SOME FACTORS THAT CHALLENGE THE PERFORMANCE OF LONG DISTANCE RUNNERS: FOCUSING ON MESFIN INDUSTRIAL ENGINEERING ATHLETICS CLUB AND MESBO CEMENT FACTORY ATHLETICS CLUB

BY

NIGUS DEMLIE

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

October, 2012

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ABSTRACT

The purpose of this study is to investigate some factors that challenge the performance of long distance runners; focusing on Mesfin industrial engineering athletics club and Mesbo cement factory athletics club in the year 2011/12. The method was employed mixed approach of qualitative and quantitative research design with the assumption that it is more appropriate to gather variety of data related to the study. The subjects of this study were 34 long distance runners, 2 coaches and one federation secretaries. The respective field selected by using purposive sampling method. As a method of data gathering tools such as questionnaire were uses as the main instruments and interview, observation as a complementary instrument assuming to be help full in triangulating the data. To analyze the collected data both qualitative and quantitative methods such as descriptive statements and frequency counts, percentage, the data gathered through these instruments are analyzed using percentage and the interview made with federation secretary, and the data from the federation secretary recorded analyzed and described in narrated way with the response of athletes and coaches. The challenges that affects the performance of the athlete is also shortage of equipment and facilities, limitation of training place, event specific knowledge of the coaches on long distance running. Therefore, the researcher put the following possible recommendations: the regional athletics federation and national athletics federation must make the necessary arrangements so that the possible gymnasium materials and reference materials will be supplied and transcribed and athletes will have access to get it, should up grade coaches International Association of Athletics Federation coaching level through Coaching Education and Certificate System in order to fill the gap of long distance runners coaches knowledge.

Key word: gymnasium equipments, training place, reference material and performance of long distance runners.

CHAPTER ONE
INTRODUCTION

1.1. Back ground of the study

The birth of track and field as we know them today occurred at the down of earliest civilization. When men obeyed the basic urge – the instinct of self-preservation, at the prehistoric time parents encourage their child to run fast. They held races, so that the youngsters could develop the running ability, which some day might save their lives.

Track and field is one sport where the participants hardly need help from anybody else when he/she performs the activity. In ball game winning is despite the short comings by individual members in the team. But this does not hold true in track and field where competition in most instances are pitted against each other and individual skills are of vital importance.

Now a day, track and field is one of the sports, which attracts the attention of millions of peoples in the world. Increment of the participant (competitors) in the world and continents is the director of this condition. Since track and field has many events, especially track (athletics) has got the highest stages.

It is athletics, which registered Ethiopia in world. Ethiopian athletics practice has started about some 50 years back, but after recent few years it has got greatest attention, except the 27^{th} world champion result. At the moment, the youngster's attention is strongly towards athletics. Of course, the number of participants varies from region to region or from zone to zone even within the same region.

If we see most of our known, golden national athletes they are originated from Oromia region and Tigray regions.

1.2. Statement of the problem

It is clearly known that the performance and result of Tigray Athleics club show some success for short years little Athletes comes from Mesfen and Mesobo Athletics club full fill the minima of the champion ship conducted out of the country but the total efforts of all athletes of the club is not efficient and effective like those Ethiopia Defense and Federal police Athletics club, so the Principal purpose of this thesis, therefore to assess some factors that challenge the performance of long distance runner and propose some pertinent steps to be taken so as to overcome the challenges.

1.3. Research questions:-

In order to achieve the stipulated objectives, the study will attempt to answer the following research questions:

1. Are Athletes of long distance runners provide with adequate training materials which can help for their performance?
2. What problems do athletes of long distance runner encounter in terms of training services?
3. Is there any significant difference between clubs of the two zones in the provision of athletics equipment and challenges?
4. What kinds of challenges do athletes of long distance runner's face as a result of physical training environment?
5. How do coaches support for athletes with sport injuries during the formal training and feeding style?
6. What measures could be taken to alleviate the performance challenges of athletes in regular training year?

1.4. Purpose of the study

The researcher is an attempt to investigate some factors that challenge the performance of long distance runners: focusing on Mesfin industrial engineering athletics club and Mesbo cement factory athletics club? By so doing it will suggest the possible solution to fill the gaps identified.

1.5. Objectives of the study

- **General objective**

The general objective of the study is to assess the factors that affect the performance of long distance athletes at Mesefen and Mesebo Athletics club.

- **Specific objective**

The specific objective of this study will be

- To examine the level of mesefin and mesebo athletics club long distance athletes
- To identify the factors, determinants, challenges the performance of athletes
- To identify the problems of the trainings.

1.6. Significance of the study

The study is relevant in different ways some of which are described here under.

1. It can serve as a feedback to Athletes, clubs and federation offices on the current challenges of Athletes of long distance runners.
2. It may help the club administrator to see the problems, check their plan and adjust in such a way those athletes of long distance train more comfortably and confidently.
3. It is expected to provide a valuable resource to coaches, athletes, club administrators, researchers and other interested parties.
4. It may serve as a starting point for those who want to carry out further study on the same issue.

1.7. Delimitation of the study

The study will be conducted in Mekele and emphasis on the involvement of particularly on two Tigray Athletics club long distance runner athletes.

1.8. Limitation of the study

The limitation of this study included only coaches, Athletes of long distance runners, club administrator, and regional Athletics federation who currently are engaged in the process. Additionally coaches were not also requested if they were took any training on coaching. However, it was better if program producers, media experts, woreda sport expert and other concerned bodies were included in the study. Time and resource constraints limited me to do the work properly.

1.9. Operational definition of terms

- **Athletes** : - is a person who train for performance increment under the supervision of a coaches in specific event(Gerhard: 1977)
- **Challenges**:- stimulating test of abilities, a test of some body's abilities, or a situation that tests somebody's abilities in a stimulating way (Encarta 2012)
- **Coach**: - a person who provides organized assistance to and individual or a group of athletes in order to help them develop and improve (John.et.al:2008).
- **Equipment**:- the material that aids coaches and athletes for better, accomplishment of their training and competition activities (John.et.al:2008)
- **Facility**: - the area or surface where athletes perform their training or competition (Thompson: 2000).
- **Performance**: - an observable behavior of athletes in training and competition (Thompson: 2000).
- **Training**: - a systematic process with the objectives of improving an athlete's fitness and performance level in a selected activity

1.10. Organization of the study

The final research paper will be organized in to five chapters. The first chapter will provide general introduction, statement of the problem, objective, scope of the study: the second chapter will deal with review of the relegated literature pertinent to the research. The third chapter, which includes the research design, source of data, sample and sample size, sampling technique and data collection instruments and data analysis. The fourth chapter will deal on data presentation, analysis and discussion of the finding the fifth chapter will summarize the research.

CHAPTER TWO

REVIEW OF RELEATED LITRATURE

2.1. Training middle and long Distance Runners

Gerhardt, (19770) explained distance training begins with a simple concept. In order to develop as a distance runner, a young man or young woman needs to improve his or her cardiovascular system. In order to do this, they must learn to enjoy training. That enjoyment may take many forms: the joy of working hard to achieve a goal; the joy of working daily with teammates; or, of course, simply the joy that many athletes gain from running itself. Some distance athletes come into the sport already enjoying the training aspect while others can eventually be taught to learn to enjoy distance running. They are four distinct training periods that every successful distance program encompasses: *a* conditioning or base period, a pre-competition period, a competition period and a transition period.

Peter JL Thompson, (2009) described that the key for the continuous progression of a distance runner each season, each year and during their careers is to gradually, progressively increase the volume, intensity and duration of their workouts during each of the four training periods. Done right, the runners will most likely remain healthy and fresh, show constant improvement and run their best races during the championship section of the season. Done wrong, the runners may become injured, fatigued, lethargic, and they may even digress rather than progress – not to mention they may run their worst races of the year during the championship season.

2.2. A Philosophy for Coaching the Distance Events

According to Peter JL Thompson, (2009) in some aspects, training distance runners may be the easiest coaching assignment in track and field. Basically, if a coach can get his or her athletes to run reasonably hard distance training every day they will be somewhat successful; however, it can also be the most difficult event area to coach due to the fact that if an athlete has been over trained or undertrained by the time the championship season begins, there is not much the coach can do to remedy the situation. Training distance runners is not the same as with coaching a technique event, such as the pole vault or discus throw, where the coach and athlete can go out to the track and analyze and correct a problem in one or two training

sessions. Therefore, coaching distance runners requires a great deal of thought and preparation. A coach must truly understand the demands of the events and the capabilities of the athletes under his or her care, along with possessing a sound philosophy that will help all achieve the goals set forth by the athlete, coach and team. Creating a distance philosophy is not easy; in fact, it may be one of the most difficult tasks a coach may undertake, but if well thought out and carefully followed it can be the cornerstone of years of success.

Watts, (1974) first of all, that philosophy must fit within the scope of the entire track and field program. Second, it should be a philosophy that a coach can live with and turn to in times of question. And, finally, there are many different philosophies that can be successful – just because one coach's philosophy is successful at his or her school that doesn't mean that philosophy will be or should be right for another coach at another school.

2.3. Basics to Teach for Racing Success in middle and long distance runners

Matin and Coe (1997) explicitly explained that, racing success has the following elements

A. Race warm-up

Matin and Coe (1997) described that race warm-up should be similar to the warm-up for a pace or interval day. The core temperature of the body needs to be increased and athlete should be ready to race when he or she gets to the starting line.

Warm-up is completely different with each athlete. Some runners need very little warm-up and they are ready to go; in fact, longer warm-ups may actually hinder their performance. On the other hand, other runners may not only need longer warm-ups but also warm-ups of higher intensity.

Coaches should have athletes experiment with longer and shorter and higher and lower intensity warm-ups in pre-competition training sessions to determine which type of warm-up works best for that athlete.

B. Race starts

As Matin and Coe (1997) the body has three basic energy systems: the lactic, the aerobic and the anaerobic systems. The lactic system is a very quick energy system that is sometimes used when a person is frightened. The average athlete has about eight seconds of this energy

stored in the body. If it is not used at the beginning of a physical effort, it basically is lost and cannot be used at any other time. Therefore, athletes should be taught it is important to start a race fast for the first five to six of those eight seconds before settling into pace – doing so will not negatively impact how the body responds physiologically throughout the remainder of the race.

C. Race cool-downs

Matin and Coe (1997) to enhance recovery, an athlete should begin a cool-down within five minutes of the conclusion of the race. A very simple distance cool-down is to walk one lap, jog two laps and then stretch out the body.

D. Preparation for a second race

As Matin and Coe (1997) described the second race of the day in a track meet will require fewer warm-ups than the first. However, the athlete will probably not feel as good warming up for, or at the beginning of the second race. It is important to remind the athlete that this feeling will go away in the early portions of the race, provided the athlete did a proper cool down after the first race and a significant warm-up prior to the second race.

2.4. Tactics to Teach athletes of long distance runners at the time of competition

Gerhardt (1977) regardless of the race distance, the single most important performance component is tactics, he also explains each of them:-

- **Race starts**

There are a variety of race starts. Coaches should practice often with their athletes the abbreviated commands used by a starter for a distance race, 800-meter staggers and moving in on the back stretch, waterfall starts, and what to do if there is a recall at the start.

Even though a runner's starting position in a distance race is certainly not as important as in a sprint race, distance runners should be taught to place their "smart' foot back (see Sprint Section) and have their "strong" foot in a flat-footed position on the start line.

- **Surges**

Surges are moves in the race where the pace is picked up in an effort to break away from a pack or an individual or to pass an opponent. Athletes cannot just decide they want to surge in a race—their workouts should simulate surging to prepare athletes both physically and mentally to put in surges and to be able to react to them if their opponent tries surging.
Between surges, the runner should settle back into race pace.

- **Long kicks**

Kicks at the end of the race are usually not based on all out speed. They are usually based on strength. While some runners have faster twitch fibers allowing them more top end speed, many runners spend time developing strength over a greater distance. Thus, those with more strength rather than flat out speed tend to use a longer kick. Some may start their finishing acceleration up to 800-meters prior to the finish of the race. Many wait until the last 100 meters to use the "kick." The long kick can occasionally eliminate the effectiveness of the short kick.

- **Taking the kick out of the kicker**

For those runners who do not have the huge kick, they should try to push the pace early in the race to put a gap between themselves and the kickers or to wear the kicker down so his or her kick is not as strong at the end of the race.

As with all tactics, coaches should simulate this tactic during practice. A good way to practice this is to start the first two or three segments in a repetition or interval workout at three to five seconds faster than race pace.

- **Turns**

There are different philosophies on turns. Some coaches request their athletes never pass on the curve as it requires the runner to run a longer distance. Other coaches like the element of surprise by passing on the curve.

A good tactic to teach runners is how to move on the curve and how to protect space on the curve. Thus, if and when the athlete needs to either move on the curve or protect position on the turn, it will be something he or she has already practiced.

- **Race plans**

All athletes should have a race plan for every race they run. This race plan should be mentally practiced at least two days prior to the actual race. Additionally, there also should be an alternative race plan in case the original plan changes in the middle of the race.

2.5. Developing the skills of coaching

Thomas E, larkinJr and Anita L.De Franz (2008, p19-36) pointed out the following five basic skills of coaching

- **Building and Developing Relationships**

It does not matter how much knowledge a coach has, what qualifications they hold or what other skills of coaching they possess – if a coach cannot build and develop effective relationships with athletes, he cannot be an effective coach. This is the primary skill of coaching.

When you are in the presence of your athletes it is important that they view you as having an appropriate confidence at all times. This confidence will be reflected by the way in which you stand in front of them, communicate with them and how you are seen to communicate with others. If you are not familiar with the athletes you are coaching, it is important to smile and make eye contact. It is often beneficial to establish eye contact before making an important point, even if you know your athletes very well. If the sun is bright and you or your athletes are wearing sunglasses, it may be helpful to remove these sunglasses before speaking.

If you are working with a group of athletes it is very easy to fall into the trap of focusing your attention on one, or only a few, of the athletes in the group. This might be because it is always easy to identify and feel comfortable with the best performers in any group. But this approach is not consistent with the philosophy of ‘athletes first, winning second’. Any athlete striving to win and not winning should be as valued, and feel as valued, as much as an athlete who can win with ease.

The coach should also understand that each athlete expects a different amount of attention. Some athletes in a group may seek all the coach's attention while others may seek none at all, due to shyness or lack of confidence. It is important then that the coach provides a balance. By showing interest in and respect for all athletes in any group the coach sends out a message that each individual is of equal worth. This helps the attention-seekers to understand the needs of others and builds confidence in the withdrawn or shy individuals.

A coach should, at the very least, know the names of each athlete that they are coaching. This is easy if you are regularly coaching the same athletes but less easy if you are working in a situation where you are continually coaching athletes who are 'new' to you. In these situations you can develop ways to remember the athletes by, for example, repeating their names in your head each time you look at them during a coaching session. If there are just too many or you simply cannot remember their names, then using name tags can be useful. Every individual likes to be recognized by their name and this is true for all athletes as well.

Beginner coaches have many areas to develop as they begin to coach. Some like to collect a great deal of knowledge about athletics and focus their attention on this knowledge – the 'what' of athletics. More effective coaches also develop their knowledge but use the knowledge as a foundation for the 'how' they do their coaching – the five basic skills of coaching. It is important that each coach sees and recognizes the unique needs of each individual athlete in front of them. If the coach has a focus on the knowledge, the 'what' of athletics, they may miss identifying the needs of the athlete. That is why the effective coach uses their knowledge to meet the needs of each individual. They really do, "coach the athlete rather than 'coach athletics'

Providing Instruction and Explanation – the 'Telling' Skill of Coaching, Coaches need effective communication skills. They need to be able to both give and receive information.

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

Providing instruction and explanation is, for the coach, the 'giving' or 'telling' part of communication and is necessary for conveying information and for organizing people and groups. But coaches should never forget that good communication is always a two-way process.

When coaches want to convey information or organize they can ‘tell’ the information. This telling is very useful when time is limited, when something needs to be done in a specific way, when coaching a large or unfamiliar group and particularly when there are important safety considerations. Coaches use ‘Instruction and Explanation’ to organize athletes or to convey information, such as about the session to follow.

In providing effective instruction and explanation you should always start by planning in advance what you are going to say. This should be a brief, clear way to convey what you want. Try to plan what you are going to say using language that the athletes will understand easily.

Before you start speaking, gain attention. Athletes must be ready to listen to you before you start to speak.

There are a number of ways of gaining attention such as a whistle, a raised hand or simply being silent as you look at all the athletes. Whichever method is used it is important to have the full attention of all athletes. For this reason, try to eliminate anything which will interfere or distract the listeners. To maintain this attention with a group you should make sure that they are placed so that all can hear and see what is happening. Face learners away from the sun and other visual distractions so that concentration is directed at you, the coach.

Keep what you are saying to a minimum and express the content in simple, jargon-free, language. Be sure that you are sensitive to the needs of differing cultures, genders and abilities. If you are working with athletes and need to organize them into groups, think about the needs and abilities of the athletes and the activity to be done and group athletes accordingly. For example, a single group of nine athletes long jumping would jump much less than three groups of three jumping from the side of the long jump pit. With three groups it might also be possible to have these grouped according to their stage of learning.

- **Provide Instruction and explanation**

The final key point is something many coaches forget and only realize when the athletes do not do what the coach expected. Always remember to check for understanding. Do not simply ask the athletes if they understand for most will inevitably say, “yes”, whether or not they have actually understood. Check for understanding by asking questions and have them tell you what they are going to do, or to repeat what you have said.

- **Providing Demonstrations**

For the coach, demonstrations can be a way of providing a visual picture of a technique or a drill. It does not mean that every coach should be able to demonstrate everything in athletics themselves. It does mean that every coach should be able to 'provide a demonstration', which may mean that they physically do it or that they provide the demonstration through other means.

Before using a demonstration it is important to decide:

- the purpose of the demonstration
- what type of demonstration you will use
- who should provide the demonstration

Demonstrations can be used for a number of purposes. They may be used with a new skill to introduce and show the whole skill. They may act as a 'cue' for an already learned skill. They may provide a simplified model of a skill or be used simply to motivate or inspire. They may also be used to illustrate a particular point. For example, instead of giving feedback after watching an athlete, the coach does the demonstration again but this time emphasizing the correction to any observed fault. Demonstration has been shown to be a very important tool for helping novices in the first stage of learning when they are trying to gain a picture of what is required. Also, young athletes who are learning a new movement tend to very good at imitating the movement if they can see it demonstrated. This demonstration must be both:

- **accurate** – provides a correct image, one that provides an accurate demonstration of the technical model
- **Appropriate** – to the level of the athlete, one that provides an image that is possible for the learner to copy.

Checking the purpose of the demonstration is a good way of ensuring that a demonstration is the right coaching aid and also helps to determine the type of demonstration required.

Demonstrations can be live, provided on video or by still pictures or photographs. All provide a visual image and each has advantages and disadvantages:

- A live demonstration can be quickly organized, can be viewed from different angles and can be adapted readily to the needs of the group. For example, just one part of the action can be repeated for emphasis.

- With a video you know exactly what image you are going to show but a live demonstration cannot be guaranteed in this way. It can also provide a more accurate image that can be replicated over and over again without fatigue. It can also be viewed in slow motion or 'frozen' to analyze a specific movement or position. However, it takes time to organize and is not always easy to have available where it is needed.

- A still picture or photograph may be of limited value because it provides only a snap shot of the action. However, when used as a sequence of 'stills' they can be used as a quick and easy reminder of key positions. Wall charts have long been used in training facilities as an ever-present reminder of technique.

Video can also be used very effectively for providing feedback to both coaches and athletes but this use is not for 'providing a demonstration' and using video in this way should not be considered in this section.

If you decide to use a live demonstration, you need to consider who demonstrates, and can provide an accurate image. If you can confidently and competently demonstrate the action accurately in accordance with the technical model, you may choose to demonstrate it yourself. You can be sure of your own performance and can stress the necessary parts. As long as you provide an accurate image of what you are asking them to do, this is good.
Alternatively, you can choose to use an athlete. The athlete may come from within the group or, more usually, from outside the group using a more experienced athlete. Always remember to have the athlete demonstrate to you in private the skill you want to see before you bring the athlete in front of the group. The advantages of using an athlete is that it can be highly motivating, may be clearly achievable for the rest of the group and you are able to stand away from the action and identify the one or two key points. However, unless you have checked before, you may not have an accurate model and the athlete may not be able to reproduce it consistently for you when you ask. You need to decide the best option to meet the purpose of the demonstration.
Once you have carefully decided the purpose and type of demonstration and have begun the coaching session you will need to position the athletes so that all can see and hear the

demonstration. It is important that the athletes are far enough away from the demonstration for them to see the whole movement.

Inexperienced coaches tend to provide the demonstration too close to the athletes. Experienced coaches usually provide the demonstration at least 15 meters or more from the athletes.

The next step is to focus the athlete's attention on one or two key points. Be careful as you develop as a coach and are gaining more technical information about each event that you still need to provide only one or two key points for the athletes to focus on in the demonstration. The coaching skill now is to select the relevant one or two points.

Whichever type of demonstration is used, the coach should permit the athletes to view it in silence, without interruption by speaking to them. In a demonstration, athletes need to focus on one 'information receiving channel' and this should be the visual channel, what they are seeing in front of them. Also, if a coach is actually doing the demonstration themselves they will not be in the correct body position if they turn to speak to the athletes while doing the movement.

- **Observe and Analyze**

Observation and analysis becomes increasingly important as your coaching skills develop and as your knowledge of the specific events and biomechanical principles develops. When this happens you now have detailed technical models which help you to focus your observation and provide a basis for your subsequent analysis. But even the beginner coach can begin to observe and analyze basic principles without knowing the specifics of an event. For example, was the athlete's movement from slow to fast, was it from low to high, which part of the body started moving first?

Focusing on a phase or body part can assist observations, whether it is a novice coach or an experienced coach who is watching an athlete. By breaking the action down in this way it is possible to see the parts in real time, at full speed. When you begin to learn about an event, the technical model for the event can guide your observations by identifying the phases and also the motion. or not, of the body parts through the action.

Technical models may include details on:

- how you might break down the action to improve your observation
- the biomechanical principles that permit the athlete to develop optimum force
- Specific coaching points and tips on what to observe.

All this information assists your observation and analysis. For example, in biomechanics you may learn simple information on the 'Law of Reaction', Newton's Third Law of Motion which provides a clear explanation of the need to drive back forcefully against the starting blocks in order to maximize the speed forwards out of the blocks. Similarly, by understanding a little about projectiles and the importance of the speed and angle of release, you can focus your attention on this as the implement is released in any throwing event. Some knowledge of rotations in the air helps you to understand how to reduce forward rotation after take-off in the long and triple jumps. By studying the simple mechanical principles you will be able to focus your observation more easily on the key factors that will influence efficient movement whether it is in running, walking, jumping or throwing. The coaching points will also make better sense when you understand basic mechanical principles.

Think for a moment about observing any athlete carrying out a skill. Think, now, of an athlete who is learning a new skill. Is each attempt by this beginner likely to be same as the previous attempt or will there be great differences between one attempt and another? It is because there is this variation between attempts that a coach should always observe the action several times and possibly from several directions to view different things. If the athlete is very skilled it may appear that there is little difference between one, two or three repetitions of the skill but there will be small significant differences and a coach should still observe several times before proceeding.

Always remember, the less skilled the athlete, the less likely the action will be consistent each time the movement is executed. When you are observing think about how near or far you are from the athlete. Inexperienced coaches tend to stand too close to the athletes. Think for a moment about watching a jet aircraft flying high in the sky. It appears to be moving across the sky slowly and yet it is moving at several hundreds of kilometers or miles an hour. Imagine now that same jet moving at the same speed just ten meters above your head. The speed now would seem incredible and you would hardly catch sight of the plane as it passed. The same principle is true as you observe athletes. The further you are from the athletes, the more the

action is ‘slowed down’ and the easier you can see both the movement and the rhythm of their movement. For this reason, some experienced coaches will occasionally sit as far away as the top of the stands in a stadium to observe their athletes as they practice.

Always remember when you coach that you ‘observe’ with your ears as much as with your eyes.
All of athletics is involved with rhythmic movements. You can see these rhythms of movement with your eyes but frequently it is the ears that really let you ‘observe’ and confirm whether the rhythm is correct or not.

- **Providing Feedback**

Feedback is essential to learning. Without feedback the athlete will not know where to focus their attention to improve their performance. There are two main sources of feedback available to the athlete and these are:

- The naturally available feedback from within the athlete as a result of making a movement. This feedback is sometimes referred to as intrinsic feedbackand is always present for the athlete but they may not always be aware of it.
- Additional feedback to the athlete that can be provided by some external source such as from a coach, other athletes, spectators, mirrors or from watching a video replay. This feedback is sometimes referred to as extrinsic feedback.

Both types of feedback are important and their relative importance depends partially on the stage of learning of the athlete. For example, at the initial stage of learning the athlete does not have a clear idea of what the movement should look and feel like. Consequently, the intrinsic feedback will be less usable for the athlete. The skill of providing feedback, if done well, will provide the type of extrinsic feedback which also helps to develop the athlete’s intrinsic feedback.

It is, firstly, important to reinforce the need for a coach to observe several times before providing feedback. The reasons for this were emphasized when considering the skill of ‘observe and analyze’ and include identifying what are consistent actions against one-time actions. This means that the coach should provide their extrinsic feedback intermittently, not all the time. Constant feedback from a coach may produce rapid short term gains in athlete performance but slows down long term learning by not developing the athlete’s ability to use intrinsic feedback. Constant extrinsic feedback can also make the athlete totally coach-

dependent and not able to function in training or competition without the coach. The athlete-centered approach to coaching encourages the athlete's self-analysis, self-determination and self-correction through their well-developed awareness and use of intrinsic feedback. It gives ownership and responsibility for performance to the athlete.

Following the several observations, the coach should focus on what the athlete did correctly. Try to be specific when you do this and provide usable information. For example, "that was good" holds no real information. It might be better to say, "That was a much better effort because you held your posture well throughout the movement." Rising the athlete's awareness of what is happening through questioning can be very useful, even for a complete novice in the first stage of learning. As the athlete progresses into the second stage of learning, however, they have a clear picture in their mind and also a feel for the movement. Coaches can encourage the use of intrinsic feedback for all athletes through careful questioning. For example, "what were you aware of at take-off?" "Tell me what you saw when you were doing that sprint drill?" "What did you feel at release in those last three throws?" The coach may use follow-up questions to raise the athlete's awareness even more and so help them to make better use of their intrinsic feedback. Always remember to delay giving any additional extrinsic feedback until the athlete has had time to process the intrinsic feedback.

2.6. Training For middle & Long distance

As (P.J. L. Thompson, 2005) highlighted that middle and long distance runners, and all athletes, must develop general endurance as well as the endurance which is specific to the energy demands of their event. This endurance comes from correctly developing the energy systems. The training that is described in this section is also suitable for the race walking events. (P, 38 - 41).

There are three metabolic energy systems operating in our bodies. These energy systems operate continuously and it is how long and how hard we do whatever physical activity that determines which system contributes most.

The longer the race the greater the emphasis on aerobic endurance, the shorter the race the greater the emphasis shifts to the lactate system endurance.

As Peter JL Thompson, (2009) the most important types of running training for middle and long distance runners are:

- **Continuous Training:** Running without rest. Continuous training may be used to develop general endurance, specific endurance and for recovery. It usually takes place away from the track and provides a variety of pace, location and running surface in the athlete's training. Runs may be short, medium or long but it should be remembered that 'long' and 'short' are relative to the stage of development of the athlete and their fitness levels. The same distance might be a 'short' run for one athlete and a 'long' run for another athlete. The other type of continuous training which may be used throughout the year is 'Fartlek' training, where the athlete 'plays' with a variety of running speeds or rhythms.
- **Repetition Training:** Repetition training is breaking a total distance into smaller units which are repeated, hence repetitions, where the pace, distance and rest/recovery intervals and activity are prescribed. Usually done on the track but may be done in a park on grass or anywhere. Repetition training can be divided into two main types by pace or running rhythm: extensive and intensive. When the training emphasis is on general endurance, extensive repetition training is used; when the emphasis is on event specific endurance, particularly for the middle distance events, intensive repetition training is used.

2.7. Developing General Endurance

Peter JL Thompson, (2009) suggestion general endurance is developed mainly through continuous training, extensive repetition training and Fartlek training. The pace used for these methods should be based on the athlete's running rhythms. These methods should be applied throughout the training year using the following guidelines:

- Slow Continuous Runs
- Long Slow Distance Runs.
- Medium Continuous
- Fast Continuous.
- Fartlek
- Extensive Repetition

Repetition training may also be divided into two main types according to the recovery activity that takes place during the 'intervals', the time between the faster repetition sections.

In standard ‘Repetition Training’ the rest period between repetitions and sets may be passive, walking or easy running. But in the ‘New Interval Training’, which is used because of its effectiveness in developing both the aerobic and lactate energy systems, the recovery in the intervals is a very active ‘roll-on’, running recovery. This roll-on, active running recovery will depend on the fitness and experience of the athlete. For an experienced athlete a 100m roll-on recovery, for example, is frequently less than 25-30 seconds. New interval training, then, is a specific type of repetition training where the training effect occurs in the interval between the faster sections. Only repetition training that has the training effect taking place in the interval should be called ‘interval training’ (Peter JL Thompson, 2009).

As Peter JL Thompson, (2009) all repetition training can, therefore, be varied by:

- **Repetitions** The total number of repetitions in a session - may be divided into sets.
- **Duration** Length of time or distance of one repetition
- **Intensity** Rhythm, pace, speed or velocity of the repetitions
- **Recovery** Time of the intervals between repetitions and sets
- **Recovery** *activity* from a walk to easy running or more active running, as in new interval training.

2.7.1. Pace for Endurance Training

Coaches use ‘pace’ in planning endurance training. It means, “The running rhythm the athlete would use if they were racing that distance today - not their personal best”.

Pace can be used as a guide for an athlete’s running rhythms for either their continuous on repetition training. ‘3000m pace’ means the running rhythm for this repetition will be the same rhythm as the athlete would have used mid-race if they had been racing in a 3000m race that day. Coaches planning training for running sessions should avoid using ‘target times’ for most of the year for their athlete’s repetition training because these ‘targets’ do not reflect actual running rhythm. For example, an 82 seconds time for 400m might be an ‘easy’ effort for an athlete on a day when they are ‘fresh’. The same time of 82 seconds may feel much harder, be a different rhythm and produce a different physiological response for that same athlete, if the athlete is very fatigued (Peter JL Thompson, 2009).

To give another example, ‘800m pace’ means the running rhythm for the repetition will be the same rhythm as the athlete would have used if they had been racing an 800m race that day, the day of the actual training. This should be their 800m mid-race rhythm and not their ‘800m

finishing pace'. We do not use, for example, a 36 seconds time for 200m since this might be an 'easy' effort for an athlete on a day when they are 'fresh'. The same time of 36 seconds may feel much harder and produce a different physiological response, or be unachievable, if the athlete is very fatigued from training, from other things in their life or if the weather is not good through wind, rain and/ or temperature. Using running rhythms and 'pace' means that the speed of the repetitions is adjusted each day to each athlete's fitness and energy levels. With training groups, using target times may fit one or two athletes in the group but not most of the athletes in the group. Using rhythms and 'pace' means that every athlete trains at their individual rhythm and level of performance, developing the fitness that they need (Peter JL Thompson, 2009).

2.7.2. Developing Event Specific Endurance

Event specific endurance is developed mainly through intensive repetition training. The pace used for this method should usually be the athlete's running rhythm for that event, but may be based on 'goal pace', the target time for the competition distance very close to and during the competition period (Peter JL Thompson, (2009).

- **Intensive Repetition Training**

Pace: Based on event specific rhythm; Volume: increases with the competition distance; Rest: depends on individual efforts in the session: passive, active or, in interval training, very active, full recovery between sets. Event specific endurance becomes important for athletes in the 'Specialization' and 'Performance' stages of athlete development when it takes place in the specific preparation phase and competition period (Peter JL Thompson, (2009).

2.8. Teaching and Training Technique

There are two basic technical skills in running, the athlete possessing the movement skills (P.J. L. Thompson, 2005)

1. a functional and technically efficient biomechanical running action, and
2. an awareness, effective control and expression of running rhythm

In developing the skill of being aware of and controlling rhythm, experience has shown that athletes of all abilities have a greater or lesser sense of rhythm, just in the same way that some individuals are naturally more 'musical' than others. Experience has also shown that all athletes can develop their sense of rhythm, in the appropriate environment and if it is practiced. The rhythms that coaches' uses are tied to perceptions related to in-race

rhythm not target times. A group of novice athletes might be set the challenge in training of, “I would like you to run at your own rhythm and run a 400m with the first 100m at 10,000m pace, the next 100m at 5000m pace, the next 100m at 3000m pace and the final 100m at 1500m pace. If the athletes do not have the experience to imagine how they would feel at the various distances they can be asked to run each 100m slightly faster than the one before and to finish as they would feel in the middle of a 1500m race.

Some coaches are doubtful that athletes can achieve this task and then are subsequently surprised when they observe that the athletes can actually find these ‘gears’. Times are recorded but not given during repetitions. They may be given, occasionally, between repetitions since the emphasis is for each athlete to develop a self-awareness of their rhythm. This simple learning task is presented as ’A’ (10,000m pace), ’B’ (5000m pace), ’C’ (3000m pace), ’D’ (1500m pace) within a single repetition.

Once they have done this, the athletes are asked, in the same session, to run for example 1200m with 100 meters at A, B, C, D, A, B, etc. The most difficult transition is usually from D to A but the athletes quickly learn this. It does not matter so much that the pace they are running at is accurately ’10,000m’ or ‘3000m’ but that the differences, finding the ‘gears’, are exhibited and practiced.

The ‘Horwill 4-second Rule‘, devised by British coach Frank Horwill, states that an athlete who can run, for example, a 1500m in 4:00 (64 seconds/400m) should also be able to run 2:00 for 800m (60 seconds/400m), 3000m in 8:30 (68 seconds/400m), 5000m in 15:00 (72 seconds/400m) and 10,000m in 31:40 (76 seconds/400m). Using the ‘Horwill 4-second Rule’ we know that 800m, 1500m, 3000m, 5000m, 10,000m paces, and even half-marathon and marathon paces, should all potentially vary by 4 seconds per 400m, or by 1 second per 100m. This small difference is the order of variation we should observe in training.

Once athletes can achieve a simple A, B, C, D rhythm practice they can move on to much greater variety over different distances – e.g. B, D, A, C, D, etc. They can also practice this variety within and between repetitions during their training (see example c) in new interval training).

The teaching of the technical skill of running rhythm has a multi-dimensional response. Not only does it develop technique, it produces the optimal physiological response and may enhance the athlete's mental states. The control of the running is with the athlete and in training and races this is an essential technical and tactical skill.

2.9. Increasing the Training Load

Peter JL Thompson, (2009) described about increasing the training load within an annual training program me, or in successive training years, should be individualized, carefully planned and systematic. The following steps provide a guide:

2.9.1. Continuous Runs and Extensive Repetition Training:

From Peter JL Thompson, (2009) training manual indicated that:
Step 1: Increase the number of weekly sessions of aerobic emphasis training.
Step 2: Increase the volume of some of the training sessions (running distance/duration or number of efforts), maintaining variety and shorter recovery/regeneration runs.
Step 3: Increase the pace (while decreasing the running distance/duration or number of efforts).
Step 4: Adapt the pace and running rhythms individually.

2.10. Factors affecting long distance runners

Peter JL Thompson, (2009) suggested that there are a number of hampering factors that deducts the cardiovascular development of long distance runners. Even though describing all of them may be difficult based on their degree importance a researcher mention them in detail as follow.

- **Coaches**

The most essential requirement in developing top level athletes is the availability of a world class coach. The coach may be may be many things to the athlete; teacher, manager, scientists, friend and so on. If coaching is highly knowledgeable, motivated, intense, sensitive to individual needs and successful in solving problems the training environment should generate much success for athletes.
However if the coach has poor technical or theoretical knowledge, lacks of experience is unable to direct a comprehensive program, or is not motivated, or cannot spend the necessary

time, the athlete will not reach his or her potential. From the above motion one can conclude that coach have a significant importance for an athlete in order to achieve his or her dream.

- **Nutrition**

Nutrition is all the food a person eats and drinks. The whole human body is made from this food and all energy comes from this food. The food acts in the body as a fuel. Provide energy and chemicals for movement, growth and keep the body health. However, what an athlete need nutritionally is affected by their age, sex, body building, and level of physical activity and stat of health. We need to eat to obtain enough energy to keep pace with our body's metabolism.

Energy levels in the body should be high before training and competition. The performance diets normally supply energy. But when should we eat and drink before exercise, and how much and what kinds of foods are best. The meal itself will not produce higher performance and it can reduce performance. Eating too little before competition is much better than too much. Each individual will be different in what works well for them.

Moreover, a balanced diet is one that maintains an individual's energy balanced. The diet should not be expensive and should simply follow these guidelines;

- ✓ Eat a lot of different kinds of food such as vegetables, fruits, fish meats, dairy products and grains.
- ✓ Eat a high proportion of carbohydrate rich food
- ✓ Avoid fatty meals an sweet or salty shacks
- ✓ Drink small amount of water and fruit juices often
- ✓ Eat a small, easy digested meal, usually less than 500 calories before training
- ✓ Restrict fats and proteins since they are slowly digested
- ✓ Eat about 21/2 to 4 hours before training or competition
- ✓ Minimize foods which form gas in the digestive system

- **Resource**

Resource is an aid or support that you can draw on to assist you to achieve something clearly one of the most important skills for a sport administrator is to determine needs, to identity resources that can resolve these needs, and then to acquire the needed resources. This resource can be seen from different vantage points that some of these resources will be discussed as follow these are financial, materials, and facility resources (Peter JL Thompson, (2009).

- ✓ **Financial resources**

Every organization needs financial support in order to deliver its programs and projects. Adequate financial support ensures that the organization can fulfill its aspiration. In light of this no one seriously believe that athletes can be competitive in high performance sport without some form of financial support. In spite of this now a trend towards professionalism, as defined both in monetary and full time training terms. Coaches administrators and at the highest levels of competition are essentially full time, with various support from governments, their association, sponsors, and from employment as athletes (Peter JL Thompson, (2009).

- ✓ **Human resources**: - every organizations mainly athletics training center depends on peoples to full the roles of organizers, administrators, fund raisers, official's. Athletes and sport medicine specialist. In line with this human resource since early 1970s has become an increasingly important in organizational success as panted out by mills(1975)
- ✓ **Material resource**: - these are the items you acquire to ensure effective and efficient administration practices in your organization. Even though sport in all countries is changing with times, but uniformly for all. The gap in resources between wealthy and poorer countries is growing. Even once powerful nation states who strongly promoted sport have seen sport success erode with decade. There is no question that the availability of quality facilities is necessary for proper training and where these do not exist, it becomes more difficult to excel.

  Safe well designed equipment is important in prevention and although it is clearly event specific. Take time to ensure that any equipment is safe and fit for use every time you come to use it. Damaged or faulty equipment frequently are a cause of injury.

  Many different surfaces are encountered in athletics, some natural and other synthetic. Can cause problems, whatever, the surface, be sure your athletes, choose the correct

foot wear to suit the conditions? Reduce the risk of injury by varying the surface for training when possible.

Clothing is very much as matter of personal choice, but must be chosen carefully. Nylon is often cheaper than natural fiber, but is particularly had in hot climates and heat generating activities shoe design has advanced greatly and better, safer shoes are now available. Particular care is necessary, however, to select footwear appropriate to individual events and, especially appropriate to the surface(Peter JL Thompson, (2009).

- ✓ **Facility resources**: - it is important to pay close attention to needs of athletes and coaches. This may sound self-evident, but it is surprising how often sport administrators don't find out exactly what athletes and coaches needed and want, listed below are some of the typical needs of coaches and athletes and coaches needed and want listed below are some of the typical needs of coaches and athletes

Facilities needed by athletes are:-

- Housing and foods close to training sit
- Access to showers and transportation
- Access to social, cultural, religious, and recreational opportunities other than sport.
- Access to employment
- Community support, including that of the media

Facilities needed by coaches are:-

- Access to sufficient resource personal such as assistants, managers, and medical specialists.
- Access to facilities and services for all, such as teaching and training area and equipment.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The method was employed mixed approach of qualitative and quantitative research design with the assumption that it is more appropriate to gather variety of data related to the study. Mixed approaches enable to collect diverse types of data best provide an understanding of research problems (Creswell, 2003). Therefore, the researcher followed mixed methods to describe the federation support and some factors that challenges the performance of long distance runners.

3.1. Research methodology

- **Types and source of data**

The study will comprises both primary and secondary data source. Primary data will be collected from athletes, athletics coach, athletics federation experts and club administrators working on the area through structured questionnaires, direct observation and interview. Secondary source of data will also be collected from \relevant entities which include annual, monthly and daily lesson plans, documents, and different published and unpublished documents. These documents will be particularly used to describe the situation, analysis the practice, challenges and overall performance of long distance runner of target clubs.

- **sample, sample size and sampling procedure**

By using purposive sampling technique, the research will be conducted on a sample of 35 respondents, (18 are Male and 17 are Female) which are a member of Mesfen and Mesebo athletics club.

- **Data gathering tools**

In order to gather the data; structured questionnaire will be prepared and used to collect primary data. The detailed information related to the coaching and other revealed problems will be collected through observation and by interviewing selected respondents and through documentation.

3.2. Study site and participants

- **Study site**

The research was conducted in two athletics club found in Tigray region Mekelle city. The above sites were selected due to geographical proximity with the researcher. The researcher experiences a number of athlete's with interest having a problem in improving what they have been trained due to lack of verbal expression for their failerity.

- **Sampling**

There are many athletics club in Tigray region. Of these, Mesfin industrial engineering athletics club and Mesbo cement factory athletics club were chosen purposely because of the fact that a significant numbers of athlete with performance difficulty are found there.
All athletes engaged at the two athletics club are 23 from Mesfin industrial engineering athletics club 12from Mesbo cement factory athletics club and their coaches who coaches the athletics as well as federation secretary were selected using availability sampling technique, because they were few in number, participant of this study were 34 athletes 2 coaches and one secretary 0f federation.

3.3. Tools of data collection

Both of quantitative and qualitative approaches of data collection were employed. The questionnaire were uses as the main instruments and interview, observation as a complementary instrument assuming to be help full in triangulating the data.

- **Questionnaire**

Three sets of questionnaires were developed by the researcher which was administered to the athletes', coaches and federation secretary. The forms of questionnaires were mainly closed ended and a few open ended questions that were developed from basic questions and review literature. The questionnaire for athletes consisted of 5 parts having 48 items. Out of the 48 items, 24 questions were closed ended and the rest were open ended. The first part consisted items on personal back ground information of athletes, the second part included items on challenges in relation to physical environment of training, part three included items on access on training materials, the forth part consisted items which requires respondents to rate their

various level of difficulties in using different training methods and services and fifth parts consisted of items requiring the level of difficulties in training long distance event.

The total numbers of items for athletes' questionnaire were 48; of these, 24 were closed ended and it had 5 parts. The other sets of questionnaire were developed for coaches and officials who consisted 31 items, 6 of these were closed ended and had two parts. Part one is about the back ground information of respondents and second part is about the provision of correct coaching system and services.

All the open ended questions require the respondents to state some significant training challenges that the athletes could face were prepared with requiring the respondents to suggest ways in which those problems could be overcome.

- **Interview guide**

To collect information about some administrative affairs, closely related with coaching maters, on availability of some materials' (areas) support services and other relevant issues of the club, semi structured interview questions which was developed by the researcher which had 5 questions was employed with the secretary of region athletics federation. The interview was conducted by the researcher himself. The interview was recorded in hand writing. The average time spent on a single interview was 30 minutes.

- **Observation guide**

In order to meet the objective of the study and to consolidate the research with different techniques, the researcher made the systematic field observation to know coaches organize their training session, coaching strategies, ways of coaching and available coaching materials by preparing category system check list.

Consisted 3 of items, check list was used and the data were recorded by putting a tic mark on the service which were available, additionally having room, cafe and toilet room were observed in the sample clubs. Note were taken during the observation which includes items which allow the researcher to identify whether the services are available or not.

3.4. Procedure of data collection

The researcher was developed questionnaires and interview guide after a thorough revision of relevant literature concerning coaching support and challenges of athletes. For the sake of effective communication, the questionnaire and interview guide were prepared in Tigrigna.

The open ended items in the questionnaire and interview guide were made to answer all the research questions for warded at the beginning of the study. Here all items of interview were presented as easy as possible to assure understandability for the interviewees, and enhance friendly interaction between the interviewer and the interviewees.

Nevertheless, all the preliminary interview guide items and questionnaires prepared were presented to concerned individuals for the sake of appropriate language usage to generate relevant information for example, experts of Tigrigna language, were participated to provide necessary modification in a way believe that helps for amicable communication with them and finally with all the feedback all the items of the interview guide and questionnaire in their English version was presented to the advisor o this research and with all the necessary modification the final draft of items was used in the study.

Prior to the onset of the data collection, so as to grain full cooperation, which was very important to obtain meaningful data, both selected clubs was visited then official letters was given to the club administrator in order to get permission to collect the information from the athletes and coaches. The subjects were informed about the purpose of the study and rapport was build up with them to get their cooperation, the questionnaire were distributed by the researcher and researcher assistants and also given clear instruction for the procedure of filling.

An intensive interview with each respondent was made. Accordingly, the interviewees are made free to arrange the time of interview session, as it was very well comfortable for them, each interview session was 30’ length. Above all the place where the interview was conducted has been decided by the interviewees every one of the interviewees was interview separately an in private.

The researcher was observed field a activities while athletes are practicing and field environment as well by taking field notes on the behavior and activities of individuals/athletes and coaches/

- **Pilot test**

Before the actual investigation, the interview question and questionnaires were tried out in a few representative samples of the respondents on the purpose of checking the feasibility of the study. Based pm the feedback received from the sample respondents the questionnaires and the interview questions were revised. Two questions which were vague to the respondents have been rephrased. There items were also added to questions. On some questions changes of structure has been made in order to bring about relevant respondents.

3.5. Methods of data analysis

The data collected was analyzed and interpreted quantitatively and qualitatively. The data obtained through the sets of close ended items in the questionnaire was tabulated and analyzed using percentage to identify the provision of special equipment and the challenges faced by the athletes. Independent T- test was employed to examine mean difference between clubs in the two samples (Mesfin industrial engineering athletics club and Mesbo cement factory athletics club) in the provision of some factors that challenges the performance by athletes. The data obtained through interview and observation has been analyzed by categorization, direct interpretation and developing generalization qualitatively through in depth explanations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDING

The source of data and data gathering tools were treated in the preceding chapter. The collected data are now presented, analyzed and in accordance with the outline laid down for the purpose at the time of developing the research plan. Based on the responses obtained from sample respondents, the analysis and interpretation of the data were as follows.

4.1. Analysis of respondents

Table1. Results of descriptive statistics

Athletes				Coaches			
Item	Responses	No	%	Item	Responses	No	%
Sex	Male	20	58.8	Sex	Male	2	100
	Female	14	41.2		Female	-	
	Total	34	100		Total	2	100
Age	18-22	18	52.9	Age	20-24	-	
	23-26	10	29.4		25-29	-	
	27-30	6	17.6		30-34	2	100
	Total	34	100		Total	2	100
Educational qualification	1-4	4	11.7	Educational qualification	10 complete	-	
	5-8	4	11.7		12 complete	-	
	9-10	20	29.4		Diploma	2	100
	11-12	4	11.7		Degree	-	
	Diploma	2	5.8		MA	-	
	Total	34	100		Total	2	100
Training age in club	<1 year	4	11.7	Coaching experience in club	2 years	2	100
	2 years	18	52.9		3 years	-	
	3 years	12	35.3		4 years	-	
	Total	34	100		Total	2	100
Previous training place	Ofla	9	26.4	Employment in club	Full time	2	100
	Adwa	1	3		Par time	-	
	Alage	6	17.6				
	Maichew	4	11.7				
	Mekele	5	14.7				
	Adigrat	7	20.6				
	Samre	2	5.8				
	Total	34	100		If any	-	
Coaching level					IAAF I	1	50
					IAAF III	1	50
					Total	2	100

The above table clearly explains respondents information particularly those engaged on questionnaire namely coaches and long distance runners. Moreover, their information were analyzed as below regarding the sex of respondents more than half 20(58.8%) and 2(100 %/) of long distance runner athletes and coaches were male; while few number 14(41.2%) were female respectively.

Item 2 of table 1, shows the vast number 18(52.9) of long distance runner athletes are range from 18-22 years old similarly, 10(29.4%) and 6(17.6%) of long distance runner athletes are age swings from 23-26 and 27-30 years of age respectively. While 2(100%) of coaches were between 30-34 years of age.

Regarding education back ground 4(11.7%), 4(11.7%), 10(29.4%), 4(11.7%) and 2(5.8%) of long distance runner athletes are from 1-4elementary first cycle, 5-8 2nd cycle elementary,9-10 high school, 11-12 preparatory students and 2(5.8%) diploma holder. While 2(100%) of coaches were diploma holder.

From the above table more than half 18(52.9%) of long distance runner athletes training age in club were two years in the same way 4(11.7%),12(35.3%) of long distance runner athletes training age in club were less than one year, three years.

Item 5 of table 1, depicts that previous training place of an athletes, may 9/26.4%/ of long distance runners are from Ofla woreda, while 1(3%), 6(17.6%), 4(11.7%), 5(14.7%), 7(20.6%),and 2(5.8%) of longdistance runners are from Adwa, Alaje, Maichew, Mekelle, Adigerat and Samre woreda. Regarding to coaching carriers, all 2/100%/ of coaches are full timed employers.

Concerning the IAAF coaching level certification, 1(50%) of coach is IAAF level I holder/youth coach/ and the rest 1/50%/ of coach is IAAF level III holder(coach). From the above analysis everybody could understood that majority of athletes and all coaches were male large number of long distance runners age were between 18-34 years old, coaches were between 30-34 years old most of long distance runner athletes are from grade 9-10 students and coaches were diploma holder. Vast numbers of athletes training age were less than three years in the club respectively, majority of long distance runner athletes were come from Ofla woreda. Surprisingly, both coaches have IAAF coaching certified and full time employer in the club.

Table2. Descriptive statics on the respondents of coaches and Athletes on access to training services and coaching materials

No	Item	Athletes				Coaches				Missing	
		Yes		No		Yes		No			
		No	%	No	%	No	%	No	%	No	%
1	Training shoo	26	76.5	4	11.7	2	100	-	-	4	11.7
2	Measuring device/distance	-	-	33	97	1	50	1	50	-	-
3	Complete training close/jacket, shoos ,t-shirt, competition title	23	67.6	8	23.5	2	100	-	-	3	8.8
4	Video recorder	2	5.8	30	88.2	1	50	1	50	2	5.88
5	Electronic copy of training material/cassettes	-	-	32	94.1	1	50	1	50	2	5.8
6	Reference material	-		30	88.2	1	50	1	50	4	11.7
7	Computer	-	-	34	100	-	-	2	100	-	-
8	Transportation	33	97	-	-	2	100	-	-	1	3

According to the data obtained in Table 2, 76.5% and 100% of athletes and coaches respectively agreed that long distance runner athletes obtained training shoes and complete training close. On the other hand, all athletes and some coaches reported that long distance runners didn't obtain the rest special coaching/training/ material and equipment listed in the above table which enhances the performance of long distance runner athletes, such as distance measuring device, electronic copy of training material, computer, internet etc--. On the other hand all long distance runner athletes and coaches obtain transportation. Such as car;

It is also supported by federation officials that long distance runner athletes didn't obtain any kind of update coaching materials and services. From the above information we can conclude that with the absence of these special coaching materials and equipment's, long distance runner athletes were not having equal access to improve their performance comparing with other club long distance runner athletes. Furthermore, attention was not given to long distance runners even if it is written on sport policy. Additionally other problems obtained from interview indicated that when the IAAF coaching guide was updated, modified, or electronic copies of training materials are printed, coaches of those athletes and long distance runner athletes them self were not obtain them easily. Because of lack of the needed support to long distance runner athletes, they become more dependent on some known coaches and their

future performance becomes challenged. In addition to this, since they were not treated equally with other federal athletics club long distance runner athletes they have not had equal opportunities of training.

In the response to the open ended questions, long distance runner athletes and coaches have identified the following points.

- Almost all the services mentioned in the above table didn't exist in the club.
- Most of athletes are economically too poor to purchase the materials and equipment's by themselves. In addition to these, most of the materials and equipment's were not manufactured in the country and were not easily obtained.
- There was no coaching book and guides translated in their language. The situations in the club were not convenient for doing other physical activities. There were no special gymnasiums for them. The clubs were not furnished with necessary material and facilities.

In order to overcome the challenges, long distance runner athletes and coaches have made the following points in their open ended responses.

- The clubs has to ensure the availability of special coaching materials, equipment's, services and gymnasium.
- The federal athletics federation and regional athletics federation must make the necessary arrangement so that books and coaching guides will be translated in to regional language and athletes will have access to get it.
- The club has to plan to ensure the needed materials for those long distance runner athletes in its annual budget and has to provide project proposal for the governmental and nongovernmental organization in order to fulfill some materials which is out of the capacity of the club.

Table3. Athletes' response associated with level of difficulty in using special coaching materials and equipment's.

No	Level of difficulties in using the following materials	Long distance runner athletes					
		Not a problem		Little problem		Serious problem	
		No	%	No	%	No	%
1	Ability to do ABC exercise	20	58.2	6	17.6	8	23.5
2	Ability to do new interval training	3	8.8	26	76.4	5	14.7
3	Ability to use measuring device	-	-	-	-	34	100
4	Ability to use measured training area	4	11.7	10	29.4	20	58.8
5	Ability to use computer	-	-	-	-	34	100
6	Ability to use internet	-	-	-	-	34	100
7	Ability to do proper worming up and cooling down exercise	20	58.8	9	26.4	5	14.7

As table 3, shows in item 1 and 7 majorities of the respondents 20/58.8%/ replied that they didn't have a problem in doing the exercise listed above. But in other items had little and serious problem, specially using measuring device, computer and internet is rated as a serious difficult task by all long distance athletes. From this we can conclude that their difficulties in these facilities were raised from lack of access in obtaining the special coaching material and equipment in their club life. Due to this athletes remained illiterate in using advanced technologies. Thus, it is evident to conclude that long distance runner athletes of Tigray were not equal with other region athletics club athletes because of lack of access to get up to date information from new technologies.

Table4.The frequency and occurrence of challenges of training as perceived by long distance athletes with performance difficulties

No	Items	Not a problem		Little problem		Serious problem	
		No	%	No	%	No	%
1	Training all training contents with both sex	18	52.9	5	14.7	9	26.5
2	Training with Md and Lo distance specialized coaches	2	5.8	21	61.7	11	32.3
3	Getting sufficient training day per week	-	-	12	35.3	22	64.7
4	Showing progress in each training phase	-	-	2	5.8	32	94.1
5	Training with the appropriate coaching method	-	-	5	14.8	29	85.2
6	Getting sufficient training hour per session	8	23.5	16	47	10	29.4
7	Access for questions during demonstration	18	52.9	11	32.3	5	14.8
8	Group work during pace endurance training	8	23.5	2	5.9	24	70.5

The information in table 4, Suggests that, more than half of the respondents 52.9% were not facing challenges in training the training contents with both sex. But 14.7% of them had little problems and only 26.4% encountered serious problems. From this we can conclude that the majority of them have had good social relation and they were benefited from this training interaction. Concerning training with long distance and middle distance specialized coaches 5.8% of them had no problem, 61.7% of them had little problem and only 32.3% encountered serious problems.

Their challenges were, however, reflected in getting sufficient training hour per session and group work during pace endurance. Almost all athletes of the club had serious challenges whereas 18 athletes of the club do not have the problem in the above mentioned items and they did not respond to the question.

As it is indicated in table 4, item 3 to 5, almost all athletes had serious problems in training athlete centered coaching, from this the researcher can conclude, when the system was began, it was focused for long distance athletes and also totally forgotten athletes of long distance runner as well in the time of inclusive word. When we see problems of questioning in demonstration the majority of the respondents had no problems as it is shown in table 4 item 7, because they have a chance to asked a question when the presentation were not clear.

Table5. The frequency and occurrence of challenges related to physical test and time trial.

No	Items	Not a problem		Little problem		Serious problem	
		No	%	No	%	No	%
1	Getting measured and appropriate line during time trial	8	23.5	3	8.8	23	67.6
2	Getting sufficient time for time trial	19	55.8	-	-	15	44.2
3	Getting appropriate weight and height measuring device during time trial	16	47.1	9	26.4	10	29.4
4	Getting full information before time trial	17	50	10	29.4	7	20.5
5	Getting efficient stop watch during time trial	26	76.4	10	29.4	2	5.8
6	Getting enough rest time for injured athletes	-	-	1	3	33	97

Concerning challenges related to examination in table 5, item 2,4 and 5 more than three fourth of the respondents replied that they had no problems in getting sufficient time for time trial, and stop watch and full information. However, more than three-fourth of the respondents replied that they have series problems in obtaining measured and appropriate line during time trial. Moreover all athletes of long distance runners have serious problem in obtaining enough rest time during injuries. From these we can conclude that as it is observed in the above table, time trial were not given attention to long distance runner athletes in providing measured line and giving sufficient rest time for injured athletes as compared with other club athletes.

Additionally injured long distance runner athletes were totally forgotten during recovery and rehabilitation. So, 'all Tigray sport competitions' are better than club time trial test. Because. it is planned and run by officials and well organized committees. So, that they have a chance in getting measured line and rest time. However, performance tests are the responsibility of both athletes and coaches, and it is clear that they have many middle and long distance runners which are difficult to manage during performance test at the same time, due to these long distance runner athletes were not get equal chance at time trial.

The respondents had presented several specific challenges of training and testing in open ended questions and their ideas are summarized as follow.

- ✓ They had pointed out that they meet several serious challenges on and getting measured line rest time. In most of time injured athletes were forgotten. They were remembered after the report was presented to the head office.
- ✓ They didn't get appropriate and measured line for time trial; they were measured or tested their performance in um measured area, comparing with ''all Tigray sport competitions'.
- ✓ They were also suffering in getting sufficient time for performance test. Injured athletes were totally forgotten in time trial and physical test. Even, they were not considering as they have a problem. My observation also assured that coaches, peer groups had no information about their team met.

Table6. Summary of athletes responses in relation to the physical coaching environment.

No	Physical training environment	Athletes					
		Yes		No		Unfilled	
		No	%	No	%	No	%
1	Do you have the access of sufficient equipment and facilities from the club	11	32.4	21	61.7	2	5.8
2	Does the place where you train comfortable	9	26.4	24	70.6	1	3
3	Do experienced athletes assist you to direct and describing the new interval training	25	44.1	16	47.1	3	8.8
4	Is the training area free from and other distorting factors	5	14.7	29	85.3	-	-
5	Do you get the opportunity to get training out of Mekelle city	10	29.4	24	70.5	-	-

As it is shown in table 6 three-fourths of athletes 70.6%, said that equipment's and the training place were not ensuring for their effective training. On the other hand the majority of athletes 44.1% respectively respond that experienced athletes assist the novice athletes. Concerning the training environment 85.3%, of athletes reported that the areas were not free from obstacle and other distorting factors. I have observed in the field some long distance runners were facing obstacles and fell down so many times. Due to this the training content and millage was not fully completed by those athletes.

As it is also mentioned in table 6, 61.7% reported there was no sufficient equipment for performing the training properly. From this the researcher can conclude that long distance runner athletes was not supplied with and device working with the application of equipment's. Lack of the equipment on field activities is another potential problem.

In the response to the open ended questions that long distance runner athletes were pointing out the following points-

- ❖ The position and situation of training area were the other noticeable cause of challenge for long distance runner athletes. For example, the training area of Aynalem and other were not easily accessible. Moreover, the majority of training area was zigzag that they didn't allow free movement in long continuous aerobic training.

The respondents were also forwarded helpful idea so as to solve the problem treated under this particular area.

- ✓ Keeping the training area clean from any obstacle by any possible means, like labor work.
- ✓ To minimize the potential danger in training area, it is better to change and observe other comfortable training area out of Mekelle city, like 'Meda Ayba'.

Table7. Summary of coaches response in relation to general coaching environment.

No	Item	Alternatives	Response	
			No	%
1	Does the athlete get enough meal	Yes	2	
		No	-	
			2	100
		Total		
2	Do you think that tigray has specific talent area for long distance event	Yes	2	100
		No	-	-
		Total	2	100
3	Do you have yearly training plan	Yes	2	100
		No	-	-
		Total	2	100
4	Do you have daily training plan	Yes	2	100
		No	-	-
		Total	2	100
5	How do you evaluate the performance of your athlete	High	-	-
		Moderate	2	100
		Low	-	-
		Total	2	100
6	What is your relationship with your athletes and federation	High	1	50
		Moderate	1	50
		Low	-	-
		Total	2	100
7	How many competition do you have within a year	3	-	-
		4	-	-
		5	-	-
		>6	2	100
		Total	2	100
8	How many days do you prepare training program within a week.	3	2	100
		4	-	-
		5	-	-
		6 and above	-	-
		Total	-	-

As it is shown in table 7, item 1 of the above table all coaches said that athletes have enough meal during club training program. From item 2 almost all coaches argue that there is specific talent area for middle and long distance runner athletes namely

Adigrat/ganta afeshum/,ofla woreda, alaje woreda and Enda Mehoni etc… are the specific talent area for middle and long distance runner athletes. From item 3 and 4 all coaches agreed that they have yearly and daily lesson plan, and in item 5 response the coaches replied their athlete's performance is moderate. Item6 of the above table shows that all coaches agreed that they have moderate relationship with their athletes and athletics federation. Item 7 of the above table shows that all coaches agreed that athletics training program were three per week. As far as the above analysis that almost all coaches agreed that athletics training program were three per week, athletes have get enough meal during the club training program and have moderate relationship with their athletes and federation and finally their performance evaluation is moderate in comparison to national level.

4.2. Data obtained through interviews.

It is already stated in the methodology part of the paper that interviews would have with the coaches and officials. Here, the investigator tried to test supplementary data from coaches and federation officials. This is just made because of the fact that to find out some additional challenges of athletes of long distance from what they know and do to solve their problems. They were required to comment on five points which deal with the major problems (see appendix c). Their responses are analyzed as follow. To begin width two coaches' opinions, referring their background as it is mentioned in table 1, two of them are male. Two of them are diploma in sort science and management and their also served more than three tears. But they were new for coaching and two years before assigned as coach at a particular club. Their experiences were in teaching and other activities out of athletics coaching. From those we can conclude that even though they are well experienced in other activities they are not experienced in leading clubs that is why they were not planning to fulfill some facilities of athletes with problems and also these clubs were not having stable administration because for the last two years these clubs had only two coaches according the information I received from coaches as the result athletes of long distance runner with problems became forgotten and ignored. In relation to the first question (see appendix c), both of them knew that there was no any kind of coaching materials and facilities which support to long distance runner athletes which face sport injuries. They also note that they had never provided them with necessary guiding book which is translated by their own language and other reference material because no budget

was allocated for long distance runner athletes. Similarly in relation to coaching guide content (training contents) and its implementation they also said that long distance runner athletes were frequently complains field working area and coaches were worried about them how to support these athletes during practical lesson. They also reported that when club organization is made appropriate attention is not given to long distance athletes. About training environment and residence, both of them didn't deny the fact that the club environment is not conducive for them as well as the cafe and residence room are not well furnished and organized considering the athletes. Regarding their future plan to support athletes they replied that they will allocate enough budgets to fulfill some special coaching equipment and services for athletes, but they need list of facilities and their importance in order to allocate the budget because they don't have information about these special material an equipment's.

In reacting to the question asking them to suggest possible solutions to the already stored few general points

- ✓ The club officials (board) have to either allocate sufficient money to fulfill the training need of long distance runner athletes.
- ✓ The federation should give due consideration to long distance runner athletes when coaching guide redesigned again.
- ✓ Regional athletics federation should coordinate and provide translate the coaching guide.
- ✓ Manuals and guide lines should prepare by federal and regional athletics federation as well as sport commission and Ethiopia Olympic committee.
- ✓ Up to date information should be sent to clubs from RDC and IAAF especially in relation to assistive technologies.
- ✓ Experience sharing should be made among clubs.
- ✓ Training should be made for coaches and officials.
- ✓ Awareness should create to club administrators since the budget of athletes is allocated by them.
- ✓ Athletes with training problems should support through additional program.

The federation secretary also interviewed about some factors that challenge the performance of long distance runner athletes of the club. Starting from his back ground, he is male had

diploma in PE and he have had 18 years job experience. But in federation secretary he has only 2 year experiences. Unfortunately he is new for federation. He was asked about the kind of service and that they provide to athletes. He replayed that he had never support club athletes except during 'all Tigray sport competition', assigning referee. He was only working in federation office in supporting the president duties. The reason way he was not giving service was that first he was knew for the office and has no enough knowledge for long distance runner athletes he replied the idea that he will prepared training to create awareness and how to coach and us e documentation, handle and support athletes, facilitating short term course, arrange computer training with information technology dept.

From the above discussion we can conclude that whatever problem appear in federation the first challenge face to the office secretary is lack of adequate knowledge, lack of short term course for him, shortage of budget.

To overcome the existing problems mentioned in the above forwarded the following points.

- Federation should be prepared to give service for club athletes.
- Resource and documentation room should be provided.
- There must be integration between federation officials and club administration and coaches.
- Attention should be given for federation secretary when short term course is given.

4.3.Analysis and interpretation of field observation.

As previously mentioned in chapter three in methodology session, I have made an observation on two training sessions during coaching process. The training field was not conducive for doing their activities; totally it is filled with so many obstacles. However, the athletes' do well worming up exercise but mobilization exercise. On the other hand the numbers of athletes are large so this number influence the activities like pace endurance training.

Regarding to the coaching materials, no one had been supported with special coaching material. In relation to field activities long distance runners have been asking and answering un cleared presentation and demonstration, they had also good potentials, even they were actively participate better than other field athletes' and , coaches were also

motivating them and demonstrating clearly as well, because no one had electronic copy of training material.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1. Summary

The purpose of this study was to find some factors that challenges the performance of long distance runners; focusing on Mesebo cement factory athletics club and Mesfin industrial engineering athletics club. In order to answer the basic question, related literature was properly received and three set of questionnaires, interview and observation check list were employed to collect data from 34 athletes and 2 coaches, 1 federation secretary who were selected using purposive and available sampling methods in Mekelle city club.

The data were analyzed using both quantitatively (namely descriptive statistics and t – tests) and qualitatively. The data collected through questionnaires were analyzed quantitatively whereas the data collected through interview were analyzed qualitatively. From the analysis the following major findings were obtained.

1. Long distance runner athletes do not get the necessary special coaching materials except cone. Because of lack of these coaching (training) materials, those long distance runner have serious problem in using assistive technologies, due to the these long distance runner remain illiterate in using advanced technologies. So that long distance runner athletes are dependent on the other body and will not be able compete equally as compared to other advanced athletes.
2. Response obtained from respondents' shows that long distance runner athletes training programmed practiced; three times per week, athletes trained for one and half with moderate intensity and one hour maximum intensity.
3. Practical and theoretical instruction make idle to athletes and make them more dependent on their coach. Because it is more of oral transmission and the coaching

strategies is highly centralized that cannot consider the personal condition of athletes. It is not prepared in the way of supporting for athletes.

4. The places in which athletes taking practiced test and teem trial are not suitable with in sufficient time given to time trial.
5. The sample clubs are not furnished with necessary special coaching or training materials and equipment, there is no guide book for training and other reference material translated in Tigrigna language.
6. Almost all respondents answered that the challenges affect performance of long distance runner athletes are, shortage of equipment and facilities which is used to perform polymeric and bounding exercise, limitation of training place, un comfortable stadium shortage of meal after exercise, scarcity of transportation, well equips clinic and sportswear, no well-equipped gymnasium and lack of well-trained coach.
7. Attention was not giving to long distance runner athlete's club officials. Because athletes are ignored in getting special training materials.

Based on the major findings of the study discussions were made and conclusions and recommendations were forwarded.

4.2. Conclusions

Based on the major finding the researcher forwarded the following conclusion:

- Long distance runner athletes had acute problem in obtaining special training material and balance diet food that can support for their performance. Because of lack of the needed support they become more dependent their coaches and their future result become challenged.
- The club services could not satisfy the need of long distance runner athletes; there are no reference material which supports the coaches as well athletes. So these athletes could not be competent and will have a problem in doing their potential performance.
- In relation to competition, the study found that the competition system was not fair athletes had a problem in obtaining enough recovery time from pick competition. Therefore, unless solution are devised to improve these condition; they might create sever problem on their athletics performance.
- Challenges that affect long distance athletes were; shortage of equipment, lack of well-equipped gymnasium, limitation of training place, and lack of well-trained coach

they have specific knowledge for Middle and Long distance coaching and lack of well-equipped clinic.

4.3. Recommendations

- The findings show that there are no any kinds of special training materials and equipment in sample clubs. Thus, the regional athletics federation and national athletics federation must make the necessary arrangements so that the possible gymnasium materials and reference materials will be supplied and transcribed and athletes will have access to get it. Additionally the club officials should pay attention to long distance runner and allocate enough budgets to ensure the necessary special training materials and meals.
- The club should solve the problems of training area and café, toilet room by making them more accessible either by remodeling the area.
- The club officials should fulfill facilities and equipment's especially materials that are used for polymeric, bounding and building up exercise, upgrade the coach's education level, give attention for long distance runners, increase number of coaches and number of training places rather than limited to Mekelle city.
- It is important to give orientation, workshops, seminars; etc on athletics for community in order to create awareness about the situations and needs of those long distance runners so that they could at least minimize the problems.

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LIST OF APPENDICES

APPENDIX

Appendix 'A'

Addis Ababa University

College of education school of graduate studies department of sport science

Questionnaire to be collected **by athletes of long distance runners**

Dear respondent s, the purpose of this questionnaire is to collect information on some factors that challenge the performance of long distance runners; focusing on Mesfin industrial engineering athletics club and Mesbo cement factory athletics club. Therefore, your genuine and conscious response is highly appreciated. I would like to assure you that your response to the questionnaire would be under strictly confidential and never used for other purpose than the above mentioned.

Thank you in advance

Nigus Demlie

Direction

1. For athletes of long distance runners
   A. writing your name is not necessary
   B. Circle the answers you choose and write in short for the blanks

I. Back ground information

1. Sex a. male b. female
2. Age a. 18 -22 b. 23 – 26 c. 27 – 30 d. 31 – 34 e. 35 and above
3. Club _____
4. Educational background.
   a. Below 4th b. 5 – 8 c. 9 -10 d. 11 – 12 e. college diploma
   f. degree g. if any other
5. Your training age at your club_____ (please mention by months or years)

II. Challenges in relation to physical environment of training

1. Do you have the access of sufficient equipment's and facilities from the club?
   a. Yes b. no
2. Does the place where you train comfortable?
   a. Yes b. no
3. Does experienced athlete assist you to direct and describing the new interval training?
   a. Yes b. no
4. Is the training area free from obstacle and other distorting factors?
   a. Yes b. no
5. Do you have the access of transportation?
   a. Yes b. no
6. Do you get the opportunity to get training outside Mekell city?
   a. Yes b. no
7. How do you explain the training environment and your residence?/field, stadium, position of building, café, toilets, administrative office etc…….
8. If your answer for the above questions /question 1 – 6 / is "no" what are the problems behind that_____
   _____
   _____
   _____
   _____
   _____
9. Comments to alleviate the problems _____
   _____
   _____
   _____

III. Items on challenges in relation to the provision coaching material and training service.

Do you get the following coaching material?

Indicate your response by putting "x" under "yes" or "no"

No	Item	Yes	No
1	Access to obtain shoes		
2	Competition title		
3	Measuring device/distance measurement device		
4	Complete training close		
5	Electronic copy of training material		
6	Video recorder		
7	Cone		
8	Copies of coaching guide		
9	Service /care or motor cycle		
10	Computer		
11	Standard track		
12	Internet		
13	Measured training field		

14. State additional problems in obtaining and using coaching materials and services.____

_____

_____

15. Comments to alleviate the problems._____

_____

_____

IV. **Indicate how serious is these problems by putting "x" mark in the provided column.**

Directions: - 1. Not a problem

2. Little problem

3. Serious problem

No	Level of difficulty	1	2	3
1	Ability to do ABC exercise			
2	Ability to do new interval training			
3	Ability to use measuring device			
4	Ability to use measuring training area			
5	Ability to use computer			
6	Ability to use internet			
7	Ability to do proper worming up and cooling down			

V. Challenges related demonstration and evaluation

The following are possible problems that can be faced by athletes of long distance runners indicated how serious are these problems by putting "x" mark in the provided column.

Directions: - 1. Not a problem

2. Little problem

3. Serious problem

No	Challenges in training	1	2	3
1	Training all training contents with both sex			
2	Train with LM specialized coach			
3	Getting sufficient training day per week			
4	Showing progress in each training phase			
5	Training with the appropriate coaching method			
6	Access for questions during demonstration			
7	Group work during pace endurance training			
No	Challenges related to physical test and time trial	1	2	3
1	Getting measured and appropriate line during time trial			
2	Getting sufficient time for time trial			
3	Getting appropriate weight and height measuring device during test.			
4	Getting full information before time trial			
5	Getting enough rest time for injured athletes			

Appendix B

Addis Ababa University

College of education school of graduate studies department of sport science

Questionnaire to be collected **by coaches of long distance runners**

Dear respondent s, the purpose of this questionnaire is to collect information on some factors that challenge the performance of long distance runners; focusing on Mesfin industrial engineering athletics club and Mesbo cement factory athletics club. Therefore, your genuine and conscious response is highly appreciated. I would like to assure you that your response to the questionnaire would be under strictly confidential and never used for other purpose than the above mentioned.

Thank you in advance

Nigus Demlie

Direction

2. For coaches of long distance runners
   a. writing your name is not necessary
   b. Circle the answers you choose and write in short for the blanks

I. Back ground information

1. Sex a. male b. female
2. Age a. 20-25 b. 26-30 c. 31-35 d. 36-40 e. 41-45 f. 45 and above
3. Educational background
   a. 10/12 complete b. college diploma c. BA/BSC/BED/first degree d.MA/MSC/Med/second degree e. PhD.
4. Your coaching qualification
   a. Local level I b. local level II c. IAAF level I d. IAAF level II e. IAAF level III f. IAAF level IV g. if any other _
5. Your coaching carrier in the club?
   a. Full timer b. part time c. if any _____
6. Years of coaching experience in the club ___

II. **Challenges in relation to access of special coaching materials and services to wards with long distance runners**.

No	Major training problems in the club	Yes	No
1	Access to obtain coaching close		
2	Measuring device		
3	Gymnasium material		
4	Electronic copies of coaching material		
5	Video recorder		
6	Cone		
7	Had copy of coaching guide		
8	Car /motor cycle		
9	Standard track		
10	Computer		
11	Internet		
12	Measured standard field.		

13. State additional problems in obtaining and using coaching materials and services_

_____

_____

_____

_____

_____

14. Comments to alleviate the problems_____

_____

_____

_____

_____

_____

III**. Challenges in general coaching environments**

1. What are the major training problems in the club?_____

   _____

   _____

2. Does the athlete get enough meal before, during and after competition?

   a. Yes b. no.

3. If your response in item number 2 "yes" what types of meal _____

   _____

   _____

   _____

4. How many days do you prepare training program within a week?

   a. 3 days b. 4 days c. 5 days d. 6 days and above.

5. Do you think that Tigray has specific talent area for long distance events?

   a. Yes b. no

6. If your answer for question number 6 is "yes" write the area_____

   _____

   _____

   _____

7. Do you have yearly training plan according to IAAF coaching guide?

   a. Yes b. no

8. Do you have daily training plan?

   a. Yes b. no

9. How do you evaluate the performance of your athletes?

   a. Highly b. moderate c. low

10. What is your relationship with your athlete and federation

    a. High b. moderate c. low

11. How many competitions day do you have within a year?(national level)

    a. 3 b. 4 c. 5 d. 6 and above

Appendix -‘C’

Interview guide for coaches and federation officials

I. Sex

II. Qualification

III. Responsibility

IV. Years of service

1. Are there enough coaching materials for athletes of long distance runner athletes’
2. What are the challenges of long distance runner athletes with regard to coaching contents and its presentation?
3. Do you have enough budgets to support athletes of long distance runner?
4. What is your future plan to enhance supports and services?
5. What measures should be taken to alleviate the problem?

Appendix - 'D'

Observation check list in field activities

Date_____ club_____ period _____phase _____micro cycle___ macro cycle_____.

1. Is the coaches way of organization conducive for doing different activities, such as
    - Worming up
    - Mobilization exercise
        - ✓ Dynamic stretching
        - ✓ Active dynamic stretching
    - For doing the task in group
    - There is no obstacle
    - Is the area measured
    - It is large group size
2. Availability of coaching materials
    - ❖ Cone
    - ❖ Flags
    - ❖ Measuring device
    - ❖ Stop watch
    - ❖ Assistive technology such as
        - ✓ Distance measuring device
        - ✓ Heart beat measuring device
3. Field activities
    - ✓ Coaching instruction style
    - ✓ Participation of long distance runners
    - ✓ Coaching demonstration style
    - ✓ Is coach speaking loudly?

Appendix-'E'

አዲሰ አበባ ዩኒቨርሲቲ

ፕሮግራም ት/ቲ ድህረ ምረቃ ፋኩልቲ ስነ - ህይወት ክፍሊ ትምህርቲ

ስፖርት ሳይንስ

ብነዊሕ ርሕቐት ኣትሊታት ዝምላእ ዕሑፋዊ መሕተትሽ

ዝተከበርኩም ኣትሊታት ቀንዲ ዕላማ እዚ መሕተት ኣብ ክልል ትግራይ ኣብ ዝርከባ ናይ ኣትሌቲክስ ክለባት ንዝስልጥኑ ኣትሊታት ነዊሕ ርሕቐት ኣብ ከይዲ ስልጠና ንዘጋጥሙ ፀገማትን ዝግበረሎም ሓገዛትን ብዝምልከትመረዳእታ ንምእካብ እዩ፡፡

ስለዚ ናትካ/ኪ ንፁር ዝኾነ መልሲ ነቲ ዝግበር ዕንኣት ኣብ ምዕዋት ኣዎንታዊ ግደ ስለዘለወ ብተገዳስነትን ብኣቃልቦን ንክትህቡኒ እናተላቦኩ ዝረክቦ መረዳእታ ንትምሕርታዊ ግልጋሎት ዝውእል ምኻኑን ኣብ ዝኾነ ይኹን ግዜ ድማ ምስጢራዊነቱ ዝተዓቀበ ከምዝኸውን ከረጋግጠልኩም እፎቱ፡፡

ንዝግበረለይ ምትሕብባር ኣቐዲመ የመስግን፡፡

ንጉስ ደምሌ

መተሓሳሰቢ

1. ***ንነዊሕ ርሕቐት ኣትሊታት***
   - ***ሀ. ሽም ምዕሓፍ ኣያድልይን***
   - ***ለ. በቲ ዕሑፍ መልሲ መውሓቢ ቦታታት ሕፅር ዝበለ መልስ ሓቡ***
   - ***ሐ. ኣብ መልሲ መውሓቢ ወረቐት "X" ብምግባርን ብምዕሓፍን ኣስፍሩ***

I. *ውልቀ መረዳእታ*

1. *ፆታ*
   - *ሀ. ታባ* *ለ. ኣነስታይ*
2. *ዕድመ*
   - *ሀ.* 18 - 22 *ለ.* 23 - 26 *ሐ.*27 - 30 *መ.*31 - 34 *ሰ.* 35 *ልዕሊኡን*
3. *ኩነታት ትምህርቲ*
   - *ሀ. ቀዳማይ ብርኪ*(1 - 4) *ለ. ሙሉእ ቀዳማይ ብርኪ*(5 - 8 0) *ሐ.* 2*ይ ብርኪ* (9 — 10) *መ. መሰናዶ*(11 -12) *ሰ. ኮሌጅ ዲፕሎማ ረ. ቀዳማይ ዲግሪ*
4. *ኣብ ክለብ ዘለካ/ኪ ዕድመ ስልጠና* _____ *(ብኣዋርሕ ወይ ዓመታት ይገለፅ)*

II. **ውሽጣውን ግዳማውን ኩነታት (ልምምድ) ብዝምልከት**

1. **ኣብ ክለብኩም ኣኹል ዝኾነ ቑረብን ናውትን ትሬኒንግ ትረክቡዶ**

   ሀ. እዎ ለ. የለን

2. **ትስልጥኑሉ ቦታ ምችው ድዩ?**

   ሀ. እዎ ለ. ኣይኮነን

3. **ሓዲሽ ኢንተርኻል ልምምድ ኣብ ትገብሩሉ ጊዜ ልምዲ ዘለዎም ኣትሊታት ይሕግዙኹም ዶ?**

   ሀ. እዎ ለ. የለን

4. **መሰልጠኒ ቦታታትኩም ካብ ዝኾነ ይኹን መሓንኸልታት ናፃ ድዩ?**

   ሀ. እዎ ለ. ኣይኮነን

5. **ኣብ ስልጠናኹም ናይ ትራንስፖርት ቀረብ ትረኽቡ ዶ?**

   ሀ. እዎ ለ. የለን

6. **ኣብ ትነብሩሉ ከባቢ ብተወሳኺ ናብ ካሊእ ቦታ ወፂእኹም ናይ ምስልጣን ዕድል ትረኽቡ ዶ?**

   ሀ. እዎ ለ. የለን

7. **ደጋፂ ኩነታት መሰልጠኒ ቦታኹም ብኽመይ ትገዘልፁዎ(ኣብነት መሰልጠኒ ቦታ ፣ስቴድዩም፣መንበሪ ገዛ፣ካፌ፣ሽቃቅ....._____**

   _____

   _____

   _____

8. **ካብ ተራ ቁፅሪ 1 - 6 ንዘለው ሕቶታት መልስኩም ኣሉታ እንተኮይኑ ፀገሙ እንታይ እዩ ትብሉ_____**

   _____

   _____

   _____

9. **ነዚ ፀገም ፍታሕ ዘለኩም ርኢቶ እንታይ እዩ_____**

   _____

   _____

   _____

   _____

III. **ፀገም ቀረብን ግልጋሎትን እኩል ናውቲ ስልጠና ነዊ ሕ ርሕቐት ኣትሌታት ኣብዝምልከት**

ካብዚ ንታሕቲ ኣብ ዝተዘርዘሩ ነጥብታት ምርካብ እኩል ናውቲ ስልጠና ብዝምልከት ንዝቐረቡ ሕቶታት ምልክት"x" ብምግባር ኣብ ቅድሚት እቲ ሰንጠረዥ መልስ'ኹም ኣቐምጡ

ሪ ጋ	ሕቶታት	እዎ	ኣይፋለን
1	ትስልጥነሉ ጫማ ትረክብ ዶ?		
2	ናይ ውድደር ዕጥቂ ትረክቡ ዶ?		
3	ርሕቐት መዐቀኒ መሳርሒ ትጠቀሙ ኮ?		
4	እ'ኹል ናይ መለማመዲ እጥቂ ትረኽቡዶ?		
5	ብሲዲ ዝተቐረፀ ናይ መለማመዲ ካሴታት ትርክቡ ዶ?		
6	ቪድዮ መቅረፂ ትጥቀሙዶ?		
7	ኮን ትጥቀሙ ዶ?		
8	መምርሒ ስልጠና መፅሓፍ ትረክቡ ዶ?		
9	መኪና /ሞተር ሳይክል ትረክቡዶ?		
10	ኮምፒውተር ትረክቡ ዶ?		
11	ዝተኣቀነ መም ትረክቡ ዶ?		
12	ደረጅኡ ዝሓለወ መጉየይ ትራክ ትረክቡ ዶ?		
13	ኢንተርኔት ትጥቀሙ ዶ?		

14. **ምስ ፀገም ቀረብን ግልጋሎት እ'ኹል ናውቲ ስልጠና ነዊሕ ርሕቐት ኣትሌታት ዝተድሓሓዙ ካልኦት ፀገማት እንተልዮም ብሓፂሩ ይግለፁ፡፡**_____

_____

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_____

15. **ነቲ ፀገም ፍታሕ ዘለኩም ርኢቶ እንታይ እዩ**_____

_____

IV. ኣብ ምጥቃም ናውቲ ስልጠና ነቂሕ ርሕቐት ብዝምልከት ካብዚ ንታሕቲ ንዝተዘርዘሩ ነጥብታት ክሳብ ክንደየናይ ከዘፀግሙ ናይ "x" ምልክት ብምግባር ኣመልክቱ፡፡

መግለፂ

1. ፀገም ኣይኮነን 2. ማእኸከላይ 3. ዝኸፍአ ፀገም

ሪ ጋ	ኩነታት ኣፀጋሚነት	ብርክታት ፀገም		
		1	2	3
1	ABC ልምምድ ምግባር			
2	ምስራሕ ሓድሽ ኢንተርኻል ልምምድ			
3	ምጥቃም መዐቀኒ መሳርሒ			
4	ምጥቃም ዝተዓቀነ መስርሒ ቢታ			
5	ምጥቃም ኮምፒውተር			
6	ምጥቃም ኢንተርኔት			
7	ምስራሕ ሰውነት ምውዕዓይን ምዝሕላልንልምምድ			

I. **ኣብ ኣሰለጣጥና ሰርሕካ ምርዓይን ምዘናን ስልጠና ብዝምልከት ካብዚ ንታሕቲ ንዝተዘርዘሩ ነጥብታት ክሳብ ክንደየናይ ከምዘፀግሙ ናይ"x" ምልክት ብምግባር ኣመልክቱ፡፡**

ሪ ጋ	ኣብ ከይዲ ስልጠና ዘጋጥሙ ፀገማት ብዝምልከት	ብርክታት ፀገም		
		1	2	3
1	ኩሉ ዓይነት ስልጠና ምስ ክልቲኡ ዶታ ምስራሕ			
2	ብማእከላይን ነዊሕን ርሕቐት ስልጠና መሰልጠናይነት ብዝሰልጠነ ኣሰልጣኒ ምስልጣን			
3	እኹል ናይ ስልጠና መዓልቲ ኣብ ሰሙን ምርካብ			
4	ኣብ ሕድሕድ ስልጠና ፈዝ ለውጢ ምርኣይ			
5	ትክክለኛ ዝኾነ ሜላ ስልጠና ምርካብ			
6	ኣብ እለታዊ ናይ ስልጠና ጊዜ እኹል ስዓት ምርካብ			
7	ኣብ ሰሪሕካ ምርኣይ ንዘይበርሑ ቁምነገራት ምሕታት			
8	ናይ እግሪ ኣደበራርያ ናይ ፍጥነት ብርትዐ ብጉጅለ ኣብ ምስራሕ			
ሪ ጋ	ምስ ሰዓት ሙከራ ዘተድሓሓዙ ፀገማት	1	2	3
1	ኣብ ሰዓት ሙከራ ዝተዓቐነ መስመር ኣብ ምርካብ			
2	ንስዓት ሙከራ እኹል ዝኾነ ጊዜ ምርካብ			
3	ኣካላዊ ፈተነ ኣብ ዝግበረሉ እዋን ትክክለኛ መዓቀኒ ቁመትን ክብደትን ምርካብ			
4	ኣብ እዋን ሰዓት ሙከራ እኹል መረዳእታ ኣብ ምርካብ			
5	ዘተኣማምን ናይ ሰዓት መዓቀኒ ምርካብ			
6	ኣብ እዋን ስፖርታዊ ጉድኣት እኹል ዕርፍቲ ምርካብ			

Appendix -'F'

አዲሰ አበባ ዩኒቨርሲቲ

ፕሮግራም ት/ቲ ድህረ ምረቃ ፋኩልቲ ስነ - ህይወት ክፍሊ ትምህርቲ ስፖርት ሳይንስ

ብነዊሕ ርሕቐት ኣትሌታት ኣሰልጣኒ ዝምላእ ፅሑፋዊ መሕተትቲ

ዝተከበርኩም ኣትሌታት ቀንዲ ዕላማ እዚ መሕተት ኣብ ክልል ትግራይ ኣብ ዝርከባ ናይ ኣትሌቲክስ ክለባት ንዝስልጥኑ ኣትሌታት ነዊሕ ርሕቐት ኣብ ከይዲ ስልጠና ንዘጋጥሙ ፀገማትን ዝግበረሎም ሓገዛትን ብዝምልከትመረዳእታ ንምእካብ እዩ።

ስለዚ ናትካ/ኪ ንፁር ዝኾነ መልሲ ነቲ ዝግበር ዕንኣት ኣብ ምዕዋት ኣዎንታዊ ግደ ስለዘለወ ብተገዳስነትን ብኣቃልቦን ንክትህቡኒ እናተላቦኩ ዝረክቦ መረዳእታ ንትምሕርታዊ ግልጋሎት ዝውእል ምኻኑን ኣብ ዝኾነ ይኹን ግዜ ድማ ምስጢራዊነቱ ዝተዓቀበ ክምዝኸውን ክረጋግጠልኩም እፎቱ።

ንዝግበረለይ ምትሕብባር ኣቐዲመ የመስግን።

ንጉስ ደምሌ

መተሓሳሰቢ

2. ንነዊሕ ርሕቐት ኣትሌታት ኣሰልጣኒ

   ሀ. ሽም ምዕሓፍ ኣያድልይን

   ለ. በቲ ፅሑፍ መልሲ መውሓቢ ቦታታት ሕፅር ዝበለ መልስ ሓቡ

   ሐ. ኣብ መልሲ መውሓቢ ወረቐት"X" ብምግባርን ብምዕሓፍን ኣስፍሩ

I. **ውልቀ መረዳእታ**

1. *ዖታ*

   ሀ. ታባ ለ. ኣነስታይ

2. *ዕድመ*

   ሀ. 20- 25 ለ. 26 - 30 ሐ.31 - 35 መ.36 - 40 ሰ. 41 — 45 ረ.46ንልዕሊኡን

3. ኩነታት ትምህርቲ

   ሀ. 10/12 ዘጠናቀቀ ለ. ኮሌጅ ዲፕሊማ ሐ. 2ቀዳማይ ዲግሪ መ. ካልኣይ ዲድሪ ሰ. ዶክትሬ

4. ደረጃ ኣሰልጣናይነት

   ሀ. ውሽጢ ዓዲ 1ይ ደረጃ ለ. ውሽጢ ዓዲ 2ይ ደረጃ ሐ. IAAF level I መ. IAAF level II ሰ. IAAF level III ረ. ካሊእ እንተልዩ_____

5. ኩነታት ኣሰልጣናይነት

   ሀ. ሙሉእ መዓልቲ ለ. ትርፊ ሰዓት ሐ. ካሊእ እንተልዩ ይገለፅ_____

6. ክለብ ኣብ ምስልጣን ዘለዎም ልምዲ ኣሰልጣናይነት_____

III. ፀገምቀረብንግልጋሎትንናውቲስልጠናነዊሕርሕቐትኣትሌታትብዝምልከት

ካብዚ ንታሕቲ ኣብዝተዘርዘሩ ነጥብታት ምርካብን ምጥቃምን እኹልናውቲ ስልጠና ነዊሕ ርሕቐት ኣትሌታት ብዝምልከት ዘለኩም መልሲ ምልክት "x" ብምግባር ኣብ ቅድሚት እቲ ሰደቃ መልስኹም ኣቅምጡ።።

ሪጋ	ሕቶታት	እዎ	ኣይፋሉን
1	ፍሉይ መሰልጠኒ ናውቲን ቀረብን ኣሎዶ?		
2	ናይ መሰልጠኒ ዕጥቂ ትረክቡ ዶ?		
3	ናውቲ ጂም ትረኽቡ ዶ?		
4	ብካሴት ዝተቀረፀ መሰልጠኒ መሳርሒ ትረኽቡ ዶ		
5	መቅረፂ ቪድዮ ትረኽቡ ዶ		
6	ኮን ትረኽቡ ዶ?		
7	መፅሓፍ መምርሒ ስልጠና ነዊሕ ርሕቐት ትረኽቡ ዶ ?		
8	ቀረብ መኪና ትረኽቡ ዶ?		
9	ደረጅኡ ዝሓለወ ሜዳ ትረኽቡ ዶ?		
10	ኢንተርኔት ትጥቀም ዶ?		
11	ዝተዓቀነ መጉየይ መም ትረኽቡ ዶ?		
12	ኮምፒዩተር ትረኽብ ዶ?		

13. ምስ ፀገምን ቀረብን ግልጋሎት እኹል ናውቲ ስልጠና ነዊሕ ርሕቐት ኣትሌታት ዝተድሓሓዙ ካልኦት ፀገማት እንተልዮም ብሓፂሩ ይግለፁ_____

    _____

    _____

14. ነቲ ፀገም ፍታሕ ዘለካ ርኢቶ እንታይ እዩ_____

    _____

III. **ሓፈሻዊ ናይ ስልጠና ኩነታት ፀገምን ዝምልከት ሕቶ**

1. **ኣብ ተሰልጥነሉ ክለብ ቀንዲ ፀገማት ስልጠና ትብሎም** _____

   _____

   _____

2. **ኣትሌታት ነዊሕ ርሕቐት ኣብ ክለቦም ቅድመ ውድድር፣ኣብ እዋን ውድድርን ድሕሪ ውድድርን እኹል ምግቢ ይረኽቡ ዶ?**

   ሀ. እዎ ለ.የለን

3. **ኣብ ተራ ቁፅሪ 2 መልስኹም እዎ እንተኮይኑ እንታይ ዓይነት ምግቢ ከምዝምገቡ ይግለፂልና**_____

   _____

   _____

4. **ኣብ ሰሙን ክንደይ ናይ ልምምድ ፕሮግራም የዳልው?**

   ሀ. 3 መዓልቲ ለ.4 መዓልቲ ሐ.5 መዓልቲ መ. 6 ልዕሊኡን

5. **ኣብ ትግራይ ናይ ማእኸላይን ነዊሕን ርሕቐት ኣትሌቲክስ ውሕብቶ ዘለዎም ክባቢ ኣሎ ኢልካ ትኣምን?**

   ሀ. እዎ ለ. የለን

6. **ኣብ ተራ ቁፅሪ 5 ምልስኹም እዎ እንተኾይኑ ኣበይ ኣበይ ክባቢ ከምዝኾነ በይዛኹም ይሓብሩ**_____

   _____

   _____

7. **ብIAAF ስልጠና ማንዋል ዝተሓገዘ ዓመታዊ ፕሮግራም ልምምድ ኣለዎ?**

   ሀ. እዎ ለ. የለን

8. **መዓልታዊ ናይ ልምምድ ትልሚ ኣለዎም?**

   ሀ. እዎ ለ. የለን

9. **ብቅዓት ኣትሌታት ብከመይ ትዕቅኖ?**

10. **ምስ እተሰልጥኖም ኣትሌታትን ፌደሬሽን ክልልኩምን ዘለኩም ርክብ ከመይ እዩ?**

    ሀ. ልዑል ለ. ማእከላይ ሐ. ሓርፋፍ

11. **ብሓገር ለኽ ዘለዎ ውድድር ኣብ ዓመት ክንደይ ጊዜ ትሳተፉ?**

    ሀ. 3 ለ. 4 ሐ. 5 መ. 6 ን ልዕሊኡን

12. **ደጋፊ ኩነታት መሰልጠኒ ቦታኻ ብኽመይ ትገልፆ(ኣብነት መሰልጠኒ ቦታ፣ስቴድዮም፣መንበሪ ገዛ፣ካፌ፣ሽቃቐ)**_____

DECLARATION

The thesis is my original work, has not been presented for a degree in any other university, and that all sources of material used for the thesis have been dully acknowledged.

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