

# CHAPTER – I

## INTRODUCTION

### 1.1 Background of the Study

Basketball is a popular and fast growing sport around the world. It was first introduced in Dec. 1891 by Dr James Naismith a Canadian and a physical education teacher, as indoor games in YMCA, USA. Later it was spread all over the world as a major sport. Basketball traveled to France and England in 1893, to Germany in 1894, and to Japan in 1900. The International Basketball Federation (French: Fédération Internationale de Basketball), more commonly known by the French acronym FIBA, is an association of national organizations which governs international competition in basketball. The association was founded in Geneva on 18 June 1932, two years after the sport was officially recognized by the International Olympic Committee (IOC). Its original name was Federation Internationales de Basketball Amateur. It became an official Olympic event at the 1936 Berlin Games, which hastened its spread to many other countries (Kansas heritage: 2019).

About the history of basketball in Nepal, it was entered 50 years ago through British, Indian Army of Nepal and missionary institute like St. Xavier's school etc. Nepal Basketball Association (NeBA) was established & registered in 1996 AD with National Sports Council of Nepal. It is affiliated with FIBA ASIA, FIBA and NOC. NeBA is one of the most active sports associations of Nepal. NeBA promotes sportsmanship and peace through basketball while it also follows and honors the Olympic movement and it is working hard to develop basketball in Nepal. Nepal's first international participation was in 1<sup>st</sup> South Asian Basketball Championship held in Guwahati, Assam, India in 2000. Nepal stood third position. If we further get inside the history, this year Nepal women's team and U 18 team won silver medal in South Asian region, likewise Nepalese Senior Men's National team won bronze medals many times in South Asian region and participation extended to beyond South Asian region to Youth Asian Games, Asian Indoor Games and 3 by 3 in World Championship etc. The 1<sup>st</sup> National Championship was held in 1996 in Kirtipur and won by Nayabazar Club of Kirtipur, till this date 13 Men's and 12 Women's Championships were already held (as cited by Gurung: 2010).

History of School Basketball tournament in Kathmandu, Nayabazar club is the first to formally take initiation to develop school basketball tournament in Kathmandu. It has started organizing school level basketball tournament from 1992(may be other institute have done but there isn't any record) Gyanodaya school of Lalitpur also started organizing basketball from the 1994 year till this date they are organizing continuously, before that there are not such initiation was taken to develop school level basketball in Kathmandu but there used to be Under5feet boys basketball tournament organized by GAA (Godavari Alumni Association),started from 1976 in the name of Ulendra Dhoj Cup, an association of former Xavierian student welfare volunteering organization where school students can compete at that time. Only some schools like St. Xaviers and reputed schools have basketball courts available during that time,

Nowadays Basketball is hugely growing popularity in city areas. If we visit educational institutes like schools, colleges in Kathmandu district we can find most of them have basketball court and students from them play and participate regularly in basketball tournaments. Each year basketball competitions are organizing more and more, around 40 to 50 tournaments are organized in Kathmandu alone only. Participating and organizing basketball competition became the sports tradition of most schools and colleges. If we gaze in Nepalese basketball national team we find nearly all players are studied and trained from school and colleges of Kathmandu, from this statement we can imagine the contribution of the school tournament in Kathmandu to Nepalese basketball.

This is the study about these basketball tournaments, to find out the number of organized tournaments, amount invested in school tournaments, school participations, involvement of players, coaches, referees, contribution to national basketball development and also to find out the problems of schools, players during participating and organizing tournaments likewise in finding the solutions, suggestion in policies and planning to be initiated for the development of school level basketball in Nepal.

## **1.2 Statement of the Problem**

Popularity of basketball in schools and colleges were increasing, all the school colleges love to organize basketball tournaments for their institutional advertisement.

They gave scholarship to the players to study that was beneficial to both school and students. Organizing tournaments is the way to show their legacy, supremacy and popularity in locality of schools to attract students, parents as their marketing strategy. Every year so many basketball tournaments were organized in Kathmandu but there wasn't any recorded data of these competitions. It was so haphazardly developed in organizing that even NeBA and district association was not able to supervise, control and put record of these tournaments, likewise conduction of training to the school coaches, referees, giving technical support, suggestions to organize and the strategies, policies, programs to be initiated for the development of school basketball. There wasn't any effective structure developed to bring these tournaments into one systematic system which could contribute in the main stream of basketball development in Nepal. As a former national player and currently working as a National level coach, I personally feel and heard the voices from colleagues that we should study and work on this area for the development of grass root level which was more essential in the overall development of basketball in Nepal so this was a study or a step forward to find and know about different aspects related to the school basketball competitions in Kathmandu District. Through this research topic "An analysis of School Basketball tournaments in Kathmandu District" different data were explored on the number of school basketball tournaments, participating teams, players, coaches, referees, invested amounts and problems and policies, strategies to be determined for the development of school basketball in Nepal.

### **1.3 Objectives of the Study**

The general objective of the study is on different aspects related to school level basketball tournaments organized in Kathmandu district. The specific objectives of the study are as follows.

- 1.3.1 To find out the data on categories, numbers of school tournaments, participating schools, players, coaches and referees
- 1.3.2 To identify the problems and steps of solution to be taken in the development of school level basketball in Kathmandu district.
- 1.3.3 To assess the benefits and advantages gained by school and players through basketball and contribution of the school tournaments to Nepal basketball development.
- 1.3.4 To determine strategies and policies to be taken for the development of school basketball.

#### 1.4 Significance of the Study

This study is much more significant because it was the first of its kind of research that brought out the facts of organizing school basketball tournaments but the major significance of the study were as follows:

- 1.4.1 The study would be fruitful to the physical education teachers, coaches involving in basketball to know the current situation of school basketball in Kathmandu and can assume the scenario of overall school basketball.
- 1.4.2 The finding would be useful to the basketball associations to make planning, strategies of programs to develop basketball in school level.
- 1.4.3 The study would be helpful to guide the school administrator, colleges, and corporate houses etc. in making the event more effective way.
- 1.4.4 The study would be beneficial to the sports council to gather information on the involvement of students in sports and the contribution of schools in the development of basketball in Nepal.
- 1.4.5 The study would serve as the reference materials to other researchers who want to know more about the school basketball field in Kathmandu.

#### 1.5 Delimitation of the Study

The study will be delimited on the following area

- 1.5.1 The study was conducted in Kathmandu district only
- 1.5.2 The study was taken in those schools who are organizing basketball tournaments since 5 years regularly.
- 1.5.3 The study was only focus on the school level basketball tournaments and competitions.
- 1.5.4 The Primary data were taken from Principals, Coaches, referees, Student players and basketball experts, school referees only.

#### 1.6 Definition of the Terms Used

**Constructively:** helping to improve; promoting further development or advancement

**Cooperation:** The actions of someone who is being helpful by doing what is wanted or asked for

<b>Enhancement :</b>	An increase or improvement in quality, value, or extent.
<b>Extramural:</b>	Activities that happen in out of the university, college and school etc.
<b>Interscholastic:</b>	Competitive activities between Schools
<b>Leadership:</b>	The capacity of someone to lead
<b>NeBA:</b>	Nepal Basketball Association, a governing body of basketball in Nepal that is solely responsible to development, making policies in Nepal.
<b>Physical fitness:</b>	Suitable to do physical activities with the body.
<b>Potential:</b>	Existing in possibility : capable of development into actuality. How to use potential in a sentence
<b>Scholarship:</b>	a grant or payment made to support a student's education, awarded on the basis of academic or other achievement.
<b>School :</b>	A place where children go to be educated
<b>Self-esteem:</b>	Self-esteem is an individual's subjective evaluation of their own worth.
<b>Sports Facilities:</b>	Permanent structure items like playground, changing rooms and equipment needed for sports activities.
<b>Sportsmanship:</b>	The good attitude/behavior display by player of the game
<b>Tournaments/competition:</b>	A sports competition involving a number of teams or players who take part in different games and must leave the completion if they lose. The competition continues until there is only one winner left.

## **CHAPTER – II**

### **REVIEW OF RELATED LITERATURE**

Literature review is an integral part of the research process and makes valuable contribution to almost every operational step. In the initial stages of research it helps to establish the theoretical roots of the study, clarifies the ideas and develops the research methodology, later in the process, the literature reviews serves to enhance and consolidate the knowledge base and also integrate the findings with the existing body of knowledge.

Bowen and Levin (2003) Sport has been an integral part of colleges and universities in the United States since the mid-1800s define intercollegiate athletics as “an activity in which representatives of one school compete against representatives of other schools—not just against themselves and not just against classmates” (p. 173). This makes intercollegiate athletics a unique aspect of universities since they are more external than any other collegiate activity. They are more external because they are seen the most by people outside of that university, and they have more interaction with other universities. The first intercollegiate sporting event was in 1852 when crews from Yale and Harvard raced at Lake Winnepesaukee in New Hampshire. Athletics were unique not just because they were more external, but also because professors could use them to control students by affecting their ability to play (Rader, 2004). Collegiate athletics became popular with students and fans. That helped college sports to continue to exist and grow into what they are today.

Maharjan (2003) stated that after democracy came into power in 2007 BS the pace of progress in education and sports can be observed. The number of schools were increased and the association of various games and sports were started to establish and under the chairperson of Ministry of Education, Parsu Narayan Chaudhary and sports council in 2015 BS later on the council was renamed national sports council NSC in 2017 BS., which is still a sport's governing body and look after sports in Nepal

The students are provided with ample opportunities to develop their physical, mental, emotional and social health through participation in competition. Through the physical activities their skill is developed to use their leisure time constructively.

Further the participants get very good training for citizenship, adult living and human relations. Also the professional students are benefited by getting organizing and administrative experience of conducting extramural competitions. (Ajmer et al. 2005)

West and Bucher (2011) Physical education and sports is an educational process that has aims to improve performance and enhancement of human development through the medium of selected physical activities to realize the outcomes.

Gurung (2011) carried out a study on the historic development of basketball game in Nepal. The major objectives of his study were to find out the existing situation of Nepalese basketball, to identify the policies and strategies for the development of basketball game in Nepal, and analyzed the historic development process of basketball in Nepal. He found that basketball is much more popular among Nepalese youth and played in every prestigious school, colleges and universities in Nepal.

West and Bucher (2011) nowadays organized sports are accepted as an integral part of extracurricular offerings of schools around the world. Interscholastic and inter collegiate sports play an important role in social cultural. Athletics play such an important role in society; it is interesting to examine some of the sociological implication of these phenomena. Participation on interscholastic can benefit in several ways. Participation and winning can help students develop a high level of physical fitness in various aspects of the game. Other frequently cited benefits of participations include the development of sportsmanship, cooperation, leadership, loyalty and hardworking. Sports can provide opportunities for the personal growth, pave the way to the development of friendship, develop decision making and thinking skills teach self-discipline and commitment, enhance one's self esteem and personal status and promote the acceptance of others regardless of race or ethnic origins. Likewise support in their academics by gaining different full athletic scholarships of financial assistance engraves their future.

Khanal(2012) conducted a research on "ECA program in community and organizational secondary schools and effects in students' academic achievement in Rupandehi District "The study found that both type of school regularly conducted

ECA activities and give importance for the overall development of their children and the study shows that those student who are good in ECA activities, are also good in academic achievement and there is close relation with these two ECA and academic performances

Rana(2012) conducted a study entitled” Contribution of local sports organizations for the development of sports in Parbat district” the study has found that local clubs have been organizing various sports tournaments, competitions through which players from that locality getting opportunities in the higher and national level tournaments likewise these clubs providing the potential players to the nation.

Bhandari(2014) carried out a study on the existing situation of Netball game in Nepal. The major objectives of the study was to find out the existing situation of Netball game in Nepal, to identify Nepal Netball Association(NNA) policies, programs and strategies for the development and the historic Development process of this game. Netball Association of Nepal organizing and supporting various tournaments throughout the year. They are working to promote Netball from the school level inorder to develop players from early age.

Paneru (2016) research on "A situation of sports conducting in primary schools of Jijodamandu of Doti District" where he found that there are not sufficient sports material to play and conduct sports activities, likewise no skilled teachers used to conduct sports activities that is why the benefits of playing sports are hardly beneficiary to the students for their overall development.

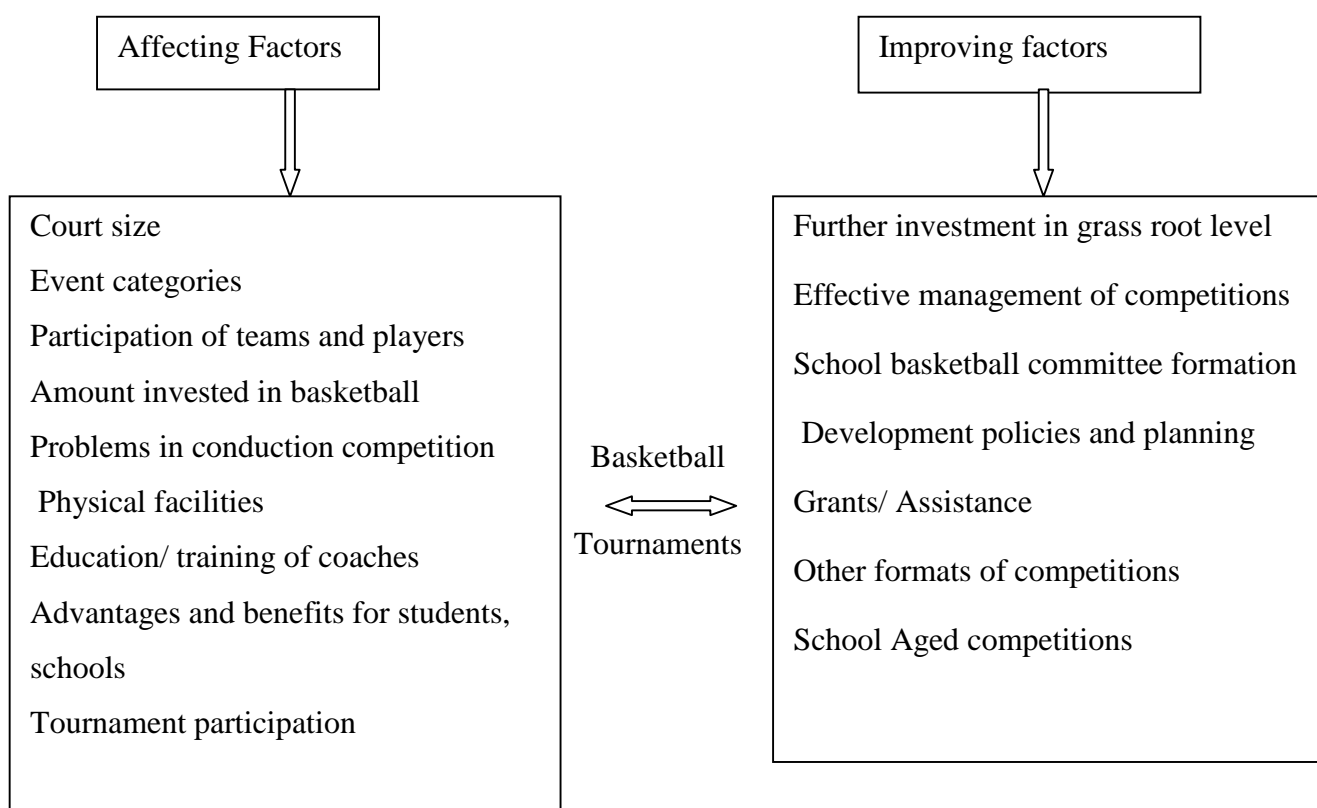
## **2.1 Implication of the Literature Reviews**

According to the above mentioned literature reviews most of them were done about the school activities and contribution in overall development of childrenand contribution of local sports organizations and their sports activities in development of sports, in different areas of Nepal. Especially no such similar studies had been done in " An analysis of Basketball Tournaments in Kathmandu District" but these literature reviews were very much useful and helpful for me in finding different aspects of school basketball ,in contribution of school in development of basketball in Nepal, problems faced and benefit gained by students and schools .Likewise, gaveguidance to prepare the interview questions and conceptualizing the whole research.



## 2.2 Conceptual Framework

Conceptual framework is developed by the theoretical framework so that it is one part of the theoretical framework. In the conceptual framework the research problem related variables and variable relationships are shown in a chart or pictorial and descriptive frame.



During research, we should work on conceptualizing the values related to the study that will fulfill the objectives. The factors given above are the things through which we enhance the study to find out the information related to the school basketball tournaments and showed how the study was done in different aspects. Here in this study we found out the participation of players, schools, benefit given to students, problem faced during organizing tournaments and other data on different aspects related to school basketball tournaments.

## CHAPTER – III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This study was basically in descriptive and exploratory design and involved mainly primary data. These data were from different schools all around Kathmandu district that organize basketball tournament and competition since last 5 years regularly.

#### 3.2 Source of Data

Primary data were used in this study. The data were collected from principals, coaches, sports teachers of those tournament organizing schools and referees and basketball experts.

#### 3.3 Population of the Study

Principals, coaches, sports teachers and 30 student players of each school in different locations of Kathmandu districts that organized basketball tournament since last 5 years regularly were the population of the study.

#### 3.4 Sampling Procedure and Sample Size

Purposive sampling method was used to select sample schools from all tournament organizing schools, since last 5 years regularly in Kathmandu Districts. The sample size of this study were 10 schools, 10 principals, 10 coaches, experts, referees and 300 student players.

**Table 1: Sampling Procedure and Sample Size**

S.N.	School name	Population			Sample Size			Sampling Procedure
		Principal	Coach	Players	Principal	Coach	Players	
1	Angels Heart	1	1	30	1	1	30	School - Purposive sampling method Principal/ coach/ student-census sampling method
2	Baba Boarding	1	1	30	1	1	30	
3	Golden Peak	1	1	30	1	1	30	
4	Greenland	1	1	30	1	1	30	
5	Innovative	1	1	30	1	1	30	
6	Rarahil	1	1	30	1	1	30	
7	Shridiwa	1	1	30	1	1	30	
8	Trungram International	1	1	30	1	1	30	
9	Valley Public	1	1	30	1	1	30	
10	Wilson	1	1	30	1	1	30	
	Total	10	10	300	10	10	300	

### **3.5 Tools of Data Collection**

Questionnaire and interviews schedule were used as the data collection tools for the study. The questions were made focusing to the objectives of the study. Interviews were made to find out the necessary data related to categories, participating team/players numbers, problems related to organizing the event and the suggestions to the development of school basketball and these tools were used to collect data from coaches, referees, players and principals of schools.

### **3.6 Finalization of Tools**

For the standardization of the tools (questionnaire and interview) trial test was carried out in Gyanodaya Balbatika School, Lalitpur District. They have been continuously organizing basketball tournament since last 25 years and later tools were improvised by the supervisor and experts of PE Department.

### **3.7 Method of Data Analysis and Interpretation**

After the collection of data, these data were tabulated, analyzed and interpreted as per the demand of the research objectives. Tables and bar figures, pie charts were used to analyze the collected data. The analysis was made under various sub headings demanded by the study.

### **3.8 Ethical Consideration**

This is the research take place in the schools that organize basketball tournaments regularly since last 5 years during the research. The researcher had respected the individual right of human, child and secret policies of the institutions during interviews. The researcher had given proper information to the researched people, regarding to the research and taken consent from them not only to take interviews but to write their version in research report. All the samples were purposively taken for effectively prepare the research.

## **CHAPTER- IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

An attempt to analyze and interpret the collected data has been made on this chapter. The data were collected through the questionnaire, interview and limited check list. This study is about the school basketball tournaments and information of connected persons, institutes and different aspect in organizing school basketball tournament. The questions and interviews were made by covering most of the needed information of the school Basketball Tournaments in Kathmandu districts. The analysis of the school basketball Tournaments and related information has been made on the basis of following headings.

- 4.1 Available basketball court condition and sports facilities
- 4.2 Number of interschool participations
- 4.3 Coaches professional skills, academic qualifications
- 4.4 Salary payment to coaches /duration of work(part time)
- 4.5 Tournament categories/days and participating school,players
- 4.6 Expenditure in tournaments, income sources and annual expenditure in basketball
- 4.7 Interest and benefit to school ,basketball coach and students
- 4.8 Student view on regarding Basketball Tournament
- 4.9 No of student players and categories of school team in a school
  - total no of students players
  - total teams and players
- 4.10 Problems faced during organizing basketball tournament
  - amount resources
  - study of students
  - time scheduling
  - hiring of referees
  - discipline of students
  - decision biasness
- 4.11 Representation of players in national squad , referees and coaches
- 4.12 View on school basketball development(principal/coach and students)
  - 4.12.1 about facilities/training
  - 4.12.2 about competitions

- 4.12.3 professional training of coaches
- 4.12.4 about supervision and structures of school basketball
- 4.13 Assistance of Nepal Basketball association in organizing tournament
- 4.14 Planning and initiation for the development of school basketball by Neba
- 4.15 School level basketball development and future (according to expert)

#### 4.1 Available basketball court condition and sports facilities

School should have standard basketball court to teach, train and organize basketball game. Without standard basketball court it is difficult to organize quality tournament, adjust more students during training. Students can experience, playing national, international standard basketball court size.

The researcher collected through small check list to find out the existing court size of the 10 sampled schools .In the below table theavailable basketball court size and condition researchedschools were tabulated.

**Table 2: Available basketball court condition and sports facilities**

S.N.	Basketball Court size	No of school	Condition / no			Remark
			open cemented	Semi covered	Block	
1	28x15m	6	5	-----	1	
2	26x14m	3	3	-----	-----	
3	24x14m	1	-----	1	-----	

Table 2shows that most of the schools have standard basketball courts and few schools have lesser size courts, one school have semi covered basketball court. All the courts size was sufficient to school basketball competitions.

#### 4.2 Number of interschool participations in a year

Every year the number of competitions were increasing and school were also increased the participation number.The below table gave the information on the number of tournaments participated by the sample schools.

**Table 3: Number of interschool participations in a year**

No. of schools	No. of tournament participations	Remark
7	7 and above	it can be vary each year
2	6	
1	4	

Most of the school participate more than 7 tournaments each year in different categories. They mostly participate in those school's tournaments which are participated in their tournaments. We can say that it's a became a tradition and culture of competitions

#### 4.3 Coaches professional and academic qualification

The coaches having higher degree of qualifications can train better to students. The finding of coaches professional and academic qualifications were tabulated below

**Table4: Coaches professional and academic qualification**

Academic Qualifications	No of coaches	Professional Qualities	No of coaches
Masters	1	National /International player	2
Bachelor	5	Level 1 coaching course	3
Intermediate	4	Level 2 coaching course	5

Table4 shows that half of the basketball coaches have bachelor degree in Academic, same numbers have done level 2 coaching course and 2 of them have served in national team many years.

According to above data we could say that they were quite more qualified in school level coaching and still need more refreshment courses to enhance their knowledge. Seeing their qualification it is enough to coach in school level.

#### 4.4 Salary payment to coaches /duration of work(part time)

The coaches should be paid for their work according to the time they had given to schools. The below table showed the working hours and payment given to them for their coaching work.

**Table5: Salary payment to coaches /duration of work(part time)**

<b>Payments in Rs/month</b>	<b>no of coaches</b>	<b>working hour/ day</b>	<b>Remark</b>
35000/- and above	3	8 hours/6 days	Other sports activities
20000/-	4	2 hours/6days	
15,000/-	3	1hour/6 days	

Most of the coaches were working as part time coaches and they trained students 1 to 2 hours daily in school to different categories of teams as the preparation for the tournament and development of skills of students. They were paid minimum 15000/- Rs for the 1hour every day training.

#### **4.5 Information of tournament regarding participation of teams,players,organizing categories, no of days**

The below table indicate the information about the number of participating schools, students players, tournament running days and categories of competitions they used to conduct.

**Table 6: Information of tournament regarding participation of teams,players,organizing categories, no of days**

<b>No of organizing schools</b>	<b>participating teams</b>	<b>Category</b>			<b>No.of players</b>		<b>No of days</b>
		<b>Senior Boys</b>	<b>Senior Girls</b>	<b>Junior boys</b>	<b>Boys</b>	<b>Girls</b>	
2	24				150	150	7days
3	32				200	200	10days
5	more than 32 teams				More than 250	More than 250	12days

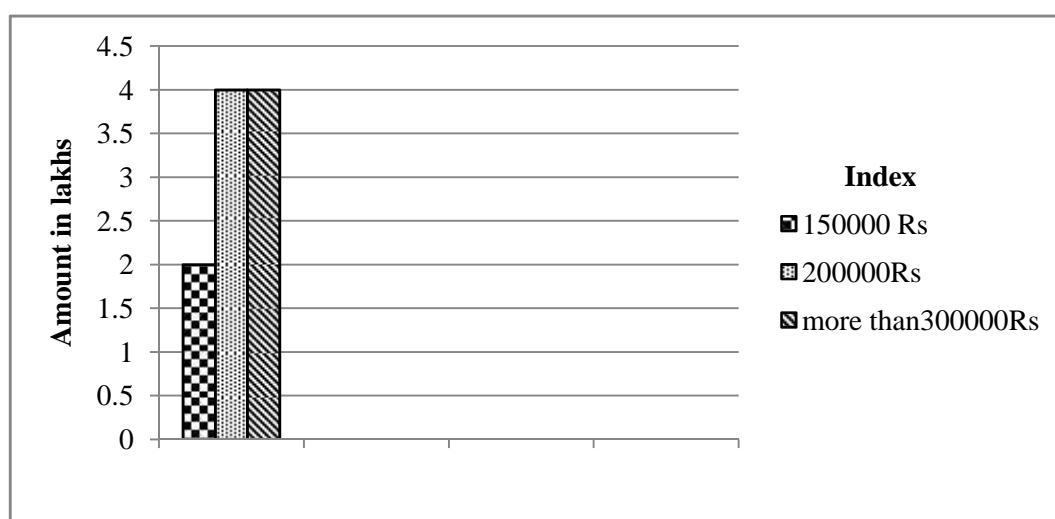
According to the entire tournament organizing school information, we could said that in every tournament there were at least 24 teams participated in different categories, that means more than 300 students used to take part in a single tournament. Tournaments were run for a week or more depend on the team's participation and categories

#### 4.6 Expenditure in tournaments, income sources and annual expenditure in basketball

In the below different charts were shown the information on budget amount expend to organize competitions and how these funding were generated and each year the amount invested in basketball each year in different topics beside the salary of coaches.

##### 4.6.1 Expenditure in tournaments

The chart gives the idea on the yearly amount they spent on organizing tournaments.



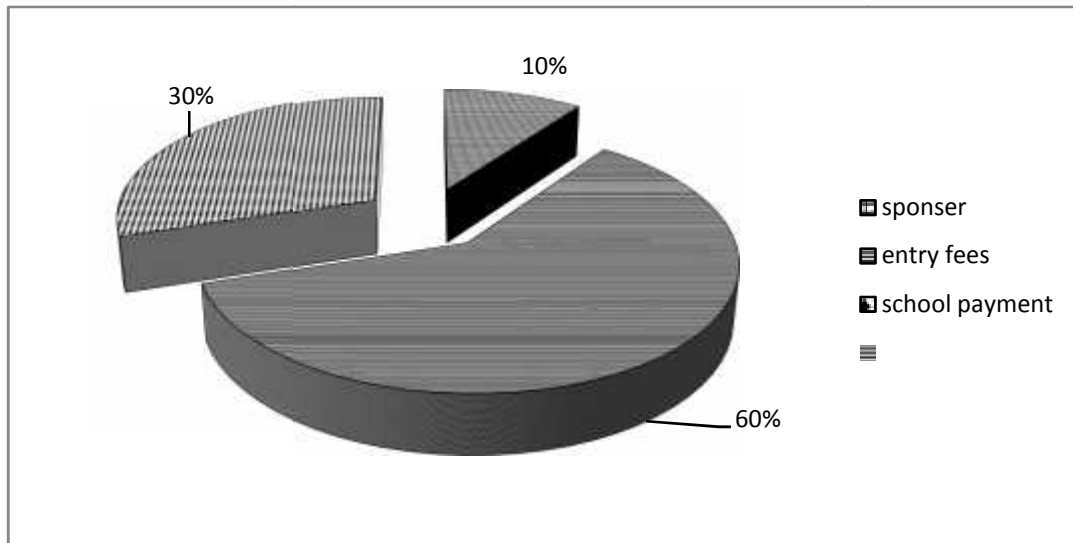
**Figure 1: Expenditure in tournaments**

If we see above data, two schools spent one hundred fifty thousand rupees in a single tournament likewise 4 schools spent two hundred thousand and 4 schools spent more than three hundred thousand rupees that means total amount were more than two and a half million rupees on these tournaments.

##### 4.6.2 Income resources for tournaments

To organize tournaments school needs funds. These funds were generated through different sectors. The pie chart clarified the generation of amounts to organize tournaments



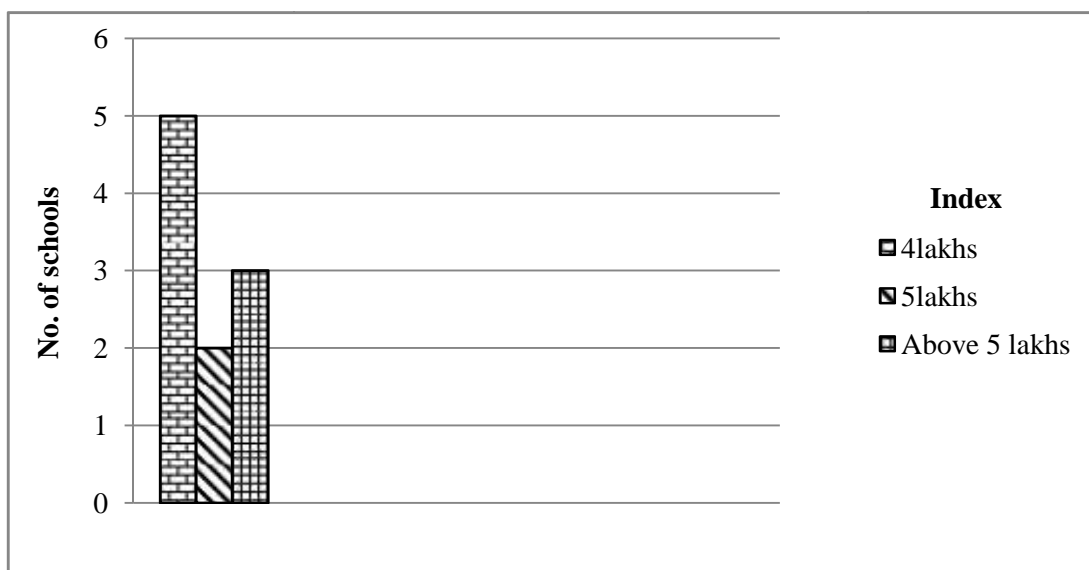


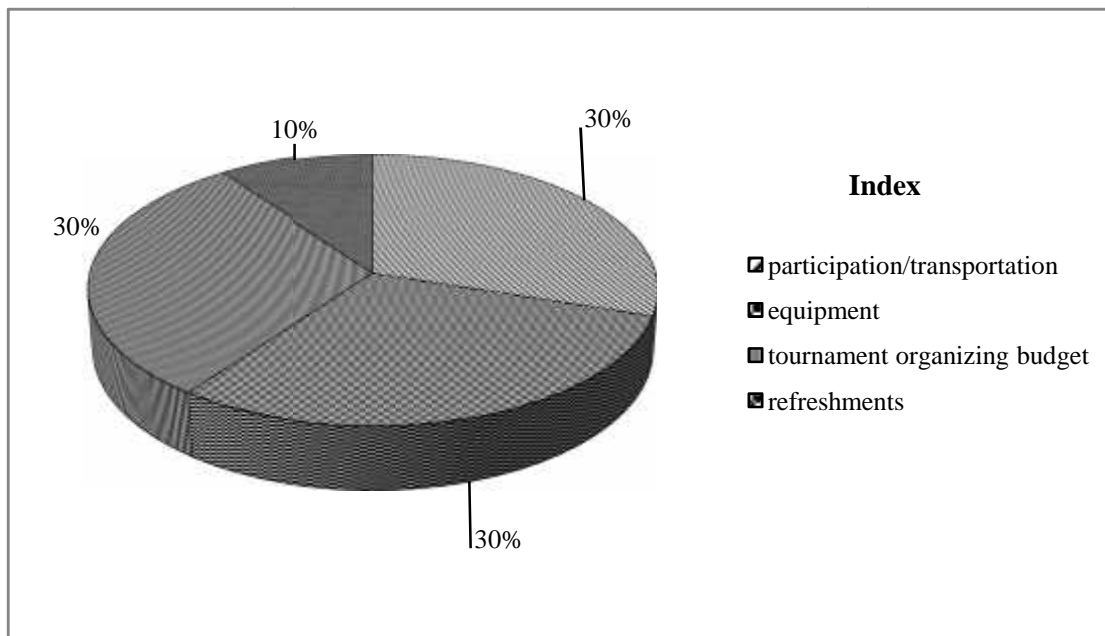
**Figure 2: Income resources for tournaments**

Schools manage income to organize basketball, 60% from entry fees, likewise 30% from their advertising budget of school and got only 10% from the business forms, suppliers that they used to trade with.

#### 4.6.3 Budget for Basketball each year by a school

It was not only enough to invest amount in organizing tournaments but they need to invest in their own team preparations and skill development of their students as well as in equipment, facilities etc. The below charts showed the amounts they had invested in different needed tools.





**Figure 3: Budget for Basketball each year by a school**

Each school spent more than 4 hundred thousand regarding to buy equipment and participation in tournaments; refreshment etc. beside salary to coach that showed minimum above 6 hundred thousand every school had invested in basketball.

#### **4.7 Interest and benefit to school, basketball coach and students**

Everybody had some cause and benefit continuing their activities according to the version of principals, coaches and students their benefits were as follows.

##### **4.7.1 Principals**

Mostly School benefited in their marketing and promotion area, their conduction and their winning matches were published in national daily newspapers during tournament and they got recognition in their locality so there was increment of students' enrolment in their school. They count as extra sports facilities to the student. Provided platform to show their talent which helps in overall development of students. Simultaneously they were developing healthy relationship with other schools and forming solidarity in other sector of education. Also schools are really eager to contribute in Nepalese basketball development.

### **4.7.2 Coaches**

According to coaches they feel that development of basketball means their development, they got more opportunity, more earning, likewise their contribution and recognition in basketball field. They also got opportunity to develop relation with different management persons of schools. Beside that they were developing their professional quality and gaining experiences.

### **4.7.3 Students**

Students got the platform to show their skills and talent through basketball. They were getting social personality in and outside school beside that developing their life skill through basketball, which benefited long lasting in their career pursuit. Some of the best players were getting academic scholarship in school and colleges for their study.

## **4.8 Student view on regarding Basketball Tournament**

During the research we have given questionnaire to 300 student players of 10 schools, playing in different categories mainly senior boys and girls. We have taken 30 players from each school. According to their version

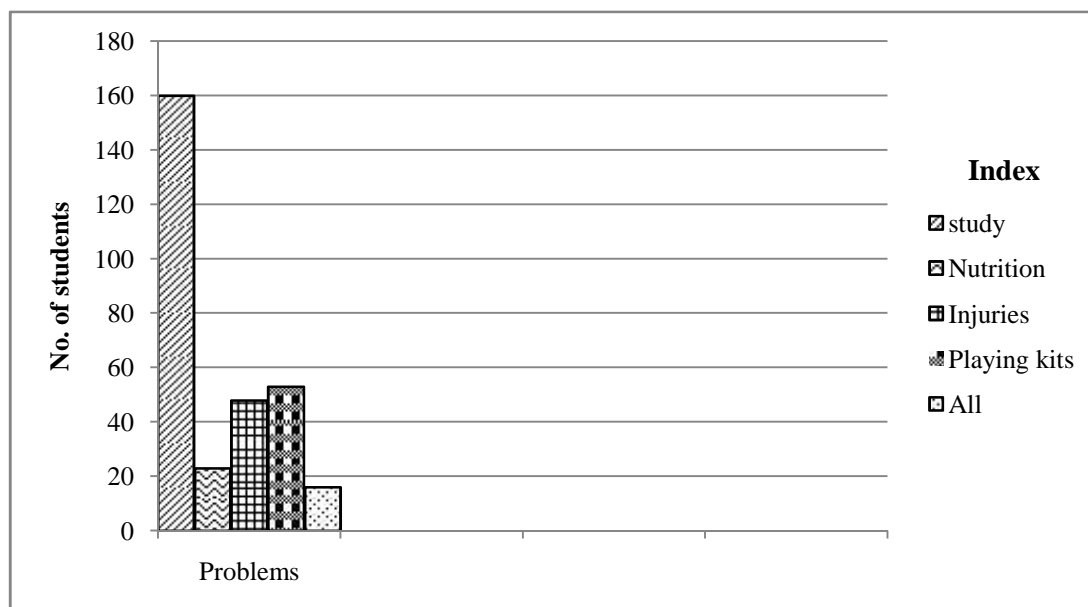
- 4.8.1 Preparation training and number of tournament participation
- 4.8.2 Problems faced during tournaments
- 4.8.3 Evaluation on the tournament management
- 4.8.4 Suggestions on the improvement of school basketball
- 4.8.5 Facilities given to the players during tournament.

### **4.8.1 Preparation training and number of tournament participation**

In most of schools they have training at least 1 hour every day by qualified coach and they used to take part in more than 7 tournaments each year in different categories. More than 4 hundred students used to play basketball regularly in their school. In some schools more than 700 students used to play, these data shows that basketball is a main sport in their school.

#### 4.8.2 Problem faced by student players

The below chart was prepared on the problem faced by students during participation in the tournaments.



**Figure 4: Problem faced by student players**

According to student version, main problem is their study regarding to the other problems nutrition, injuries and playing kits.

#### 4.8.3 Evaluation on Tournament management

The students' judgment on the basis of provided physical sports facilities, services and match conduction in the Tournaments. The below table showed the expressions of them.

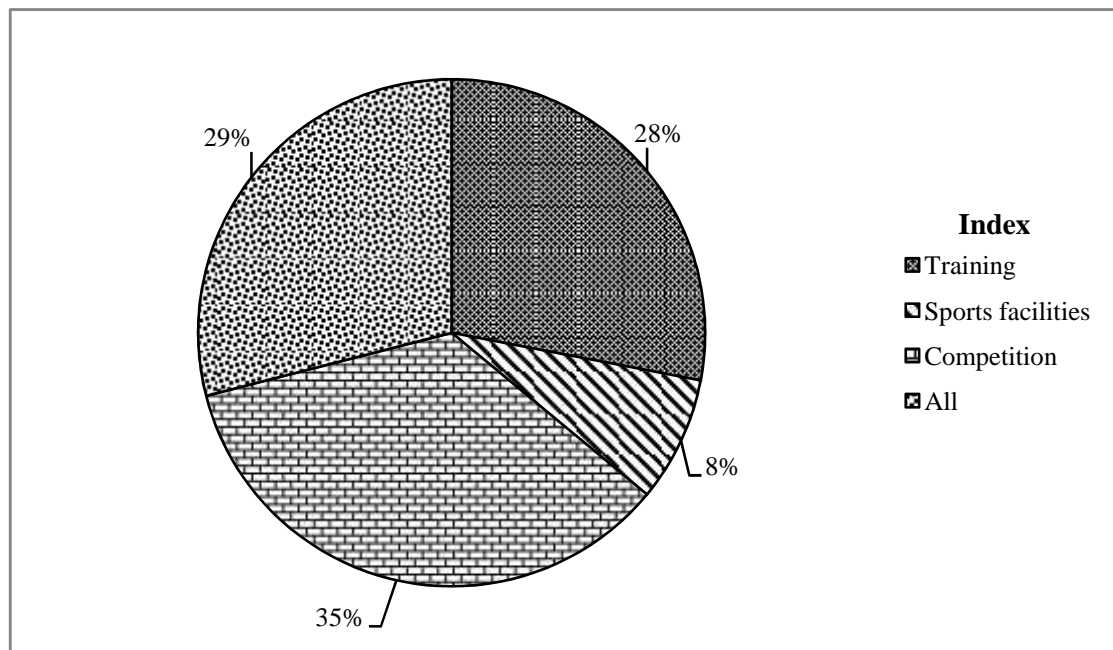
**Table 7: Evaluation on Tournament management**

No of players	Very good	Good	Bad	Remark
31	XXX			
185		XXX		
84			XXX	

According to the questionnaire data we found that management of tournament are quite good, most of the students vote for good management and some of them are not satisfied tournament management.

#### 4.8.4 Suggestions to improve school level basketball

Students have given suggestions to improve school level tournaments on the basis of training, sports facilities, number of competitions.

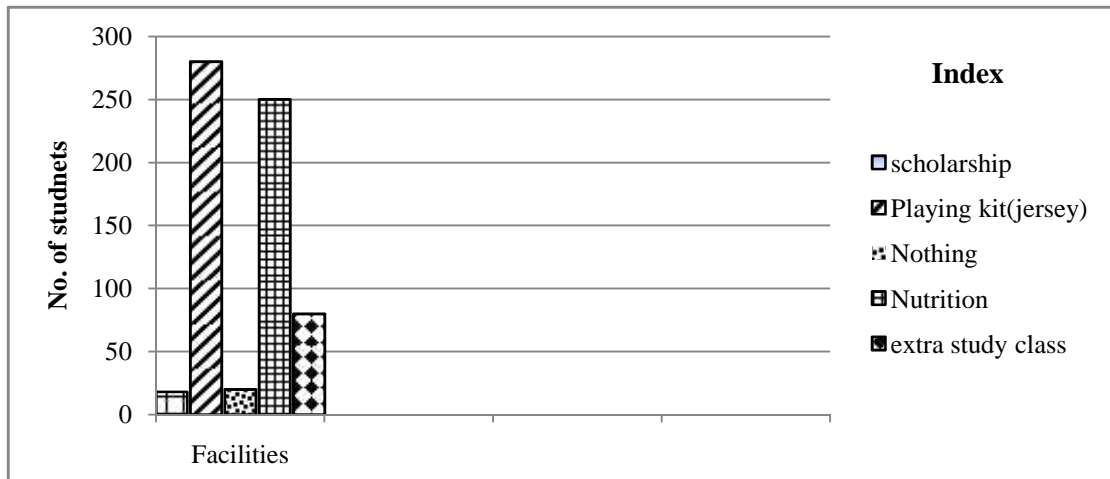


**Figure 5: Suggestions to improve school level basketball**

For the improvement of basketball in school level competition quality should be important factor. Many students voted for development in all three sectors training, sports facilities and increase in number of competitions

#### 4.8.5 Facilities given to the players

Facilities given to players, increase in performance level and supports to continue their playing career. While in their schools they were given certain facilities, these facilities were shown by bar chart according to their answers of questionnaires



**Figure 6: Facilities given to the players**

Basically most of the schools provided playing kit (jersey) and nutrition only. Some schools provided scholarship to some of the best players of their school and some schools did not provide anything just the participating opportunity and some schools gave extra study class to the weaker students.

#### **4.9 No. of students' players and categories of school team in a school**

All the researched school had more than 700 students and according to them more than 400 students regularly played and trained basketball after school and in other sports classes. Most of the schools had two categories senior and junior boys and girls.

#### **4.10 Problems faced during organizing basketball tournament**

During preparation of organizing tournaments they have to face many problems even though they were conducting for many years still each year it was more challenging. According the interview they had stated problem on following topics more

- amount resources
- study of students
- time scheduling
- hiring of referees
- discipline of students
- decision biasness

According to the principals and the coaches organizing basketball became very much difficult, every year the expenses were increasing, related to the prizes, mostly the referee's match fees. Some schools raised the question regarding the referees biased decisions that create conflicts during games. Many tournaments were organized within almost same timing so it was difficult to get more teams because of its more disturbances in academic program of school, students have to play more tournaments at the same time even they sometime play 2 or 3 competitions simultaneously. They got more injuries. It was difficult to manage favorable match schedule of participating school while organizing. Sometimes disciplines of players create lots of problem in smooth running of matches. So they think that there should be an organization to address these problems to smoothly run these tournaments.

#### **4.11 Representation of players in national squad, referees and coaches**

We also surveyed representation of their ex-students in national and international competition and production of technical man power. Most of the school produced many players that were playing and working in higher level of basketball in Nepal. Some of them were member of national squad and some were working as a national level referees and coaches. According to their given data more than 35 students already represent Nepal in different age categories competitions. In representation in national level coaches and referees it was more than that data. So we can say that these school level tournaments not only give students a platform to show their talent but also create opportunity to pursue their better future in their passionate field. These kinds of school tournaments not only helped to develop of basketball in Nepal, also created the environment to students to participate in sports.

#### **4.12 View on school basketball development (principal, coach and students)**

4.12.1 About facilities/training

4.12.2 About competitions

4.12.3 Professional training of coaches

4.12.4 About supervision and structures of school basketball

##### **4.12.1 Facilities/training**

We had taken short interviews with the principals and coaches according to them, we should increase in facilities related to the players nutrition, education, playing

kit, training equipment and physical facilities of the court and playing areas like changing rooms, player benches, indoor courts etc.

#### **4.12.2 Competitions**

The competitions should be healthy and well scheduled so that the preparation time will be more, even it will hamper in the study of students and other activities in school. It also helped in better planning and execution of tournaments conduction. Tournaments should be organized in school aged groups like U 12, U14, U16 in zonal and national level. Neba has once organized these kinds of tournaments in National Level but couldn't continue later. Beside school tournaments there should be School basketball league.

#### **4.12.3 Professional training of coaches Referees**

For the professional development of coaches continuously, there should more refreshment courses, certification programs of coaches so that they can upgrade their knowledge and input in the training of students. Basketball Association usually runs the program with international assistance but should run by themselves regularly in different location by national experts so that everyone can easily approach for their skill enhancement.

#### **4.12.4 Supervision and structures of school basketball**

According to principals and coaches, there should be school basketball development organization that will monitor, make policies, overall scheduling of all tournaments. Conduction of training and seminars of coaches, referees, talent identifications programs and assistance of materials, technical support to the tournament organizers etc.

#### **4.13 Assistance of Basketball association in organizing tournament**

Most of the school said that they normally didn't get any assistance from Basketball associations. We have Kathmandu district basketball, Nepal Basketball Association nearby us but it is not so friendly and active in the development of school level basketball. They even don't have any plans and policies. Only some of schools said



some technical assistance in providing referees we usually got from Nepal basketball association.

#### **4.14 Planning and initiation for the development of school basketball by Neba and District Associations**

According to them basketball association should support competition organizing schools in regular basis regarding the fixing the charges of referees fees, providing facilities to the participating players by providing further training and playing kits even educational scholarships. Organizing more school and aged group competitions in different levels. Providing grants and investment in physical facilities, logistic support, conduction oftalent spotting programs, publishing basic basketball development curriculum and policies, focus on production of qualified manpower, andrewarding policies to the organizing schools.

#### **4.15 School level basketball development and future(according to expert)**

According to short close interviews with principals most of them said that we have bright future because of increase in number of tournaments, regular training to students in schools, increase in physical facilities and recognition of players are broadening, gettingmore free scholarships schemes in many colleges in pursuing further study .International performance was quite good on these age groups.

We have taken interviews with association members, expert coaches and referees according to themNepalese basketball is growing rapidly in terms of participatory angle. As a matter of fact, everyone realizes that there should be development of physical infrastructures, training facilities to emerging players all over the country. Not only that, we should be able to evaluate the performance of players according to their age groups, which is an essential to build up senior national team. Also, we should focus on commencement of national league for boys and girls in their age group. League is most beneficial as it will be a milestone for summoning most of the emerging players. It would be a worthy move if we find out corporate stakeholders and create corporate teams for national league so that the players will find great opportunity in terms of fulfilling their needs.

Regardless of number of tournaments being held for the school level basketball aged-based basketball competitions For example, mini-basketball, U-14, U-16 basketball in boys' and girls' categories, is essential to develop the basketball in Nepal.

## **CHAPTER V**

### **SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

This descriptive type of research study concerned with the school level basketball tournaments and related to it. The study was conducted in different 10 schools that were organizing school level basketball tournaments regularly in Kathmandu district since last 5 years. To get the necessary information short check list of physical condition of basketball courts and the organizing students categories were developed, structured questionnaire to the students and interview to the principals, coaches, sports teachers and experts were developed to implemented on the research site.

This research on school level basketball tournaments would be helpful and fruitful to the physical education teachers, coaches involving in basketball to know the current situation of school basketball in Kathmandu and could assume the scenario of school basketball in Nepal, also it would be useful to the basketball associations to make planning, developing strategies to develop basketball in school level. The study would serve as the reference materials to other researchers who want to know more about the basketball field in Kathmandu.

The researcher had reviewed available related literature with the present topic. It was found that by reviewing all those literature and other related sites were helpful to conduct research and gathering data. It was useful to find out different fact regarding basketball tournaments and development aspects to run competitions smoothly.

After collecting the required data, the data are tabulated and analyzed as per the demand of previously determined objectives. Simple charts and tables have been used to analyze the topic. The study has mainly focused to find out existing situation of school basketball in Kathmandu. The findings of the study have been given on next pages.

## 5.2 Findings

On the basis of the Analysis of this study the following findings have been drawn

- 5.2.1 Schools were interested in organizing basketball tournaments for the purpose to develop physical fitness, discipline, sportsmanship, socialization and life skills in students. It is a platform for students to show their talent and ability which developed competitive nature. It also helps the healthy relationship among schools, development of solidarity in other sectors of education. These kind of competition helps to promote school and finally development of basketball in grass root level.
- 5.2.2 Most of the schools produced many national and international level players, referees and coaches and they were currently working in different sectors of basketball in Nepal.
- 5.2.3 Nearly all the schools expenses more than 4 hundred thousand rupees per year in coaches salary, equipment, uniform, nutrition, transportation beside that they separately add extra budget in organizing their school tournament. They provide scholarship to the deserving student players and extra coaching classes to the academically weak student players.
- 5.2.4 Organizing tournaments and participating is very much difficult for them to manage burden of budget for expenses, conflict in matches by referee's biased decision and player's undisciplined manners to run the competition smoothly. It brought disturbance in academic activities, injuries in students. The haphazardly organized basketball tournaments without proper coordination with other organizing schools created chaos during scheduling of matches.
- 5.2.5 Students were getting 2 to 4 hours training for the development of their skills in preparation to participate in competitions and more participation in tournament at the same time, most students had faced deeper problems regarding to their study and injuries.

- 5.2.6 Most of the coaches working in school have at least bachelor degree as academic qualifications and have done level 2 coaching as their professional qualifications. Most coaches usually work as part time trainer and worked more than 3 schools and they were getting at least 15000 Rs/month for 2 hours in everyday coaching.
- 5.2.7 Organizing schools seeks of assistance from Neba and district association for the developmental planning, policies and management of the tournaments and they were demanding grant ,more invest in grass root level ,Talent finding programs, higher level competitions of school aged categories.
- 5.2.8 It had been found that more than half the number of students of these schools plays and trains basketball regularly. Best players from school were getting more academic scholarship in different colleges in Kathmandu and abroad also.
- 5.2.9 The study have revealed that majority of experts says It has good future because it is much more popular in city areas schools and it should be spread around Nepal for more popularity and bringing more people to play. It is best game in small areas. They also suggested that it won't much future unless it should be moved on planned way in competition management, infrastructure, player development, coaches and referees developmental programs.
- 5.2.10 The study shows the amount generated to conduction of tournaments are 60 % from entry fees, 30 % from school budget and 10% from sponsors that is why the entry fees are more expensive and most of the budget amount were spent on referees match fees.

### **5.3 Conclusions**

In this study, the researchers studied about the school basketball tournaments in Kathmandu district. This is a descriptive research done in 10 schools within Kathmandu that regularly organize basketball since last 5 years. The major findings of the study were, many more tournaments were organized in Kathmandu and it

was growing rapidly. Schools, coaches and students are benefiting from these competitions. There were some problems in organizing these competitions so it should be addressed properly for the effective development. We should work on physical infrastructure development, training facilities, providing opportunity to the players and should also focus on the school basketball development policies, planning and programs implementations.

## **5.4 Recommendation**

On the basis of the findings and conclusions of this study, the following recommendations are drawn

### **5.4.1 Recommendations for improvement**

5.4.1.a Work on sufficient physical facilities and well management to run the tournaments properly.

5.4.1.b Regardless of number of tournaments being held for the school level basketball. It is to focus on age-based basketball is the key to success for identifying the talents. For example, mini-basketball, U-14, U-16 basketball in boys' and girls' categories, is essential to develop the basketball in Nepal.

5.4.1.c Proper policies and planning to address the problems regarding the conduction of competitions

5.4.1.d Formation of school basketball committee that will work on the development of school basketball and the amount invested by the individual schools can be integrated together as a fund to generate needful sufficient budget for overall development of school basketball effectively.

5.4.1.e The organizing of tournaments became more costly so school should attract corporate houses giving them opportunity in marketing of their brand in school and to school stakeholders.

### 5.4.2 Recommendation for Policy

Policy plays the key role to meet the objectives of any programs. It determines what kind of strategy or a road map should be adopted. It is a guide line or track that will lead to the destination. According to the different findings and statement of expert coaches, association members and senior referees the following recommendations in policy should be taken.

- 5.4.2.a School basketball committees should form under Kathmandu basketball Association. There should be school basketball competition organizers and other experts and referee experts in this committee. The committee should focus on proper planning and programs of school basketball development and effective implementation of it, generate funds for player development, smooth run of the tournaments and contribution in the main stream of basketball development in Nepal.
- 5.4.2.b Every year there should be coaches and referees professional development program in different locations of Kathmandu so that technical persons have better access to develop their ability and upgrade their knowledge through school basketball development committee
- 5.4.2.c Kathmandu district have very big numbers of schools where almost every school used to play basketball. It is difficult to keep them in one platform so the district should divide into sub locations sectors to properly handle and run competitions.
- 5.4.2.d There should be more aged group competitions like mini basketball, U14 and U16 than organizing in the name of inter school competitions where all aged players compete in single platform which created they were not able to show their ability and talent according to their aged capability. It is necessary to give them platform to grow and show their ability and skills which will secure their growth.

- 5.4.2.e Proper schedule of competitions should be published so that every school has time to prepare their students for the tournaments likewise they could also manage well to organize competitions. There were limited numbers of quality referees for school level tournament, it will be easy for them to well distribution of their time for the tournaments that will ultimately minimize the dispute in the matches and increase their match conduction performance.
- 5.4.2.f State, national and international level aged group tournaments should organized regularly to develop in the ability of student players so that talented students can be identified or chosen to train and making national aged group teams for better performance in international Level.
- 5.4.2.g Grant on sports facilities development or assistance on technical equipment, trainings, should be given to the players and tournament organizing schools to encourage and motivate to continue their efforts, that would be fruitful in development of school basketball.

### **5.4.3 Recommendations for Further Study**

- 5.4.3.a The further study should be done covering wide range of different aspects of school basketball for the fullest development.
- 5.4.3.b The research of the study should be taken as a reference for the schools, associations and other stake holders related to the basketball game.
- 5.4.3.c The study may be taken as the guideline to the school administrator, colleges, and corporate houses etc. in making the event more effective way.
- 5.4.3.d The further study could be done in different topics related to school basketball
  - 5.4.3.i Contribution of schools in development of basketball in Nepal.



- 5.4.3.ii Comparative study on School and college level basketball competitions.
- 5.4.3.iii A Study on different aged group competitions and single combined inter school competitions.
- 5.4.3.iv A study on the performance of national aged group, senior men and women teams in International competition since the beginning of the international participation.

## REFERENCES

- Aryal, S. (2063). *A study on sports facilities and their management in community run primary school of Prithvi Narayan Municipality of Gorkhadistrict*. An Unpublished M.Ed. Thesis, University Campus, T.U., Kirtipur, Submitted to HPPE Department, Central Department of Education.
- Bhandari, T. B. (2014). *Existing situation of netball game in Nepal*. An Unpublished M.Ed. Thesis, University Campus, T.U., Kirtipur, Submitted to HPPE Department, Central Department of Education.
- Bowen, W. G. & Levin, S. A. (2003). *Reclaiming the game: College sports and educational values*. Princeton, NJ: Princeton University Press.
- Bucher, C. A. (1979). *Administration of physical education and athletic programs* (7<sup>th</sup>ed.). London: The E.V. Mosby Company.
- Gurung, Y.R. (2010). *A study on historic development of basketball game in Nepal*. An Unpublished M.Ed. Thesis, University Campus, T.U., Kirtipur, Submitted HPPE Department, Central Department of Education.
- Khanal, P. (2072). *Research methodology in education*. Kirtipur, Kathmandu: Sunlight Publication.
- Khanal, S. (2012). *ECA program in community and organizational secondary schools and effects on students' academic achievement in Rupandehidistrict*. An Unpublished M.Ed. Thesis, University Campus, T.U., Kirtipur, Submitted to HPPE Department, Central Department of Education.
- Maharjan, R. K. & Adhikari, P. (2065). *Foundation of physical education*. Kirtipur, Kathmandu: Sunlight Publication.
- Maharjan, R. K. (2002). *A Hand Book on Development of physical education and sports in Nepal*. Kathmandu: Jupiter Publication.

- Paneru, G. R. (2016). *Situation of conducting sports activities in primary schools of Doti District*. An Unpublished M.Ed. Thesis, University Campus, T.U., Kirtipur, Submitted to HPPE Department, Central Department of Education.
- Poudel, T. (2005). *Comparative study of basketball skills among private and public secondary school students of Rupandehidistrict*. An Unpublished Masters Degree Thesis, University Campus, T.U., Kirtipur, Submitted to HPPE Department, Central Department Of Education
- Rai, R. K. (1986). *Study of sports facilities in Sikkim State*. An Unpublished Master's Dissertation, Submitted to Amarawati University, India.
- Rana, C.B.(2012). *Contribution of local sports organizations/clubs for the development of sports in Parbat Districts*. An Unpublished M.Ed. Thesis, University Campus, T.U., Kirtipur, Submitted to HPPE Department, Central Department of Education.
- Singh, A., Bains, J., Gill, J., Brar, R. S. & Rathee, N.(2004). *Essentials of physical education*. New Delhi, India: Kalyani Publishers.
- Wuest, D. A. & Bucher, C. A. (2011). *Foundation of physical education, exercise science and sports*. New Delhi, India: Tata McGraw-Hill Edition.



**APPENDIX "B"**

**Guide lines of Interview to the Principals**

Name of the school:

Address/ phone .no:

Name of Principal:

Phone. No

Tournament title:

Starting Year of tournament:

1. Why you are so interested in organizing school level basketball tournament?

.....  
.....  
.....  
.....

2. What are the benefit do your institute get from organizing basketball tournament?

.....  
.....  
.....  
.....

3. How many players, coaches, referees represent in National/International level basketball from your institute?

.....  
.....

4. What are the benefits/facilities provided to the players in your school?

.....  
.....  
.....

5. What are the problems do you have to face during organizing basketball?

.....  
.....

.....  
.....  
.....

6. How much amount do you invest in basketball field within a year besides organizing tournaments?

.....  
.....

7. How long is the working hour of the coach/sports teacher and how much salary S/he getting?

.....  
.....

8. Do you get any assistance from NeBA or any concerned institute to organize basketball tournament? If yes what type.

.....  
.....

9. What should be done to develop school level basketball in Nepal?

.....  
.....  
.....  
.....  
.....

10. What are the policies and planning that NeBA should initiate to develop school level basketball in Nepal?

.....  
.....  
.....  
.....

11. What do you think about the future of basketball in Nepal and why?

.....  
.....  
.....  
.....  
.....

**Ethical consideration:** We extremely respect your secrecy and the individual rights

**APPENDIX "C"**

**Guide Lines of Interview to the coach and sports teachers**

Name of the Coach/ Sports teacher:-

PhoneNo:-

Academic Qualification:-

Professional experiences:-i) training ii) playing iii) working

.....  
.....  
.....

1. Why you are so interested in organizing school level basketball tournament?

.....  
.....  
.....  
.....

2. How many players are there in your school team including all categories?

.....  
.....

3. How many students play basketball in your school? boys/girls

.....  
.....

4. What are the advantages did you get from organizing basketball tournament?

.....  
.....  
.....  
.....

5. What are the benefits/facilities given to the players in your school?

.....  
.....  
.....



6. What are the problems do you have to face during organizing basketball?

.....  
.....  
.....  
.....  
.....

7. Since how many years you been working in this school?

.....

8. How much salary you are paid for this job by the school?

.....

9. In how many schools are you working as a basketball coach?

.....

10. Have your say on the physical sports facilities provided by the school?

.....  
.....  
.....

11. What are the problems that players facing in your school?

.....  
.....  
.....  
.....

12. What should be done to develop school level basketball in Nepal?

.....  
.....  
.....  
.....  
.....  
.....  
.....

13. What are the policies and planning that NeBA should initiate to develop school level basketball in Nepal?

.....

.....

.....

.....

.....

.....

**Ethical consideration:** We extremely respect your secrecy and the individual rights

**APPENDIX "D"****Questionnaire for students****Name:****Class:****Gender:****Team category: senior boys/senior girls/junior boys/junior girls**

1. Since how many years are you been playing basketball in school team?  
a. 1 year      b. 2 years      c. 3 or more years
2. How many tournaments do you play each year?  
a. 2      b. 3      c. 5      d. More than 5
3. What are the problems you have to face during the tournaments?  
a. Study      b. Nutrition      c. Treatment/Injuries      d. Playing kits      e. All
4. What are the facilities given to you by your school?  
a. Academic scholarship      b. Playing kits      c. Nothing
5. What do you feel/express about school basketball tournaments and its management?  
a. Very good      b. Good      c. Bad
6. What is your dream to be in Basketball?  
a. Player      b. Referee      c. Coach      d. Other
7. Do you know anyone played in National Team from your school?  
a. Yes      b. No      c. Still no one
8. How much hour do you usually practice/play each day?  
a. 1 hour      b. 2 hours      c. More than 2 hours
9. What should be done to improve school level basketball in Nepal?  
a. Training      b. Sports facilities      c. Competition      d. All

10. What is the condition of physical facilities in your school?
  - a. Good
  - b. Poor
  - c. Ok
  
11. How many teams participate in your school tournament?
  - a. 8 teams
  - b. 12 teams
  - c. 16 teams
  - d. more than 16
  
12. For how many days school will organize basketball tournament
  - a. 7 days
  - b. 10 days
  - c. More than 10 days
  
13. Are you satisfied with your training/coaching and its time?
  - a. Yes
  - b. No
  
14. Do your teachers, parents support and encourage playing?
  - a. Yes
  - b. No
  
15. What do you think the standard of school basketball of Nepal?
  - a. Very good
  - b. Good
  - c. Bad
  - d. Ok

**Ethical consideration:** we extremely respect your secrecy and the individual rights

**APPENDIX "E"**

**Interview to Basketball Experts**

Name:

Designation:

What do you think about the standard of school basketball in Nepal?

According to the following aspects

- 1. Coaches professional qualities
- 2. Physical facilities
- 3. Players performance
- 4. Tournaments
- 5. Opportunity

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

What are the policies and programs should initiated to develop school level basketball in Nepal?

.....

.....

.....

.....

.....

.....

.....



<b>Name of schools</b>	<b>Locations</b>
1. Angels Heart School	Manamaiju ,Balaju
2. Baba Boarding School	Chahabil, Kathmandu
3. Golden Peak School	Chahabil, Kathmandu
4. Greenland School	Gongabu, Dhapasi
5. Innovative School	Sankhamul, Nayabaneshwor
6. Rarahil school	Kirtipur Kathmandu
7. Shridiwa School	Handi Gaon, Kathmandu
8. Trungram International School	Hattigaunda, Bansbari
9. Valley Public School	SundarBasti ,Bhangal
10. Wilson Academy	Bafal, Kath`mandu