

**COACHING PROBLEM OF MIDDLE DISTANCE  
EVENT IN FIRST DIVISION ATHLETICS**

**ADDIS ABABA UNIVERSITY  
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES  
DEPARTMENT OF SPORT SCIENC**

**BY**

**HAILEGEBREAL ASEFA**

**JUNE 2017**

**ADDIS ABABA ETHIOPIA**

COACHING PROBLEM OF MIDDLE DISTANCE EVENT IN  
FIRST DIVISION ATHLETICS CLUB OF ADDIS ABABA

BY

HAILEGEBREAL ASEFA

A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF  
REQUIREMENT FOR THE DEGREE OF MASTERS OF SPORT  
SCIENCE

ADDIS ABABA UNIVERSITY

JUNE 2017

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES**  
**DEPARTMENT OF SPORT SCIENCE**

This is to certify that I have examine this copy of master's thesis by

Hailegebrael Asefa and I have found that it is complete and satisfactory in all aspects, and that any and all revision required by the final examining jury have been made.

**Approved by board of examiners**

---

**Chair person Dep. of sport science**

---

**Advisor**

---

**Internal Examiner**

---

**External examiner**

---

---

**Signature**

---

**Signature**

---

**Signature**

---

**Signature**

---

## **Acknowledgment**

I would like to express my deepest and heartfelt gratitude to Dr. Bezabih Wolde My thesis advisor for his constructive comments, technical and moral support throughout the study.

I am indebted to extend my sincere appreciation and thanks to all my respondents for their cooperation and patient to give information first division athletics clubs coaches. Athletes and Ethiopian athletics federation officers.

I also extend my sincere appreciation and many thanks to my families my friends Mr. Nigatu Worku, Elsa , Siraneh , Admasu Saji for they have been encouraging me throughout my study. Above all from the deepest of soul, I thank my God who stands. Against all my obstacles and enabled me to bring thesis to its completion.

## Table of Contents

List of table.....	III
Acrimony.....	IV
Abstract.....	V
Chapter One.....	- 1 -
1 Introduction.....	- 1 -
1.1 Back ground.....	- 1 -
1.2 Statement of the problem.....	- 2 -
1.3 Research Question.....	- 2 -
1.4 Objective of the study.....	- 3 -
1.4.1 General Objective.....	- 3 -
1.4.2 Specific Objectives.....	- 3 -
1.5 Significance of the study.....	- 3 -
1.6 Delimitation.....	- 3 -
1.7 Limitation.....	- 4 -
1.8 Operational definition of term.....	- 4 -
1.9 Organization of the study.....	- 5 -
Chapter Two.....	- 6 -
2 Review of Literature.....	- 6 -
2.1 Developing coaching philosophy.....	- 6 -
2.1.1 What do we mean by philosophy?.....	- 6 -
2.2 What's coaching.....	- 6 -
2.3 Role of coaching.....	- 7 -
2.4 The skill of communication- the 'foundation' of basic skills.....	- 8 -
2.4.1 Developing effective communication skills.....	- 10 -
2.5 The importance of aerobic & anaerobic endurance in middle distance running.....	- 10 -
2.6 Factors that contribute to the best performance.....	- 12 -
2.6.1 Psychological factor.....	- 12 -
2.6.2 Environmental factors.....	- 15 -
2.6.3 Talent.....	- 15 -
2.6.4 Nutrition.....	- 19 -
2.6.5 Attitude of the coaches and the athletes.....	- 23 -
2.7 The effect of training for best performance.....	- 24 -

2.7.1	Specificity in training and its results.....	- 24 -
2.7.2	Periodization.....	- 25 -
2.7.3	Training methods.....	- 26 -
2.8	Techniques in middle distance running.....	- 29 -
2.8.1	Start phase of the race.....	- 29 -
2.8.2	The middle phase of the race.....	- 29 -
2.8.3	The final phase of the race.....	- 30 -
Chapter Three.....		- 31 -
3	Research design and methodology.....	- 31 -
3.1	Research methodology.....	- 31 -
3.2	Source of data.....	- 31 -
3.3	Sampling and sampling techniques.....	- 31 -
3.3.1	Samples.....	- 31 -
3.3.2	Instrument of data collection.....	- 32 -
3.3.3	Procedure of data collection.....	- 32 -
3.3.4	Method of data analysis.....	- 32 -
Chapter Four.....		- 33 -
4	FINDINGS, INTERPRETATION AND DISCUSSION.....	- 33 -
4.1	Findings and interpretation of data.....	- 33 -
	Quantitative interpretation of questions.....	- 33 -
Chapter Five.....		- 46 -
5	Summary, conclusion and recommendation.....	- 46 -
5.1	Summary.....	- 46 -
5.2	Conclusion.....	- 47 -
5.3	Recommendation.....	- 48 -
Bibliography.....		- 49 -
Appendix A.....		- 50 -
Appendix B.....		- 52 -
Appendix C.....		- 54 -
Appendix D.....		- 55 -

## List of table

Table 1.Example of aerobic /anaerobic interval training.....	- 11 -
Table 2. Example of quality training.....	- 12 -
Table 3. Countries with talent identification.....	- 18 -
Table 4. Sample training menu for middle distance runner.....	- 26 -
Table 5. Brief scheme of training for the middle distance.....	- 28 -
Table 6. Number of middle distance coaches in the club.....	- 33 -
Table 7 . Athletes belief in coach’s abilities.....	- 33 -
Table 8. Conducive situation for training.....	- 34 -
Table 9. Adherence to training schedule.....	- 34 -
Table 10. Initiates to choose the discipline.....	- 35 -
Table 11. Participation in planning the training schedules.....	- 35 -
Table 12. About the test taken to join the club.....	- 35 -
Table 13. About relationship among coaches and the administration.....	- 36 -
Table 14. About the future plan of athletes.....	- 36 -
Table 15. Satisfaction of collogues with their competing distance.....	- 36 -
Table 16. Qualification of the coaches.....	- 37 -
Table 17. Number of athletes in the club.....	- 37 -
Table 18. Athletes respect to training and competition plan of their coaches.....	- 37 -
Table19. Problems related to club management that affects the training process of athletes negatively-	38
-	
Table20 Problems related to job integration among clubs,federation, athletes and coaches to coaches-	38
-	
Table 21. About training plan and competition.....	- 39 -
Table 22. about encouragement to comment and give suggestion on training session by the coaches..	- 39 -
Table 23. About the recruitment of athletes for the club.....	- 39 -
Table 24. The criteria for athletes to join the club.....	- 40 -
Table 25. About Changes seen after each training session.....	- 40 -
Table 26. Observation on training.....	- 43 -
Table 27. observation on facility and equipment.....	- 44 -

## **Acrimony**

GYM= Gymnasium

IAAF= International Amateur Athletics Federation

MDR= Middle Distance Running

PE= Physical Education

VO<sub>2</sub> Max= Maximum Amount of Oxygen Consumption

## **Abstract**

The purpose of this study was to assess coaching problems of middle distance race in some selected first division of athletics clubs of Addis Ababa. The method of the study was descriptive. The subjects in this study were descriptive. The subjects in this study were 70 athletes 15 middle distance coaches and 4 Ethiopia Athletes federation officers. Data were collected through questionnaires.

Interview, observation and legal documents, then the data gathered were analyzed and interpreted by using different statistical methods such as the percentage, the result indicate that the majority respondent replied that there is shortage of facilities and equipment's, the coaches has poor educational background athletes join the club because of economic reward rather than the talent they have. In general, from all this it can be conclude that coaching problems in middle distance event is poor, with qualification sooth relation with federation club, athletes, and even the clubs do into have talent identification procedure to recruits athletes. Therefore giving in service training to the coaches preparing talent identification procedure. Give chance to the athletes during plan clubs fulfill all the training situation have smooth relationship in between the concerned bodies (Federation, clubs, other coaches) to minimize the degree of problems related to the topic

# Chapter One

## 1 Introduction

This chapter deals with back ground of the study, statement of the problem, objective of the study, significance, delimitation limitation and operational definition of terms as used in the study.

### 1.1 Back ground

Middle distance is part of track events, which is found in between the short distance and long distance as its name implies specifically, middle distance running are 800m to 3000m. (IAAF guide, 2002).This field requires both aerobic and anaerobic capabilities of an individual's physical qualities, i.e. speed strength, speed endurance etc.

The techniques in middle distance competitions are starting and running pace, unlike short distance middle distance is an Olympic program me of track events of modern Olympic game and popular events.

Sport training involves many subjects, but most importantly the athlete and the coach are the most important elements in the process of sport training. The total process of the sport training is at the hand of the coach and the athlete, which can be worked out for better and worse. The coach should carry out his/her duties properly as the athlete must do.

Coaching is an organized provision of assistance to an individual athlete or group of athletes in order to help them to develop and improve (ibid).

Since the prime target of coaching is the athlete's development and improvement of performance and sport skills so as to enable the athlete's coaches their potential each should be approved with all the best continent situation and devotion of the athlete and coach.

Athletics coaching in Addis Ababa has its own possible outcome which are dependent on the coach conditions and the athletes attitudes i.e. which the cause of devotion to the program and trust to their coaches.

The case is rather wide taking when it gets into the first division athletics club of Addis Ababa, especially middle distance race where almost all middle distance races are dominated by this first division club athlete.

## **1.2 Statement of the problem**

Athletics is a dynamic sport that is competed in a constant changing environment. Sport as a whole is phenomenon's where the specific circumstances are difficult to predetermine or even stimulate.

There are a number of inherent features to sport that make athletics very unique. Beside this change. The issue of accurate and reliable coaching models and methods can be seen. It is evident that 800-3000m running is not to the expectation of all stake holders. From the several factors that middle distance race does not show progress from time to time is that because of lack of facilities, coach educational background. Little motivation, improper talent identification to select the Athlete etc...

## **1.3 Research Question**

In order to find out the coaching problems the researcher design the following research questions.

1. Is their job integration among the federation, Clubs, middle distance Coaches, middle distance athletes...so that coach can run the training plan in the desired of meaning full manner?
2. Do middle distance athletes respect the training program which is given by their coaches?
3. Do middle distance coaches have a proper knowledge (are they qualified up to the standard)?
4. What are the criteria of selection and talent identification for the middle distance athlete to join the club? How the athletes were selected?
5. What motivates the middle distance athletes to choose the middle distance race?
6. What are the criteria to select athletes for middle distance.

## **1.4 Objective of the study**

### **1.4.1 General Objective**

The sole purpose of the study is to find out the causes of poor performance of athletes in middle distance event in some selected first division athletics club and recommended possible solutions to minimize the problem of coaching in middle distance race.

### **1.4.2 Specific Objectives**

The specific objectives of the study are:-

1. To understand the sources of the problem in coaching middle distance.
2. To understand what specific problems exist in the process of coaching middle distance race?
3. To recommend possible solution to minimize the problem in the coaching process.
4. To provide information for further study.

## **1.5 Significance of the study**

The study would support and enrich the proper and better coaching methods in middle distance athletes and coaches. To this end, the significance of the study are:-

1. To incorporate the new result of the research findings in to the system of the country's middle distance race coaching method.
2. To investigate some of the problems of middle distance coaching methods in some selected first decision clubs of Addis Ababa.
3. To Improved favorable suggestions that would help for the development of athlete's performance an reaching performance of the coach.
4. To provide accurate facts for the better method of coaching middle distance of the future.

## **1.6 Delimitation**

The study is delimited to:-

First division athletics clubs and Middle distance athletes.

In Addis Ababa region.

## 1.7 Limitation

The limitations of this study can be:-

Shortage of time

Lack of sufficient budget

Tendency of the athletes not to respond on time and in a responsible was.

Shortage of reference book about the issues

## 1.8 Operational definition of term

1. **Coach**:- is a person who trains an athlete to reach top performance.
2. **Club**:- is an athletics organization that provides training and other benefit for the athlete.
3. **Circuit Training**:- consists of serious of a serious of exercise (usually 10) arranged in order and designed to develop general body fitness or specific sport related fitness and skill.
4. **Aerobic**:- is the ability of the body to utilize oxygen to perform work or to exercise.
5. **Federation**:- is an organization that governs and directs different athletics club.
6. **Fartlek training (Speed play)**:- is the continuous training but with regular bursts of speed, of form five to ten seconds, every two or three minutes during a session.
7. **Interval training**: - involves alternating work followed by recovery period intervals.
8. **Middle distance race (MDR)**:- is an athletic event that includes 800m, 1500m and 300m.
9. **Motivation**: -some kind of internal drive that encourage somebody to pressure a course of action.
10. **VO<sub>2</sub> Max**: - is the maximum amount of oxygen able to be taken in transport to and consume by working muscle to produce energy.

## **1.9 Organization of the study**

This research is organized in five chapters. The first chapter is the introduction of the study with in which back ground of the study, Statement of the problem, purpose of the study, hypothesis, scope of the study, significance of the study, limitation of the study, and operational definition of terms are discussed. The second chapter provides the review of related literature. The third chapter deals with the research methodology in which Research design, source of data, sample and sampling technique, and data collection method are discussed. Chapter four is about the result of the research and the last chapter, chapter five, provides discussion, conclusion and recommendations of the study.

# Chapter Two

## 2 Review of Literature

### 2.1 Developing coaching philosophy

Thomson (2007) in his book introduction to coaching discussed on the concepts of coaching philosophy and its importance to facilitate the coaching process and the effectiveness of the process. He further talks about philosophy. Yet nothing is a practical book about coaching by philosophy of life and coaching. This philosophy determines every thought every action and every decision you make. No matter whom you are from where you come, or how you come to be in coaching you bring ideas, opinions and attitudes from a life time of personal experience.

*Thompson (ibid)* continues:-Without this knowledge it is difficult to have a well defined philosophy. Without a well defined coaching philosophy it's difficult to be a successful and effective coaching.

#### 2.1.1 What do we mean by philosophy?

Philosophy is simply the way you see situations and experience in your life. It is the way you view people and develop relationships with them. It is also the value you put on all of these. You already have a philosophy of life and this may be well developed. You may be aware of your philosophy or you may be unaware, behaving and doing things without giving much thought to the reason for your discussions. Whether you are very aware of your philosophy, partially aware or completely unaware, this personal philosophy is always developing and will do so through out your life.*Thomson (2007)*.

### 2.2 What's coaching

The term coaching is often used to cover a wide range of activities, usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve, as Thompson defined it. (Ibid)

Many people would claim to help in this way, for example, parents, teachers, officials and sponsors. So what does coaching really involve? Coaching involves teaching, training instructing

and more. It's not simply about helping people to learn sports skills, improve performance and reach their potential. It's also about recognizing, understanding, respecting and providing for the other needs of athletics. These needs are many and cover a wide range such as social and emotional needs, as well as the more obvious needs related to athletics and competitions.

As a good coach you should have a code of behavior based on a code of ethics which places the rights and needs of your athletes before those of yourself. You will need to develop a caring and continuing relationship with the athletes you coach. (Ibid)

Participation in athletics is a social process. Your coaching will therefore have a great power to shape the lives of your athletes through this social process.

### **2.3 Role of coaching**

It is possible to see your only job as a coach in setting exercises and tasks to bring about changes in performance. Experienced coaches will point out that this is only part of the picture. As a coach you will have many jobs and functions. Some you will perform willingly, others will be less attractive to you, but are just as important. All these jobs or roles contribute to being a successful coach.

Ask yourself now, "Do I, or can I, play the role of a..." (Ibid)

**Teacher** – imparting new knowledge, skills and ideas  
**Trainer** improving fitness

**Instructor**- directing activities and practices

**Motivator**- generating a positive and decisive approach

**Disciplinarian**- creating an environment for each athlete's self control

**Manager**- dealing with the paper work

**Administrator**- dealing with the paper work

**Publicity agent**- promoting athletes within society and possibly with the media.

**Social worker**- counseling and advising.

**Friend**- supporting

**Scientist-** analyzing, evaluate and problem solving.

**Student-** always willing to listen learns and looks for new knowledge.

As Thompson's belief:- in most coaching situations any or all of these roles are combined, and in all these situations you will need to make decisions. Your philosophy of life guides every day decisions, while your coaching philosophy guides all the decisions you are faced with and encounter as a coach. So coaching calls up on many skills that are gained by experience and knowledge. This knowledge can be learnt on course but means little without practical application, which experience of coaching.

## **2.4 The skill of communication- the 'foundation' of basic skills**

Communication is the two way process of exchanging information between the athletes and coaching, and assists motivation, goal setting and all skill learning. Success in coaching depends to a large extent on your ability to communicate efficiently in a variety of situations and with people of all types and ages. Communication skill like all skills can be learned. Each individual has the potential to practice and improve their ability to communicate.

Communication consists not only of sending messages but receiving them as well. Coaches tend to be very good in sending area of communication but usually pay little attention to receiving.

As we have seen, coaches need to have effective communications skills to be able to both give and receive information.

Coaches need to do this with not just with athletes but with their parents, other coaches, officials, administrators and all the other people who are involved in athletics.

Most importantly, for coaches, the skill of effective communications is essential as a foundation for four of the five basic skills of coaching. These are:

1. Building and develop relationships
2. Instructions and explanation
3. Provide demonstration
4. Provide feedback

The skill of ‘observe and analyses’ is done ‘inside’ the coach and involves receiving sight and hearing information and analyzing this information. But, since there is no ‘sending’ in this coaching skill, the skill of communication is not involved.

Communicative is not simply talking and listening. It also includes forms of non-verbal communication such as facial expressions, cloths and appearance and bodily postures. Verbal communication of sending and receiving is important. Non-verbal communication is of equal, if not more, importance as it has been estimated that over 70% of information between two people is carried non-verbally.

Every message a person sends is composed of two parts, contents and emotion. Content refers to information in a message and emotion refers to the feelings you have about message. The content is usually sent verbally and the emotion, none verbally. Emotion can also be transmitted not by what you say, but how you say it. How you say something includes the qualities of speech such as volume, tone and tempo. Choosing the correct speech pattern is one of the ways to make communication more effective.

Sometimes the communication between in athletes and a coach is ineffective and there may be many reasons for this. The coach may not communicate what was intended, the message may be wrong for the situation or there may be a lack of the verbal and non verbal skills to send the message. The athlete may not be paying attention to the coach, or he may misunderstand the message that is sent. Ineffective communication is not always the fault of the coach, nor is it always a problem with the athlete. Usually problems in communications lie with sides, the athlete and the coach. If the coach develops his communication skills many of these problems can be avoided. Perhaps you should ask you self, “how do I communicate most of the time?”

This exercise will help you think about how you are delivering your message your athletes. Circle the numbers you think most accurately reflect how you communicate most of the time. Be honest and answer as you really do communicate not how you would like to communicate.

### **2.4.1 Developing effective communication skills**

The skills of communication are like any skill and can be improved by the correct practice. Evaluating your response to the previous exercise can help you see any areas you need to improve. Effective communication involves the following skill.

1. Learning to use your voice
2. Developing non verbal skills
3. Developing questioning skills
4. Developing listening skills
5. Developing and maintain capability
6. Gaining the athletes attention

### **Learning to use your voice**

The attention that the athletes give to a coach is not related to how loud he speaks. Altering the volume, tone and tempo of your voice are ways in which speech patterns can make communication more effective. Good coaches vary their volume patterns to maintain interest in what they are saying and to emphasis important points. It is sometimes useful for example, to pause for a moment before saying something very important as this focuses the athlete's attention on what is to follow the pause.

### **Developing non verbal skills**

It has been said that non verbal communication can convey over 70% of the information in a message. If the verbal message we are sending is correct and accurately sent it is essential that our non verbal communication reinforces and is consistent with this verbal message. Coaches should be aware of how they communicate non-verbally in different situations and make necessary changes.

### **2.5 The importance of aerobic & anaerobic endurance in middle distance running**

Training for all races from sprints to long distance race requires improvement of the athlete's anaerobic and aerobic endurance. An athlete aerobic endurance is controlled by the ability of the athletes heart, lung and circulatory system to supply oxygen to the athletes muscle for a long, sustained effort. Training for aerobic endurance is characterized by long runs at moderate speed.

An aerobic endurance is the capacity of the athlete's muscular system to operate using fuel stored in the muscles themselves. Training for an aerobic endurance is characterized by all out effort over distances that are frequency shorter than the race distances. (*Carr Gerry 1999:72*).

As its name implies middle distance include both aerobic and an aerobic energy from sprint speed and long distance endurance. *Pascua Piqueras* state that, the 800m race always demand a mixture of aerobic and anaerobic energy; basic speed plays a fundamental role. There have always been athletes who have come drawn from the 1500m and other who are specifically 800m specialists, with a predominance of speed, but also with anaerobic base which allows them to face up to the second half of the race. *Pascua Piqueras* also said that, I believe that what characterizes the middle distance races today is intense specialization, motivated by the fierce of competition encountered in every race. Athletes must concentrate on what provide them with the most success, train with a single objective and cultivate their stronger qualities. Aerobic training must not conflict with training for sped, or more exactly, the preparation of the specific speed for the event. *Pascua Piqueres (1996:8)*

Fundamental of track and field (*Carr Garry (1999 :82)*)

**Table 1.Example of aerobic /anaerobic interval training**

<b>Competitive distance</b>	<b>Training distance</b>	<b>Speed of run</b>	<b>Number of repetition</b>	<b>Duration of recovery</b>	<b>Type of recovery</b>
400m	100-300m	Fast	3-10	1-5min	Walk, jog, run
800m	200-400m	Fast moderate	3-10	1-5 min	Walk, jog, run
1,500m	200-800m	Fast moderate	3-10	1-5min	Walk, jog, run
3,000m	200-1000m	Moderate	3-10	1-5 min	Walk, jog, run

Fundamental of track and field (Carr Garry) (1999:82)

**Table 2. Example of quality training**

<b>Competitive distance</b>	<b>Training distance</b>	<b>Speed of run</b>	<b>Number of repetition</b>	<b>Duration of recovery</b>	<b>Type of recovery</b>
400m	100-300m	Fast	2-4	Sufficient to allow full recovery	Walk, jog, run
800m	200-600m	Fast	2-4	Sufficient to allow full recovery	Walk, jog, run
1,000m	200-800m	Fast	2-4	Sufficient to allow full recovery	Walk, jog, run
2,000m	300-1000m	fast	2-4	Sufficient to allow full recovery	Walk, jog, run
3000m	300-1000m	Fast	2-4	Sufficient to allow full recovery	Walk, job, run

## **2.6 Factors that contribute to the best performance**

Factors that contribute for best performance are the following Physiological, Psychological and environmental. The physiological factors are proportions of fast twitch or slow twitch fibers in muscles, Vo<sub>2</sub> max (which is 93% genetic), an aerobic capacity (81% of which is genetic) maximum strength, functional flexibility.

**Psychological factors** are mental capacity, (especially for decision making), coordinated movement, motivation.

**The environmental factors** are coaching, reinforcement, facilities, nutrition, money etc. Davis etal. (1986:180)

### **2.6.1 Psychological factor**

Psychological preparation help athlete to produce according to his/her capabilities. The training of the athlete with regard to psychological variable along with training that promotes organic

efficiency, strategies and specialized skill, will result in the behavior observed in competition. (Morgan 1982:41)

The psychological preparations of the athletes play a vital role in competition. If the athlete is optimally aroused to maintain by concerned individuals or by him/herself that athlete has the opportunity to be successful in his/her event than that of not motivated? The Addis Ababa middle distance runners generally and particularly the current national team athletes of the field are directly or indirectly victims of such factor.

Psychological based training program is designed to complement the physical training of athletes and to integrated psychological and physiological process in to a more consistent level of high performance. These approaches supposed to be particularly helpful to those who experience a level of tension and anxiety that interfere with maximum competitive situations. (*Fox. Edward L. & K. Mathews Danald (1982:42 )*)

Such a statement clearly indicates that psychological training together with various physical training posses the desired athletic performance. Psychological preparation during training sessions needs different activities geared to develop the intellectual competence of the given athlete.

#### **2.6.1.1 Motivation**

What is motivation?

Motivation is defined or understands differently by different writers, the following are few examples.

Motivation is a desire to work toward a good or to reach an objective (Ballot 1996)

- Motivation is “Some kind of internal drive that encourages somebody to pursue a course of action” (Harmac 1991:3)
- “Motivation is commonly thought as an inner driver, impulse emotion or desire that arouses some to a particular action (Brown 1994:155)
- Motivation is “whatever it is that aroused people to do whatever it is thought (Clark and Starr 1986:73)

Performance may be said to equal learning plus motivation an activity must be interesting and appealing to most individuals, but each person will have a different level of motivation and reason of learning the activity. (Devis et al. 1936:316).

As the definition of the above scholars, motivation is the internal driver which arouses people. So athletes must be motivated to catch up with best performance. Most of the middle distance runners in Ethiopia may not be exposed to this benefit by their coach as well as clubs and national team concerned persons because of the past and present international standard of the runners.

“Motivation is a drive to strive” (Gilligan Frank et al. 2000:121) it can be extrinsic and intrinsic.

**Intrinsic Motivation:** are those that come from within the performer themselves. Such as personal satisfaction or enjoyment. *Biddel suggested* that performers who are intrinsically motivated are more likely to continue participating than those who are not.

**Extrinsic Motivation:** are those come from outside the performance they give the individuals an extrinsic motivation is of benefit at first and a can drive individuals to participate and work initially. (Gilligan Frank 2000:121)

Those who are highly motivated are more likely to learn and practice skill than those who are not. Athletes who are motivated both intrinsically and extrinsically can be better than those who are not. Because motivation by itself is a drive force inside or outside the performer’s task but the motivation must not be too little or too high it must be optimal.

*Marthens Rainers (1997:5)* stated “athletes perform best when they are optimally aroused or motivated. Too little or too much arousal impairs performance.

The most important point that you can enhance your athletes’ motivation is by teaching them that, success means achieving their personal performance goals rather than the goals of others.

*Starkly (1996)* stated about motivation as, “the greatest motivation is the desire for improvement, the desire to be grater tomorrow than today. Regarding motivation and motivational device employed in athletics, starkly stated also. It is possible to be primarily motivated to practice & achieve for reason associated with materialistic goals, praise, prestige money or personal

satisfaction & self-realization. Rewards are incentives perform & produce. Extrinsic & intrinsic forms of motivation probably operate together in many situations with one of the more dominant to the two. (Starkly, Ken 1996:14).

### **2.6.2 Environmental factors**

It is a factor that determines performance in many ways. These factors include coaching, reinforcement, facilities, nutrition, money. (*Devis et al. 1986:180*) As the scholars statement all the above mentioned factor affect the performance of middle distance runner. As researchers familiar ness with the coaches and the athletes of middle distance runners in Ethiopia for past few years, this is not surprising to criticize about the past & predict for the future depending on the factors that determine the event are those mentioned above.

Coaching is the main part in determining performance. A good coach can make a good athlete, a good coach must be familiar with up to data knowledge which is scientific for the specific event. But in Ethiopia, middle distance coaches may not be satisfactory to fulfill the efficiency. A poor caching can cause a disaster (risk) in a number of athletes which leads to low performance.

Facilities are also the factors for better performance. If the inadequate facility for the middle distance runner is available, the athlete may improve his/her level of performance. To do the income of the athletes is not as enough as they need to full fill the inadequate facility.

### **2.6.3 Talent**

Talent is defined as a gift of ability that is domain specific (i.e. ability that is limited to specific domain)..., talents are seen as realized abilities that are specific to a domain, with these talents and abilities reliant on development.

When reviewing the definition of talent in literature a common term arises again and again. This term has to do with the origin and nature of talent.

### **Talent vs. giftedness**

Central to the argument of the origin and nature of talent (the nature vs. nature) is whether talent is inherited ability that is genetically endowed or rather something that is developed over time as a result of an individual's exposure to proper training methods and opportunities as well as their interaction with an optimal environment. Some views of inherited nature of ability and then refer

to talent as developed function of giftedness or high performance. Other are found to use these concepts synonymously.

Major proponents of the separateness or distinctive nature of these two term or concepts are **Van Rossum** and **Gagne** (2005:283), define giftedness as "... the possession and use of high natural ability (called aptitudes) in at least one of four ability domain, so that the level of performance places the person among the top 10% of same-age peers.". Et.al.

The definition of talent provided by **Howen** et al. (1998) has been cited by many studies and researchers. In this definition,

How et al. (1998:399-400) assigned "... five properties to talent: (1) it ordiates in genetically transmitted structures and hence is at least partly innate. (2) its full effects may not be evident at an early stage, but there will be some advance indications, allowing trained people to identify the presence of talent before exceptional levels of mature per 1 Ormance that have been demonstrated. (3) These early indications of talent provide a basis for predicting who is likely to excel. (4) Only minorities are talented, for is all children were, there would be no way to predict or explain differential success. Finally, (5) talents are relatively domain specific."

## **Skill**

Lee et al. (2001:1 15) define skill as a "...underlying capability or potential to perform at a certain level." Skill is further defined as the "Ability to do something, (esp. manual or physical) well, proficiency, expertness, dexterity; an ability to do something acquire through practice or learning: (oxford talking dictionary, 998: non). Once again, highlighted as being essential to the concept of skill. As can we see from these definition as well as the definition of talent, these integral in defining the concept of skill and vice versa.

For example, a talented individual is often referred to as being skilled at performing a certain function and conversely, a highly skilled individual is regarded as being talented and with high ability in their domain of choice, therefore, it stands to reason regarded as being less talented, as has been noted earlier in this chapter.

## **Talent identification**

In considering the conceptual definition of talent identification some of the views and findings of related literature have been taken in to consideration.

**Booyesen** (2002: 13) defines talent identification as "... identifying those individuals who possess a quality of execution or ability, with the intention of future development and nurturing of this talent to the benefit of the individual as well as country.

Identify or detect, means to discover something which is hidden, in order to know, among a large population of youngsters, those who have a greater possibility to achieve, in the long term, the required capacities to reach top performance at the moment when his/her capacities will be optimal.

There are two interdependent actions that should be considered and distinguished:

There are two interdependent actions that should be considered and distinguished:

- Identification, which consists of evaluation procedures belonging to a specific sport.
- Development of the talent, which depends on environment family, school, club and training structures where the athlete shall develop.

## **What are the limits?**

The limit can be emanated from differentiated levels like ethical and social level which reflects mainly on the future destiny of the athlete. Technical level can also be taken as the other means of limits and focuses on the technical aspects that the athlete need to acquire or develop as an aspect for the formulation of prediction. In general the limit has/have several consequences.

**Table 3.** Countries with talent identification

<b>Countries with talent identification</b>					
No	Country	Detection debut	Population	# of medals	Population medals
1.	GDR	1962	17m	102	1
					166 666
2.	BULGARIA	1980	8.5m	35	1
					242 857
3.	HUNGARY	1978	10.5m	23	1
					456 521
4.	ROMANIA	?	22m	24	1
					916 666
5.	USSER	1970	255m	132	1
					1931 818
	Total		313m	316	1
					990 506

Statically description of countries with talent identification methods. (Ballesteros)

Therefore it is more prudent to define talent identification as process which takes into consideration the modern tendencies, using optimal training methods to develop the young talent in order to increase the probabilities for him to reach excellence.

Having these limits in mind, we can now list a certain number of criteria for the preparation of a talent, identification plan.

### **Modern tendencies**

There are three aspects which help to judge if a certain subject is a real talent:

- The status of development of his capacities which should be much higher than the average at a certain biological age.

- The velocity of development of his capacities giving the possibilities to find favorable conditions.
- The motivation showed constantly by him for reaching the top level in a certain sport.

## **The follow up**

The discovery of talent is never due to chance but comes from a precise policy of a certain sport organization which needs:

- A process which includes a program of evaluation this process needs clear answer to the following questions:
- Why establish a talent identification process?
- How to organize it?

## **Why**

- To establish a sort of initial perspective to the benefit of the youngster.’
- To offer opportunities, to all those who show the capacities and the motivation, to orientate towards a high level program.
- To increase the number of athletes who can achieve a high level of performance.
- To reduce the investment of a national federation, the volume of work and the coaches time dispersion.
- To increase the number of high level athletes in a country without affecting the health of their young athletes.

### **2.6.4 Nutrition**

According to Dr. *Bezabeh Wolde*, Carbohydrates are a major energy source during intense training for whatever type of physical activity. Every field of activity requires energy to fulfill the desired goal. The amount of calories lost by training must be gained by having appropriate type of food, unless it may cause negative effect up on the athlete during each season of the task.

*“ A middle distance runner must keep careful watch on his diet, avoiding fatty food, starches and fries dished on the day of the meals,*

*he/she should eat a substantial, energy producing meal five or six hours before he runs, then eat very lightly food two hours 2:30 hours prior to the race". (Earl "Bud" Myers 1965:43)*

Carbohydrate is certainly a major source of energy or it is a fuel for energy production and the oxidization of glycogen which is the storage product of carbohydrate that do not require much oxygen in produce ATP when compared with fatty acids.

*... An important limiting factor in middle distance runners is the oxygen supply to the muscles, but oxidation of fatty acids requires almost 10% more oxygen to produce the same amount of ATP when compared to the oxidation of glycogen. Less glycogen would be oxidized, the rate of ATP production would fall and the pace would drop. Fatty acids should, therefore, not be used by middle distances runners. (Eric New Sholme, et al. 1994: 103).*

Even though carbohydrate is the known fuels of energy, it has a negative effect on middle distance runners, if the food is taken (had, close to the event.

*... The glucose in food will cause the release of insulin which prevents the mobilization of fatty acid from adipose tissue by suppressing fatty acids mobilization and it also decreases glycogen break down in the muscle and lower the blood glycogen is the major source of energy for the athlete in middle distance and server.*

*Hypoglycemia can cause fatigue; the carbohydrate food must not be taken too close to the event. (Eric N. et al. 1994:105)* Not only, middle distance runner but also it is important for long distance runner.

*The level of glycogen in the muscle is critically important for athletes who runs distances for 800m upwards for middle distance runners, the greater the glycogen store, the greater the amount of fuel depleting but oxygen saving and ATP producing anaerobic metabolism that can be allowed. (Eric N. et al. 1994:219)*

There are food substances necessary to the runner. Even though the percentages of proteins and fats are not as high as carbohydrate.

*For athletic performance and for good health sport scientists recommend a diet that includes more carbohydrate, less fat and less protein (65%, 20% and 15%) respectively are the high performance diet carbohydrate are the leading source of energy in the high performance diet, such as potatoes, corn, beans, rice, and whole grained cereals, breads and pastas. (Marthen R 1997:125)*

## **Developing a healthy diet**

Diet like the world nutrition; means all the food a person eats and drinks. Diet directly affects the performance and health of each athlete. Coaches should be aware that athletes' eating and drinking pattern will influence how well they can train and whether they are able to compete at their best. Coaches should work with athletes to develop healthy diets where they individually aware of their personal nutritional goals and of how they can select the nutrition to meet these goals.

As well chosen diets offer many benefits to all athletes, regardless of events, gender, age or level of competition. This benefit includes:

- Optimal gain from training program
- Enhanced recovery within and between training sessions and competitions.
- Achievement and maintenance of any optimum body weight and physiques.
- A reduced risk of injury and illness
- Confidence in being well- prepared for competition
- Enjoyment of food and social eating situation.

Despite these advantages many athletes do not meet their nutritional goals. The reason for this can include:

- Poor knowledge of food and drinks
- Coaches having poor and outdated knowledge of sport nutrition
- Poor choice when buying food
- Inadequate cooking skills
- Inadequate finances
- A lifestyle leading to inadequate time to obtain prepare or consume appropriate foods.
- Poor availability of good and drink choice
- Frequent travel
- Indiscriminate and incorrect use of supplements and sport foods.

In this chapter we will look at the way food can play a very important part in successful training and competition. We will look at why the body needs foods, which sorts of foods are good's for us, which are necessary and which are not so good and why. But first we should understand what we mean by 'nutrition'.

All coaches and athletes are cautioned against the indiscriminate use of dietary supplements and young athletes are actively discouraged from supplements use.

## **Pre and post Performance Nutrition**

Energy level in the body should be high before performing in either training or competitions. The recommended athlete's diet shown earlier will normally supply this energy. But when should we eat and drink before exercise, and how much and what kinds of food are best? The meal itself will not produce higher performance but it can reduce performance. Eating a small amount of solid food immediately before competition is much better than eating too much. Each individual will be different in what works well for them, but in general:

- Eat a small, easily digested meal high in carbohydrate
- Eat about 2 to 3 1/2 hours before competing
- Restrict fats and protein since they are slowly digested
- Avoid foods which form gas in the digestive system

- Drink small amount of water often, before and after competitions, and during if it is a prolonged endurance competition or has several efforts in a single day such as in the combined events.

## **Post training and post competition Nutrition**

Recovery after a training session or a competition is the beginning of the process of adaptation and becomes part of preparation for the next training session or competition. Replacement of sweat losses is an essential part of this process. Both the water and the salts lost in the sweat must be quickly replaced. The athlete should aim to drink 1.2-1.5 liters of fluid for every Kg of weight lost in training or competition. If sweat lost is high then sports drinks containing sodium can be used, if no food is taken at this time.

It has been found that small amount of high quality protein combined with carbohydrates helps the adaptation to training, if took after the training session. Special sports food such as sports bars and liquid meal supplements can provide a compact and convenient way of consume carbohydrate and protein everyday foods are unavailable or are too bulky and

Based on the above statements, performance is the product of heredity and to some extent, experience of the individual athlete even though the percentage of genetic contribution for best result is high.

### **2.6.5 Attitude of the coaches and the athletes**

#### **What is attitude?**

Attitude is to any habitual mode of regarding anything, any settled behavior or conduct, as indicating opinion or purpose regarding anything (Funk and Wagnalls 1963:184).

A person who has a certain attitude toward something is reacting to his conception of those things rather than to its actual state. Attitude are closely related to opinion and formed as a result of some kind of learning experience.

## **2.7 The effect of training for best performance**

The aim of training is to enable the athletes and coaches of sport science, to acquire knowledge of contemporary issues concerning in physical preparation necessary for participation in middle distance events.

Physiological mechanisms that underpin middle distance running performance, stimulating, reflection on current training strategies in light of new knowledge and insights. In this way a more informed self critical.

Daniel (1998:49) stated that make up the final quality phase of the intense distance program and should be set up to take advantage of strength and previous training and racing experience. The key component of in in-season should be adequate rest and recovery from

Work outs: quality training but of a limited volume. The toughest physical work is behind the athlete and improve will come as a result of what already done in the off-season and preparatory season. Don't increase training sets during competition phase.

Just do quality works with minimal efforts and put the energy in to high quality races. (Jack Daniel, 1998:243)

The above statements indicate that, training must be specific to seasons and the amount if training program should be based on the ability of the athlete he/she can resist. If not so, it can cause damage on the individual's performance, health condition and outcome became non progressive.

For any training programmed to be effective the coach or the athlete must follow a specificity principle.

### **2.7.1 Specificity in training and its results**

You should train the muscles energy systems and skills that are specific to sport for which you are training. Fitness is specific to the type of exercise being performed. For instance, weight training develops strength, but continuous running develops aerobic capacity. Specific exercise produce special biological response for instance weight training increase recruitment and fiber size in the muscles being exercised . specific individuals respond differently to the same exercise and specific sports demand specific types of fitness. Devis et al. (1986:157

## **2.7.2 Periodization**

The training time must be divided into seasons. These seasons are off-season training, pre-season training and in season training.

### **2.7.2.1 Off-season training**

Training during this period should be devoted to remaining reasonably active without necessarily staying involved in the chosen sport. Athletes should monitor their percentage of body fat and activity levels so that they begin preseason training at or close to their competition weight training and skill development programs to remedy and any diagnosed weaknesses.

### **2.7.2.2 Per-season training**

It usually last for between 6 weeks and 3 months. It involves progressive development of the energy of the energy system that are important in the sports and practice of the basic skill.

### **2.7.2.3 In- season training**

The emphasis during the complete season should be on skill and strategy with maintenance of preseason fitness. The coach should be aware of the need to supplement skill sessions with more intensive weight, sprint or endurance training where it seems necessarily.

It may better to aim for peak performance during the middle of the season (not at the start) so that the performer can maintain his/her peak in to the finals. Devis et al (1986:162).

**Table 4. Sample training menu for middle distance runner**

Aerobic base (for season)	Anaerobic threshold (per season)	Anaerobic and speed (competitive season)
<ul style="list-style-type: none"> <li>• Slow distance</li> <li>• Hills</li> <li>• Fartlek</li> <li>• Medium distance</li> <li>• Maintain speed</li> <li>• Natural interval</li> </ul>	<ul style="list-style-type: none"> <li>• long interval</li> <li>• fartlek</li> <li>• Pace training</li> <li>• Fast distance</li> <li>• Maintain aerobic base</li> <li>• Maintain speed</li> </ul>	<ul style="list-style-type: none"> <li>• medium intervals</li> <li>• short interval</li> <li>• sprints</li> <li>• maintain aerobic base</li> <li>• maintain anaerobic threshold</li> </ul>

- Fartlek is speed play, usually with a partner, of interval of faster and slower running. Athletes choose the speed to suit the training and their level of training.
- Natural interval utilizes the change in training to dictate pace.

More mature or experienced athletes should do more distance, more intense training and speed work and several twice daily sessions. As training moves to preseason, it is important to maintain aerobic fitness gains while working on increasing the anaerobic.

Threshold and as training approaches the competitive season. It is essential to maintain both anaerobic and anaerobic threshold improvements with appropriate training. Training hour depend up on age, experience and level of fitness (*marhnes 1997:117*).

### **2.7.3 Training methods**

#### **2.7.3.1 Fartlek training (speed play)**

It is continuous training but with regular bursts of speed of from five to ten seconds, every two or three minutes during a session. These sessions increase the anaerobic energy systems, while heavily using aerobic system.

#### **2.7.3.2 Weight training**

During this time training subject perform a series of resistance exercises designed to develop the fitness component the require in specific sport related muscle.

### **2.7.3.3 Interval training**

It involves alternating work followed by recovery period or intervals interval training allows high intensity work to be performed without the fatigue associated with a continuous session of equal intensity interval training allows the three energy systems to be developed according to the length of the work interval. The variables that can be manipulated in a interval routine are:

- Duration of the work period or distance
- Intensity of work(speed)
- Number of work of recovery repetitions
- Duration of recovery periods and activity

The heart rate during interval training should reach 180b/min during work and recovery to 120b/min. in the rest interval. (Devis et al. 1986:167)

### **2.7.3.4 Circuit training**

Circuit training consists of a series of exercise (usually 10) arranged in order and designed to develop general body fitness or specific sport related fitness and skill. The advantage of circuit training that, it can be to develop strength, power, endurance, agility, and anaerobic and aerobic capacities simultaneously in a limited time and space.

Over load is achieved in circuit training by:

- Reducing target times
- Increasing exercise resistance (difficulty of exercise)
- Increase repetition members

**N.B** circuit training must be supplemented by flexibility program

### **2.7.3.5 Calisthenics**

There are basic exercise used to develop strength, power, endurance, agility or flexibility depending on the exercise chosen and the training method use. (devis et al. 1986:172)

**Table 5. Brief scheme of training for the middle distance**

<b>Basic</b>	<ol style="list-style-type: none"> <li>1. (20%) general conditioning work in the gymnasium</li> <li>2. Sprint drill (may be with weighted jacket), circuit training, light weight training with many repetitions, total training.</li> <li>3. (40%) aerobic training steady runs of 12-16km over varied terrain.</li> <li>4. (10%) extensive interval training 10-20 repetitions of 100m, 200m, 300m, at moderate effort with jog recovery of 1-2 minutes</li> <li>5. (10%) Fartlek 1 hour easy running interspersed with fast shorter stretches, up and down hill runs and moderate speed longer stretches</li> <li>6. (20%)-pace-endurance 3-6 sets of 1000m-2000m at 75% effort with 4-6 minutes recovery</li> </ol>
<b>Specific</b>	<ol style="list-style-type: none"> <li>1. (10%) hill runs 10-15 repetitions of about 100-300m moderate slop, active recovery either short 2-3 minute or long 5-10 minutes.</li> <li>2. (40%) steady runs an aerobic threshold of 8 12km</li> <li>3. (20%) speed endurance 4-6 times (2-3 sets of 3-5 repetitions) 300-500m at 90% effort with recovery of 3 and 9 minutes.</li> <li>4. (10%) Farlek 6-8km</li> <li>5. (20%) intense interval training (faster than in basic period) increase of speed endurance (No 2-3 and 5 important)</li> </ol>
<b>Competition</b>	<ol style="list-style-type: none"> <li>1. (30%) steady runs, fartelk or easy (regenerative runs</li> <li>2. (20%) intensive interval training less repetition and faster than in previous period and in sets of 5 recovery up to 30 minutes.</li> <li>3. (10%) speed 6-8 fast repetitions of 100-150m with recovery of 6-8 minutes.</li> <li>4. (40%) competition pace-at shorter than race distance; 2-4 repetitions at racing pace with at least 10-15 minutes recovery</li> <li>5. (10%) competition one per week but sometimes at other distance for improving speed and gaining peak form (No. 1-2&amp;4 important)</li> </ol>
	(Balletros 1992-30)

## **2.8 Techniques in idle distance running**

Middle distance is the event in which the runners may use techniques unlike other fields such as short distance and long distance. The running action in middle distance should be natural and relaxed. All the movement of the body and the leg should swing forward easily and powerfully. The shoulder should be free from tension and relaxed.

*For good running in middle distance the body is kept relaxed. The arms are normally carried low not very high, the body is held up right not lean, the leg stride is extremely long with hip swing, the knee action is high enough to enable the runner to extend the foot forward easily and permit the hip to swing and acknowledge of pace and physical condition is essential.*

(Ayalew Zleleke, Ass.Prof.2001:49)

To run middle distance propely, there are techniques when the athlete is in competition. These techniques include the start phase, the middle phase and the final phase.

### **2.8.1 Start phase of the race**

The start of 1500m is less hectic than the 800m and there is less call for initial speed on the first turn. With first curve of 800m good starting followed by a fast first curve can give a greater room for maneuver when the runners break for the inside down the back straight. A favorable postion at the start of the race is imperative a good start reduces the risk of being elbowed or bumped in the fur long. (Robbie Bright well & Ann packer 1975:88)

### **2.8.2 The middle phase of the race**

As individual in the start phase there are also different techniques during middle distance races unlike the starting phases.

It is important to remain in striking position throughout this phase of the race, yet care must be taken not to be become “Boxed in”. It is usually occurs when following behind the leader and a “tail ender” sweeps up from the back of the field, runs at the shoulder of the luckless athletes, thereby successfully harming him/her in on the sides. (Robbie Bright well & Ann packer 1975:101)

### **2.8.3 The final phase of the race**

In every competition of running events especially in middle and long distance races, the final phase (finishing) is the phase in which a good finisher can take part of the first position. So every competitor must take care of the phase and prepare him/her self for this the last phase of any competition. During this phase the runner who is behind the leader and can pass on the right side by using the whole power as possible.

*Run your plan, stay close enough to the top runners to have the possibility of over taking the leader at the finish; . . . you should avoid slowing down and speeding up as this tier you but, try to pass an opponent quickly and with surprise if possible stay in the outside shoulder or rather than directly behind your selected competitor because it is easier to pass other runners from this position (Ayalew Zeleke . 2001:50)*

## **Chapter Three**

### **3 Research design and methodology**

#### **3.1 Research methodology**

Descriptive research method is used since the aim of the research is up to describing fact and telling on the existing condition of the issues under discussion, i.e. problems of coaching middle distance race at 1<sup>st</sup> division athletics clubs of Addis Ababa.

#### **3.2 Source of data**

The primary source of data for this study are: middle distance race athletes, middle distance race coaches, Athletics federation and the secondary sources are: legal documents, internets, relevant books, IAAF coaching manuals.

#### **3.3 Sampling and sampling techniques**

##### **3.3.1 Samples**

For the specific research the following samples were selected using both probability (simple random) and non probability (purposive)

Will be this study conducted on 7 Addis Ababa athletics clubs, namely Maremiya, Defense, Oromiya Police, EELPA, Ethiopia Bank, Omedla, Mengest Bethoch selected purpose. The target population consist of Ethiopian athletics federation officer, middle distance athletes and middle distance coaches used as source of data for the purpose of the study. Therefore, out of the 11 first division athletics clubs of Addis Ababa 7 of them were taken as a sampling. And the list of 7 athletics club 70 middle distance athletes (simple random). 15 coaches (proposal) and 4 Ethiopian athletics officer (purposively)

### **3.3.2 Instrument of data collection**

For the specific study, the following data collection instruments were used based on their appropriateness.

1. **Questionnaire**

Open ended and Close ended

2. **Interview**

Open ended and Close ended

3. **Observation done on**

Trainings, Facilities of training, Equipment of training and Athlete accommodation (housing, where to stay)

4. **Legal documents review**

### **3.3.3 Procedure of data collection**

In conducting the study, the following relevant procedures used. First relevant data were assessed to get information from what have been done in relation to the problem.

Second before distributing the prepared questionnaire to respondents it tested as a pilot at the club level with relevant athletes and coaches. Then the questionnaire revised depending up on suggestion collected during the try out and administer the concerned respondents so that they will fill and return them back. In administering the questionnaires research assistance had the necessary orientation on how to distribute and collect questionnaire. A proper contact was made with respondent ensure willingness to participate in the study and to maximize the return rate of questionnaire. Interview will held at the respondents' work place. With a language which the respondents could communication well.

### **3.3.4 Method of data analysis**

The information obtained from opinion gathered through questionnaire structured, organized and framed to suit analysis and inference or conclusion. When interpreting the data simple statically method percentage is used to questions that require quantitative measurements accordingly some tables were used in tabulating the results. Finally based on the findings and conclusions reached, recommendation will be proposed as research output.

## Chapter Four

### 4 FINDINGS, INTERPRETATION AND DISCUSSION

#### 4.1 Findings and interpretation of data

Results obtained from middle distance athletes, middle distance coaches athletics federation officer, and also results from document analysis and observation are tabulated and interpreted as follows.

#### Quantitative interpretation of questions

##### 1. Questionnaires filled by middle distance athletes

**Q1:** How many middle distance coaches are currently coaching athletes in your club?

**Table 6. Number of middle distance coaches in the club**

<b>N<sub>o</sub></b>	<b>Sex</b>	<b>N<sub>o</sub> of percent</b>	<b>%</b>
1	Male	70	100%
2	Female	-	-

According to the data in the above table 100% of the respondents replied that they have male coaches in the club.

**Q2:** Do you believe in your coaches over all coaching ability

**Table 7 . Athletes belief in coach's abilities**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of percent</b>	<b>%</b>
1	Yes	65	76%
2	No	35	24%

According to the results in the above table 76% of the respondents responded that, they believe in their coaches over all coaching ability, whereas, 24% of them replied that they do not believe in their coaches overall coaching ability.

**Q3:** Do you think that you have conducive situation for training

**Table 8. Conducive situation for training**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondents</b>	<b>%</b>
1	Yes	5	6%
2	No	75	94%

As it is indicated on the above table 6% of the respondents replied that they have conducive situation for training, whereas 94% replied that the environment is not conducive for training.

**Q4:** Do you follow strictly your training schedule to train regularly?

**Table 9. Adherence to training schedule**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondents</b>	<b>%</b>
1	Yes	65	87%
2	No	9	13%

According to the data in the above table 87% of the athletes responded that they respect their training schedule, while 13% of the respondents said that they are not respect their training program.

**Q5.** What initiates you to choose this discipline?

**Table 10. Initiates to choose the discipline**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondents</b>	<b>%</b>
1.	Role model	6	10%
2.	Coach	15	30%
3.	Economic rewards	40	60%
4.	No reason	-	0%

According to this table 60% of the respondents responded that they are motivated towards the discipline they are competing currently because of economic reasons 30% of the respondents said that they are motivated by their coach, 10% of the respondents said that they are motivated by a role models.

**Q6:** Did you participate in planning the training schedules?

**Table 11. Participation in planning the training schedules**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1	Yes	13	10%
2	No	77	90%

According to the above table 10% of the respondent replied that they participate in planning the training schedules, while 90% of the respondents said that they do not participate.

**Q7:** Have you ever taken any talent identification test to join your club?

**Table 12. About the test taken to join the club**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1	Yes	20	21%
2	No	80	79%

As it is indicated on the above table 79% of the respondents replied that they have never taken any test to join the club where as 21% of them replied that they took a test what type of competition? Time trial or actual competition?

**Q8.** Do you see any problem related to lack of job integration among the coaches and administration?

**Table 13. About relationship among coaches and the administration.**

<b><u>N<sub>o</sub></u></b>	<b>Options</b>	<b><u>N<sub>o</sub></u> of respondent</b>	<b>%</b>
1	Yes	90	80%
2	No	10	20%

According to the above table 80% of the respondent replied that there are problems of integration among coaches and administration while 20% of the respondents said there is integration in between coaches and administration.

**Q9:** Do you have a plan to shift to another discipline?

**Table 14. About the future plan of athletes**

<b><u>N<sub>o</sub></u></b>	<b>Options</b>	<b><u>N<sub>o</sub></u> of respondent</b>	<b>%</b>
1	Yes	73	76%
2	No	27	24%

As indicated in the above table 76% of the respondent replied that they have a future plane to shift to the other discipline whereas 24% of the athletes responded that they have no plan to shift to the other discipline.

**Q10:** Do you think that your collogues are satisfied with their competing distance?

**Table 15. Satisfaction of collogues with their competing distance**

<b><u>N<sub>o</sub></u></b>	<b>Options</b>	<b><u>N<sub>o</sub></u> of respondent</b>	<b>%</b>
1	Yes	18	24%
2	No	82	76%

As it is indicated on the above table 76% of the respondents said that their colleagues are not satisfied where as 24% of the respondent replied that their colleagues are satisfied with the discipline they are competing for

## 2. Questionnaire filled by Middle Distance coaches

**Q1.** What is your educational status on coaching?

**Table 16. Qualification of the coaches**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1.	PHD	-	0%
2.	MSC	2	1%
3.	BSC	8	2%
4.	Diploma	15	21%
5.	Certificate	-	-
6.	Others (12 <sup>th</sup> grade complete and below)	-	-

According to the above table 76% where do get this percentage? of the coaches are not even high school graduated, where as 21% of the respondents are received a coaching certificate that is give from the national federation, 2% of the coaches are Diploma holders, and 1% of the coach is MA degree graduate

**Q2.** How many middle distance athletes do you have in your club?

**Table 17. Number of athletes in the club**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1.	Male	60	85.7%
2.	Female	10	14.30%
	Total	70	100%

**Q3:** Do you think that your athletes respect your training and competition plan?

**Table 18. Athletes respect to training and competition plan of their coaches.**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1.	Yes	94	90%
2.	No	6	10%

According to the above table 90% of the respondent replied that they are respect the training and competition plan while, 10% of the respondent are not respect the training and completion plan.

**Q4.** Do you face any problem in any form of your club management that affects your training process negatively?

**Table 19. Problems related to club management that affects the training process of athletes negatively**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1	Yes	9	15%
2	No	91	85%

According to the above table 85% of the respondent replied that the management does not affect the training process negatively, but 15% of the respondent replied that they affect the training process.

**Q5:** Do you see any problems related to job integration among clubs federation, athletes and coaches to coaches?

**Table 20. . Problems related to job integration among clubs, federation, athletes and coaches to coaches**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1.	Yes	79	80%
2.	No	21	20%

According to the above table 80% of respondent replied that there are problems of job integration among them while, 20% of the respondent said that there are a coordination between them.

**Q6. Who design the training plan and competition?**

Table 21. About training plan and competition

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1.	Only me (the coaches)	82	95%
2.	Both athletes and coaches	18	5%
3.	Athletes (I just agree with what they say)	-	-

According to the above table 95% of the respondent replied that the training and completion plan organized by coaches while 5% of the respondent replied that the training and completion plan prepared by both athletes and coaches.

**Q7: Do you encourage the athletes to give comments and suggestion to the training session?**

**Table 22. about encouragement to comment and give suggestion on training session by the coaches.**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1.	Yes	96	93%
2.	No	4	7%

According to the above table 93% of the respondent replied that, the coaches encourage the athletes to give comments and suggestion to the athlete to give comments and suggestion to the training session

**Q8: Who recruits athletes to your club?**

**Table 23. About the recruitment of athletes for the club.**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>N<sub>o</sub> of respondent</b>	<b>%</b>
1.	Coaches	10	3%
2.	Club officers	85	95%
3.	Athletes	5	2%
4.	Others	-	0%

As it is indicated on the above table 95% of the respondents replied that club officials are responsible for recruiting new coming athletes to their clubs, while 3% said that coaches are responsible for recruiting and 2% of the respondents replied that athletes also bring new athletes with good performance to their clubs.

**Q9.** What are the criteria for athletes to join your club?

**Table 24. The criteria for athletes to join the club**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>%</b>
1.	Base on his/her interest	0%
2.	Just having observation on his physiques	10%
3.	Winning competition	80%
4.	Passing talent identification tests	0%
5.	Others	10%

According to the above table 82% of the respondents replied that the criteria for joining their club is winning the competition, on the other had 10% of the respondents said that the criteria for joining their club is just having an observation on athletes physique, and 10% of the respondents responded that there are no criteria.

**Q10.** Is there any change that you can see after each training session?

**Table 25. About Changes seen after each training session**

<b>N<sub>o</sub></b>	<b>Options</b>	<b>Name of respondent</b>	<b>%</b>
1.	Yes	75	63%
2.	No	25	37%

According to the above table, 63% of the respondent replayed that there are changes that the coaches can see after each training session while 37% of the respondent they didn't observe any change after each training session.

## **Qualitative Interpretation of Data**

The open ended questions that have been delivered to the athletes and coaches response are interpreted in summarized manner as follows.

### **1. Questions of Middle Distant athletes**

**Q11.** What do you think the major problems of middle distance race?

The majority of the respondents responded that the major problems are:-

- The economic reward of the discipline
- Shortage of facilities and equipment
- Improper talent identification procedure (criteria)
- Problems of knowledgeable coaches

**Q12.** With regard to the reasons why athletes decide to shift another discipline, majority of the respondents for warded the following reasons.

- The disciplines have poor economic reward
- Training friends (athletes) are long distance athletes
- No improvement on the performance

**Q13.** What additional improvement do you think your coach should do?

- Providing facilities such as (spikes, suit)
- Improving coaching abilities
- They have to prepare event to participate international competition that we develop experience

### **2. Questions for middle distance coaches**

**Q11.** What problems do you face related to facilities (conditions for coaching middle distance in your club?

- Gymnasiums for weight training
- Track, suits (spikes)

- Show or bath room (after training)

**Q12.** What do you think could be other problems of coaching middle distance race?

- Lack of international completion
- Reference book to update coach knowledge
- Lack of qualified coach
- Lack of track(Facility)

**BQ13:** What solution should be taken to solve those problems?

- Discussion with stack holder (like federation, other coaches...) have a chance of competition.
- Looking for sponsors to assist the clubs
- Providing medical support
- Up gardening the coaches level
- Financial support (insentive)

## **Qualitative interpretation of interviews**

### **Interview of Ethiopian Athletics federation officers**

For the interview questions asked a responsible officer of Ethiopian athletics federation has given an appropriate answer and they are interpreted qualitatively and represented as follows.

1. What major problems do you see on coaching middle distance 1<sup>st</sup> division athletics.
  - Lack of materials equipment, facilities
  - Poor budgeting
  - Job interference of coach from club official and manager
  - Misconception of athletes profile
  - Lack of proper talent identification criteria

The above point is the major problems encountered by coaches, athletes and also the club itself, as the official put it

2. What solution can you suggest to come over the problems you mention earlier?(in question no1)

The point may be as a solution to solve the existing problems

1. Club should find a way near to work with NGO
2. Club should ask NGO to get material
3. Club manager should be given duty and professional freedom to athlete and coaches so that job interference will no be a problem.
4. Coaches and managers try to work together to bring national sprite
5. Clubs should be prepare their own MDA talent identification criteria

### **Qualitative Interpretation of observation**

#### **1. observation on training**

From the samples I try to observe two training for each clubs, total of 14 and the result is interpreted as follows.

**Table 26. Observation on training**

<b>observation</b>	Excellent	good	poor	Hard to know
Load	-	-	-	100%
Intensity	-	-	-	100%
Volume	-	-	-	100%
Appropriateness	10%	-	80%	6%
Athlete response	-	-	50%	-
Group formation	10%	14%	80%	-

From the total 14 training observations the following quantitative interpretation is done:-

100% of the training load, intensity and volume are hard to know since there were not any document (lesson plan) to describe them. 10% of the training appropriateness was excellent, 80% was poor while 6% of it was hard to know since no one knows why the athletes are specifically training for. 100% of the athlete response was hard to know since the training days objectives was not described.

10% of the coaches were active enough to run the training process while 80% of them were idle and the rest 10% of them absent.

### **Observation on facilities and equipment**

**Table 27. observation on facility and equipment**

<b>Observation</b>	Excellent	Good	Poor
Availability	-	10%	90%
Exploitation	-	4%	96%
Appropriateness -	-	4%	96%
Athlete accommodation	-	10%	90%

90 of the clubs have poor availability of facility and equipment while 10% of them somewhat good availability 96% of the club has poor level of facility and equipment exploitation. While 4% of them can ex[ exploit at a good level the appropriateness of the facility and equipment at those at those club is 96% poor and 4% good. And finally, 10% of the clubs give accommodation to athletes while the rest 90% is do not.

### **Discussion of the findings**

#### **Athletes answer**

As it is shown in the table 1, 100% of the respondents replied that there is no female coach in their club. In table 3, 94% of the respondent replied that there is no conducive situation for middle distance training. in table 4, 87% of the respondents said that they respect the training schedule is not respected. In the table 5, most of the athletes joined to MDR discipline due to economic reward. The other one in table 6, which is asked about the planning 90% of the respondent answered that they don't participate at the training schedule in table 7, 79% of the respondents replied that they don't take any test to join the club.

#### **Coaches answer**

On **Table 6**, 95% of the coaches replied that the training and plan were prepared by the coaches. On **Table 8**, 95% of the coaches respond club officers are responsible to recruit athletes to join at their club. On **Table 9**, 80% of the respondents said that the criteria to join their club is based on the result of competition.

The Ethiopian athlete federation's mentioned poor training facilities, improper nutrition and a lack of medical care as the major problems in coaching middle distance race at the first division athletics club of Addis Ababa.

Finally, table 12, shows 90% of the clubs, 96% of the club, 96% of the clubs and 90% of the clubs are poor in facilities and equipment availability, exploitation of the appropriateness, and athletes' accommodation respectively.

In the literature review, Peter J.L. Thompson in his book introduction of coaching discussed the importance of proper training facilities, materials, medical care... for certain sport training.

Based on the finding of the data collected, the level to which first division athletics are equipped with proper and conducive training environment materials, medical nutrition is poor. Reviewing Literature clearly stated that the importance and proper training environment materials is significantly stated.

### **Qualification and coaching knowledge of coaches**

In their coach's ability, talking about the qualification and coaches knowledge of these division athletics clubs of Addis Ababa, is somewhat unexpectedly shocking. The qualification of the coaches is so poor that a unthinking to have a club in a scientific based training system.

In table 1, it is clearly that 76 of the coaches are qualified only up to the level of grade 12 and below. 21% in certification, 2 in diploma, 0% in BSC 1% in MSC

## Chapter Five

### 5 Summary, conclusion and recommendation

#### 5.1 Summary

On the basis of the results obtained from different sources the major findings of the study were summarized as follows.

- The coaches are not qualified up to the standards of follow scientific training, planning the schedule with athletes and identify talented athletes.
- The talent identification procedures of the clubs, even in the country can be said it does not exist except competition as sole criteria of recruiting athletes.
- Job integration among Federation, Clubs, Coaches and Athletes are not identified.
- Athletes join specific disciplines for some reasons outside the talent they have (reward) .
- The presence and conduciveness of training facilities and materials are not well organized.
- There are no female coaches in middle distance race in clubs

## 5.2 Conclusion

Based on the findings of the study, the following conclusions are given.

- The presence and conduciveness training facilities and materials is so poor to the extent that it affects the training process negatively.
- Concerning the coaches doesn't invite the athletes' participation the task (plan)
- The job integration among the Federations, Coaches, Clubs and Athletes are not smooth and effective which divert the results negatively.
- Athletes join to the disciplines without a proper talent identification process because of reasons related to economical rewards.

### 5.3 Recommendation

- Based on the findings, the following recommendations are given believing that the problems of the 1<sup>st</sup> division athletes club coaching will be resolved.
- Talent identification procedures of the clubs should be organized and structured based on the scientific methods or procedures of talent identification.
- The scarcity of materials and facilities discourage athletes therefore clubs allocate budget to purchase sport materials.
- The qualification of coaches should be improved so as to have proper concept of coaching.
- Coaches should give chance to athletes to participate in outlining their training plans and encourage them, to give comments on training .
- Clubs and Federation should provide any form of in service training to upgrade or improve coaches qualification.
- The job integration among the federation, clubs, coaches and athletes should be smooth in order to achieve their mission.
- If the federation and clubs advice a sort of mechanism by which there athletes practice at Addis Ababa Stadium. With a limited number of athletes on the track at a time.

## **Bibliography**

Bezabih W. (1997). Complied. Sport Medicine K.C.T.E

Davis (1989) Physical Education Theory and practice. Mac Millan Education. Australia.

Earl “Myers (1969)- Track and Field.

Edward L.F eta (1981). The physiological Basis of Physical Education and Athletics.

Eric N.S etal (1994). Keep on running. The Science of Training and Performance.

Fran G. etal (2000) . Advanced PE, and ED Heninment Grate Britian

Gerry carr (1999). Advanced of Track and field human Kienetics U.S.A.

IAAF Middle and long Distance coaching manual IAAF Publication. Swizerland . 2007.

Morgan (1982) introduction of physiology. 7<sup>th</sup> edition Mac Graw Hill New York U.S.A

Pascua P. etal.n(1996) . New studies in athletes

Peter JL Thomposon (2002). Introduction to coaching Virginia U.S.A

Strakely K. (1996). How Organized Team Thompson Business Press. (U.S.A)

## Appendix A

### Addis Ababa University College of Natural Science Department Sport Science

Questionnaire to be filled by middle distance athletes

Objective of the questionnaire

The purpose of this questionnaire is to collect data on the problems of coaching middle distance race in first division athletics clubs of Addis Ababa please, read each of the items carefully and the response that correspond to the situation in your clubs. Your response has a great importance on the success of the study.

**NO need of writing your name**

**Thank You for your cooperation**

#### Part one personal data

Please indicate your response by placing ( ✓ ) Mark in corresponding box of your choice.

Sex \_\_\_\_\_ Male \_ Female \_\_\_\_\_

Age below 20  20-25  26-30  above

Running discipline \_\_\_\_\_

Personal Name \_\_\_\_\_

Experience at the club \_\_\_\_\_

#### Part two questionnaire items

Please indicate your response by placing a ( ✓ ) mark in corresponding box of your choice.

1. How many middle distance coaches do you have?

Male \_\_\_\_\_ female \_\_\_\_\_

2. Do you believe in your coaches over all coaching ability?

Yes  No

3. Do you think that you have conducive situation for training?

- Yes  No
4. Do you respect your schedule regularly (training program)?  
Yes  No
5. What motivate you choose the discipline you are competing?  
 Role model  
 Coaches  
 Economic rewarded of the discipline  
 I don't know
6. Did you participate in planning the training schedules?  
Yes  No
7. Have you ever taken any test to join the club?  
Yes  No
8. Do you see any problems related to lack of integration among the coaches and administration part?  
Yes  No
9. Are you planning to shift to other discipline?  
Yes  No
10. Do you think that your colleagues are satisfied in their competing discipline?
11. What you think the major problems of middle distance race?  
 Problems of coaches  
 Shortage of facilities  
 Problems of incentive  
 Improper talent identification
12. On the reason why athletes are to shift to shift another discipline?
13. What additional improvement do you think your coach should do?

## Appendix B

### Addis Ababa University College of Natural Science Department Sport Science

Questionnaire to be filled by middle distance athletes

Objective of the questionnaire

The purpose of this questionnaire is to collect data on the problems of coaching middle distance race in first division athletics clubs of Addis Ababa please, read each of the items carefully and the response that correspond to the situation in your clubs. Your response has a great importance on the success of the study.

**No need of writing your name**

**Thank You for your cooperation**

#### Part one personal data

Age \_\_\_\_\_

Sex \_\_\_\_\_

Experience st the club \_\_\_\_\_

Coaching distance \_\_\_\_\_

#### Part two questionnaire items

Please indicate your response by placing a ( ✓ ) mark in corresponding box of your choice.

1. What is your educational status on coaching?

Phd

Diploma

Msc

Certificate

Bsc

Others

2. How many middle distance athletes do you have in your club ?

Male \_\_\_\_\_

Female \_\_\_\_\_

3. Do you think that your athlete respect your training and competition plan?

Yes

No

4. Do you face any problem in any form from your club management that affects your training process negatively?

Yes  No

5. Do you see any problem related to lack of job integration among clubs, federation, athletes and other coach and other bodies.

Yes  No

6. Who plans training plan and times ?

Only me (the coach)

Both athlete and coach

Athletes (1) just agree what they say)

No training plan at all

7. Do you encourage the athlete to give comments and suggestion to the training session?

Yes  No

8. Who recruits athlete to your club?

Coaches

Club officers

Athletes

Others

9. What are the criteria for athletes to join your club?

Based on his/her interest

Just have observation on physique

winning competition

Passing talent identification test

10. Is there any change that you can see after each training session?

Yes  No

11. What problems do you face related to facilities (conditions) for coaching middle distance race in your club?

12. What do you think could be other problems of coaching middle distance race?

13. What solutions should be taken to solve those problems?

## **Appendix C**

### **Addis Ababa University College of Natural Science Department Sport Science**

Interview questions for Athletics Federation officers

The purpose of this interview is to gather data about problems of coaching middle distance race in first division athletics clubs of Addis Ababa.

Position\_\_\_\_\_

Experience in year\_\_\_\_\_

1. What problems do you face those come from first division athletics clubs, specific to middle distance race?
2. What solution can you suggest to those problems you pointed in question No 1?
3. Do you believe that those first division athletics clubs have the entire necessary facilities, man power, nd budget to run middle distance coaching?
4. Some more questions based on the response of the respondents

## Appendix D

### Addis Ababa University College of Natural Science Department Sport Science

#### Check list for observation on:

The purpose this check list to gather relevant data about the problems of coaching middle distance race on 1<sup>st</sup> division athletics club of Addis Ababa.

<b>1. Training</b>	<b><i>Excellent</i></b>	<b><i>Good</i></b>	<b><i>Poor</i></b>
• Load	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Intensity	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Volume	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Appropriateness	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Athlete's response	<input type="text"/>	<input type="text"/>	<input type="text"/>
• Group Formation	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>2. Facilities and equipment</b>		<b>Excellent</b>	<b>Good Poor</b>
• Availability		<input type="text"/>	<input type="text"/> <input type="text"/>
• Exploitation		<input type="text"/>	<input type="text"/> <input type="text"/>
• Appropriateness		<input type="text"/>	<input type="text"/> <input type="text"/>
• Athletes' accommodation			<input type="text"/> <input type="text"/>
		<input type="text"/>	

## Declaration

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

Name : Hailegebrael Asefa

signature \_\_\_\_\_

Date \_\_\_\_\_

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

Name : Bezabih.W (Ph.D)

Signature \_\_\_\_\_

Date \_\_\_\_\_