.2.1 Population of the Study

The target populations of the study are first and second division of basketball clubs in Addis Ababa, basketball coaches and officer of Addis Ababa Basketball Federation.

3.2.2. Sample of the Study

Addis Ababa Basketball Federation contains a total 16 clubs. The total number of players is 160.The researcher took 65% of the clubs ($11 \times 6 = 66\, players$). One club has an average of 10 players. Of this total population, the researcher has taken 8 male clubs from the first and second division and 3 female basketball clubs from first division, this means 48 male from first

and second division and 18 female basketball players from first division, and 10 basketball club coaches, using simple random technique.

In addition to this Addis Ababa basketball federation officer is also included. They all, owing to their limited and manageable size, have been taken as a sample study subjects.

3.3. Method of Data Gathering

Both primary and secondary data sources were used in this research. The combination of the primary and secondary information from different sources or employing multiple instruments of data collection techniques increase the credibility of the research findings and minimize the risk of erroneous conclusion.

Accordingly, four kinds of data collection instruments i.e. questionnaire, structured interview, document analysis (records and documents) and observation check lists were employed to obtain adequate and variety of information for the study.

3.3.1. Questionnaire

Two sets of questionnaires were prepared to obtain information from basketball coaches and basketball players. Both sets contained both open ended and close ended questions the Amharic versions were used to collect data from respondents. This was due to the fact that it avoids language problems in understanding the questions that helps to find clear and pertinent information.

Both sets of questionnaires were piloted at Addis Ababa basketball training center to identify fit falls and possible misunderstandings. After piloting the questionnaires, some items were modified and some others were rejected for

the sake of specificity and simplicity. The modified questionnaires were then administered to the respondents by the researcher himself and collected by the researcher too.

3.3.2. Interview Schedule

Structured interview was used to acquire additional information from Addis Ababa basketball federation president. This structured interview was used because Kothari (2004) underscores that in the case of descriptive studies, we quite often use the technique of structured interview because of its being more economical in providing a safe basis for generalization and requiring relatively lesser skill on the part of the interviewer. Face to face interview was used with the president of Addis Ababa basketball federation

3.3.3. Document Analysis

Borg and Gall (1996:328) in Kothari (2004) described that questionnaire and interview methods relay on self report by the respondents and sometimes information bias may be created as to them. Therefore, document analysis may fill this gap of information if used properly. It is a major means through which qualitative data from records, printed forms, books, periodicals etc. can be generated (Best & Khan 2006).

3.3.4. Observation Checklists

Two kinds of observation check lists were prepared to collect data with non-participatory observation. The first check list was employed to check basketball players' somatotype (ectomorph, endomorph, and mesomorph) in relation to the specific events they are engaging. The second check list was employed to observe the availability of facilities and equipment by saying "yes/ no".

3.3.5. Method of Data Analysis and Interpretation

After carrying out the collection of data through questionnaire, structured interview, document analysis and observation check lists, based on the available data; the process of tabulation was carried out. The items then were

first classified in to different tables according to the nature of issues raised in questionnaires and interviews and the data were analyzed.

In analyzing the data, both the quantitative and qualitative methods were used. Accordingly, all the close-ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage. The data obtained from the open-ended questions of the questionnaires interview, document analysis, and observation were analyzed qualitatively and served as supportive for quantitative data. Hence, the quantitative data were triangulated by the qualitative data of the study, therefore, has fairly a high level of breadth from the quantitative surveys and depth from the qualitative interviews, document analysis and observation.

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The primary objective of this chapter is to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires distributed to the basketball players and basketball coaches, structured interview designed for Addis Ababa basketball federation president, observation conducted on actual training and the availability of facility and equipment and document analysis.

Initially, 30 questionnaires for male and female first and second division basketball players and 29 questionnaires for first and second division basketball coaches were set to gather reliable information in breadth.

Hence, the researcher distributed questionnaires to the 66 male and female first and second division basketball players and 10 first and second division basketball coaches. Beside these 15 questionnaires was prepared to Addis Ababa basketball federation officer, so the data was from 65% of basketball

players and 90% of basketball coach respondents that it could be possible to generalize the findings.

Regarding the return rate, out of the total 66 questionnaires distributed for both sex basketball players and 10 basketball coaches, all of them were properly filled in and returned.

Consequently, based on the responses obtained from respondents through questionnaires, interviews, observation and document analysis, the analysis and interpretation of the data are presented as follows:

4.1. Characteristics of the Respondents

Identifying, analyzing and interpreting the respondent's characteristics are very important that it provides essential information on respondent's ability to provide accurate data.

4.1.1. Analysis and Interpretation of basketball players

The background information of basketball players by age, sex, marital status, educational status and the time a basketball player joined the club in person is analyzed and interpreted in the following table.

Table I. Characteristics of basketball players Respondents

No	Item		Basketball players Respondents	
			F	%
1	Age	< 17yrs	13	19.69
		17-18 yrs	20	30.31
		> 18 yrs	33	50
		Total	66	100
2	Sex	Male	48	72.73
		Female	18	27.27

		Total	66	100
3	Marital status	Single	54	81.82
		Married	12	18.18
		Total	66	100
4	Educational status	High school level	3	4.54
		College level	31	46.96
		University level	32	48.48
		If other	-	-
		Total	66	100
5	When did you join this club?	This year	22	33.33
		Last year	18	27.27
		The year before last year	26	39.39
		Total	66	100

As can be seen from table I above, item 1 requests the age composition of basketball player's respondents. Accordingly 13(19.69%) of the basketball player's were categorized in the age below 17 range and 20(30.31%) between17-18. The remaining 33(50%) were above 18. This implies that the vast majorities are at the post-puberty and are above 18 as intended by EBF to include in to the club. Besides this, this category is recommendable as it minimizes the chance of relative age effects than only 18-24 yrs age category of EBF. It could be possible to measure anthropometrical and physiological factors of talent identification (Abbott & Collins 2002) as these factors are stabilized and carried into adulthood.

With regard to item 2 basketball players were seen in the sex distribution. Both male and female first and second division basketball players were represented 48(72.73%) of them are males and 18(27.27%) of them are females. The above information obtained would be unequally reflecting the views of both sexes; this finding shows that there are a sizeable number of female respondents. Item 3 on the same table depicts the distribution of

marital status. In this regard single 54(81.82%) and married 12(18.18%). In addition, with regard to educational status, in item 4, 3(4.54%) of the basketball players are attending high school, 31(46.96%) of them attending college and the remaining 32(48.48) are at university level.

For the question 'When did you join this club'? 22(33.33%) have responded that they joined the club in the current year, 18(27.27%) of the basketball players said that they joined the club the previous year, and 26(39.39%) of them (the vast majority) have responded that they had joined the club the year before last. This indicates that majority of basketball players were experienced enough in the club, so that they were able to provide detail information about the club.

4.1.2. Analysis and Interpretation of basketball Coaches

The background information of basketball coaches by age group, sex, academic level, coaching courses they have taken, Work experience and how they were employed is analyzed and interpreted in the following table.

Table II. Characteristics of basketball Coaches

No	Item		Respondents	
			Basketball coach respondents	
			F	%
1	Age	20-25	-	-
		26-30	-	-
		31-35	4	40
		36-40	5	50
		41 & above	1	10
		Total	10	100
2	Sex	Male	10	100
		Female	-	-
		Total	10	100
3	marital status	single	4	40
		married	5	50

		divorced	1	10
		total	10	100
4	Educational qualification	12th complete	2	20
		Certificate	3	30
		College diploma	4	40
		BA/BSC/Bed	1	10
		MA/MSC/Med	-	-
		If other	-	-
		Total	10	100
5	Coaching courses of basketball	First level	8	80
		Second level	2	20
		Third level	-	-
		If other	-	-
		Total	10	100
6	Work experience	Current post	10(an average)	100
		In other posts	-	-
		Total	10	100
7	Type of employment	Full timer	4	40
		Part timer	4	40
		If other	2	20
		Total	10	100

In the table II above, the basketball coaches' characteristics were analyzed. Accordingly, when the age group of basketball coaches was seen in item 1, 4(40%) of the basketball coaches were grouped in the age category of 31-35 years, 5(50%) of them were grouped in the class of 36-40 and the remaining 1(10%) was grouped above 41 years. This indicates that almost all basketball coaches were at the working age.

Regarding the sex distribution of basketball coaches all 10(100%) of them are male. This indicates that the absence of female basketball coach in the club for our female and male basketball players has negative and unconstructive value. Concerning marital status of basketball coaches 4(40%) of them are single, 5(50%) of them married and the remaining 1(10%) is divorced.

As regards the academic status (Educational qualification) of basketball coaches in item 4, 2 (20%) of them are 12th complete, 3(30%) of them have got certificate 4(40%) of them have college diploma and the remaining 1(10%) has Bsc degree in physical education and sport. This indicates that the basketball coaches were recruited with more or less acceptable academic levels that enabled them render the significant coaching service in the clubs.

Besides these, as item 5 indicates 8(80%) of the basketball coaches have got the first level and the remaining 2(20%), second level coaching certificate of IABF so that they would be able to identify and coach the basic competition model for basketball.(Thompson, 2009). When it comes to the work experience of the coach respondents 7 of them have 6-15 years, two coaches have 5 years and the remaining two coaches have no work experience. With this, the basketball coaches have more or less acceptable work experience in the area of coaching basketball.

Generally the coach of basketball has an average of 10 years working experience. This fits the work experience criterion of EBF for recruiting coaches (EBF 2000). In addition, with regard to type of employment in item 7, 4(40%) of them are full time basketball coaches, the other 4(40%) are employed on part timer basis, and the rest 2(20%) of the basketball coaches give volunteer service.

4.2. Practices of Talent Identification

In the second part of this chapter, an attempt was made to deal with the presentation and analysis of the practice of talent identification in the first and second division male and female basketball clubs. So, in the preceding parts, the technical/tactical, physical, psychological and physiological variables will be analyzed separately. The data on these issues were analyzed

based on the responses obtained from basketball players and basketball coaches, interviewees, documents and observation checklist.

Table III. Respondents view on testing technical/tactical variables in talent identification

No	Item		Respondents			
			Basketball players respondents		Basketball Coaches respondents	
			F	%	F	%
1	Ball handling technique	Yes	62	93.94	10	100
		No	4	6.06	-	
		Total	66	100	10	100
2	dribbling technique	Yes	64	96.96	9	90
		No	2	3.04	1	10
		Total	66	100	10	100
3	passing technique	Yes	63	95.46	10	100
		No	3	4.54	-	
		Total	66	100	10	100
4	Shooting technique	Yes	58	87.87	10	100
		No	8	12.13	-	-
		Total	66	100	10	100
5	Basic consistency	Yes	32	48.48	4	40
		No	34	51.52	6	60
		Total	66	100	2	100
6	Foot work(general)	Yes	26	39.39	3	30
		No	40	60.61	7	70
		Total	66	100	10	100
7	Learns new skill quickly	Yes	32	48.48	4	40
		No	34	51.52	6	60
		Total	66	100	10	100

In the table III above are items related to technical/tactical variables as talent identification. Accordingly, the result of item 1 clearly show that 62(93.94%) of basketball players and 10(100%) of basketball coach respondents pointed out that ball handling technique was consider during talented players selection.

In the same table item 2, 64(96.96) of basketball players and 9(90%) basketball coaches respondents were asked if dribbling technique was included during basketball players selection to this club or not, according to the respondents majority of basketball coaches and basketball players explained that dribbling technique of basketball was consider.

According to item 3 on the same table above the vast majority 63(95.45%) of the basketball player and 10(100) basketball coach respondents responded that passing technique was also given concentration during identifying talented basketball players. In item 4, 58(87.87%) of the basketball player and all 10(100%) of the basketball coach respondents said that Shooting technique of basketball was too considered. Item 5 shows those 34(51.52%) of basketball players and 6(60%) basketball coaches mention that basic consistency was not considered.

Item 6 of the same table above was designed to see foot work (general) of basketball players, based on this the respondents respond that 40 (60.61) of basketball players and 7(70) basketball coaches foot work (general) of basketball players was not seen in the identification of basketball players. The last item of table III item 7, 34(51.52%) of basketball player and 6(60%) of basketball coach respondents assured that the way of learning new skills quickly in addition was not include in the choice.

So, based on the above information we understand that all technical variables were not seen appropriately. This lack of testing technical/tactical skills will have impeding effect on basketball player's performance.

Table IV. Respondents view on testing physiological variables in talent identification

No	Item	Respondents	
		Basketball	Basketball

			players respondents		players respondents	
			F	%	F	%
1	Coordination	Yes	26	39.39	3	30
		No	40	60.61	7	70
		Total	66	100	10	100
2	Reaction speed	Yes	26	39.39	3	30
		No	40	60.61	7	70
		Total	66	100	10	100
3	Agility	Yes	5	7.75	3	30
		No	61	92.42	7	70
		Total	66	100	10	100
4	Strength	Yes	29	43.93	4	40
		No	37	56.07	6	60
		Total	66	100	10	100
5	Power	Yes	31	46.97	4	40
		No	35	53.03	6	60
		Total	66	100	10	100
6	Balance	Yes	30	45.46	4	40
		No	36	54.54	6	60
		Total	66	100	10	100
7	Flexibility	Yes	13	19.70	4	40
		No	53	80.30	6	60
		Total	66	100	10	100
8	Endurance	Yes	10	15.16	4	40
		No	56	84.84	6	60
		Total	66	100	10	100
9	Speed (general)	Yes	21	31.81	4	40
		No	45	68.19	6	60
		Total	66	100	10	100
10	Vision	Yes	25	37.88	4	40
		No	41	62.12	6	60
		Total	66	100	10	100
11	Health status	Yes	28	42.42	4	40
		No	38	57.58	6	60
		Total	66	100	10	100

As it is indicated in table IV above, regarding the inclusion of basketball players coordination in talent identification in item 1 and reaction speed in item 2, the vast majority, 40(60.61%) of basketball players and 7(70%) of basketball coaches respondents confirmed that coordination and reaction

speed were not seen when they were selected to the club. Furthermore, the researcher in the eyeball observation also confirmed that majority of basketball players in the club do not fit the recommended physique by Thompson (2009).

Regarding item 3 in the same table above, 61(92.42%) of the basketball players and 7(70%) of the basketball coaches respondents responded 'No' whereas the remaining 5(7.75%) of the basketball players and 3(30%) of the basketball coaches respondents responded 'yes'. This indicates that the vast majority of respondents assured that agility was not measured during selection. Furthermore, in researcher's observation, it was realized that the agility of most of the basketball players was slow. So this will have negative influence on their path to champion.

When item 4 is viewed, 37(56.07%) of the basketball players and 6(60%) of the basketball coaches respondents still recognized that strength was also not tested while basketball players were selected into the club. Regarding item 5, 35(53.03) of the basketball players and 6(60) basketball coaches assured that power was not considered. Concerning item 6, in the same table above, 36(54.54%) of the basket basketball players and 6(60%) of the basketball coaches respondents replied that balance test was not integrated in the selection. This contradicts Rogers (2000) who used balance tests for talent identification and evaluation.

As far as item 7 is concerned, 53(80.30%) of the basketball players and 6(60%) of the basketball coaches approved that flexibility test such as sit and reach test was not conducted when basketball players were selected. In addition to this, in item 8 of the same table, 56(84.84%) of the basketball players and 6(60%) of the basketball coaches respondents still responded that endurance tests were not involved in the identification of basketball players.

Regarding the speed (general) in items 9 in the same table above, 45(68.69%) basketball players and 6(60%) basketball coaches assured that speed (general) was not taken into consideration. According to the finding in items 10, 41(62.12%) respondents of basketball players and 6(60%) basketball coaches guaranteed that vision was not taken into consideration.

In general, from all the above mentioned information, it would be possible to conclude that physiological variables of talent identification were fully neglected when basketball players were selected into the club. So this would have unfavorable effect in basketball player's development to a winner.

About the inclusion of health status in item 11, 38(57.58) of the basketball players and 6(60) of the basketball coaches respondents each realized that, it was not considered in the talent identification. This absolutely contradicts Durand-Bush & Salmela, 2001, & Keogh et al, 2003, who stress that the combination of anthropometric physiological & technical variables and skills are all of great importance in success and achievement in sport thus, need to be considered when performing talent identification.

Table V: Responses on the testing of psychological in talent identification

No	Item		Respondents			
			Basketball players respondents		Basketball coaches respondents	
			F	%	F	%
1	Decision making	Yes	30	45.46	2	20
		No	36	54.54	8	80
		Total	66	100	10	100
2	Problem solving skill	Yes	31	46.96	3	30

		No	35	53.03	7	70
		Total	66	100	2	100
3	Relation with coaches and team mates	Yes	32	48.48	4	40
		No	34	51.52	6	60
		Total	22	100	10	100
4	Accepting of roles	Yes	59	89.39	10	100
		No	7	10.61	-	-
		Total	66	100	10	100
5	Desire to compete	Yes	43	65.16	10	1000
		No	23	34.84	-	-
		Total	66	100	10	100
6	determination	Yes	9	13.63	4	40
		No	57	86.37	6	60
		Total	66	100	10	100
7	Self-confidence	Yes	24	36.37	3	30
		No	42	63.63	7	70
		Total	66	100	10	100
8	Quality of work		13	19.69	4	40
		Yes	13	19.69	4	40
		No	53	80.30	6	60
		Total	66	100	10	100
9	Motivation	Yes	10	15.15	3	30
		No	56	84.84	7	70
		Total	66	100	10	100
10	Intelligence	Yes	25	37.87	4	40
		No	42	63.63	6	60
		Total	66	100	10	100

As can be observed from table V above, item 1 requests the involvement of basketball player's as a psychological variable in talent identification. In this

regard, the vast majority of basketball players-36(54.54%) and 8(80%) of the basketball coaches respondents indicated that decision making was not considered. This implies that decision making of basketball player was not seen in the selection.

Item 2 of the same table above was designed to see whether basketball players Problem solving skill was tested or not during selection. Accordingly, 35(53.03%) of the basketball players and 7(70%) of the basketball coaches respondents respectively have confirmed that problem solving skill was not included while basketball players were being selected.

In item 3, 34(51.52%) of the basketball player's and 6(60%) of the basketball coaches respondents assured that this social quality of basketball players was still not seen. This indicates that the selection of basketball players in to the club did not focus on their social interaction. Basketball player's social quality is a key factor for their stay in the club, with basketball coaches and team mates. However, as to Rogers (2000) a strong mental disposition allows the basketball players to accept challenges, handle stress, and assume responsibility for success and failures.

With respect to the psychological aspects, item 4 of the same table above requests the basketball player's accepting of roles. In this regard, the majority - 59(89.39%) basketball players pointed out that accepting of rules was seen in the identification. Here also, 10(100%) of the basketball coaches replied that accepting of roles was seen. As depicted in the above on the same table item 5, 43(65.16%) of the basketball players and 10(100%) of the basketball coaches respondents indicated that desire to compete was considered. This implies that basketball player's motive was seen in the selection.

On the same table item 6 above indicates response from the respondents concerning determination. In accordance with this almost the mass 57(86.37%) of the basketball players respondents and 6(60) of basketball

coaches thought that, determination was not seen as one criterion during selection. Item 7 of the same table on top was designed to see whether basketball players self-confidence was tested or not during selection. Accordingly, 42(62.62%) of the basketball players and 7(70%) of the basketball coaches respondents respectively have realized that basketball players self-confidence was not focused (included) on while basketball players were being chosen.

Item 8 of the same table above showed basketball players and basketball coaches respondents on quality of work, based on this 53(80.30%) of the basketball players and 6(60) of the basketball coaches quality of work basketball payers was not seen during basketballs players selection.

As brightly illustrated in the same table above item 9 about Motivation, 56(84.84%) of the basketball players and 7(70) of the basketball coaches supposed that motivation of basketball players was not observed throughout selection of basketball players in the club. This indicates that it is impossible to know the motivation of the basketball players during game and competition.

Regarding item 10, on the same table above the vast majority - 42(62.62%) of the basketball players and 6(60%) of the basketball coaches respondents responded that basketball players' mental intelligence toughness/commitment/ was not included in the selection.

So, based on the above information except acceptation of role and desire to compete, important psychological variables were not seen properly. This lack of testing psychological skills will have impeding effect on basketball player's performance as it requires each basketball players about 10 years to practice extensively and intensively that seek higher internal motive, self-confidence, mental toughness and other psychological skills which are better predictors.

In this regard, Abbott & Collins (2002) stressed that psychological skills and abilities are not only of a tremendous importance in sport, but these aspects are in certain instances, of greater significance and can serve as better predictors of success.

Table VI. Respondents view on testing physical variables in talent identification

No	Item		Respondents			
			Basketball players respondent		Basketball players respondent	
			F	%	F	%
1	Height	Yes	32	48.49	2	20
		No	34	51.51	8	80
		Total	66	100	10	100
2	Arm and leg girth	Yes	19	28.78	2	20
		No	47	71.22	8	80
		Total	66	100	10	100
3	Body mass	Yes	23	34.84	2	20
		No	43	65.16	8	80
		Total	66	100	10	100
4	Body type (Somatotype)	Yes	17	25.76	4	40
		No	49	74.24	6	60
		Total	66	100	10	100
5	size	Yes	25	37.88	2	20
		No	41	62.12	8	80
		Total	66	100	10	100
6	Parents Athletics history	Yes	10	15.16	-	-

		No	56	84.84	10	100
		Total	66	100	10	100

As regards item 1 in the above table, 34(51.51%) of the basketball players and 8(80%) of the basketball coaches respondents responded 'No' whereas the remaining 32(48.49%) of the basketball players and 2(20%) of the basketball coaches respondents responded 'yes'. This shows that the majority of respondents assured that height of basketball players was not considered during selection.

Furthermore, in researcher's observation, it was realized that most basketball players were opposite to the ideal height of specific events (e.g. high post player). When item 2 is viewed, 47(71.22%) of the basketball players and 2(80%) of the basketball coaches respondents still recognized that arm and leg girth of basketball players was also not tested. In addition in item 3, 43(65.16%) of the basketball players respondents and 2(20%) of the basketball coaches also replied that body mass of basketball players were not calculated.

Still 49(74.24%) of the basketball players and 6(60%) of the basketball coaches respondents in item 4 confirmed that somatotype of basketball players was not seen when they were selected to the club. Concerning item 5, in the same table above, 41(62.12%) of the basketball players and 8(80%) of basketball coaches respondents replied that size of the basketball players was not seen.

On the topic of parents athletics history in item 6, 56(84.84%) of the basketball player and all 10(100%) basketball coaches mentioned that past parents athletics history was not consider. To summarize the above information the important aspect of talent identification/ testing physical variables/ was not considered.

4.3. Factors of Talent Development

In this third part of the chapter, an attempt was made to deal with the presentation and analysis of variables of talent development i.e., where the variables were being applied or not for the development of basketball players into the peak performance. So, in the preceding parts, the training variables, role of parents, facility and equipment and performance associated were analyzed based on the information obtained from multiple data gathering instruments.

Table VII. Responses on training factors of talent development

No	Items		Respondents			
			Basketball players respondents		Basketball coach respondents	
			F	%	F	%
1	How many sessions do you train per week?	2 sessions	38	58.57	10	100
		3 sessions	27	40.90	-	-
		4 sessions	1	1.51	-	-
		5 sessions	-	-	-	-
		6& above sessions	-	-	-	
		Total	66	100	10	100
2	Do you let the basketball players engage in general sport training per week?	1-2 sessions	-	-	-	-
		2-3 sessions	-	-	-	-
		No general sport training	-	-	10	100
		total	-	-	10	100
3	How long do you train per	Less than1 hours	17	25.75		
		1:30 hours	10	15.15	3	30
		2 hours	32	48.48	6	60

	session?	3 & above hours	7	10.60	1	10
		Total	66	100	10	100
4	Does your coach treat you based on your difference in ability & needs?	yes	27	40.90	-	-
		no	39	59.09	10	100
		total	66	100	10	100
5	Does your coach apply sense of humor to make the training funny?	Yes	23	34.84	-	-
		No	43	65.15	-	-
		Total	66	100	-	-
6	Do you think your coach has got adequate knowledge about basketball coaching systems?	agree	8	12.13	-	-
		disagree	38	57.57	-	-
		don't know	20	30.30	-	-
		Total	66	100	-	-
7	Does your coach demonstrate the training activities from simple to complex?	agree	4	6.07	-	-
		disagree	42	63.63	-	-
		don't know	20	30.30	-	-
		Total	66	100	-	-
8	Do you think your coach is well qualified?	agree	4	6.07	-	-
		disagree	38	57.57	-	-
		don't know	24	36.36	-	-
		Total	66	100	-	-
9	Do you think your coach follows scientific method of coaching system?	agree	4	6.07	-	-
		disagree	40	60.60	-	-
		don't know	22	33.33	-	-
		Total	66	100	-	-
10	Do you think the training system is Up-to date and scientific?	Yes	32	48.48	-	-
		No	34	51.52	-	-
		Total	66	100	-	-
11	Does your coach show you tactical skill during training?	agree	42	63.63	-	-
		disagree	3	4.54	-	-
		don't know	21	31.81	-	-
		Total	66	100	-	-
12	Do you apply principles of training in every training session?	Yes	-	-	9	90
		No	-	-	1	10

		Total	-	-	10	100
13	Do you visit the training of some clubs and computations? How do you explain it?	-	-	-	-	-
14	Do you feel that the coaches are sufficient and competent to achieve the goals? How?	-	-	-	-	-
15	What special training have you facilitated and achieved for coaches?	-	-	-	-	-
16	Would you mention sandwich courses that you took to up-grad yourself?	-	-	-	-	-

As it is depicted in item 1 in the above table, 38(58.57%) of the basketball player and 10(100%) of the basketball coach respondents assured that basketball players train 2 sessions a week, 27(40.90%) of the basketball players said that 3 sessions the remaining 1(1.51%) basketball players said that 4 sessions per week. This indicates that the number of session's basketball players engaging has not similarity with that recommended /set/ in EBF (2000) document.

Regarding item 2, 10(100%) of the basketball coach respondents assured that there was no general sport training. This indicates all the sessions were used to basketball player's event specific areas which imply that basketball players were working intensely limited chance to general fitness training. This opposes the long term approach of athlete development that recommends the inclusion of 1-2 sessions of other sport training (Canadian LTAD Model) in the building engine phase. This is because the emphasis on this stage is on greater individualization of fitness and technical training (Thomson, 2009).

With respect to item 3, in the same table above, 17(25.75%) of the basketball player respondents replied that they were training less than 1 hour and 10(15.15%) of the basketball players and 3(30%) of the basketball coaches responded that they were training 1:30 hours. The vast majority of basketball players – 32(48.48%) and 6(60%) of the basketball coaches said that they were training 2 hours, the rest 7(10.60%) of the basketball players and 1(10%) of basketball coaches express that 3 & above hours. From these, one can easily understand that basketball players were engaging in short duration of time that indicates basketball players' engagement in low volume and high intensity training.

For the question 'Does your coach treats you based on your difference in ability and needs? In item 4, the basketball player's respondents were 27(40%) 'No' & 39(59.09%) 'Yes' where as 10(100%) of the basketball coach respondents replied that there was no treatment basketball players in the manner mentioned above. However, in the researcher's training observation, there was no special program for individually differed basketball players. Thompson (2009) states that it is not possible to know the appropriate stage of development without knowing the athletes chronological age, biological age and training age. Without knowing the athletes stage of development, it is not possible to plan appropriate training.

According to item 5 of table VII, 43(65.15%) of the basketball player respondents said that the coach did not apply sense of humor to make the training funny. This shows the training system give by the coaches was boring. The result of item 6 on the same table above clearly shows that 8(12.13%) of the basketball player respondents agree their coach have knowledge about_basketball coaching systems. 38(57.57%) of basketball players disagree their coach do not have knowledge about basketball coaching systems. The rest 20(30.30%) they don't know whether their coaches have

knowledge on basketball coaching. This is highly affecting the performance of basketball players. During the research observation I could confirm what the basketball players said.

With respect to item 7, in the same table above, 4(6.07%) basketball players agreed that, the training was going from simple to complex but 42(63.63%) of the basketball player respondents respond that the basketball coaching system was not going from simple to complex and the remaining 20(30.30&) don't know whether or not the training activity was going from simple to complex. This kind of coaching style expresses disorganization of the day to day training activities. Apparently, the finding of item 8, above explained that 4(6.07%) of the basketball player respondents replied that their coach was well qualified, however, 38(57.57%) of the basketball players mention that their coach was not well qualified, the remaining 24(36.36%) of basketball players don't know the qualification of their coaches performance. simply this finding shows that almost all basketball coaches have less qualification.

This has negative impact on the development of basketball player's skill such as offensive and defensive tactics. In contrast to this, however, the coach respondents said that they upgrade their skills by taking part in a new training of international races and by taking additional courses /training/ in new and modern style. Apart from this the researcher was able to observe the very fact that the coaches were not will qualified enough which was in fact traceable to the ways and techniques they employed in their coaching system.

The result of item 9 on the same table above, 4(6.07%) of the basketball player respondents offer positive response, the coach fellow's scientific method of training system, the rest obviously prove that 40(40%) of the basketball player respondents pointed out that the coach did not follow scientific process of coaching system. While 22(33.33%) of the basketball players' said that they don't know the process of coaching system.

This shows the coaches were not fit to the recommended set of EBF. The research observation also strengthened this idea. In the same table above item 10, the coaches respondents were asked, is the training system was Up-to date and scientific. Based on the data gain from 32(48.48%) basketball players respondents present positive response that the training system was more or less good but the majority 34(57.52%) basketball players shows that the training system was not Up-to date and scientific, this have negative impact on the performance of the basketball players. The coach respondents also explain that in order to up-to date and scientific the training I refer training course books and other different materials and contextualize to the objective reality of the players.

Accordingly in item 11, 42(63.63%) of the basketball players indicated their agreement that their coach show tactical skill during training. However, the remaining 3(4.54%) who disagree and 21(31.82%) were in dilemma. The coach respondents also mentioned that they display the basketball tactics first by showing the trainees a theory of basketball tactics, using signals and gestures while training, then through practical exercise as in field and by group/a team/ forming system.

As far as item 12 is concerned, 9(90%) of the basketball coach respondents have responded that they apply the principle of training in every training sessions. This was also strengthened by coaches' further justification of the ways how they apply by saying "continuous training, interval training, hill training and circuit training." However, though the responses of basketball coach's respondents have positive implications on the issue. In this regard, Thompson (2009) states that the change and variety can come from such things as changing the nature of exercise, the environment, time of the day of the session, and the training group. But, during the researcher observation

there was lack of facilities and equipment in the club and many aspects of varying the training were not considered by basketball coaches.

Item 13 was asked to the officer he said that he often lead every basketball completions. Regarding the training, however, he explained that it was difficult for him to observe the training of each basketball clubs due to shortage of time and load of work.

on the same table above item 14 he responded that comparing with the previous year there are a lot of coaches but now a day the number of coaches is lower, but he thinks that that the number of coaches is enough to those existing basketball cubs. Regarding item 15 on the same table above, the federation officer explained that in order to develop the sport the federation was giving capacity building training for coaches and basketball referees, based on this in collaboration with Ethiopia basketball federation the federation was gave second level coaching course.

In item 16 Basketball coaches were asked if they could mention the sandwich courses that they took to up-grad themselves. In replay to this Basketball Coach respondents mentioned that they took such short courses as African standard of module advance instructor, the first division course, capacity building courses, and said that they are now taking the second division training courses, a training given in Juventus club, in a sub city, FIBA African first young coaching and FIBA Africa second young coaching and in international Olympic committee.

Table VIII. Responses on the support and role of parent

No	Items		Basketball player respondents		Basketball coach respondents	
			F	%	F	%
1	What your parents view	Positively	55	83.30	-	-

	about your being a basketball player?	Negatively	5	7.61	-	-
		Neutrally	6	9.09	-	-
		Total	66	100	-	-
2	Do your parents have contact with your coach?	Yes	16	24.24	1	10
		No	50	75.76	9	90
		Total	66	100	10	100
3	Are your parents interested in following up your training or competition?	Yes	44	66.67	-	-
		No	22	33.33	-	-
		Total	66	100	-	-
4	What kind of support do you get from your parents during training or competition?	Materially	14	21.21	-	-
		Financially	15	22.72	-	-
		Psychologically	22	33.33	-	-
		In all the above	15	22.74	-	-
		Total	66	100	-	-

As item 1 in the above table depicts, 55(83.30%) of the respondents secure that their parents have positive attitude towards their being basketball player, this indicates that parents were playing influential role in player's involvement and expect peak performance from their children. The remaining 5(7.61%) respondents present that their parent have negative attitude towards their children being a basketball player and 6(9.09%) respondents said that the view of their parent was neutrally. Regarding item 2 in the same table, 50(75.76%) of the basketball player and 9(90%) of the basketball coach respondents said that parents did not contact the basketball coaches at all.

This implies that one edge of the athletic triangle consisting of basketball coach, basketball players, and the parent was turned away so that the program was lacking a tremendous source of support and motivation a parent can be when properly nurtured (Cox, 2002: 254).

Item 3 in the same table above respondents were asked whether their parents show up in person to see how they were doing during training and competition. The vast majority - 44(66.67%) replied that their parents follow up their training and competition. This implies that their parents have positive attitude towards their children's sport and expect their being top basketball players.

As far as item 4 is concerned, 14(21.21%) of the respondents said they got material support, 15(22.72%) of the respondents admitted that they gained financial support, 22(33.33%) said that they obtained psychological support and the remaining 15(22.74%) acknowledged that they got material, financial, and psychological support from their parents. This implies that the vast majority were being supported by their parents as much as the support enhances their development.

Table IV Responses on the selection criteria of basketball players

no	Item	Coach respondent	Officer respondent
1	How are basketball players selected? Who selected them? And where are they selected from?	-	-
2	Do you think that the selection criteria of basketball players are scientific? How?	-	-
3	Do you think player's selection is dependent on talent? How do you see it in your observation?	-	-
4	How do you see the current status of Addis Ababa basketball Federation?	- -	- -

The federation officer responded that the selection is made in every club by basketball coaches, from Addis Ababa city; the coaches also explained that the players are chosen based on their ability, posture, competency they have in deferent aspects, and by the good will of the club, and the players are selected from different schools and projects by basketball coaches.

The officer Responded to item 2 above saying that each selection was held by basketball coaches. The selection system was not scientific and measurable, so the coach select players based on the practical performance of the players /by observation without giving test.

Regarding item 3 the question was raised for the coaches and the federation officer, based on these coaches said on the issue raised above, their attitude towards basketball and voluntariness, their ability to catch the ball and good posture, their being disciplined and obedient enough, during playing time are the criteria used to choose talented basketball players. The federation officer respondent view on the same issue, in the city administration the youth have interest to play basketball sport, in fact those youth participate in the sport by their interest but the selection is not dependent on talent.

Regarding item 4, the federation officer explained that the status of the federation is that it is not independent but it has its own bank account, which is not functional, which , however can be an indication that the federation is going to be independent in the future. But still the federation is assisted by the budget that comes from the government. Know a day's proposal is designed by executive committee of the federation to search sponsors. To sum up the above players are selected only from Addis Ababa city, the selection criteria is not scientific and not based on talent and the current status of the federation is dependent on government.

Table X. Responses on the availability of facility and equipment as talent development

No	Items		Basketball players respondents		Basketball Coach respondents	
			F	%	F	%
1	Are there suitable training facilities, (gym, training field, bathrooms, etc.)?	yes	30	45.46	3	30
		No	36	54.54	7	70
		Total	66	100	2	100
2	Is there regular supply of supplementary training or competition equipment (Balls, video, films, etc)	Yes	5	7.57	2	20
		No	61	92.42	8	80
		Total	66	100	10	100
3	Do you think the equipments and facilities are appropriate and sufficient?	Yes	18	27.27	1	10
		No	48	72.72	9	90
		Total	66	100	10	100
4	Where do you conduct your training session?	gym	31	46.97	-	-
		field	35	53.03	-	-
		If others	-	-	-	-
		total	66	100	-	-
5	What are the major problems in the training center and the solutions you suggest?	-	-	-	-	-

As it is depicted in item 1, on the table above, the significant portion 36(54.54%) of the basketball player and 7(70%) respondents of basketball coaches replied that there was no suitable training facilities. This is also strengthened in the interview with the officer who said that as this moment it is difficult to fulfill the materials and the facilities, because the federation is not going by itself it is dependent on government but the federation trying its best to fulfill those materials. Obviously this contradicts Bompa (1985) who

underlined that if an Athlete does not have the necessary facilities; talent identification will be of little benefit.

Reilly and Dust (2005) cited in Plessis (2007) also stated that basketball players should be provided with access to appropriate facilities and opportunities for meaningful practice. Additionally, in the researcher's observation, it was assured that there were no well adequate suitable training facilities. Regarding regular supply of training and competition equipment in item 2 of the same table, nearly all 61(92.42%) of the basketball player and 8(80%) of the basketball coach respondents assured that there was no regular supply of equipment. This was also stressed by Addis Ababa basketball federation presided in the interview. Furthermore, in the researcher's observation, it was assured that there was no well enough training equipment.

On the same table above item 3,48(72.72%) and 9(90%) basketball player and coach respondents respectively pointed out that there are no appropriate and sufficient equipments and facilities only 18(27.27%) and 1(90%) basketball players and coach respectively said that the equipments and facilities are more or less appropriate and sufficient. This indicates that there are huge problems to get necessary facilities and equipments that are used for competitions and training as well as clearly elucidates that 35(53.03%) of responded that they always conduct their training session in outdoor (in the field courts) this show that there is no indoor (gymnasium) training places.

In the same table item 5, the question was raised to Addis Ababa basketball federation officer in the form of interview he said "the big problem is shortage of training centers this question was frequently raised by the coach and the players. The problem is beyond the capacity of the federation. It can be solved by the city administration. In order to solve the problem around Ras Hailu there is a big gymnasium beiger than Arat Kilo gymnasium which is

under construction, when it is completed it will solve the problem of the federation to some extent". This exposed basketball players and coaches to unfavorable whether condition or environment (such as, rain, sun light and strong wind etc), which obviously affects the performance of the basketball players and coaches.

Table XI- Respondents view on performance related question

No	Item		Respondents			
			Basketball players respondents		Basketball Coach respondents	
			F	%	F	%
1	How many of you represent the region in national youth champion?	No one	40	60.60	6	60
		1	1	1.51	4	40
		2	23	34.84	-	-
		3	2	3.03	-	-
		4 and above	-	-	-	-
		Total	66	100	10	100

As indicated in the table above, items 1 were requested in the manner to find information about the performance related aspects of the basketball players in the club.

Majority of the respondents - 40(60.60%) of the basketball players and 6(60%) basketball coaches assured that basketball players did not represent the region from the club in the national youth champion. Some respondents - 23(34.84%) basketball players and 4(40%) basketball coaches said that basketball players represent the region in national youth champion. This indicates that there was lack of the long term athlete's development approach.

Table XII: Respondents view on coaches and basketball players' behavior as sociological aspect of talent development

No	Items		Basketball players respondents		Basketball coaches respondents	
			F	%	F	%
1	Do you have a good relationship with your coach and your family?	yes	63	95.35	-	-
		no	3	4.54	-	-
		Total	66	100	-	-
2	Do you have a good communication between your team, club officials and Addis Ababa basketball federation?	yes	-	-	8	80
		no	-	-	2	20
		Total	-	-	100	100
3	Have you got any contact with parents of the basketball players?	yes	16	24.24	1	10
		no	50	75.76	9	90
		Total	66	100	100	100

In the table XII above are items related to coach's behavior as sociological aspect/variable of talent development/. Accordingly in item 1, 63(95.35%) of basketball players indicated that almost all the players have a good relationship with their coaches.

Regarding item 2, the vast majority - 8(80%) basketball coaches responded that they have a good communication with their team, club officials and Addis Ababa basketball federation. This implies that the coaches have good ability of communication. However, communication should be all inclusive. As Thompson (2009) states successful communication means receiving as well as sending and athletes want to know that what they say will be listened to.

When item 3 in the table XII is seen, 50(75.76%) of the basketball player and 9(90%) of basketball coach respondents agreed upon the point that the family of the players did not contact the coach and never discussed their children's performance, skill and on other situation. This shows that there was less

communication between basketball coaches and basketball players' family. This was against the Martin & Coe (1997) idea that is the coaches and athletes must work closely to develop the progress.

Finally, for the open ended questions raised on the major problems hindering basketball players' development, the basketball coach respondents said on the issue raised lack of access to get effective and continuous training, material limitation, lack of gymnasium (because the city has only one gymnasium, which is occupied by other programs), having no sponsorship that leads the players as a club alone with necessary equipments, the players background(they have come from different areas and are unable to go with their education), less or inappropriate payment for the players and the failure of electricity power all are major setbacks that have impeded the basketball players development.

Some of the problems discussed above in the analysis such as lack of facility, shortage of training equipment and the problem in selection criteria etc. still are ignoring the training and psychological factors. However, the raised problems were real problems.

To sum up, as indicated in above analyses and interpretations, the selection criteria (talent identification), as it was only based on the half of technical tactical aspect was ineffective that it was not economical in terms of time and resource where as talent development in the area under the study was accompanied by multi-faceted problems.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary, conclusions and recommendations.

5.1. Summary

This study was intended to assess how talented youth basketball players are selected and being developed in Addis Ababa basketball federation, male and female first and second division basketball players. As talent identification is suitably carried in the frame of talent development, one is input for the other in any attempt to develop certain sport and basketball players in the sport. Furthermore, these are elements of long term basketball player's development approach/model where the potential basketball players are selected and developed into peak performance/.

To achieve the stated purpose, the researcher attempted to identify basic questions which served as guides in the data collection and analysis activities as well as in sharpening the specific problems that needs to be addressed in the study.

The basic questions that had been raised in the study are the following:

- Is talent identification carried out by Appling scientific methods and following universal criteria of talent identification in Addis Ababa Basketball clubs?
- What are core problems of coaches hindering them to use talent identification method?
- Investigating factors affecting talent development.
- How Addis Ababa basketball federation and concerned bodies encourage potential and gifted basketball players to become involved.

The study employed descriptive survey method. As such data was collected using sets of questionnaires for basketball coaches and basketball players, structured interview for Addis Ababa basketball federation officer, document analysis and observation. The target populations of the study were 66 basketball players, 10 basketball coaches and Addis Ababa basketball federation officer. The data collected through questionnaires was thus, analyzed using frequency count and percentage and those collected by interview, document analysis and observation were analyzed qualitatively to support quantitative data. Consequently, the data hold the following major findings.

- In terms of age category, it was found that majority of basketball players are categorized above 18.
- Regarding sex distribution, both males and female basketball players were represented (participated), but the number of female players was less than male.
- Concerning marital status of basketball players 81.82% of them are single.
- With reference to educational status majority of basketball players are 48.48 were at university level.
- There was no female basketball coach.
- Coaches were found to be in age range of 31-40 years.
- As far as educational qualification of coaches is concerned, 20% twelve completed, 30% coaches were certificate holders, 40% of coaches were college diploma holders, and10% coach BA holder.
- Regarding IABF coaching courses, the majority of the basketball coaches 80% have taken the level I courses and 20% of the basketball coaches have taken the 2 level. Regarding work experience basketball coaches have an average of 10 years in coaching basketball. Besides these, it was found that 40% of the basketball coaches were full timer,

40% of basketball coaches are part timer and the rest 20% of basketball coaches are volunteers.

- More or less technical variables were seen to some extent.
- Except acceptation of role and desire to compete, important psychological variables were not seen properly.
- Physical variables of talent identification were fully neglected when basketball players were selected into the club.
- Majority of respondents have realized that anthropometric variables (Somatotype, height, weight (body mass) and arm and leg girth) were not tested when basketball players were selected into the club.
- physical variables (Anthropometric, physiological and technical aspects) were not considered while basketball players were selected into the club
- Majority respondents have assured that physiological variables were not tested when basketball players were selected.
- Majority of respondents have realized that important psychological attributes were not part of the selection criteria.
- It was revealed that basketball coach and basketball player respondents assured that basketball players' selection into the club was done by some technical/tactical / skills.
- Majority respondents assured that the number of session's basketball players engaging per week was 2 sessions per week.
- It was indicated that there was no general sport training and so, basketball players had limited chance to general fitness.
- The Majority of the respondent's confirm that the duration of the training was 2 hours and less than this.
- As there was no special program for basketball players with individual differences, the application of individual difference principle in training and to make the training funny was also in question.

- Though it was realized by majority basketball player respondents as parents have positive attitude towards their children's basketball sport participation.
- The Majority of the basketball player parents are very interested to following up the training and competition of their children.
- The Majority of basketball players' parents support their children materially, financially, psychologically and in all the previous mentioned above.
- 90% of the coach respondents indicated that they applied principles of training in every training session.
- The Majority of basketball players agree their coach shows tactical skill during training.
- The Majority of the basketball players and basketball coaches agree the training system was not-up to date and scientific.
- The vast majority of the basketball player agrees their coach did not have adequate knowledge about basketball coaching systems, the training system was not going from simple to complex and their coach was not qualified.
- 54.54% of the basketball player and 70% of coach respondents have assured that there were no training facilities whereas 92.42% of the basketball player and 80% of coach respondents have pointed out that there was no regular supply of equipment as well as the material and the equipment and facilities were not appropriate and sufficient. This was also found to be true in interview and researcher's observation.
- Mass of the basketball players and coaches was performing their training in the field (outdoor).
- Majority 60% of basketball player and basketball coach respondents said no one represented the region.
- Majority of the basketball player have good relationship with their coaches and their family in addition to this the vast majority of

basketball coaches have a good communication between their team, club officials and Addis Ababa basketball federation.

- Parents of the basketball players were proved to have no contact with the basketball coaches, which by itself could have had an important part in the development of the basketball players.
- Finally, it was pointed out that there was lack of follow up and supervision of all stakeholders which was highly responsible for supervision.

5.2. Conclusions

Based on the major findings summarized above, the following conclusions are drawn.

- ✓ With respect to the age and training experience, basketball players in the club were above 19 and they were post-pubertal where anthropometric variables have been stabilized to effectively predict future potential and strength training should be commenced.
- ✓ The number of session's basketball players engaging per week was not convenient with the recommended session of EBF (2 sessions per week).
- ✓ As far as the coaches background is concerned in terms of sex, age, educational qualification, and coaching courses and others, the inclusion of female basketball coaches in the club, was one of the big problem.
- ✓ With regard to the age distribution, coaches were in the age range between 31-40 yrs that they were at productive and working age. Regarding Basketball coaches educational qualification majority of them have college diploma So that this educational level have negative impact in basketball players talent identification and development.
- ✓ Concerning talent identification, anthropometric, physiological and technical variables were not considered while selecting talented basketball players into the club. So, the most important psychological attributes such as self-confidence and mental intelligence were not given a due focus

during basketball players' selection. However, the absence of psychological skills have an impending effect on basketball players' performance as coming to expertise in basketball requires each athlete about 10 years intensive practice that requires greatest commitment to retain in sport.

- ✓ Basketball players' social qualities such as relation between coaches and team mates were not tested in the selection of talented basketball players.
- ✓ Basketball players were selected into the center only by some tactical/tactical/ variables. However, talent identification based only on tactical/tactical/ variables (unfavariate approach to talent identification) has associated problems.
- ✓ Generally, in contrary to the currently accepted approach to talent identification (the multivariate approach) in which anthropometric, physiological, technical, psychological, and sociological aspects/variables were not measured.
- ✓ As practice account of talent development is concerned, the number of session's basketball players engaging was 2 sessions per week that had not equivalence with that of EBF (six sessions per week). This indicates that basketball players are engaging bellow their level. Besides these, there was no general sport training which means that basketball players were lacking options to general fitness. Furthermore, basketball players were engaging in short duration with high intensity.
- ✓ Coaches were not pretending to apply principles of progression, individual difference, and principles of variety in training.
- ✓ In terms of parents' role and support, they had positive attitude towards their children's participation in basketball sport. However, As far as the availability of training facilities and equipment is concerned, all important facilities such as Gym (indoor), field (outdoor) and bathrooms etc were not fulfilled in the club. Besides this, there was problem of timely provision of training equipments. As basketball players lack the necessary facilities and equipment for meaningful practice, talent identification is of little benefit and the whole program is of little benefit.

- ✓ Except Addis Ababa basketball federation officer there was lack of follow up and supervision of all stakeholders.
- ✓ Finally, having put all the ingredients of success (accounts of talent development including talent identification) with the exception of few strong sides, all the clubs in the Addis Ababa in question based on each parts (aspects) concluded above, it is possible to say that the future destination of the current basketball players in the clubs will be very difficult to define. I.e. there will not be sustainable success in basketball players specifically and basketball sport in general.

5.3. Recommendations

Finally, based on the findings and conclusions drawn, the following recommendations are forwarded to meet the problem under the study.

- ➢ For further, the development of basketball players and sport should be adjusted with IABF five stages of developmental pathways even though it is obviously difficult for federations with limited resources for delivery of services to individual basketball players in wide scale in the foundation and participation phases. However, it is possible to lay sustainable foundation by using local organizations such as schools and clubs etc. The potential basketball players from schools can easily be selected to the currently existing clubs in Addis Ababa. Besides this, clubs in Addis Ababa should be seriously supervised by the region's sport governing body for their focus on athletes' development through the developmental pathways.
- ➢ The EBF should give equal focus for female basketball payers.
- ➢ Both EBF and Regional sport governing bodies including the coaches should employ the multivariate approach to talent identification that involves testing Anthropometrical, physiological, technical skills, psychological and sociological variables to potential basketball players. With this EBF should try its best to put national standards of

anthropometrical and physiological variables as much as possible of our top basketball players.

- As basketball players in club are too young to train intensely there should be progressive increment in number of sessions per week Starting from the very beginning. Besides this, 1-2 sessions of general sport training for general fitness should be inculcated. Furthermore, principle of individual difference should be given a due focus.
- Psychological preparation should be given consideration in training as getting both physical and psychological preparation creates an excellent or peak performance.
- Both EBF & Addis Ababa basketball federation sport governing bodies should take parents as stakeholders in basketball players' development so that parents can have frequent contact with coaches and the clubs.
- Hence, the concerned bodies/the stakeholders/ should seriously work for the fulfillment of facilities and equipment in the club. With this, all the stakeholders should follow up frequently and properly carryout activities for which they are responsible each.
- In order to develop and expand basketball throughout the region the numbers of qualified coaches are very crucial. Therefore, Regional and National Sport commissions should work jointly in training, and producing outstanding coaches at various categories levels.

- In order to establish number of female basketball clubs and female basketball coaches in Addis Ababa, Regional and National Sport commission should work in cooperation with government, and non-government organization and government stakeholders should give attention to basketball sport.

- In order to give the training system that is up to date and scientific EBF in collaboration with ABF should prepare different sandwich curses and frequent refreshment trainings, provide opportunities different seminars

and workshops and various coaching courses which can upgrade the knowledge of basketball coaches.

- In terms of parents' role and support, parents had positive attitude towards their children's participation in basketball sport. For sustainable success of basketball players, the role of parents should go more than this. This is because parents are given an angle (edge) in athletic triangle consisting of basketball coach, basketball players and parents that can be a tremendous source of support and motivation when properly nurtured.

- Making ready generator in the absence of electricity power, optional gym place, facilitating sport materials, supervising the players competency alone with necessary equipment, enough payment for the players, giving national intention for basketball sport, organizing the players as club, and gating effective training in the right time in proper manner are all of paramount importance which should be given due concern.

- Athletes' progress should also be measured by all the variables in talent identification.

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Appendix A

Addis Ababa University

Faculty of Life Science

School of Graduate Studies

Department of Sport Science

Questionnaire to be filled by basketball player

Dear respondents,

This is a survey questionnaire designed to obtain information on Talent Identification and Development of basketball players in Addis Ababa City Administration Basketball Federation. Thus, your information is taken as a crucial input for the efficiency of this study and the information is intended purely for academic research purpose and will be kept confidential. You are therefore kindly requested to fill the questionnaire for which the success of this study will directly depend on your genuine and truthful responses to the questions.

Thank you in advance for your cooperation!

General Direction

- You are not required to write your name in any part of the questionnaire.
- To those questions with alternatives, put the sign "✓" in front of your choice.
- For open ended questions, please feel free to express and write your response in the space provided.

Part One: Personal information/Background information/

1. Age Bellow 17 ☐ 17-18 ☐ Above 18 ☐
2. Sex Male Female
3. Marital status A/ single ☐ B/ married ☐ C/ divorced ☐

4. Educational status A/high school ☐ B/college level ☐ C/university level ☐

5. When have you joined this club? This year ☐ last year ☐

If other specify_____

Part Two: Items related to Talent Identification

6. **Direction:** Tick or put "✓" mark under 'Yes' or 'No' whether your coach or other coach has used to test the following attributes during selecting you to the club.

Technical/Tactical test	YES	NO
Ball Handling Technique	☐	☐
Dribbling Technique	☐	☐
Passing Technique	☐	☐
Shooting Technique	☐	☐
Basic Consistency	☐	☐
Footwork (General)	☐	☐
Learns New Skills Quickly	☐	☐
Physical Test		
Coordination	☐	☐
Reaction Speed	☐	☐
Ability	☐	☐
Strength	☐	☐
Power	☐	☐
Balance	☐	☐
Flexibility	☐	☐
Endurance	☐	☐
Speed (General)	☐	☐
Catching Skills	☐	☐
Vision	☐	☐

Psychological Test

Decision Making	☐	☐
Problems Solving Skill	☐	☐
Relation with Coach & teammates	☐	☐
Acceptation of Rules	☐	☐
Desire to Compete	☐	☐
Determination	☐	☐
Self-confidence	☐	☐
Quality of Work	☐	☐
Motivation	☐	☐
Intelligence	☐	☐
Physiological Test	☐	☐
Height	☐	☐
Arm & Leg Girth	☐	☐
Body Mass	☐	☐
Body Type (Somatotype)	☐	☐
Size	☐	☐
Health Status	☐	☐
Parents Athletic History	☐	☐
Competition Result	☐	☐

Part Three: Items Related to Talent Development

7. How many sessions do you train per a week?

2 sessions ☐ 3 sessions ☐

4 sessions ☐ 5 sessions & ab ove ☐

8. How long do you train per session?

Below 1 hour ☐ 2 hours ☐

1: 30 hours ☐ 3 & above hours ☐

9. Is there an increase in the load of training from time to time?

Yes ☐ No ☐

10. Does your coach treats you based on your difference in ability and needs?

Yes ☐ No ☐

11. Does your coach apply to make the training funny?

Yes ☐ No ☐

12. Are suitable training facilities, (Gym, training field, bathrooms etc) fulfilled in your club?

Yes ☐ No ☐

13. Do you think that these equipment and facilities are appropriate and sufficient for the training that you are engaged in?

Yes ☐ No ☐

14. Where do conduct your training session?

A/ gym or indoor B/ outdoor/ field

If other, specify _____

15. What do you expect from Addis Ababa Basketball federation officials to develop basketball in your club?

_____

_____

16. Do you think that the training system is up-to-date and scientific?

A/ yes ☐ B/ no ☐

17. How your parents view your being a basketball athlete?

A/Positively ☐ B/Negatively ☐ C/impartially ☐

18. Is there regular supply of supplementary training or competition equipments like Balls, video, films etc?

Yes ☐ No ☐

19. What are the major problems that hinder your performance in the club?

_____

_____

20. What are the solutions you suggest for question 29?

_____

_____

21. Do your parents contact some time your coaches?

Yes ☐ No ☐

22. Are your parents interested to follow up your training or competition?

Yes ☐ No ☐

23. With what do your parents support you during training or competition?

Materially ☐ Psychologically ☐

Financially ☐ In all the above ☐

24. How many of you have represented the region in national youth champions?

No one☐ 1☐ 2☐ 3☐ 4 and above ☐

25. Do you have a good relationship with your coach and your family?

Yes ☐ No ☐

26. Do you think that your coach has knowledge about basketball coaching system?

A/agree B/disagree C/ don't know

27. Does your coach show you tactical skill during training?

A/yes B/no C/ don't know

28. Does your coach demonstrate the training activities from simple to complex?

A/yes B/no C/ don't know

29. Do you think that your coach is well qualified?

A/yes B/no C/ don't know

30. DO you think that your coach follow scientific methods of coaching system?

A/yes B/no C/ don't know

Appendix B

Addis Ababa University

Faculty of Life Science

School of Graduate Studies

Department of Sport Science

Questionnaire to be filled by basketball Coach

Dear respondents

This is a survey questionnaire designed to obtain information on Talent Identification and Development in basketball players of Addis Ababa Basketball Federation. Thus, your information is taken as a crucial input for the efficacy of this study. The information is intended purely for academic research purpose and will be kept confidential. You are, therefore, kindly requested to fill the questionnaire for which the success of this study will directly depend on your genuine and truthful responses to the questions.

Thank you in advance for your cooperation!

General Direction

- You are not requested to write your name in any part of the questionnaire.
- For the questions with alternatives, put the sign "✓" in front of your choice.
- For open ended questions, write your responses in space the provided as clearly as possible.

Part One: Personal information/Background information/

1. Sex A/ male ☐ B/female☐

2. Age: A/ 20-25 ☐ B/26-30 ☐ C/ 31-35 ☐
D/ 36-40 ☐ E/ 41 & above ☐

3. Marital status A/ single ☐ B/married ☐ C/ divorced ☐

4. Educational qualification

A/12 complete ☐ B/Certificate☐ C/College diploma☐ D/BA/BSc/Bed ☐

E/ MA/MSC/Med ☐ if any, specify _____

5. In which of the following courses have you trained to coach basketball?

A/First level ☐ B/Second level ☐ C/ Third level ☐ if other, specify _____

6. Work experience

A/In the current post, _____ years

B/In other posts (related) _____ years

7. Under which base you are employed in the club?

A/Full timer coach ☐ B/Part timer coach ☐

If other, specify _____

Part Two: Items related to talent identification

8. **Direction**: Tick on or put "✓" mark on 'yes' or 'No' whether you or other coach have used to test the following attributes during basketball players selection to this club.

Technical/Tactical test	YES	NO
Ball handling Technique	☐	☐
Dribbling Technique	☐	☐
Passing Technique	☐	☐
Shooting Technique	☐	☐
Basic Consistency	☐	☐
Footwork (General)	☐	☐
Learns New Skills Quickly	☐	☐
Physical test	☐	☐
Coordination	☐	☐
Reaction Speed	☐	☐
Agility	☐	☐
Strength	☐	☐
Power	☐	☐
Balance	☐	☐
Flexibility	☐	☐

Endurance	☐	☐
Speed (General)	☐	☐
Vision	☐	☐
Psychological test		
Decision Making	☐	☐
Problems solving skill	☐	☐
Relation with coach & Teammates	☐	☐
Accept ion of roles	☐	☐
Desire to Compete	☐	☐
Determination	☐	☐
Quality of Work	☐	☐
Motivation	☐	☐
Self Esteem	☐	☐
Intelligence	☐	☐
Physiological test	☐	☐
Height	☐	☐
Arm & leg girth	☐	☐
Body mass	☐	☐
Body Type (Somatotype)	☐	☐
Size	☐	☐
Health status	☐	☐
Parents Athletic History	☐	☐
Competition result	☐	☐

Part III. Items related to talent development

9. Do you think that the training system is up-to-date and scientific?

A/ yes ☐ B/ no ☐

10. Do you have a good communication between your team, club officials and Addis Ababa Basketball federation?

Yes ☐ No ☐

11. In how many sessions per week do you engage players in training?

3 sessions per week ☐ 4 sessions per week ☐

5 sessions per week ☐ More than 6 sessions per week ☐

12. In how many sessions per week do you engage your athlete in general sport training?

1-2 sessions ☐ 2-3 sessions ☐ No general sport training ☐

13. How long do you train your athletes per session?

Bellow 1 hours ☐ 1 ½ hours ☐ 2hours ☐ 3 & above hours ☐

14. Do you increase the training load, intensity and frequency from time to time?

Yes ☐ No ☐

15. Do you treat athletes based on their difference in ability and needs?

Yes ☐ No ☐

16. Do you apply principle of training in training?

Yes ☐ No ☐

If say no Justify _____

17. Do athlete's parents contact you?

Yes ☐ No ☐

If yes, on what issues? _____

18. Are there different suitable training areas like: gym, field, bathrooms in your club?

Yes ☐ No ☐

19. Is there regular supply of training/competition equipments (balls, video, films and other materials for athletes and coach?

Yes ☐ No ☐

20. How many of athletes have represented the region in national youth champions?

No one ☐ 1 ☐ 2 ☐ above 3 ☐

21. Are there dropouts or withdrawal of athletes from your club?

Yes ☐ No ☐

If say yes, how many of them? _____

22. What are the major problems that hinder your work and athlete's performance?

_____

_____

_____

23. What solutions do you suggest for question number 22 to minimize these problems?

_____

_____

24. Do you think that your training system is up-to-date and scientific? How?

_____

_____

25. How athletes are selected? Who select them? And where are athletes selected from?

_____

_____

_____

26. Do you think that you are effective coach? If so how?

_____

_____

_____

27. How do you display the tactic of basketball during training?

---

28. Would you mention sandwich courses that you took to up-grad yourself?

_____

_____

_____

29. What are the criteria that you used to select well talented basketball players?

_____

_____

Appendix C

Addis Ababa University

Faculty of Life Science

School of Graduate Studies

Department of Sport Science

Interview Schedule for officer of Addis Ababa Basketball Federation

Thank you for agreeing to participate. This is an interview designed to obtain information on talent identification and development of athletes in Addis Ababa Basketball Federation. You are, therefore, kindly requested to give genuine and truthful responses.

Thank you in advance for your cooperation!

Part I Personal detail

1. Sex A/ male☐ B/female☐

2. Age A/ below 20 ☐ B/ 21-28 ☐C/29- 35 ☐ D/ above 36☐

3. Marital status A/ single ☐ B/married ☐ C/ divorced ☐

4. Educational qualification

A/Certificate ☐ B/ College diploma ☐

C/BA/BSc/Bed ☐ D/ MA/MSC/Med ☐

If other, specify _____

5. Work experience

A/In the current post, _____ years

B/In other posts (related) _____ years

If other, specify _____

6. Do you think that the training system is up-to-date and scientific? How?
7. Do you feel that the coaches are sufficient and competent to achieve the goals? How?
8. How athletes are selected? Who selected them? and where are athletes selected from?
9. To what extent sport equipments (sport wears, shoes, video films etc) and facilities such as training field, gym, bathroom etc are fulfilled?
10. Do you visit the training of some clubs and computations? How do you explain it?
11. What are the major problems in the training center and the solutions you suggest?
12. Do you think that the selection criteria of basketball players are scientific? How?
13. How do you see the current status of Addis Ababa basketball Federation?
14. How do you see the availability and facilities of basketball in the training full field?
15. What special training have you facilitated and achieved for coaches?
16. Do you think players selection is depend on talent? How do you see it in your observation?

Thank you!

Appendices D

Talent ID Assessment Form

Name of Player: _____

Date of Birth (confirmed): _____

Name of Coach: _____

Team or Club: _____

Date of this Evaluation: _____

Dates of Previous Evaluations: _____

1=Poor, 2=Below Average, 3=Average, 4=Above Average, 5=Excellent

Technical/Tactical Factors

Ball handling Technique 1 2 3 4 5

Dribbling Technique 1 2 3 4 5

Passing Technique 1 2 3 4 5

Shooting Technique 1 2 3 4 5

Basic Consistency 1 2 3 4 5

Power (general) 1 2 3 4 5

Footwork (General) 1 2 3 4 5

Good at Decision Making 1 2 3 4 5

Learns New Skills Quickly 1 2 3 4 5

Can Play Close to the Baseline1 2 3 4 5

Can Solve Problems Presented

by the Opponent 1 2 3 4 5

Technical/Tactical Overall Evaluation 1 2 3 4 5

Physical Factors

Coordination 1 2 3 4 5

Reaction Speed 1 2 3 4 5

Frequency Speed 1 2 3 4 5

Agility 1 2 3 4 5

Strength 1 2 3 4 5

Power 1 2 3 4 5

Balance 1 2 3 4 5

Flexibility 1 2 3 4 5

Endurance 1 2 3 4 5

Speed (General) 1 2 3 4 5

Speed (basketball Specific) 1 2 3 4 5

Throwing Skills 1 2 3 4 5

Catching Skills 1 2 3 4 5

Vision 1 2 3 4 5

Physical Overall Evaluation 1 2 3 4 5

Psychological / Intangible Factors

Drive 1 2 3 4 5

Desire to Compete 1 2 3 4 5

Persistence / Determination 1 2 3 4 5

Self-confidence 1 2 3 4 5

Quality of Work 1 2 3 4 5

Concentration Skills 1 2 3 4 5

Motivation 1 2 3 4 5

Enjoys the Game 1 2 3 4 5

Self Esteem 1 2 3 4 5

Intelligence 1 2 3 4 5

Will to Win 1 2 3 4 5

Fighting Spirit 1 2 3 4 5

Discipline 1 2 3 4 5

Sportsmanship 1 2 3 4 5

Emotional Control 1 2 3 4 5

Get the Most Out of Ability 1 2 3 4 5

Good Feeling for the Ball 1 2 3 4 5

Anticipation 1 2 3 4 5

Court Sense 1 2 3 4 5

Plays Better in Important Matches 1 2 3 4 5

Mistake Management 1 2 3 4 5

Coach ability 1 2 3 4 5

Adapts Well to Different Situations 1 2 3 4 5

Overall Psychological/Intangible Evaluation 1 2 3 4 5

Physiological Factors (From tests and interviews)

Body Type 1 2 3 4 5

Size 1 2 3 4 5

Health 1 2 3 4 5

Parents Athletic History 1 2 3 4 5

Overall Physiological Evaluation 1 2 3 4 5

Results

National 1 2 3 4 5

International 1 2 3 4 5

Gut Feeling 1 2 3 4 5

Overall Potential 1 2 3 4 5

Top Prospect at This Point in Time 1 2 3 4 5

Progress since Last Evaluation 1 2 3 4 5

Comments:

Evaluator(s):

Appendix E

Observation rating checklist of some key elements in talent identification and development

Name of the club: _____

Date _____

Time _____

Part I: basketball players Somatotype by eyeball method

No	Basketball players	Specialization	Somatotype		
			Ectomorph	Endomorph	Mesomorph
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Part II. Actual Training

No	Training variables	Rating scales		Total sessions observed
		yes	(No)	
1	Session activities - warming up -Conducting skill unit -Conducting fitness unit -Cool down			
2	General sport training			
3	Duration of training			
4	Motivation			
5	Coach's dressing			

Part III. Facilities and Equipment availability

		Rating scales	
No	Training infrastructure	yes	No
1	Training infrastructure		
2	Field		
3	Bathrooms		
4	Gym		
5	Other game courts		

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Brhanu Giday

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: Solomon Teka (Ph.D)

Signature: _____

Date: _____