



**NATIONAL SPORTS ACADEMY “VASIL LEVSKI “
DEPARTMENT OF THEORY OF SPORT**

ROVENA ELMAZI

**MANAGEMENT OF THE SELECTION SYSTEM
AND CONTROL OF THE PREPARATION
OF 10-12-YEAR-OLD BASKETBALL PLAYERS
IN ALBANIA**

ABSTRACT BOOK

**OF DISSERTATION FOR AWARDING THE EDUCATIONAL
AND SCIENTIFIC DOCTOR’S DEGREE**

**SUPERVISOR:
Full. Prof. DANIELA DASHEVA**

SOFIA 2021

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**Under the doctoral program “Theory and methodology
of sports science” 7. health and sports,
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The dissertation contains 245 pages of standard type-written pages. It is presented through 5 figures, 37 tables and 36 graphics. There are 9 appendixes. In those we show the study's surveys (5), indicators of measurements (25), measuring tools and testing procedures, The results for the KMO and Bartlett's test, parent permission, Ministry of Education, Sports and Youth and the Commissioner for the Right to Information and Personal Data Protection permission. The bibliography includes 286 literary sources.

The dissertation was selected, discussed and directed for official defense at a meeting of the Department of Theory of Sport at NSA „Vasil Levski“.

The public defense of the dissertation will take place on 23 on June 2021, from 2 pm, in Hall A3 of NSA “Vasil Levski”.

INTRODUCTION

Values of sport in each case depend on management strategies. The regulation of sports relations is carried out by government agencies and local authorities, non-profit sports organizations, private service providers and individuals. Organizational effectiveness and the level of competition of sports organizations should include the establishment of an internal system for increasing participation in sports and developing a talent selection system as the key to success for quality and elite sports but also to assess the quality of their management.

The management of the talent selection system, including the notion of a 'talented man' has a rich history and dates back to antiquity. Talented athletes are skilled and have a high potential for their future and that of the organization they represent. Talents perform better than others, have the ability to adapt to different situations and therefore they possess the main competencies of the sport organization they represent. The management of the talent selection system has gained special importance in sports literature, in academic debates, but it has also become a challenge for sports organizations and relevant structures for the development of sports.

Basketball is an attractive sport which has been developed year after year, and today it is ranked as the most popular sport in the world. It is quite clear that the prerequisite for the best results in modern basketball is the timely identification of talents. Qualitative development of young basketball players and long-term selection programs and strategies, through talent identification and development processes as well as training methods, aims to prepare young players to adapt to the high demands required for quality training and competition. Scientific information about their physical and functional abilities can be a guide for the future selection of young athletes for the right sport and also sets a goal for achieving this

high level. Basketball requires athletes to be able to coordinate and develop physical skills mainly speed, along with technical elements. One of the goals of this study is that talented basketball players who promise a successful future be oriented towards a specific sports training program which will bring about an intensive development.

This study also aims to show and analyze the success factors for a quality sport in young athletes, which will undoubtedly bring and increase the quality of play in sports teams according to standards of game in the most developed countries

SECTION ONE

1. PROBLEM STATEMENT AND LITERATURE REVIEW

1.1. Statement of the problem

Basketball is a very popular sport and is one of the oldest leagues in the Balkans founded in 1946. This sport grew rapidly in Albania and around the '70s almost every town had its own basketball facilities or courts. In 1947 the Albanian Basketball Federation (ABF), then known as the Sportive Albanian Federation, became part of the International Basketball Federation (FIBA), which marks a great achievement for a newly established federation of a small country. ABF was among the first 48 federations that joined FIBA, thus proving the popularity of this sport in our country. Throughout its history, the Albanian Basketball Federation showed that it measured up to be a member of FIBA. As a result, Albania has become well-known in the international sports arenas.

After the collapse of the communist regime, many clubs were dissolved as many players left Albania to play in other countries. Participation was significantly reduced and the popularity of this sport fell to worrying figures. Given the long and difficult transition, along with a number of specific problems faced by this sports discipline throughout these years, it is impossible to make a proper assessment of basketball in Albania. The biggest problem of basketball is by no means the lack of evaluation and interest for this sports discipline, but some important elements such as management, organization, funding, and infrastructural shortcomings. In the last two decades, lack of attention by the government in drafting sports development policies, in particular financial and infrastructural shortages, have led to a huge regression of basketball. Practically Albania has a basketball championship, whose quality leaves much to be desired. As of the establish-

ment and until 1990-94, basketball has certainly had the best sporting parameters, as regards competitiveness or participation, quality but also results. Several teams, male and female teams, organized in all age categories at the level of sports clubs were supplied with talented players coming from sports classes and the organization of the full-fledged championship helped the prominent competitiveness and certainly the admirable quality.

Unfortunately, basketball has lost its magic recently, not because of lack of talents and the desire of the youth to practice this sport. On the contrary, talents are numerous in number, but today there is a lack of a consolidated system for the development of these talents and also lack of a proper training framework and especially a lack of the professional organization of sports clubs. Obviously, local government has played a negative role while not devoting due attention to sports and failing to design development projects. Basketball in our country has suffered the consequences of mismanagement throughout many years and this is reflected quite clearly in the quality of the championship, the number of participating teams, the level of players and the lack of a championship for all age groups starting with mini-basket and further advancing to succeed in professional basketball. Eventually, our teams cannot be compared, quality-wise, with any Balkan teams of the first league, and even our own national team, as a reflection of the championship, is far from the quality required from the game. These are alarm bells for the miserable situation of basketball in our country. Neighboring countries have invested significantly in this sport. Therefore, basketball is highly developed and competitive. The small neighboring countries, such as North Republic of Macedonia, Croatia and Montenegro, have spent millions of dollars to build dozens of basketball courts.

Nowadays, in Albania, there are few professional teams, as well as a high number of amateur teams that are not ready to enter the professional leagues. The national teams are going through a crisis because of the lack of quality players.

1.2. Conceptual models of talent identification

A number of conceptual models for talent identification have been reviewed and are present. These models usually recognize the multidimensional nature of talent, they focus only on those attributes that can facilitate or hinder performance (e.g., sprinting speed).

The great diversity of these studies, Harre (1982, cited in Ragnier, Salmela and Russell, 1993) produced what has been described as “perhaps one of the most complete models of talent discovery in literature.” This model suggests that individuals should be initially identified based on objective tests of skills (height, running speed, endurance, coordination, ability in different game situations, and skill), on the premise that discovery should be based on performance determinants through competition. It is necessary to distinguish between performance determinants and skill acquisition determinants.

1.3. Management models for talent identification

Building a model is an increasingly common approach to policy development. Most national sports development strategies and performance are presented in the form of models, which determine the most prominent features but on the other hand, can be critically evaluated for their coherence, their internal consistency or whatever happens to be of interest.

- ❖ **Pyramid model.** The pyramid model is a broad basis for participation in basic skills to achieve increasingly high levels of performance (see Figure 1.3 below). Kirk and Gorely (2000) state that “*the pyramid model of sports development is now embedded and well-known to many . . . for the continuation of the development of sport*”. Fisher and Borms (1990) report that “*the pyramid system of development is preferred by most countries.*” Houlihan (2000) has suggested that the pyramid models contain many aspects of UK sports development policies, and Kirk, Brettschneider and Auld (2005) argue that its impact be an efficient sports model at international level,

and it is assumed that the pyramid model continues to have a strong influence on the development of sports policies.

❖ **A model of talent development in physical education.**

In the UK, the development of skills in both education and sports has long been the focus of political attention and interest (Morley & Bailey, 2006; Bailey & Morley, 2004). Authors prefer the term “model” to describe their presentation in the most ambitious theory because they think the process of developing talent in physical education is very much in its infancy.

- ❖ **According to Bompa(1985)** many Eastern European Countries regard the controlled environment of a sport school as the model for talent development, because these schools can provide participants with the best coaches and facilities. There is a general pattern followed for talent identification and development in Eastern European Countries based on three stages:

Stage 1 is the basic selection phase. This takes place at school during physical education lessons or various clubs.

Stage 2 occurs 18 months after stage one and is the preliminary selection stage. Assessment is based on factors like progress observed in physical abilities and sport specific tests, rate of physical growth, biological age psychological aptitude, etc. At this stage, it is common to guide children towards a particular sport or sports group.

Stage 3 is the final selection phase which occurs about 3 or 4 years after stage one and is based on factors such as, standard attained in a specific sport, rate of progress in the sport, physical capacity, tests etc. Once the person is identified as possessing potential talent, the person may be offered a place at a residential sport-board-ing school.

1.4. Management of selection system structures

Management of selection system (MSS) is an interdisciplinary research field, which is closely related to other fields such as genetic processes, physiological processes, physical abilities, intelligence or pedagogy, psychology, etc. Consequently, MSS and preparation control can be considered as a complex field where the interpretation and evaluation of the efficiency of results requires institutional cooperation with experts in several fields.

- ❖ Governance. The state has an important role in the development of sports.
- ❖ Sports clubs. All sports clubs are owned by government bodies of central or local level.
- ❖ Sports administrators. Sports executives coordinate all business activities for the team they represent.
- ❖ Coaches. Successful coaches organize training sessions and develops strategies for player development and technical-tactical programs for the team.
- ❖ Teachers of physical education. While sport is more organized than ever before, it is not primarily school-based sports.
- ❖ Parents. The family is the first point of socialization in sports and society.

1.5. Stages of talent identification and development

Identifying talent and finding the most effective and efficient method is a complex task, the recent advancement of which has been a concern for a long time. Traditional talent identification procedures have been categorized by many authors as “natural selection” (e.g., Bompa, 1994, 1999) and usually identification was directed at individuals who were part of a sport. For those who did not have a performance with their perfect match, the increase in performance would be slow, as the training would have to allow them to overcome the inherent shortcomings.

1. Talent Detection. Talent discovery and identification programs must not only identify the appropriate psychological, physical, and physiological characteristics, but must also be effective in identifying the talent that can develop.
2. Talent Identification. The identification process relies on a stimulating, challenging, and revealing environment, through which the various abilities of all children can be easily manifested, many of the simplest, but most appropriate, identification strategies.
3. Talent Development. Although there are many articles that identify anatomical, neurological, muscular, and hormonal changes during childhood and adolescence, Harre (1982) and Norris and Smith (2002) point out that, currently, the use of this information by practitioners to increase athletic performance is poor.
4. Talent selection. The selection procedure is based on the assessment of the capacities arising from the practical participation of the sport, as well as pedagogical observations, control tests and physiological and psychological studies.

1.6. Selection criteria in basketball

The identification of basketball talents is not only about the beginnings of organized basketball training, but also represents a continuous activity, at different ages and competitive levels of basketball players. This means that basketball selection processes must be carried out at several levels (Trunić & Mladenović, 2014):

1. Initial selection at the beginning of the organized basketball training (ages 7-8; mini-basket).
2. Selection at the age of 12 (competitive age of young entrepreneurs).
3. Selection at the age of 14 (competitive age of the initiators).

4. Selection at the age of 16 with the introduction of criteria for the position in the game.
5. Selection at the age of 18 with emphasis on the criteria of international standards.

1.7. Specifics of development of young athletes

Sports results should be treated as concentrated expression and function of many years of purposefully organized sports training (Hadjev & Dasheva 2011).

- ❖ Biological dynamic of young people.
- ❖ Anthropometric factors and functional ability for basketball players.
- ❖ Anaerobic capacity and Aerobic capacity.
- ❖ Muscular characteristics.
- ❖ Psychological characteristics of basketball players.
- ❖ Sociological aspects of basketball players.

SECTION II

2. METHODOLOGY OF THE RESEARCH

The main objective of this paper is to analyze and assess the challenges and opportunities, of basketball in Albania. Based on the questionnaires fulfilled by the target group of this study we will be enable to allocate better the resources, to be more flexible related to the organization of trainers and training experience, and building a model for talent identification and development.

The research for this study will be based on primary data. The primary data project involves collecting data from members of this particular group in order to test the hypothesis or to answer questions about the status of a phenomenon in relation to one or more variables (Mugenda & Mugenda, 2003), was more e for this study that aimed to evaluate the mechanisms and ways of identifying and developing talents in Albania from the perceptions of players, basketball coaches and physical education teachers.

2.1 The analysis in this study will follow two main approaches:

- Descriptive methods that will be used to determine the links that are hidden behind the control data of sports preparation of 10-12 year old basketball players in order to provide results to better understand the performance attributes and the athletes' success;
- Forecast methods that will be used to extract models which describe important aspects of management of the talent selection system or which foresee young basketball player's trends in the future.

2.2. Importance of the study

Albanian basketball teams/coaches are facing different problems, where monitoring of players' progress, the definition of attrib-

utes that affect their performance, and the models that guarantee its success (training, further progress, etc.) constitute main challenges.

The results of this study in this area may be useful to:

Physical education teachers; Trainers; Players; Governing Bodies and the Albanian Basketball Federation and Administrators of the sports systems

The literature review points out lack of detailed, comprehensive studies on management of selection systems in the field of sports in our country. On this basis, I believe that the study on the application of techniques through the application of descriptive and prediction methods can help as well to solve the problems that characterize talent identification and developments in basketball in our country. As far as I have researched, I have not found any previous study that has simultaneously analyzed the anthropometric development, fundamental motor skills as well as the specific sports skills of basketball players at a very young age and also examined the differences between the performance levels of many basketball players and students. Therefore, this study also aimed to investigate whether anthropometric development, fundamental motor skills, and specific sports skills could determine differences in performance levels between students and basketball players.

2.3. Purpose of the study

The purpose of this study is to assess the challenges and opportunities of basketball in Albania. The research project will consist in discovering, determining and identifying talents, a process that is very important to be carried out among young age children based on some specific criteria required by basketball, in order to work and obtain all the benefits at the right time.

The purpose of the study is to analyze the results of the datamining process to enable better resource allocation, more flexible organization of trainers and training experience, and building a model for talent identification and development.

2.4 Research questions

The study “Management of System Selection and the Preparation of 10-12 old Basketball Players in Albania”, aims to explore the challenges and difficulties faced by all persons that are part of the basketball in Albania related to the management of selection system, identification of talent and the indications of physical development and sports preparation of 10-12 years old basketball players. The data collected from this study will serve to have a complete picture of the basketball in Albania, in order to enable selection criteria initiatives, for the appropriate addressing of problems encountered but not yet analyzed at the national level. The objectives of the study, and research questions are presented below.

Objective 1: *Analysis of the frequencies of the questionnaires considered during the study in relation to the development of basketball in Albania.*

Objective 2: *Measure and develop a model for identifying, selecting, and developing talents in basketball.*

2.5 Hypotheses

Talent identification and development methods are exploratory research tools, and as such the definition and then the hypothesis testing may be accomplished after the execution of the programs. The two main points of interest to be tested in this exploratory research are:

H1. Forecast methods of management of talent selection are efficient for extracting models that foresee the success of sports as well as the sports trends in the future.

H2. 2. Methods of control and training of athletes are effective in determining anthropometric attributes, physical qualities, technical-tactical elements as determinants of performance and success of the athlete.

The aim is to develop and compare models that may point out a data aspect (predicted variables) from several combinations of other data aspects (predicting variables).

2.6. The strategy of the survey

The primary goal of the experimental results will be to show that the model presented in this thesis is able to provide comprehensible and logical responses from the Sports System (central, local, and federation, trainer and physical education teachers). The definition of models will enable the discovery and interpretation of information from the system as well as the definition of performance prediction and success of basketball players and teams in Albania. Experimental results will aim at building a “framework” for analyzing data for young players, which will provide the projection and the comprehensible and logical “feedback” from the databases.

The target group of this study is made of:

- ✓ 119 basketball coaches
- ✓ 93 basketball administrators
- ✓ 200 teachers of physical education
- ✓ 1051 students between the ages of 10-12
 - 641 students
 - 410 athlete students

Questionnaire to be completed by basketball administrators and coaches aim to discover, define and identify talents, a process that is very important to be carried out in children from an early age, based on some specific criteria required for basketball, in order to work and receive all benefits in a timely manner. The questionnaires used for the survey was designed with open and multiply choice questions. Measurements for the students collect information along 5 indexes to establish the level of specific physical preparation and specific technical skills of the researched students and basketball

players. Depending of the information they provide the indexes were divided into groups as follows:

- For Anthropometry – 5 indexes (from 1-5)
- For special physical preparation – 10 indexes (from 6 to 15)
- For special technical preparation – 10 indexes (from 15 to 25)

2.7. Instrument of the study

Related to the thesis “Management of System Selection and the Preparation of 10-12 Old Basketball Players in Albania”, the following instruments (Questionnaires) were used by:

- Basketball coaches
- Basketball administrators
- Teacher of physical education
- Students between the ages of 10-12

Also for the students were measurement the six sub indicators that cover flexibility, speed, agility, endurance and strength based on the Euro fit-Test Battery Indicator. Euro fit Test Battery is a standardized test battery designed by the Council of Europe (1983) for school children, applied in many European schools since 1988. It is designed in a way that allows tests to be carried out within 35-40 minutes, using very simple equipment and the AAHPERD Basketball Skill Test items used for this study are:

- Height (L),
- Weight (W),
- Body Mass Index (BMI)
- Lower limb,
- Upper limb,

In addition to the ten physical fitness tests mentioned above, several alternative tests were also used:

1. Chest measurement-pause,

2. Chest measurement – respire difference,
3. Sit-Ups –Abdominals (SUP),
4. Sit and Reach (SAR),
5. Standing Broad Jump (SBJ).
6. Vertical jump (VJ),
7. Pull-ups (PU),
8. 30-Meter Speed Test (30mST),
9. Shuttle Run 112 meters (SHR),
10. Throwing compact ball,

In addition to the ten technical basketball tests mentioned above, several alternative tests were also used:

1. Moving in defense,
2. Dribbles between stands,
3. Dribbles straight,
4. Passing,
5. Loops made by dribbling.
6. Shooting-while-moving time,
7. Shooting-while-moving number,
8. Shooting-while-moving coefficient,
9. Shooting from place,
10. Free throws.

Each of the instruments will be described in the following section accompanied by an analysis of the reliability of the instruments. The test that will be used to measure the reliability and internal consistency of the instruments is that of the Cronbach Alpha Coefficient. Values of this coefficient range from zero to 1, , where $r = 0.3-0.6$ is considered good reliable, where $r = 0.6$ or greater is considered very reliable (Agresti, 2002).

Before performing the reliability analysis of the instruments used, factor analysis was performed which is mainly used to analyze the variance between the dependent variables, related to a smaller

number of unobserved variables (latent variables). The main reason for selecting this method was to determine whether the number of dimensions or variables could be reduced for any of the instruments used. The KMO (KaiserMeyer-Olkin) value and the Bartlett test were used to check the significance level and the variables of an instrument are not correlated in pairs. The value of KMO statistics varies from 0 to 1, where zero indicates that the correlation models are not compact and consequently that the factor analysis does not provide distinct and reliable factors, while a value close to 1 indicates that the correlation models are relatively compact and therefore factor analysis is expected to yield distinct and reliable factors (Malhotra & Dash, 2010).

2.8 Basketball coaches

Analysis of answers has shown validity in measuring the Coach experience, Identification and athletes selection criteria and Talents development mechanism.

The **table 2.1** show the KMO and Bartlett values, as well as the factor loads of each questions in the questionnaire, which are intended to get information on the mechanisms and criteria they use to select the players who are part of the teams they lead. Factor loads for this questionnaire range from 0.660 to 0.947.

The value of KMO for Basketball coach's questionnaire was 0.425, which is considered to be good, from which it can be concluded that it is appropriate to analyses the factors /variables in the study. The Bartlett test showed that the variables for Basketball coaches questionnaire have a significant correlation between them, and therefore could be grouped (the p value was 0.00 which is less than the target significance level of 0.05).

The table 1 showed that the size of the study Basketball coach's questionnaire (N = 119) and the data of this instrument are suitable for factor analysis and could be further analyzed to test and validate

the hypotheses of this study.

2.9 Basketball administrators

The table 2.1 show the KMO and Bartlett values, as well as the factor loads of each questions in the questionnaire, which are intended to get information on the coach knowledge and skills to select athletes, sport club selection criteria and selection talents, tools and standards use for this process. Factor loads for this questionnaire range from 0.609 to 0.908.

The value of KMO for Basketball administrator's questionnaire was 0.459, which is considered to be good, from which it can be concluded that it is appropriate to analyze the factors /variables in the study.

The Bartlett test showed that the variables for Basketball administrator's questionnaire have a significant correlation between them, and therefore could be grouped (the p value was 0.00 which is less than the target significance level of 0.05).

The table 1 showed that the size of the study Basketball coach's questionnaire (N =93) and the data of this instrument are suitable for factor analysis and could be further analyzed to test and validate the hypotheses of this study.

2.10 Teacher of physical education

The table 2.1 show the KMO and Bartlett values, as well as the factor loads of each questions in the questionnaire, which are intended to get information about the investigation of the ways of identifying talents, factors and influencing the identification of talents beginning from the physical education program. Factor loads for this questionnaire range from 0.609 to 0.853.

The value of KMO for Teacher of physical education questionnaire was 0.497, which is considered to be good, from which it can be concluded that it is appropriate to analyze the factors /variables

in the study.

The Bartlett test showed that the variables for teacher of physical education questionnaire have a significant correlation between them, and therefore could be grouped (the p value was 0.00 which is less than the target significance level of 0.05).

The **table 2.1** showed that the size of the study teacher of physical education questionnaire (N =200) and the data of this instrument are suitable for factor analysis and could be further analyzed to test and validate the hypotheses of this study.

2.11. Students between the ages of 10-12

The table 2.1 show the KMO and Bartlett values, as well as the factor loads of each questions in the questionnaire, which are intended to get information about the adaption for the mini basketball. Factor loads for this questionnaire range from 0.659 to 0.726 (See Table 2.5 appendix 7) The value of KMO for Students between the ages of 10-12 questionnaire was 0.648, which is considered to be very good, from which it can be concluded that it is appropriate to analyse the factors /variables in the study.

The Bartlett test showed that the variables for teacher of Students between the ages of 10-12 questionnaire have a significant correlation between them, and therefore could be grouped (the p value was 0.00 which is less than the target significance level of 0.05).

The table 1 showed that the size of the study teacher of physical education questionnaire (N =1051) and the data of this instrument are suitable for factor analysis and could be further analysed to test and validate the hypotheses of this study.

2.12. Analysis of the reliability of the scales used in the study instruments.

Each of the instruments described in the section above was analysed for level of reliability and internal consistency through the

Cronbach Alpha Coefficient. Values of this coefficient range from zero to 1, , where $r = 0.3-0.6$ is considered good reliable, where $r = 0.6$ or greater is considered very reliable (Agresti, 2002).

The structure of instruments is structured in such a way as to receive responses to terms that form a variable or variable. The following table gives the reliability coefficients based on the data of

Table 2.1. *Reliability coefficients for the instruments used*

Instruments or questionnaires	Number of variables (N)	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Basketball coaches	26	0.697	0.689
Basketball administrators	18	0.793	0.743
Teacher of physical education	41	0.770	0.796
Students between the ages of 10-12	16	0.720	0.701
<i>All instruments used</i>	101	0.745	0.732

this study.

The smallest value of Cronbach's alpha coefficient in relation to the Basketball coaches instrument which is 0.697, ie higher than the recommended level of .60. In principle, the higher this value, the more statements within the scale measure the same thing, and the more credible the scale as an instrument. The highest value of Cronbach's alpha coefficient is for the Basketball administrators with 0.793.

In conclusion of this analysis we can say that the values of Cronbach's alpha coefficient for all *instruments* are greater than 0.60, thus guaranteeing the validity of the study findings.

2.13. Data analysis

Data were codified and statistical analysis was computed through SPSS 22 Program in the whole population and subgroups.

Basic descriptive statistics such as percentages, means, and standard deviation for physical and motor values were calculated to describe the sample used in the study. Tests for the difference of two proportions will be applied to control a significant difference in the observed percentages in the population of the sample and its subgroups. A p-value (< 0.005) will be used to determine the significant of the tests performed. To determine the BMI, the methodology of P. Slanchev et al. (1982) for 10,11- and 12-year-old students (Table 2.2).

Table 2.2. *BMI norms (According to Slanchev et al., 1992)*

Age	Below the norm	Normal	Above the norm	Obesity
Age 10	Below 14,9 kg/m ²	14,9-19,2 kg/m ²	19,3-22,8 kg/m ²	Above 22,8 kg/m ²
Age 11	Below 15,8 kg/m ²	15,8-20,4 kg/m ²	20,5-23,4 kg/m ²	Above 23,4 kg/m ²
Age 12	Below 16,7 kg/m ²	16,7 -21,6 kg/m ²	21,7-26,4 kg/m ²	Above 26,4 kg/m ²

CHAPTER III

ANALYSIS OF THE DATA AND FINDING

The objective 1 of this study will analyze the frequencies of the questionnaires considered during the study in relation to the development of basketball in Albania. This objective is achieved through the use of descriptive analysis and as such is not supported by hypotheses, but is based on factual findings from the analysis of responses obtained through questionnaires completed by all focus groups explained in the Methodology chapter. More specifically, under this objective it is intended that:

- Identify the current methods and criteria used to identify talents in Albania.
- To identify the source of existing challenges in the talent identification process in Albania.
- To find the main factors that hinders the identification of talents in our country.
- Rebuild a system to find a possible solution to minimize challenges in identifying talent.
- Examine the contribution of government bodies, the family and other stakeholders in identifying and developing talent.
- Examine the success rate of previous basketball players selected by the methods of identifying previously used talents with those expected to come.
- Examine the knowledge of physical education teachers and coaches in identifying talented athletes.

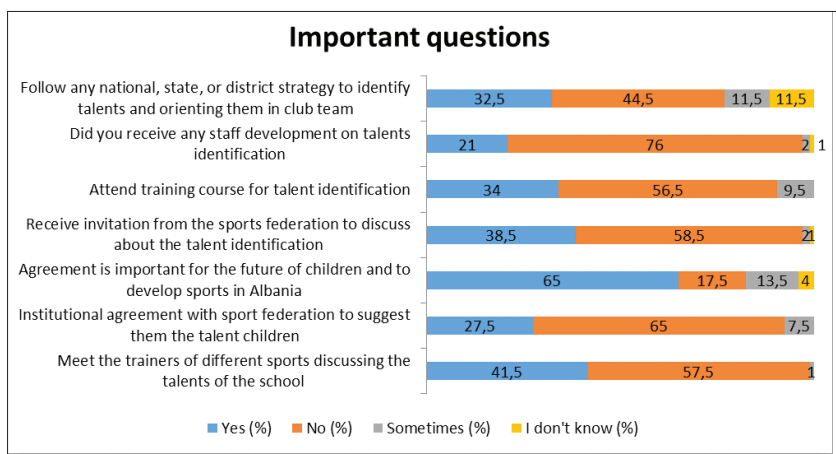
3.1. Teacher of physical education

The questionnaires for the basketball an administrator have 30 questions and are dived in seven main sections: Standard and guide-

lines of physical education, Volunteering service, Collaboration with parent, Tests used at school, Student results, Collaboration of teacher of physical education with coaches and Training for teacher of physical. The responded for this questionnaire were 200 of physical education in different cities of Albania. The following tables present the data from questionnaires addressed to physical education teachers of primary and secondary school of Albania.

In the section below are presented the 7 more important question related to the study for teachers. The questions are mostly important to address issues related to the physical education:

The graph presented the most important questions related to the study for teachers by percentage and the table presented the same information dived by frequency.



Graph 3.1. *The most important questions related to the study for teachers in percentage*

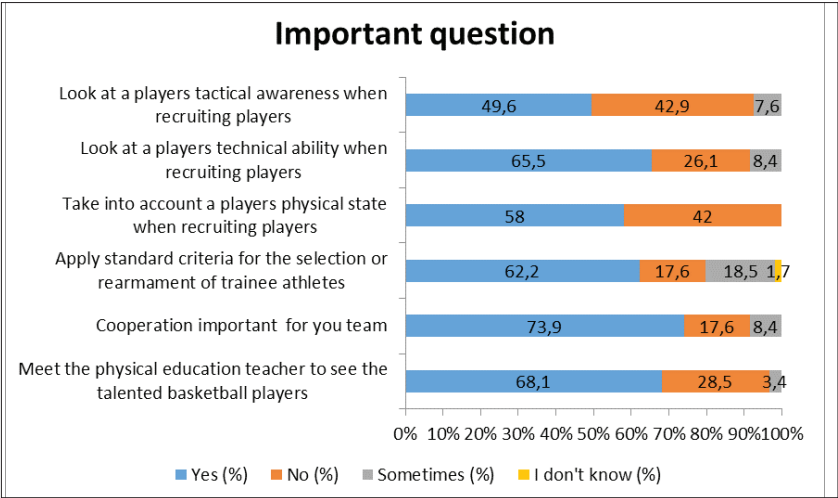
3.2. Basketball coaches

The questionnaire for the basketball coaches is dived in three main sections: Coach Experience, Identification and athlete's selection criteria and talents development mechanism. The responded for this questionnaire were 119 coaches in different cities of Albania.

In the section below are presented the 6 more important question related to the study for coaches. The questions are mostly important to address issues related to the coaches:

The graph presented the most important questions related to the study for coaches by percentage.

For the question “Do you consider this cooperation important for you team”? around “73.9% or 88 of coaches agree on this statement.



Graph 3.2. *The most important questions related to the study for coaches in percentage*

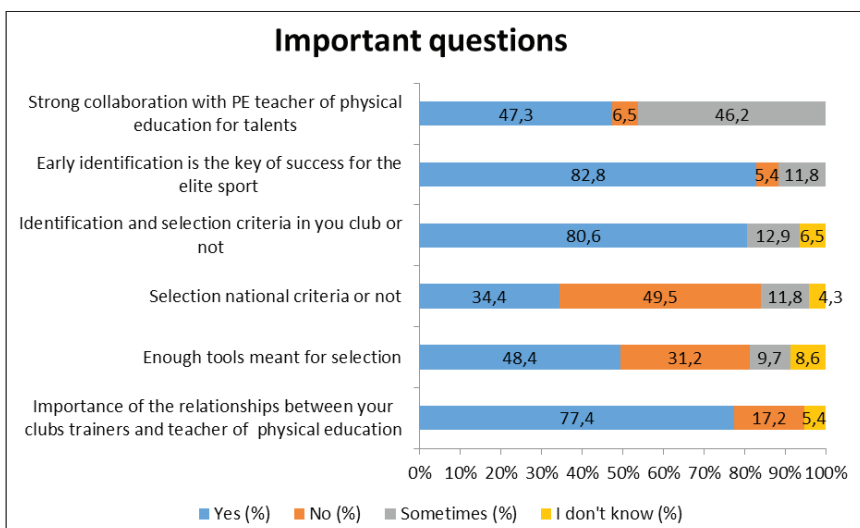
3.3 Basketball administrators

The questionnaire for the basketball an administrator have 24 questions and is dived in five main sections: Personal Data, Coach Knowledge and skills to select athletes, Sport club selection criteria, and the strategy for the identification and selection talents and tools and standards used for this process. The responded for this questionnaire were 93 basketball administrators in different cities of Albania.

In the section below are presented the 6 more important question related to the study for administrators questionnaire. The questions are mostly important to address issues related to the administrators:

The graph presented the most important questions related to the study for administrators by percentage.

For the question “Early identification is the key of success for the elite sport “around 82.8 % or 77 of administrators agree on this statement.



Graph 3.3. *The most important questions related to the study for coaches in percentage*

3.4. Anthropometric and Physical Skills Development among Students Aged 10-12 Years in Albania

The Anthropometric and Physical Skills Development among Students Aged 10-12 Years in Albania are shown on the Table 3.1 in comparative aspect.

Table 3.1. *Eurofit test results of primary and secondary school students by age groups*

Variables	Age 10	Age 11	Age 12
	n=220	n=270	n=151
	X+-SD	X+-SD	X+-SD
Height (cm)	145.65+-7.3	148.57+-8.7	152.97+-7.3
Weight (kg)	39.96+-9.4	41.96+-10.6	44.04+-9.8
BMI (kg/m ²)	17.53+-3.5	17.31+-3.6	17.27+-3.8
Sit-Up-abdominals (30 s/times)	10.89+-5.2	10.99+-5.9	12.24+-5.7
Pull-Up (30 s/times)	8.80+-6.1	9.71+-6.9	11.62+-7
Sit and Reach (cm)	11.20+-7.7	11.16+-8.5	11.93+-7.7
30m sprint	6.05+-0.58	6.02+-0.53	5.90+-0.48
Shuttle run 112 m	22.86+-2.3	22.66+-2	22.39+-2.1
Vertical Jump (cm)	21.89+-6.5	22.98+-5.7	24.15+-5.3
Standing long jump (cm)	140.67+-16.5	141.29+-18.1	144.36+-18.3

Source: Author's own calculations

In the tables below (Table 3.2.) are of Physical Skills among Primary and Secondary School students aged 10-12 in both rural and urban areas and data obtained from the Eurofit test battery. Participated in the study 641 of whom 298 girls and 343 boys and 357 lives in Urban areas and 284 in Rural areas.

3.5. Anthropometric measures, Fundamental motor skills and Performance level between Students and Athletes

Descriptive statistics results (Mean \pm Standard Deviation) and comparison between the two measurements for the variables: Height, Weight BMI, Lower limb, Upper limb, and Chest measurement are presented in the following Table 3.3.

Table 3.2. Eurofit test results of primary and secondary school students in rural and urban areas of Albania

Variables	Urban Areas			Rural Areas		
	Age 10 n=125	Age 11 n=154	Age 12 n=61	Age 10 n=95	Age 11 n=116	Age 12 n=90
	X+-SD	X+-SD	X+-SD	X+-SD	X+-SD	X+-SD
Height (cm)	145.84+-6.9	149.64+-7.5	153.6+-6.36	145.40+-7.9	147.15+-9.9	152.54+-7.9
Weight (kg)	42.09+-10.2	43.91+-10.2	46.64+-10.51	37.16+-7.6	39.35+-10.67	42.28+-8.9
BMI (%)	17.84+-3.8	17.40+-3.9	18.23+-3.75	17.14+-2.9	17.21+-3.15	16.62+-3.7
Sit-Up abdominals (30 s/times)	8.53+-3.7	8.80+-5.4	9.97+-4.97	13.99+-5.3	13.89+-5.16	13.78+-5.7
Pull-Up (30 s/ times)	5.58+-3.5	6.36+-4.4	8.93+-5.54	13.04+-6.1	14.16+-7.04	13.46+-7.3
Sit and Reach (cm)	8.55+-6.9	9.78+-9.0	8.75+-8.60	14.69+-7.5	12.98+-7.46	14.08+-6.12
30 m sprint (s)	6.24+-0.62	6.22+-0.54	6.03+-0.52	5.81+-0.40	5.75+-0.38	5.81+-0.42
Shuttle run 112 m (s)	23.49+-2.34	23.28+-2.0	22.83+-2.46	22.02+-1.8	21.84+-1.60	22.10+-1.68
Vertical Jump (cm)	20.92+-6.05	21.40+-5.4	22.08+-5.90	23.17+-6.8	22.10+-1.68	25.54+-4.37
Standing long jump (cm)	135.17+-15.6	134.83+-17.3	139.46+-18.25	147.92+-14.7	149.85+-15.4	147.68+-17.7

Source: Author's own calculations

Table 3.3. Case Summaries – BMI & Lower Limb & Pull-up & Chest Measurement Test

Case Summaries – BMI & Lower Limb & Pull-up & Chest Measurement Test						
	Students/athletes					
	Athlete – N=410		Student – N=641		Total- N=1051	
	Mean	S	Mean	S	Mean	S
BMITest1	17.80	2.93	17.76	3.446	17.76	3.446
BMITest2	19.37	2.59	18.94	3.529	18.94	3.529
Lower limbTest1	90.24	3.44	85.69	7.217	85.69	7.217
Lower limbTest2	91.22	3.59	86.28	7.891	86.28	7.891
Upper limbTest1	68.32	4.73	61.56	8.703	61.56	8.703
Upper limbTest2	69.37	5.97	70.35	205.12	70.35	205.12
Chestmeasure- ment-pauseTest1	77.72	8.26	77.00	8.23	77.00	8.23
Chestmeasure- ment-pauseTest2	78.37	9.60	77.91	7.80	77.91	7.80
Chestmeasur-re- spirdifferenceTest1	82.05	8.13	81.07	7.72	81.07	7.72
Chestmeasur-re- spirdifferenceTest2	82.96	8.17	81.89	7.92	81.89	7.92
HeightTest1	156	7	149	8	152	9
Height Test 2	157.7	7.9	150.8	8.4	153.5	8.8
WeightTest1	46	8	42	10	43	10
WeightTest2	48	8	44	10	45	10

Source: Author's own calculations

The mean of BMI Test 1 for the athlete is 17.80 with a standard deviation 2.93 while for the student is 17.76 with a standard deviation 3.46. The mean of BMI Test 2 for the athlete is 19.37 with a standard deviation 2.59 while for the student is 18.94 with a standard deviation 3.53.

The following Table 3.4. present the Descriptive statistics results (Mean \pm Standard Deviation) and comparison between the two

measurements for tests: Sit and Reach, sprint 30 m, shuttle run, long jump, etc. On table 3.5. – results from technical skills.

The mean of Sit and Reach Test 1 for the athlete is 18.36 with a standard deviation 5.18 while for the student is 111.32 with a standard deviation 7.97. The mean of Sit and Reach Test 2 for the athlete is 19.41 with a standard deviation 5.10 while for the student is 12.29 with a standard deviation 7.53.

Table 3.4. *Case Summaries - Test 1 & Test 2 physical fitness*

	students/athletes					
	Athlete – N=410		Student – N=641		Total- N=1051	
	Mean	S	Mean	S	Mean	S
Sit and Reach Test1	18.36	5.18	11.32	7.97	14.06	7.82
Sit and Reach Test2	19.41	5.10	12.29	7.53	15.07	7.54
sprint 30m Test1	5.73	.54	6.09	2.04	5.95	1.66
Sprint 30mTest2	5.68	.58	6.00	2.07	5.87	1.67
Shuttle run112mTest1	21.44	1.36	32.70	146.28	28.31	114.34
Shuttle run112mTest2	21.24	1.56	26.08	84.73	24.20	66.21
Pull-upTest1	15.38	4.87	9.41	5.68	9.41	5.68
Pull-upTest2	16.59	4.82	10.12	5.36	10.12	5.36
Height JumpTest1	27.21	3.43	22.97	5.78	24.63	5.41
Height JumpTest2	28.29	3.71	23.85	5.61	25.58	5.41
Long JumpTest1	158.72	7.33	141.76	17.63	148.38	16.70
Long JumpTest2	160.93	10.35	143.36	18.78	150.21	18.18
Abdominal press Test1	19.02	4.33	11.31	5.420	14.32	6.27
Abdominal press Test2	20.14	4.23	12.60	7.975	15.55	7.70
Throwing compact ball Test1	337.87	33.84	281.47	59.07	303.48	57.71
Throwing compact ball Test2	341.28	35.60	286.49	142.49	307.86	116.55

Source: Author's own calculations

Table 3.5. Case Summaries - Test 1 & Test 2 Technical basketball skills

students/athletes						
	Athlete – N=410		Student – N=641		Total- N=1051	
	Mean	S	Mean	S	Mean	S
Moving in defense Test1	19,75	1,81	20,78	1,47	20,38	1,69
Moving in defense Test2	19,69	1,81	20,83	1,71	20,38	1,84
Dribble between stands Test1	19,85	1,74	22,38	3,38	21,39	3,11
Dribble between stands Test2	19,81	1,82	22,31	3,53	21,33	3,22
Dribble straight Test1	16,98	2,24	16,86	2,74	16,91	2,56
Dribble straight Test2	16,90	2,14	16,84	2,85	16,86	2,59
Passing Test1	19,69	4,57	4,90	3,62	10,67	8,26
Passing Test2	20,83	4,43	6,11	3,23	11,85	8,10
Loops made by dribble Test1	21,64	2,82	27,89	3,30	25,45	4,36
Loops made by dribble Test2	21,56	2,79	27,92	4,09	25,44	4,78
Shooting while moving time Test1	22,92	3,94	25,49	5,23	24,49	4,93
Shooting while moving time Test2	22,61	2,66	25,72	7,89	24,50	6,56
Shooting while moving numberTest1	13,20	2,78	9,28	2,83	10,81	3,40
Shooting while moving numberTest2	14,33	2,68	9,71	2,67	11,51	3,50
Shooting while moving coefficTest1	5,39	1,96	2,86	1,98	3,84	2,33
Shooting while moving coefficTest2	6,49	1,86	3,62	1,70	4,74	2,25
Shooting from placeTest1	4,59	1,45	2,41	1,84	3,26	2,00
Shooting from placeTest2	5,74	1,39	3,26	1,64	4,23	1,97
Free throwsTest1	5,52	1,67	2,36	1,80	3,59	2,33
Free throwsTest2	6,55	1,64	3,03	1,94	4,49	2,52

Source: Author's own calculations

The Pearson correlation coefficient will be used to determine the relationships that exist between anthropometric changes (increments or decrements) among age, anthropometric data, and physical performance tests. The level of significance was set at $p < 0.05$. According to Cohen the strength of the relationship where it is emphasized that when the Pearson correlation is between:

- 0.10 and 0.29 there is a weak correlation between the variables,
- 0.30 and 0.49 there is a moderately strong correlation between the variables.
- 0.50 and 1 there is a strong correlation between the variables.

Paired Samples Test will be used to compares two means that are from the same individual, so to analyze whether there is statistical evidence that the mean difference between paired observations on a particular outcome is significantly different from zero.

The hypotheses for the objective 2 are as follows for all the measurement indicators:

$H_0: \mu_1 - \mu_2 = 0$ («the difference between the paired population for the Height Test means is equal to 0»)
 $H_a: \mu_1 - \mu_2 \neq 0$ («the difference between the paired population for the Height Test means is not 0»)

The SPSS software gives for the Paired Sample Statistics three tables:

- Paired Samples Statistics which present the descriptive statistics for all the pairs like as mean, sample size, standard deviation, and standard error.
- Paired Samples Correlations shows the bivariate Pearson correlation coefficient (with a two-tailed test of significance) for each pair of variables entered.
- Paired Samples Test gives the hypothesis test results.

The above tables are putted in one **table 3.6** to be easier to be analyzed by the authors:

Table 3.6. *Summary of the Parried Sampled analyses*

Variables	r	Sig	Mean	t	Sig
Height	0.926	0.000	(2.0)	(19.0)	0.000
Weight	0.977	0.000	(2.1)	(32.7)	0.000
BMI	0.792	0.000	(1.3)	(20.3)	0.000
Lower limb	0.901	0.000	(0.7)	(7.9)	0.000
Upper limb	0.000	0.999	(5.8)	(1.2)	0.244
Pull up	0.978	0.000	(0.9)	(22.8)	0.000
Chest measurement pause	0.873	0.000	(0.8)	(6.1)	0.000
Chest measurement respire differ.	0.969	0.000	(0.9)	(13.8)	0.000
Horizontal stretch	0.950	0.000	(1.0)	(13.4)	0.000
msprint30	0.081	0.009	0.1	1.3	0.209
Shuttlerun112m	0.576	0.000	4.1	1.4	0.155
High Jump	0.966	0.000	(1.0)	(21.9)	0.000
Long Jump	0.902	0.000	(1.8)	(7.6)	0.000
Throwing compact ball	0.506	0.000	(4.4)	(1.4)	0.158
Moving in defense	0.054	0.082	4.2	1.4	0.158
Abdominal press	0.760	0.000	(1.2)	(7.9)	0.000
Dribble between stands	0.016	0.613	(21.1)	(1.0)	0.314
Dribble straight	0.922	0.000	0.0	1.3	0.181
Passing	0.447	0.000	(2.0)	(8.2)	0.000
Loops made by dribble	0.923	0.000	0.0	0.2	0.835
Shooting while moving-time	0.623	0.000	(0.0)	(0.1)	0.933
Shooting while moving- N	0.941	0.000	(0.7)	(19.1)	0.000
Shooting while moving- coeff.	0.834	0.000	(0.9)	(22.0)	0.000
Shooting from place	0.836	0.000	(1.0)	(27.6)	0.000
Free throws	0.771	0.000	(0.8)	(15.5)	0.000

Source: Author's own calculations

In purple are shows all the tests that are not correlated between them so the Upper limb, Misprint 30, Moving defence and dribble between stands. **In green** are marked all tests that results are not statistically significant difference in average:

- Shuttlerun112m
- Throwing compact ball
- Dribble straight
- Loops made by dribble.
- Shooting while moving time

Regarding the Height Test from the results, we can say that:

- Height Test 1 and Height Test 2 means were strongly and positively correlated ($r = 0.926$, $p < 0.001$).
- There was a significant average difference between Height Test 1 and Height Test 2 means ($t_{1050} = 18.95$, $p < 0.001$).
- On average, Height Test 2 was 2.0 higher than Height Test 1 (95% CI [1.8–2.2]).

Regarding the Weight Test from the results, we can say that:

- Weight Test 1 and Weight Test 2 means were strongly and positively correlated ($r = 0.977$, $p < 0.001$).
- There was a significant average difference between Weight Test 1 and Weight Test 2 means ($t_{1050} = 32.7$, $p < 0.001$).
- On average, Weight Test 2 was 2.1 higher than Weight Test 1 (95% CI [2.0–2.2]).

Regarding the BMI Test from the results, we can say that:

- BMI Test 1 and BMI Test 2 means were strongly and positively correlated ($r = 0.792$, $p < 0.001$).
- There was a significant average difference between BMI Test 1 and BMI Test 2 means ($t_{1050} = 20.3$, $p < 0.001$).

- On average, BMI Test 2 was 1.3 kg/m² higher than BMI Test 1 (95% CI [1.2–1.4]).

Regarding the Lower Limb Test from the results, we can say that:

- Lower Limb Test 1 and Lower Limb Test 2 means were strongly and positively correlated ($r = 0.901$, $p < 0.001$).
- There was a significant average difference between Lower Limb Test 1 and Lower Limb Test 2 means ($t_{1050} = 7.9$, $p < 0.001$).
- On average, Lower Limb Test 2 was 0.7 higher than Lower Limb Test 1 (95% CI [0.6–0.9]).

Regarding the Pull up Test from the results, we can say that:

- Pull up Test 1 and Pull up Test 2 means were strongly and positively correlated ($r = 0.978$, $p < 0.001$).
- There was a significant average difference between Pull up Test 1 and Pull up Test 2 means ($t_{1049} = 22.8$, $p < 0.001$).
- On average, pull up Test 2 was 0.9 higher than Pull up Test 1 (95% CI [0.8–1.0]).

Regarding the Chest Measurement Pause Test from the results, we can say that:

- Chest Measurement Pause Test 1 and Chest Measurement Pause Test 2 means were strongly and positively correlated ($r = 0.873$, $p < 0.001$).
- There was a significant average difference between Chest Measurement Pause Test 1 and Chest Measurement Pause Test 2 means ($t_{1050} = 6.1$, $p < 0.001$).
- On average, Chest Measurement Pause Test 2 was 0.8 higher than Chest Measurement Pause Test 1 (95% CI [0.5–1.1]).

Regarding the Chest Measurement Sprint Difference Test from the results, we can say that:

- Chest Measurement Sprint Difference Test 1 and Chest Measurement Sprint Difference Test 2 means were strongly and positively correlated ($r = 0.969$, $p < 0.001$).
- There was a significant average difference between Chest Measurement Sprint Difference Test 1 and Chest Measurement Sprint Difference Test 2 means ($t_{1050} = 13.8$ $p < 0.001$).
- On average, Chest Measurement Sprint Difference Test 2 was 0.9 higher than Chest Measurement Sprint Difference Test 1 (95% CI [0.7–1.0]).

Regarding the Horizontal Stretch Test from the results, we can say that:

- Horizontal Stretch Test 1 and Horizontal Stretch Test 2 means were strongly and positively correlated ($r = 0.950$, $p < 0.001$).
- There was a significant average difference between Horizontal Stretch Test 1 and Horizontal Stretch Test 2 means ($t_{1050} = 13.4$ $p < 0.001$).
- On average, Horizontal Stretch Test 2 was 1.0 higher than Horizontal Stretch Test 1 (95% CI [0.9–1.2]).

Regarding the Height Stretch Test from the results, we can say that:

- Height Stretch Test 1 and Height Stretch Test 2 means were strongly and positively correlated ($r = 0.966$, $p < 0.001$).
- There was a significant average difference between Height Stretch Test 1 and Height Stretch Test 2 means ($t_{1050} = 21.4$ $p < 0.001$).
- On average, Height Stretch Test 2 was 1.0 higher than Height Stretch Test 1 (95% CI [0.9–1.0]).

Regarding the Long Jump Test from the results, we can say that:

- Long Jump Test 1 and Long Jump Test 2 means were strongly and positively correlated ($r = 0.902$, $p < 0.001$).
- There was a significant average difference between Long Jump Test 1 and Long Jump Test 2 means ($t_{1050} = 7.6$ $p < 0.001$).
- On average, Long Jump Test 2 was 1.8 higher than Long Jump Test 1 (95% CI [1.4–2.3]).

Regarding the Abdominal Press Test from the results, we can say that:

- Abdominal press Test 1 and Abdominal Press Test 2 means were strongly and positively correlated ($r = 0.760$ $p < 0.001$).
- There was a significant average difference between Abdominal Press Test 1 and Abdominal Press Test 2 means ($t_{1050} = 7.9$ $p < 0.001$).
- On average, abdominal press Test 2 was 1.2 higher than Abdominal Press Test 1 (95% CI [0.9–1.5]).

Regarding the Passing Test from the results, we can say that:

- Passing Test 1 and Passing Test 2 means were positively correlated ($r = 0.447$ $p < 0.001$).
- There was a significant average difference between Passing Test 1 and Passing Test 2 means ($t_{1049} = 8.2$ $p < 0.001$).
- On average, Passing Test 2 was 2.0 higher than Passing Test 1 (95% CI [1.5–2.4]).

Regarding the Shooting while moving number Test from the results, we can say that:

- Shooting while moving number Test 1 and Shooting while moving number Test 2 means were strongly positively correlated ($r = 0.941$ $p < 0.001$).

- There was a significant average difference between Shooting while moving number Test 1 and Shooting while moving number Test 2 means ($t_{1050} = 19.1$ $p < 0.001$).
- On average, shooting while moving number Test 2 was 0.7 higher than Shooting while moving number Test 1 (95% CI [0.6-0.8]).

Regarding the Shooting while moving coefficient Test from the results, we can say that:

- Shooting while moving coefficient Test 1 and Shooting while moving coefficient Test 2 means were strongly positively correlated ($r = 0.834$ $p < 0.001$).
- There was a significant average difference between Shooting while moving coefficient Test 1 and Shooting while moving coefficient Test 2 means ($t_{1050} = 22.0$ $p < 0.001$).
- On average, shooting while moving coefficient Test 2 was 0.9 higher than Shooting while moving coefficient Test 1 (95% CI [0.8–1.0]).

Regarding the Shooting from place Test from the results, we can say that:

Shooting from place Test 1 and Shooting from place Test 2 means were strongly positively correlated ($r = 0.836$ $p < 0.001$).

There was a significant average difference between Shooting from place Test 1 and Shooting from place Test 2 means ($t_{1050} = 27.6$ $p < 0.001$).

On average, shooting from place Test 2 was 1.0 higher than Shooting from place Test 1 (95% CI [0.9–1.0]).

- Regarding the Free Throws Test from the results, we can say that:
- Free throws Test 1 and Free Throws Test 2 means were strongly positively correlated ($r = 0.771$ $p < 0.001$).

- There was a significant average difference between Free Throws Test 1 and Free Throws Test 2 means ($t_{991} = 15.5$ $p < 0.001$).
- On average, Free throws Test 2 was 0.8 higher than Free Throws Test 1 (95% CI [0.7–0.9]).

3.10 Regression

For each of the parameter measured first we have found the differences for each of the student athletes. In our regression the variable athlete which is whether the participant in our measurement has classified as “yes” or “no” (is the dependent variable);

- Special physical preparation - 10 indexes (the differences from the results of the tests):
 - ✓ Difference Pull up
 - ✓ Difference Chest measurement pause
 - ✓ Difference Chest measurement respiratory
 - ✓ Difference Horizontal stretch
 - ✓ Difference sprint 30M
 - ✓ Difference Shuttle run 112m
 - ✓ Difference High Jump
 - ✓ Difference Long Jump
 - ✓ Difference Throwing compact ball
 - ✓ Difference Abdominal press
- Special technical preparation – 10 indexes (the differences from the results of the tests):
 - ✓ Difference Moving in defense
 - ✓ Difference Dribble between stands
 - ✓ Difference dribble straight

- ✓ Difference Passing
- ✓ Difference Loops made by dribble
- ✓ Difference Shooting while moving time
- ✓ Difference Shooting while moving number
- ✓ Difference Shooting while moving coefficient
- ✓ Difference Shooting from place
- ✓ Difference Free throws

The variables Special physical preparation and Special technical preparation are the independent variables.

Variables in the equation

The “**Variables in the Equation**” table shows the contribution of each independent variable to the model and its statistical significance.

In the table labeled Variables in the Equation we see the coefficients, their standard errors, the Wald test statistic with associated degrees of freedom and p-values, and the exponential coefficient (also known as an odds ratio).

The statistical significance of the test is found in the “Sig.” column. From these results we can see that the Difference Pull up ($p = 0.000$), Difference Shooting while moving time ($p = 0.000$), Difference Shooting while moving number ($p = 0.000$) and Difference Shooting from place ($p = 0.005$) added significantly to the model/prediction, and the others variable did not add significantly to the model.

The **table 3.7** shows that the:

- Odds for the Differences of the Pull up test related to the athlete (“yes” category) is 1.672 times greater than students.
- Odds for the Differences of the Shooting while moving time test related to the athlete (“yes” category) is 0.111 times greater than students.

Table 3.7. *The contribution of each independent variable to the model and its statistical significance*

	B	S.E.	Wald	Sig.	Exp(B)
Difference Pull up	0.514	0.093	30.794	0	1.672
Difference Chest measurement pause	-0.005	0.018	0.067	0.795	0.995
Difference Chest measurement respiratory	0.017	0.035	0.246	0.62	1.017
Difference Horizontal stretch	0.012	0.031	0.140	0.708	1.012
Difference Msprint30	0.024	0.030	0.659	0.417	1.024
Difference Shuttlerun12m	0.002	0.003	0.383	0.536	1.002
Difference High Jump	0.083	0.052	2.546	0.111	1.086
Difference Long Jump	0.013	0.010	1.674	0.196	1.013
Difference Throwing compact ball	0.000	0.001	0.091	0.763	1
Difference Moving in defense	0.002	0.008	0.073	0.787	1.002
Difference Abdominal press	-0.017	0.017	1.014	0.314	0.983
Difference Dribble between stands	-0.010	0.019	0.267	0.605	0.99
Difference dribble straight	0.017	0.077	0.046	0.83	1.017
Difference Passing	-0.039	0.047	0.676	0.411	0.962
Difference Loops made by dribble	-0.004	0.047	0.007	0.933	0.996
Difference Shooting while moving time	-2.202	0.475	21.463	0	0.111
Difference Shooting while moving number	0.730	0.090	65.249	0	2.074
Difference Shooting while moving coefficient	0.090	0.063	2.037	0.153	1.094
Difference Shooting from place	0.207	0.073	7.933	0.005	1.229
Difference Free throws	0.105	0.057	3.367	0.067	1.111
Constant	-2.007	0.204	97.211	0	0.134

- Odds for the Differences of the Shooting while moving number test related to the athlete (“yes” category) is 2.074 times greater than students.
- Odds for the Differences of the Shooting from place test related to the athlete (“yes” category) is 1.229 times greater than students.

SECTION IV

CONCLUSION AND RECOMMENDATION

4.1. Conclusion

In Albania, teams/coaches are facing different problems, where monitoring players' progress, the definition of elements that affect their performance, and the models that guarantee its success training, further progress, etc, constitute main challenges. The management of the selection system is a process that is still at the onset in our country and a study of this field would serve to define a “framework” in the Albanian context.

The Euro fit testing data show differences in students of different ages, but what matters most are the differences between students in rural and urban areas, in the motor development in all the components of the test. This is an important fact not only to prepare the students, but also to serve as an indicator for identification of talents by supporting them and orienting them to sports that are most suitable for them based on their specifics. Any state mechanism to support and assist the talents who live in rural areas and who could be a potential for the sports development in Albania would be a value added. This must be a priority concern of the Albanian state to support morally and financially the talented students in rural areas while acknowledging the fact that poverty is a concept expresses quantitatively in the per capita income indicators and in the capacity of individuals to meet the basic needs for a living.

Based on the findings of the present study, it can be concluded that there were differences in all the components included in the test between students and athletes, but significant differences were also found between the results of the first test and those of the second test.

From the results of the study it is clear that the advantage of athletes in physical fitness preparation and technical elements, and

the enhancement of their skills from the first test to the second test, an advantage that best proves that the frequency of training and exercise time are essential to increased performance of athletes. Specifically, it has been shown that within a sport-specific environment, fundamental motor skills can separate children with potential for sport success. This is because gross motor skills underpin the development of the more specific sport skills that will likely be required for future sport success.

In addition, the basketball coaches are likely to consider the technical elements associated with FMS, be an essential discriminatory tool between performance levels. Thus, the integration of objective tests into evaluation of these FMS is warranted, as incorrect judgments by the coach may occur. Therefore, testing procedures should only be extended by subjective measures of player skills and objective tests of SCCs in objective assessments of technical capabilities related to the motor skills of individuals. This can then be used to select children at an age when the goal is to identify those talented in basketball as well as those who have defective movement patterns and may need more focus in these areas to prevent poor future results.

4.2. Recommendation

The Governing Bodies and the Albanian Federation should try to:

1. Improving the quality of the physical education class which is a prerequisite for being an elite athlete in the future.
2. Make improvements to further encourage the staff of physical education teachers to promote sports by emphasizing its values in increasing the quality of life,

3. To increase the cooperation and involvement of parents in the learning process and to be constantly informed about the situation and progress of their children.
4. Building a mechanism for identifying talents knowing that the school is the primary source to supply teams with elite athletes.
5. To create a state mechanism to support morally and financially the talented students who live in rural areas and who could be a potential for the sports development in Albania.
6. Encourage physical education teachers to collaborate with team trainers to orient talented students towards the most talented sports discipline.
7. Assess learning achievements through student testing.
8. Assessment of students' physical preparation should become part of a quality physical education program and teaching strategies.
9. Albanian Federation should try to organize human resources efficiently and provide materials to the associations in order to:
 - a. Improve quality of development of activities;
 - b. New ways to increase the quality of players through trainings and classification of coaches by categories;
 - c. Distance monitoring of sports associations to evaluate courses and their content in the training process;
 - d. Evaluate coaches;
 - e. Automatically build models of athletes and coaches;
 - f. Evaluate the progress and effectiveness of training in order to recommend the most appropriate techniques for each case etc.

10. The accuracy of coaches' decisions regarding the identification and selection of future talent is crucial and highly critical and must be consistent and credible.
11. Efforts should be made to increase the credibility of the coach by establishing control mechanisms of the essential skills or attributes they have for the sport.
12. To be part of the strategies of the clubs, cooperation with the teachers of physical education for the identification of talented athletes from a young age, a process which would make the teams have at their disposal athletes who would be productive in the future.
13. Assess how individual talent development trajectories are shaped by the complex interaction between skills and education factors
14. From the other side, Administrators of the sports systems should try to:
 - a. Define the necessary parameters in order to improve the effectiveness of the talent selection system and to tailor them to the users.
 - b. Identify and be gradually updated on Infrastructure development.
 - c. Provide Sports Psychologists as an integral part of the team because they can help athletes prepare for competitions, improve training efficiency, cope with difficulties, perform well under pressure, manage expectations, maintain confidence, deal with emotions after obstacles and errors, as well as improve performance

LIST OF SCIENTIFIC PUBLICATIONS IN RELATION TO THE TOPIC OF THE DISSERTATION

1. **Elmazi, R.** (2020). Anthropometric and physical skills development among students ages 10-12 years in Albania European Journal of Health and Science in Sports. Vol 7, No 1; pp. 14-19; <https://doi.org/10.33598/V7I120205>. ISSN 2313-3767.
2. **Elmazi, R., F. Muftari** (2020). Fundamental Motor Skills in Identifying Differences in Performance level between Students and Athletes Ages 10-12 years. Journal of “Quality in Sport”, Vol 6, No 4; pp. 21-29; DOI: <http://dx.doi.org/10.12775/QS.2020.023/> <https://apcz.umk.pl/czasopisma/index.php/QS/issue/view/1865> e-ISSN 2450-3118.
3. **Elmazi, R.** (2021). Management of the talent identification and selection system in Albania. Annual of National Sports Academy “V.Levski”, Volume 2, pp.347-353.