

**CHALLENGES OF SHORT DISTANCE ATHLETES RUNNERS:
WITH SPECIAL REFERENCE TO THE ETHIOPIAN NATIONAL
ATHLETICS TEAM**

By

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ADDIS ABABA UNIVERSITY

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Post Graduate Program Directorate

As research advisors, we hereby certify that we have read and evaluated this thesis entitle major challenges of short distance runners performance of Ethiopian National athletics team.

As a member of the Board of Examiners of the MSC thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Marta Azene, and examined the candidate we recommend that the thesis be accepted as fulfilling the requirements for the Degree of master of science in sport science (Coaching athletics).

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Abstract

The main purpose of this study is identify major problems that hinders short distance sprints particularly 100 meter 200 meters in Ethiopian athletics federation. The research method employed to reach to investigation was descriptive survey. The data was collected through questionnaires, interview and observation questionnaire prepared in Amharic have been distributed to 40 athletes and seven coaches interview was conducted with administrative personnel's and field observation was used. The gathered data were analyzed using quantitative and qualitative. The research revealed the following results lack of quality and quantity of training running truck, lack of scientific training method shortage of qualified coaches, lack of mutual understanding and communication between coaches and athletes unavailability of nitrate food all these problems can be solved.

If the federation gives attention and strive to come to solution, sufficient budget should be allocate to fulfill sport materials upgrade coaches with continuous periodic trainings course to improve their coaching style.

Keywords: challenges, athletes, motivation, facility, success, national team.

CHAPTER ONE

Introduction

1.1. Background of the Study

In ancient Greece Olympic games were mainly conducted in athletics competitions as early as in 776 B.C. in Athens. At that time the single athletic event was known as the “Stade” which is was practically a foot race with little or no defined regulations as we see it today and it only covered the length of the main Olympic structure of the time that represented what is called today the stadium.

Over the years the game started to earn popularity and started to gain formal structures whereby by 1896 athletics was part of the games with the competition being divided into track and field events. Coming all the way to 1912 at which time an international governing body of athletics, namely, the International Association of Athletics Federation (IAAF) was established which developed a number of international standards and rules, has organized a number of competitions and has regulated the sport ever since. As recently as in 1928 further progresses were made when women were allowed to take part in athletics competitions for the first time.

Today there are numerous events which combine to make up the athletics as one of the best and attractive competition areas in the Olympic Games. In Ethiopia athletics, particularly long distance games became one of the best competition areas in which many world renowned athletes appeared, participating and producing indispensable results for their country and themselves. In Ethiopia the game comprises multi-events for athletes to be trained into and to compete in the groups. Comparing with the other events, short distance running is the one in which many male and female athletes are included in Ethiopia but unfortunately short-distance athletics has not become as popular and successful nationally and did not so far contribute to Ethiopia's image in the Olympic Games internationally. By paying a closer attention to the development of short-distance athletic in Ethiopia, examining how it is operating in recent years, this thesis will try to bring out the problems on which possible solutions would be recommended.

1.2. Statement of the Problem

In Ethiopia short-distance athletics is practically unknown and it is overshadowed by long-distance athletics. In a country of over 90 million people it is difficult to say that the talent and capacity for short-distance athletics is absent. So far there are no reports of Ethiopians fulfilling the minima of the championships conducted out of the country so far. Thus, the main problem statement of this thesis is that what could be the challenges in Ethiopia that hindered the development and eventual success of short-distance athletics in Ethiopia to make it as popular as the long distance-athletics of the country.

At this initial stage some problems are raised to open the way for this research.

1.3 Basic Research Question

- Why are there parallel organizational setups for short-distance athletics as for the long-distance ones in the Ethiopian Olympic Games system?
- Are there appropriate and comparable coaching systems and coaches for short-distance athletics as for the long-distance ones?
- Why isn't short-distance athletics, particularly 100m sprint, made as popular to young Ethiopians and to the general public as it is done for long-distances?
- Do short-distance athletics, particularly 100m sprint, trainings need special in-door and out-door facilities unlike long-distance athletics? Can't Ethiopia provide or afford such facilities if there are some to be had?

Questions such as those mentioned above and possibly some more that may be raised as the research is done will be closely studied and analyzed in this thesis to provide possible solutions for managers of Ethiopian short-distance athletics and thereby to create awareness for on the importance of short-distance athletics for Ethiopia and Ethiopians.

1.4. Objectives of the Study

1.4.1. General Objective

This research attempts to study closely the practices and challenges of short distance athletics events particularly 100 meter events in the Ethiopian athletics national team and suggest possible solutions. Therefore the specific objectives of this study is:

1.4.2. Specific Objectives

- ❖ This study has the following specific research objectives:
- ❖ Assess the background of short-distance sprint in the Ethiopian national athletics federation team.
- ❖ Identify the challenges, determinants and problems 100m sprint events in the national athletics team of Ethiopia
- ❖ Identify why the Ethiopian National Athletics Federation is not paying much attention to short-distance athletics especially to those dealing with 100m sprint.

1.5. Scope of the Study

The scope of the study is to find out the current status of Ethiopian short-distance runners, the problems short-distance running faces in the country and using the data so generated to suggest possible solutions and recommendations for the purpose of improving the sport in the country. With this study is believed to open up career opportunities to young Ethiopians of both sexes, build on the national image in athletic and improve the contribution of short-distance to national development.

1.6. Significance of the Study

This research is believed to significantly contribute to the following issues of short-term athletics
To popularize short-distance athletics among Ethiopian youth with special focus to 100m sprint.
To establish the training and management possibilities of 100m sprint training for the benefits of those participating in it and for the nation in general.

To give short-distance athletics, particularly 100m, its right place in Ethiopian and African athletics so that short-distance athletics achieves the popularity long-distance has in Africa and the world at large.

To present the problems with the suggested solutions to athletics managers in Ethiopia so that 100m athletics can also be as popular as long distance athletics in Ethiopia and Africa in general.

To provide new insights for further research in the field of short-distance athletics competitions and building capacity of coaches for 100m sprint in Ethiopia.

1.7. Delimitation of the Study

The research is conducted on Ethiopian short-distance athletics with special reference to 100m sprint, its current status and identifications of its problems for possible remedial solutions by engaging athletics management and training systems and persons in Ethiopia and the Ethiopian Athletics Federation.

1.8. Limitation of the Study

To conduct the research, lack of materials to refer, time constraints and financial scarcity made the task difficult and had its own impacts on the quality of this research work. Despite all these, the researcher used all her efforts to accomplish the study.

1.9. Organization of the Study

The final report of this research paper is organized in to five major chapters and a reference list. The first chapter provides general background of the study, updated statement of the problems, the research objectives, the scope and limitations of the study. The second chapter deals with review of literature. The third chapter covers the research methodology. The fourth chapter deals with research results and discussion. The fifth chapter includes the summary, conclusions and recommendations. The final section includes the references and appendices.

1.10. Operational Definitions of Terms

Athletics: track and field sports which embrace events in jumping, running and throwing [http://www.athletics db. Com/index](http://www.athleticsdb.com/index).

Facility: inputs of sports training in structure (the ability to learn or do things easily) (suzie Bennet et. Al., 2007).

Motivation; is the direction and intensity of one's effort (Gould et al, 2006).

Performance: is an actual ability and potential capacity of and athletes which is an observable behavior of athletes in training and completion (Hanin, 2000).

Trainee: a person being trained for athletics.

Training: is a systematic process of respective, progressive exercise or work involving learning and acclimatization. (Thomps on 2009).

Challenge: stimulation test of ability or situation that tests some body's abilities in a stimulating way (Encarta: 2009).

Block: A material athlete starts during short distance running

Short distance athletics: Includes all distances upto 400 m with specific reference to 100m, 200m, 400m, 400mHU, 100mHU, 100mHU, 110mHU and 4X100m distance running at competitive record times and on internationally acclaimed track.

Sprint: Running at full speed over a short distance

CHAPTER TWO

Review of Related Literature

This review of the literature is divided into three sections. These are (i) Anthropometry (ii) Anthropometric measurement and running performance, and (iii) Factors affecting sprint performance.

2.1. Anthropometry

Anthropometry refers to the measurement of the size and proportion of the human body (Heyward, 2002; Malina, 1988). Villanueva et al. (2011) reported that there is a positive relationship between anthropometric characteristics and both sprint performance and repeated sprint performances. Furthermore, particular anthropometric measurements are pre-requisites for good athletic performance in various sports (Kukulj et al., 1999; Habibi et al., 2010). It is generally known that anthropometric measurement is important for early talent selection. Anthropometric measurements such as age, height, weight, body composition, width, circumferences and limb length measurements are known to have important significance in short distance running.

For instance, age is one of the factors affecting various sports performance. Sprint performance during childhood and adolescence depends on growth and maturation (Villanueva et al., 2011). Besides, height may play an important role in athletic success (Niels, 2005). Shorter sprinters have relatively lower movement resistance or inertia moment and are advantageous in acceleration particularly (Onyewadume, et al., 2004). On the other hand, Niels (2005) wrote that taller sprinters have relatively longer lower limbs and are able to have longer step length. But according to Siris (1986) the medium height of world elite sprinters is 177.9 cm. In general, there is not any specific optimal height for sprinters that is supported with evidence. However, there is an optimal range identified for sprinters that excludes those that are very tall or very short in stature (Niels, 2005).

2.2. Anthropometric Measures and Running Performance

Various findings have reported the relationship between anthropometric measures and running performance. Kong & Heer (2008) studied on the characteristics of elite Kenyan distance runners to analyze their success regarding anthropometric aspects. The measurements include the subject's height, mass, leg length, calf circumference and ankle circumference.

It was demonstrated that the top runners were characterized with small calf circumference, with the mean of 34.5 cm and standard deviation of 2.3 cm. The slim limbs may contribute to their outstanding performance by lowering the moment of inertia which could reduce the muscular effort during leg swing (Kong & Heer, 2008). Resembling research was done by Bale, Bradbury, & Colley (1986) to investigate the influence of anthropometric measurements on race performance of sixty male distance runners of three groups divided by their personal best time for 10 km run. It was indicated that the most able runners were shorter and lighter than the less able runners (Bale, et al., 1986).

On the other hand, the study of Lee and Piazza (2009) revealed that the sprinters had longer mean toe length than that of the non-sprinters. It was suggested that having longer toes benefits the sprinters by allowing more contact time for acceleration by propulsive ground reaction force during the first phase of race (Lee & Piazza, 2009).

2.3. Factors Affecting Sprint Performance

There are a number factors related to body structure that affect sprinting ability. These include the fiber types in the skeletal muscles, fascicle length, muscular strength, stride length and stride rate, body composition and muscular fitness.

2.3.1. Fiber Types

Regarding the fiber type, the elite sprinters generally had a higher percentage of fast-twitch fibers, which contract rapidly and with higher levels of force than slow-twitch fibers (Cissik, 2002; Mero, et al., 1992; Smith, 1995). It was found out that the degradation rates of PCr and glycogen were markedly greater in fast-twitch fibers than in slow twitch fibers during 30 s of maximal treadmill sprinting, indicating that fast-twitch muscle fibers proportion was a determining factor affecting sprinting performance (Greenhaff et al., 1994).

2.3.2. Fascicle Length

As regards to fascicle length, there were studies investigating the relationship between sprint performance and architectural characteristics of sprinters' leg muscle. Abe, Fukashiro, et al. (2001) conducted a study of estimating the fascicle length by measuring the vastus lateralis (VL), gastrocnemius medialis (GM) and lateralis (GL) muscles by ultrasonography. They concluded that longer fascicles may improve sprinting performance.

Further studies showed that longer absolute and relative fascicle length (relative to limb length) was found to be associated with greater sprinting performance (Kumagai et al., 2000). The same findings were shown by the study of Lee and Piazza (2009), in which the average fascicle length of sprinters were 11% longer than non-sprinters. This implied that longer lower limbs, including thigh and leg length, might contribute to longer fascicle as they allowed the muscle for attachment. The lengthier of the bone for attachment, the higher the chance for the longer fascicle muscle development.

2.3.3. Muscle Strength

According to Amusa and Toriola (2003) the power and explosive strength of the muscles were factors of athletes' sprinting abilities. In 1996, Nesser, et al. (1996) confirmed that the strength of knee flexion contributes to sprint performance by contributing to forward propulsion during the acceleration phase. The fastest sprinters acquired larger leg muscles (Kumagai et al., 2000). The same finding was supported by Abe, et al. (2001) who stated that sprinters have greater thickness of their gastrocnemius and vastus lateralis muscles than those of non-sprinters. In addition, Meckel, et al. (1995) analyzed the physiological characteristics of 100 m female sprinters who were divided into fast, average and slow groups. It was illustrated that the reason of their performance gap were muscular power, strength and running technique (Meckel, et al., 1995).

2.3.4. Stride Length and Stride Rate

Regarding the factor of stride length and stride rate, Cissik (2002) stated that stride length referred to the distance a sprinter's centre of mass travelled with each stride. In 2002 Cissik indicated that "stride frequency refers to the number of foot contacts that are made per unit of time". Taking longer strides while maintaining stride rate would lead to better performance. In a

study by Bao (2009) on Usain Bolt, the world record holder of 100-meter, investigated the race performance by the number of steps used in 100meter sprinting, stride length and stride rate. It was pointed out that Usain Bolt used an incredible 40 strides to finish the race. Also, Usain Bolt's stride length was 2.532 meters, about 20cm longer than others elite sprinters (Bao, 2009).

2.3.5. Body Composition

World Health Organization (WHO) has recommended body mass index (BMI) is a measurement of relative weight and calculated as weight in kilograms divided by height in meters squared [kg/m²]. Actually BMI is easy to calculate and obtain, and enable an unbiased comparison between short and tall population groups.

The body composition is strongly associated with physical fitness. Young men in overweight and obesity group have poor explosive power, aerobic fitness and muscle endurance (Kyrolainen et al., 2010). Besides, there is an inverse relationship between excess body weight and sprinting performance (Pinero et al., 2010; Onyewadume et al., 2004). The same author also mentioned that excess body fat can decrease acceleration of sprint due to extra body mass loading. Moreover, Pinero et al. (2010) pointed out that overweight and obese group children have poor sprint performance.

2.3.6. Muscular Fitness

Physical fitness has been defined as a measure of how well one performs physical activity. In other words, it can also be labeled as body movement produced by muscle action that increases energy expenditure (Kyrolainen et al., 2010).

There is a high correlation between the leg power and sprint ability by using horizontal and vertical jump displacements as an indirect power measurement (Habibi et al., 2010; Bret et al., 2002).

Generally, sprint involves performing at a very high intensity that can only be maintained within a short duration of time and typically less than 60 seconds (Stokes, Nevill & Hall, 2005). Sprint performance depends on different parameters. Kale et al. (2009) stated that successful sprint performance requires good starting ability, highest maximal running velocity and the endurance

of that velocity capacity. Similarly, some researchers stated that the sprint performance was determined by the acceleration ability, the magnitude of maximal speed and speed maintenance against the onset of fatigue (Ross, et al., 2001; Bret, et al., 2002).

2.3.7 Ability

Characters, traits, skills and knowledge are used in performance. It is always present and will not vary widely over short period of time.

2.3.8. Motivation

Many people who are not motivated keep their performance to an acceptable level by expending only 20-30% of their ability. Managers who know how to motivate their employees can achieve 80-90% ability levels consequently higher level of performance. There is other more detailed notes on motivation in this site, but remember Maslow?

- Basic needs: food, clothing
- Safety needs: security, avoidance of risk/harm
- Social needs: friendship, acceptance, group
- Esteem needs: responsibility, recognition
- Self realization: independence, creativity (Mackenzie (1997))

2.3.9. Equity and Expectation

Basically people expected to be treated equally, within the company and as others are in similar companies. They expect to get a certain reward for a certain effort and they expected to get promoted if they undergo training. All these factors are interrelated and affect the amount of effort people are prepared to put in (again, Mackenzie 1997).

2.3.10. Environmental Factors

Those factors over which an individual has no control example the job may have been completed and sever time constraint, with a lack of adequate resources, or by using obsolete equipment they may have been conflicting priorities or information overload, such that the individual was confused and under stress, other staff and departments may have been less than co-operative, the restrictive police of the organization may have prevented the individual from using his /her

initiative and imagination to the extent that he/she wished. The quality of the supervision exercised may have been defective some people need encouragement and support where as others like to be left to get on with the facts Mackenzie(1997).

2.3.11. Communication Skill

Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience coaches wish to motivate the athletes, they work with and to provide them with information that will allow them to train effectively and improve performance. Communication from the coach to athletes will initiate appropriate actions.

This however, requires the athlete to reuse the information from the coach but was to understand and accept it, coaches need to ask themselves (Crookes 1991)

- Do I have the athletes' affirmation?
- Am I explaining my-self in an easily understandable manner?
- How does the athlete understand me?
- Does the athlete believe what I am telling him/her?
- Does the athlete accept what I am saying?

Non-verbal message at first, it may appear that face to face communication consists of taking it in turns to speak while the coach is speaking, the athlete is expected to listen and wait patiently until the coach finished on closes examination, it can be seen that people resort to a variety of verbal and non-verbal behavior in order to maintain a smooth flow communication such behavior includes: head-nods, smiles, frowns, bodily contact, eye movement, laughter, body posture, language and many other actions. The facial expressions of athletes provide feedback to the coach. Glazed or down turn eyes indicates boredom or disinterest, as does fidgeting. Fully raised eyebrows signal disbelief and half raised indicate puzzlement. Posture of the group provides a means by which their attitude to the coach may be judged and act as pointer to their mood. Control of a group demands that a coach should be sensitive to the signals being transmitted by the athletes. Their face usually gives a good indication of how they feel and a good working knowledge of the meaning of non-verbal signals will prove invaluable to the coach.

2.3.12. Communication Blocks

Difficulties in communicating with an athlete may be due a number of issues including the following (Crookes 1991).

- The athlete's perception of something is different to yours
- The athlete's may jump to a conclusion instead of working through the process of hearing, understanding and accepting.
- The athlete may lack the knowledge needed to understand what you are trying to communicate.
- The athlete may lack the motivation to listen to you or to convert the information given in to action.
- The coach may have difficulty in expressing what he/she wishes to say to the athlete.
- Emotion may interfere in the communication process.
- There may be a clash of personality between you and athlete.
- These blocks to communication work both ways and coaches need to consider the process of communication carefully.

2.3.13. Effective Communication Skill

Before communicating with the athlete, Coaches should consider (Crookes 1991)

- Why they want to communicate
- Who they wish to communicate with
- Where and when the message could best be delivered
- How they are going to communicate the information

2.3.14. Effective Communication Containing Six Elements (Crookes 1991)

- Clear: Ensure that the information is presented is clearly
- Concise: Be concise; do not lose the message by being long winded
- Correct: Be accurate avoid giving misleading Information
- Complete: Give all the information and not just part of it
- Courteous: Be polite and non-threatening, avoid conflict

- Constructive: Be positive, avoid being critical and negative

2.3.15 Factors Affecting Short Distance Runners

There are a number of hampering factors that deducts the speed development of short distance runners .Even though describing all of them may be difficult based on their degree importance a researcher mention them in detain as follow.

A, Coach

The most essential requirement in developing top level athletes is the availability of a world class coach. The coach may be many things to the athlete; teacher, trainer, 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 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 notion one can conclude that coach have a significant importance for an athlete in order to achieve his or her dream.

B. 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, level of physical activity and state of health. We need to eat to obtain enough energy to complete our daily tasks; we have 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 food 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 foods
- Avoid fatty meals and sweet or salty snacks
- 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 2V2 to 4 hours before training or competition.
- Minimize foods which form-gas in the digestive system.

C. Resources

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.

- **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.
- **Human resources:-** every organizations mainly athletics training centre depends on peoples to fill the roles of organizers, administrators, fund raisers, planners, official's, coaches, 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 resources:** - 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 not 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 footwear 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 bad 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.

- **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 site
- Access to showers and transportation
- Access to appropriate educational opportunities
- 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 weight training areas and equipment.

2.3.17 Developing the Athlete

We have seen that young children have special needs in sport and should follow program which are specific to their needs. As coaches, we are also aware that any individual who has just commenced any physical activity has different needs from and capabilities for training than someone who has been doing this activity for a longer time. This is true no matter what age an athlete starts being involved in athletics. Athletics is recognized as being a 'late-specialization' sport. This is because most athletes achieve their best performances generally between 24 to 34 years of age. Taking a long term approach to athlete development and training benefits all athletes, whatever their age or level of competition.

2.3.18 The Long Term Approach

The main concept of 'Athlete Development' involves taking a long term approach to athlete development and training. This long term approach is designed to help individuals of all ages and all abilities to optimize their development and reach their potential. As you begin to understand the background to this long term approach, you will understand why it is recommended by the IAAF for all coaches and athletes. Thompson (2010:29) asserted,

"Effective coaches choose a long term approach as it helps them to improve their athletes year after year, possibly until after the age of 40, the time when the body's biological clock causes performance to decrease. Even then, it will help athletes to get the best from what they have. In its simplest form athlete development relates the structure and nature of training at any time to where an individual athlete is on their developmental pathway."

This means that individuals are, "doing the right things at the right time" for their long term, not necessarily immediate, development.

The long term athlete development approach is an organized approach toward achieving the

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

2.3.19 Stages of Athlete Development

Providing a uniform athlete development pathway within a late specialization sport' like athletics means that we can recognize a five- stage athlete development model. The progressive nature of this five- stage model guides athletes from the Kids' Athletics stage, Multi-Events stage, Event Group Development stage, It is actually possible to recognize seven stages of movement and exercise development but the coach usually has no involvement with the first and last of these stages. While stage 0 and stage 6 will not be considered they remain of integral importance to each individual as indicated by John .et. al (2008 :211)

Stages of Athlete Development

Stage Name of Stage Range	optimal Biological Age	Training Age
Stage 0 Movement awakening -----	0 - 5 / 7	
Stage 1 Kids' Athletics -----	5 / 7 - 11 / 12	0 - 2 / 4
Stage 2 Multi-Events -----	11 / 12 - 13 / 14	2 - 4
Stage 3 Event Group Development-	14 / 15 - 16 / 17	5-7
Stage 4 Specialization -----	16 / 17 - 18 / 19	7-9
Stage 5 Performance-----	18 / 19 +	10+
Stage 6 Exercise for life-----		

Source: Peter JL Thompson/2000/

You have seen that athlete development relates the structure and nature of training at any time to where an individual athlete is on their developmental pathway. This again emphasizes that individuals are "doing the right things at the right time" for their long term development. Let us now look in more detail at the characteristics of each of the stages that make up the IAAF athlete development pathway.

2.3.20 The Energy System

In order to determine how energy is produced in our muscles we have to consider some important factors as pointed out by John .et.al (2008:261).

"Is air, in the form of oxygen, required?" If it is, we say the energy system is **aerobic**. If not, it is **anaerobic**.

"Is lactic acid produced?" If it is, we say the system is lactic. If not, and no air is required, it is a **lactic**.

So, there are three energy systems operating in the bodies of our athletes. One of these is aerobic, with oxygen and two are anaerobic, without oxygen.

1. Aerobic Energy system

The muscle energy system which require oxygen

- The duration of the exercise is from 1 minute up to 1 hour and above.
- In this energy system the distance may cover from 300m - 15 km and the intensity is between 50 -75%.

2. Anaerobic lactic Energy system

This energy system does not require oxygen, but produce lactic acid.

- The duration of the exercise ranges from 10 second to 1 minute.
- In the anaerobic lactic energy system the distance ranges from 80m - 400m, and the intensity is between 90% -100%.

3. Anaerobic A lactic Energy System

The stored start up system: which does not require oxygen and does not produce lactic acid?

- In this energy system the duration ranges from 0 - 10 seconds.
- The distance covered is from 20m - 80m and the intensity is maximal.

The athlete's body is capable of using one or any combination of the three energy systems. Different events demand different types and amounts of muscle activity. Consequently, different

energy systems predominate in the various events. Improving performance is often the result of carefully designed training programmes that aim to increase the capability of specific energy systems and muscles.

Development of the three energy systems

Table 2.1. Energy system

	Anaerobic Alactic	Anaerobic lactic	Aerobic
Duration	0 - 10sec.	10sec - 1 minute	1 - 60 min
Distance	20m - 80m	80m - 400m	300m - 15 km
Intensity	Maximal	90% - 100%	50% - 75%
Repetition	3 - 4	1 - 5	3 - 20
Recovery	1 ½ - 3min	2 - 10 min	1 - 3 min
Sets	1 - 4	1 - 4	1 - 4
Recovery	8 - 10min	10 - 20 min	5 - 8min

Source: Thompson (2010:102).

The Aerobic -Anaerobic Split

The aerobic anaerobic split refers to how much the aerobic and anaerobic energy system are all involved in a particular activity. Marathon runners, for example produce most of their energy aerobically, while sprinters, jumpers and throwers depend more on anaerobic sources the aerobic anaerobic split is determined by identifying how long and how hard our athletes work without rest.

There are two important work times that mark a shift in emphasis from one of the three energy systems to another. **10 seconds:** - After 10 seconds the intense muscular activity the energy system providing the majority of the energy shifts from the anaerobic alactic to the anaerobic lactic system.

1 minute; - After about 1 minute of intense activity the shift is always from the anaerobic lactic system to the aerobic system.

2.3.21 Individual Difference and Body Composition

Individual difference:-

We are not all created equal, there are large individual differences in our ability to improve fitness, achieved a desirable body composition. Individuals come in all shapes and sizes but for both women and men there are three main body types.

1. **Endomorph type:-** These individuals tend to have a less well defined body Outline and can become fat very easily.
2. **Mesomorph type: -** Individuals who are well proportioned and muscular.
3. **Ectomorph type: -** Thin individuals who tend to be tall.

Most people are a combination of one or more of the body types. In athletics, certain events lend themselves to particular body types. Example: Long distance athletes and high jumpers tend to be ectomorphic.

- Sprinters, hurdlers and jumpers tend to be mesomorphic.
- Throwers tend to be an endomorphic and mesomorphic mix.

2.3.22 Growth and Development

Growth is an increase in size or development of a living thing, usually as the result of an increase in number of cells.

Development is the stage that an organism goes through from the moment it begins life until it reaches adulthood.

2.3.23 Patterns of Growth Regarding Change in Size

Children grow in size at a very fast rate. At Birth infants are only about a quarter of their adult height. This final adult height is usually reached at about twenty years of age. There are four characteristic stages of growth from birth to adult.

- Rapid growth in infancy and early childhood.
- Slow, steady growth in middle childhood.
- Rapid growth during puberty.

- Gradual slowing down of growth in adolescence until adult height is reached.
- Both sexes are of a comparable shape and size during infancy and childhood.
- Patterns of growth regarding change in proportions

The physical proportions of the body at birth are very different from those of the adult. Some body parts grow more than others during development to reach the final adult proportions. The head is proportionally large and the legs proportionally short during childhood. At birth the head is one quarter of the length of the body compared with about one sixth in the adult. The legs are about one third the length of the body at birth and one half in the adult. Because the body proportions change this means that not all of the body segments grow by the same amount as depicted by Honeybourne .et.al(1996:112).

- Amount of growth from birth to adult

Head X 2

Arms X 4

Trunk X 3

Legs X 5

Changes in size and shape of the body are caused by different segments growing at different times.

- Birth to one year - growth of trunk
- One year to puberty - growth of legs
- Adolescence - growth of trunk

These changes in body proportion will have a great influence on how skills will be performed. For example, change in the relative size of the head in childhood affects the balance of the body during movement and the relative shortness of the legs in the very young limits running ability. At beginning of puberty children have long arms and legs. They are better suited for running but the rapid growth may make them appear to be clumsy and to have difficulty in coordination.

2.3.24 Growth spurts

During the rate of growth increases rapidly it is called a growth spurt. The most important growth spurt is the one which occurs at puberty. This spurt produces a rapid increase in both weight and height. The peak of this growth spurt occurs at about the age of 12 for girls and the age of 14 for boys. Before this growth spurt there are no important differences between boys and girls in weight and height. During growth spurts most of the child's energy is used for growing. Children will be easily tired and may not be able to keep their usual volume or intensity of training. Light training will stimulate bodily growth if the child has enough energy as contended by Thompson (2000:18).

2.3.25 Differences Between Boys and Girls

The growth spurt and puberty occur at different ages for girls and boys. Girls usually start and finish the stages of puberty and adolescence earlier than boys. The characteristic differences between boys and girls occur at puberty in response to changes in hormones produced by the body. Typically these results in broader shoulders and little change in hip width in boys and brooder hips and little change in shoulder width in girls. These changes affect the way boys and girls move. Wider hip in girls result in the thighs being angled more inwards which change their running action.

Knowledgeable coaches prepare their female athletes before the changes at puberty. The sexual development which happens at puberty can bring physical difficulties for adolescent children, as well as causing them mental and emotional preoccupation. Coaches need to be particularly understanding with girls when menstruation begins. But it may not inhibit their participation in physical activity. Menstruation is a normal biological process that commences with the sexual development at puberty.

- Early and late developers

Each child develops at their own rate and some children develop earlier and some later than the average. For both boys and girls the age at the peak of the major growth spurt frequently occurs up to two years before or after the average age.

Table 2.2 Age for peak times for growth in height for boys and girls

Title	Peak growth		
	Early	Average	Late
Boys	12	14	16
Girls	10	12	14

There can easily be difference of four years in development between children of the same age. Thinking about growth stages and developmental age rather than age alone is perhaps one of the most important considerations when coaching young athletes.

2.3.26 Structure of the Body

The changes in size and proportion are the easily observed signs of development. They are the result inside the body of changes to the skeleton. The skeleton of the child is mostly cartilage, which is softer than bone and can bend. The process by which cartilage becomes bone begins very early in life in special growth areas in the bones. These special growth areas are called growth plates. They can be easily injured by a sudden force, Mild forces can stimulate bone growth, but excessive force can cause damage and have serious long term effect.

2.3.27 Children and Exercise

Children do not breathe as slowly or as deeply as adults. The average six years old child breathes in 38 liters of air to get one litter of oxygen. The average 18 years old needs only to breathe 28 liters of air to get one litter of oxygen. This means that the younger the athlete the harder their bodies must work to provide the oxygen their muscles need. The body has three energy systems. Two of these are anaerobic, without oxygen, and the other is the aerobic system, using oxygen. Before adolescence children get a higher proportion of their energy from the aerobic system than adults do. In general, children are butter at steady, extended exercises. Physical changes during and after puberty will improve their anaerobic ability, the amount of improvement will help decide what event or distance is best for a young athlete.

2.3.28 Role/implication/ of the Coach

- Think about growth stages rather than ages.
- Think how changes in physical proportions will affect performance.
- Help children understand the changes taking place in their bodies.
- Set standards of performance according to developmental age not chronological age.
- Group children according to physical development, using height and weight as a guide.
- Encourage skill learning for all your athletes; late developers could be very successful later.
- Don't use exercises which place excessive force on bone growth regions during periods of maximum growth.
- Avoid weights before adolescence.

CHAPTER THREE

Research Design and Methodology

3.1. Research Design

The Main purpose of this study is to investigate factors affecting 100 meters sprinters in The Ethiopian National athletics team. Therefore, this study used both qualitative and quantitative methods of investigation.

The methodology design to conduct this research is descriptive survey. The rationality of selecting this type of research design includes the following reasons. Descriptive research describes the current information about the problem encountered from the athlete and the actual practices they perform regarding Coaching, Selection. Secondly, descriptive research is also a process of collecting information in order to answer questions concerning the current status and the problem of the Federation 100 meters short distance in the study.

3.2. Source of Data

The primary major source of data for this study was Athletes, Coaches and The Ethiopian athletics Federation Personnel and experts. These are the source of data due to their relationship with the study area.

Secondary source was observation.

3.3. Sampling Procedure

The number of short distance sprinters in the Ethiopian Athletics Federation National team are 40 therefore Male 21 and Female 19 their coaches are based on the number of athletes and coaches because of their population size the researcher decide to take both athletes and coaches will participate by responding questionnaire. In regard to administrative Personnel, 3 were selected for interview by purposive sampling techniques. Again, 3 experts were selected with the same techniques as a source of data.

3.4. Data Gathering Instruments

In order to collect the data, the researcher used Document analysis, questionnaire & interview. The use of a variety of tools helped to see the condition in depth. The detail of each instrument is discussed as follows.

3.4.1. Observation

In order to get information about the availability of sport facilities and equipments, method and principles of Coaching and training applied by the Coaches annual, monthly and weekly training program observation was used.

3.4.2. Questionnaires

Questionnaire was used to collect relevant information from athletes and coaches. Open ended and closed ended questionnaires were used primarily. The two questionnaires were prepared in English and then were translated to Amharic Verses.

3.4.3 Interview

With the purpose of getting rich information through a direct interaction with the respondent a set of interview were prepared for the Ethiopian Athletics Federation Personnel, which were conducted verbally.

3.5. Procedure of Data Collection

After designing the data gathering instruments, the research sites and sample size of respondents were identified. Then, observation of the training programs took the first step in data collections; this is because observation helps to get firsthand information, in regard to the usual methods and principles of the team and the coach during the training program.

Secondly, the date and times of contact were determined & the questionnaires were distributed to the selected athletes and their coaches. After completing the data collection, Analysis of the data was conducted.

3.6. Methods of Data Analysis

The results of the collected data through observation, questionnaire, Documents analysis and Interview were interpreted using percentages, count and descriptive statements in order to reach to the conclusion of the findings.

CHAPTER FOUR

Data Analysis and Interpretation

This chapter contained data collected through questionnaire, interview and observation. Based on this attempt has been made to analysis issue revealed from data collected for the purpose of systemizing the interpretation and analysis of the data collected the researcher has entered the various responds of the respondents and the result of the observation into tables. The analysis of data is given immediately after each table.

Table 1 shows the characteristics of the respondents. It comprises data of various elements such as sex, age, educational backgrounds and marital status. The respondents were short distance athletes of 100 meter to 400 meter sprints. The total number of athletes respondents were 400 all of responded. Regarding coaches seven questionnaires were distributed with respect to their number but two of them with unknown case did not respond. As item 1 indicates 52.5% of the short distance athletes are males 47.5% are females. Regarding coaches 100% are males.

In item 2 of the same table, shows age of the athletes and coaches 90% of athletes respondents are range between 16-20 years old 10% of athletes is range 21-26 years old. To the coaches side 80% are range 25-30. 20% range above 30 years old. Regarding to marital status 90% and 10% were single and married respectively, with regard to their educational background. Five athletes did not show interest to respond the rest 35 responded out of them 51.5% 42.8% and 5.7% grade 9-10, grade 11-12 and college diploma complete respectively.

4.1 Analyzes of Findings Gathered from Athletes, Coaches, Athletics Federation Personnel's

4.1.1 Background Information of the Respondents

Table 4.1 Characteristics of the Respondents

No.	Items	Respondents			
		Athletes		Coach's	
		No.	%	No.	%
1.	Sex				
	Male	21	52.5	5	71
	Female	19	47.5	2	29
	Total	40	100	7	100
2.	Age				
	16-20	36		-	-
	21-26	4		-	-
	27-30	-	-	2	29
	31-35	-	-	3	42
	Above 35	-	-	2	29
	Total	40	100	7	100
3.	Marital Status				
	Single	36	90	3	60
	Married	4	10	2	40
	Total	40	100	5	100
4.	Educational background				
	Grade 1-4	-	-	-	-
	Grade 5-8	-	-	-	-
	Grade 9-10	18	51.5	-	-
	Grade 11-12	15	42.8	1	20
	College diploma	2	5.7	2	40
	First degree	-	-	2	40
	Second degree	-	-	-	-
	Total	35	100	5	100

Table 1 shows the characteristics of the respondents if comprises data of various elements such as sex age. Educational backgrounds and Martial status. The respondents were short distance athlete of 100 meter to 400 meter sprints the total number of athletes respondents were 40 all of them responded. Regarding coaches seven questionnaire were distributed with respect to their number. But two of them with unknown case did not respond. As item indicates 52.5% of the short distance athletes are males 47.5% are females. Regarding coaches 100% are males.

In item 2 to on the same table shows age of the athletes and coaches 90% of athlete's respondents are range between 16-20 years old 10% athletes is range. 21-26 years old. To the coach's side 80% are range 25-30 20% range above 30 years old. Regarding to marital status 90% and 10% were single and married respectively with regard to their educational background. Five athletes did not show interest to respond the rest 35 responded out of then 51.5% 42.8% and 5.7% grade 9-10 grade 11-12 and college diploma complete respectively.

Table 4.1: Responses given on athletes' sprints experience

No.	Items	Respondents			
		Athletes		Coach's	
		No.	%	No.	%
1.	How long you have been running 100 meters sprint				
	1-3 year	6	28.5	4	21
	3-5 years	9	43.0	2	36.8
	Above 5 years	6	28.5	8	42.1
	Total	21	100	19	100
2.	How do you judge your performance in this distance?				
	Excellent	-	-	-	-
	Very good	4	19.1	12	63.2
	Good	14	66.6	7	36.8
	Not bad	3	14.3	-	-
	Total	21	100	19	100
3.	At your present condition in how many seconds you complete the distance				
	9.00	-	-	-	
	9.9	-	-	-	
	10.10.10	17	42.5	-	
	10.10.11	23	57.5	-	
	Above 11			19	100
	Total	40	100	19	100

As it is shown in item 1 28.5% of male athletes said that their experience range in 1-3 years and 43% have said they have 3-5 years' experience in the discipline. Again, 28.5% have said they have above five years experiences.

With regard to female athletes 21.1% have said they have 1-3 years of experience 36.8% of them replied they have 3-5 years of experience. 42% responded more than 5 years of short distance sprints. This revealed that the athletes have less experience in the disciplines.

As it is seen in item 2 19.1% of the male respondents said that they have a very good efficiency 63.2% of females agreed with males respondent. While 66.6% male and 36.8% female athletes responded that they are in a good standard the rest of male athletes replied that their performance is not bad. From this one can understand that the athletes judged their performance at the medium level.

In item 3 athletes have been asked about their accurate speed time in their distances.

Table 4.2: Responses on Athletes and Coaches on Training Program

No.	Items	Respondents					
		Athletes				Coaches	
		Male		Female			
		No.	%	No.	%	No.	%
1.	How many days do you do training in a week						
	2 days	-	-	-	-	-	-
	3 days	13	61.9	6	31.6	5	100
	4 days	-	-	4	21	-	-
	5 days	8	38.1	9	47.3	-	-
	Above 5 days	-	-	-	-	-	-
	Total	21	100	19	100	5	100
2.	How long is your training time in one session?						
	30 minutes	3	14.3	5		1	10
	30 up to 60 minute	12	57.1	14		4	90
	1 up to 1.30 hrs	6	28.6	-		-	-
	Total	21	100	19		5	100
3.	How many minutes do you give for recovery in between two trainings						
	1-3 min.	-	-			-	-
	3-5 min	-	-			1	4.0
	3-7 min	-	-			2	4.0
	7-9 min	-	-			2	-
	Total	-	-			5	100

The above table 3 shows the responses of both athletes and coaches on the same issues. In regard to weekly training days 61.9% of male athletes and 31.6% of females said, they have three days training program per week. To the other side 38.1% of males and 47.3% of female athletes responses that their training days in a week is three 21% females said four days. On the same item all of the coaches said they give training 3 days in a week.

In table 3 item 2 indicates that 14.3% of male athletes 26.3% of females and 10% of coaches responded 30 minutes 57.1% males, 73.4% and 90% coaches said 30 up to 60 minutes.

Item as it is seen in item 3, 20% of the coaches said the recovery time between two training is 1 to 3 minutes 40% said 3 to 5 minutes the other 40% of the coaches said recovery time is 7-9 minutes. As the three items in table 6 indicates. It seems that there is no planned and organized training program.

Table 3.4: Responses on Method of Trainings and Athletes Performance Improvement

No.	Items	Respondents					
		Athletes				Coaches	
		Male		Female			
		No.	%	No.	%	No.	%
1.	How do you evaluate your training method?						
	Excellent	-	-	-	-	-	-
	Very good	-	-	5	26.3	5	100
	Good	11	52.4	7	36.8	-	-
	Not bad	10	47.6	7	36.8	-	-
	Total	21	100	19	100	5	100
2.	Do you believe that the weekly training program is improving your performance?						
	Surely yes	-	-	6	31.6	-	-
	To some degree yes	17	81	8	42.1	-	-
	I don't know	4	19	5	26.3	-	-
		Total	21	100	19	100	5
3.	Do you believe that your training methods enable to improve your athletes performance						
	Surely yes	-	-			2	40
	To some degree yes	-	-			3	60
	I don't know it	-	-			-	-
		Total	-	-			5

As it is seen the responses in item 1, 26.3% of female athletes said there method of training is very good 52.4% of male athletes and 36.8% of female athletes said good 47.6% of males and 36.8% of females said not bad. While 100% of the coaches agreed upon very good method of training. This result indicates that athletes are not satisfied with the training method conducting by their coaches. In item 2, 31.6% of female athletes said the weekly training program is improving their performances while the majority 81% males and 42.1% female athletes said to

some degree yes. The rest 19% males and 26.3% females responded I don't know. This shows the majority of the athletes are not quite sure to decide whether the weekly training program is improving their performance or not. In item 3, 40% of coaches responded surely yes and 60% said to some degree yes. Here the majority of the coaches have the same attitude with the athletes. This shows that the assessment and evaluation of the training program is not properly organized. Hence it seems poor.

Table 4.4: Responses on Coach's' and Athletes Communication Style

No.	Items	Respondents			
		Athletes		Coach's	
		No.	%	No.	%
1.	How do you explain athletes and coaches communication?				
	Excellent	-	-	-	-
	Very good	10	45	2	40
	Good	22	55	3	60
	Not bad	8	20	-	-
	Total	40	100	5	100
2.	To what extent you give feedback to your trainees at each training sessions				
	Constantly	-	-	-	-
	Sometimes	-	-	-	-
	Whenever necessary	-	-	5	100
	Total	-	-	5	100
3.	How often does you coach gives you feed back during your training programs?				
	Always	10	-	-	-
	Sometimes	16	-	-	-
	Rarely	24	-	-	-
	Not at all	-	-	-	-
	Total	-	-	-	-

As it is seen in table 5 item 1, 25% of athletes and 40% of coaches said that their communication is very good. The majority 55% athletes and 60% coaches responded good. The rest 20% of athletes said their communication with their coaches is not bad.

Table 4.5: Responses on Annual and Monthly Training Plan

No.	Items	Respondents			
		Athletes		Coach's	
		No.	%	No.	%
1.	Have you prepared annual and month, training programs?				
	Yes	-	-	-	-
	Partially yes	-	-	5	100
	No	-	-	-	-
	Total	-	-	5	100
2.	Have you discussed the plan with your athletes?				
	Yes	-	-	5	100
	No	-	-	-	-
	Total	-	-	5	100
3.	Do you know that your training is conducted with planned program.				
	Yes	11	27.5	-	-
	No	29	72.5	-	-
	Total	40	100	-	-

According to item 1, 100% of the coaches responded partially yes in item to again all of them said that they have discussed the plan with their trainees. With regard to athletes response in item 3, the maximum number of athletes, which are 72.5% said no the least 27.5% responded yes. This result indicates that existence of communication gap between the athletes and the coaches.

Table 4.6: Information on Availability of Nutrition and Facilities

No.	Items	Respondents			
		Athletes		Coach's	
		No.	%	No.	%
1.	Do you think you get proper diet at the proper time?				
	Yes	-	-	-	-
	Sometimes	-	-	100	100
	No	40	100	-	-
	Total	40	100	5	100
2.	How often the athletics federation provide you proper diet?				
	Always after training	-	-	-	-
	Rarely after training	21	52.5	5	100
	Not at all	10	25	-	-
	Not respond	9	22.5	-	-
	Total	-	-	50	100
3.	Does the federation provides you complete sport wears?				
	Yes	24	60	-	-
	Partially	16	40	5	100
	No	-	-	-	-
	Total	40	100	5	100
4.	Do athletes use standard truck field to test their performance?				
	Yes	-	-	-	-
	Sometimes	40	100	5	100
	During training	-	-	-	-
	Only during competition	-	-	-	-
	Total	40	100	5	100

As it is seen above in item 1 unanimously responded that they never at all get proper diet 100% coaches said sometimes in item 2 52.5% of the athletes 100% of coaches responded rarely after training 25% of athletes replied not at all 22.5% reserved to respond. In addition athletes explained that low monthly income high cost of living are the main reasons for not getting proper diets.

Table 4.7: Responses given on major problems that hindered short distance sprints

No.	Items	Respondents				
		Athletes				
		1	2	3	4	Total
1	Lack of plant training	6	3	11	-	40
	%	65	7.5	27.5	-	100
2	Poor motivation and incentive	31	6	3	-	40
	%	77.5	15	7.5	-	100
3	Shortage of training	-	-	25	15	40
	%	-	-	62.5	37.5	100
4	Environmental influence	-	5	2.1	14	40
	%	-	12.5	52.5	35	100
5	Lack of assessment and evaluation	25	9	6	-	40
	%	62.5	22.5	15	-	100
6	Problems of technological support training	32	8	-	-	40
	%	80	20	-	-	100
7	Lack of skilled coaches	4	1.2	-	-	16
	%	10	30	-	-	40
8	Shortage of facilities and equipment's	3.7	3	-	-	40
	%	92.5	7.5	-	-	100
9	Shortage of proper diets	33	7	-	-	40
	%	82.5	17.5	-	-	100
10	Lack of support from the concerned officials	10	-	12	-	22
	%	25	-	30	-	55

According to table 8 item 1, 65% of the respondents said that lack of planned training is a severe problem 75% and 27.5 responded moderate and minimum respectively. In item 2, 77.5% said maximum 15% said medium and 7.5% said it is minimum problem item 3, 62.5% agreed on moderate the rest 37.5% said it is minimum item 4, 52.5% said the problem is moderate 35% responded minimum the minority 12.5% said medium.

As it is seen in items 62.5% of athletes said the problem is maximum 22.5% and 15% responded medium and moderate respectively in item 6, 80% and 20% said the problem is maximum and medium respectively, item 7 shows strange event only 40% said the problem is maximum and medium respectively item 7 shows strange event only 40% of athletes gave response to this item 10% said it is maximum and 30% said medium. This indicate, there might be unhealthy relation or communication between athletes and coaches.

In item 8 the great majority respondents, 92.5% said the problem is maximum 7% said medium item 9 82.5% and 17.5% responded maximum and medium problems respectively. Just like in

item 7 number of respondents reduced 25% said the problem is maximum and 30% said it is moderate. As table 8 shows, one can easily see there are several problems which can hindered the short distance sprints.

Table 4.8: Observation Checklist

No.	Area of observation	Excellent	Very good	Satisfactory	Unsatisfactory
1	Running track			✓	
2	Use of starting block			✓	
3	Training schedules				✓
4	Procedure of training			✓	
5	Method of training				✓
6	Coaches and athletes relation			✓	
7	Coach's motivation				✓
8	Feedback between coaches and athletes			✓	
9	Athletes interests	✓			
10	Athletes body structure			✓	
11	Number of training days per week		✓	✓	
12	Training times in each training day			✓	

The observation checklist tried to assess the running fields, duties of coaches, training facilities, method of training and athletes interest. However as it is seen in the list track is and using running track was satisfactory. Training schedule was unsatisfactory procedure of training. Coaches and athletes relation, feedback between coaches and athletes, athletes body structure number of training days per week are training times in each training day was satisfactory. As it is seen in the list athletes interest was excellent. In regard to this result it seems very difficult to say there was effective and efficient facilities as well as training system.

CHAPTER FIVE

Summary, Conclusion and Recommendation

This chapter deals the major findings summary the conclusion reached and the recommendation forwarded to minimize and then the problems.

5.1 Summary

The primary purpose of this study was to assess the problem which hinders Ethiopian national athletics federation short distance sprints forces on 100 and 200 meters race. The necessary data were collected through questionnaires, interview and observation. These data were presented analyzed and discussed. Based on the result summary of the findings of the study are presented as the following.

- ❖ The Ethiopian National Athletics Federation has enough young short distance runners with almost equal number of sex.
- ❖ When compared to the large number of athletes, the number of coach is too low.
- ❖ Scarcity on quality and quantity of tracks shortage of facilities and equipment's are seen as problems.
- ❖ Shortage of qualified coaches.
- ❖ Poor and unscientific training method.
- ❖ Lack of good communication and relationship between athletes coaches and administrative personnel.
- ❖ Lack of motivation and incentive.
- ❖ The federation has very less attention to provide balanced nutrition are seen as the problem indicators in this summary.

5.2 Conclusion

- ❖ From the data collected through questionnaires interview and observation this researcher can conclude that the reason behind the poor performance of Ethiopian short distance sprint athletes are from different parties involving in the sport. These parties are athletes, coaches and federation personnel's. But from the result analyzed above the coaching, knowledge and coaching skills lack of planned training and less attitude towards the events play a major role in the poor performance of the disciplines.
- ❖ Unavailability of proper diets to the athletes contribute to low performance.
- ❖ Lack of proper facilities and equipment's and lack of focus and follow up from the federation have contributed for the problem.

5.3 Recommendation

- ❖ The federation should be committed to change the present condition to the better improvement. This is done only the federation should change the attitude towards the events and give more attention.
- ❖ The federation should provide modern facilities both in quality and quantity.
- ❖ Well educated and skilled coaches in the way they could be productive and put necessary follow up and support is the one and the most important point that the federation should do.
- ❖ The federation must enhance the performance of coaches, the motivation of the athletes will increase. The coach should understand the athletes need and interest.
- ❖ As well as all the concerning bodies should work towards the fulfillment of the required training facilities.
- ❖ The athlete's recruitment and training program should be started at the proper age and the projects, sport academies should be more organized and work towards the development of the events.

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APPENDIX A
ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE DEPARTMENT OF
SPORT SCIENCE

Dear Athlete

This questionnaire is planned to find out the accurate information about on the present status of short distance runners in Ethiopia and to provide possible solutions as well as make valid conclusions and recommendations about the factors that affect or undermine the performances of 100m runners. This is therefore to ask you to answer the following questions as correctly and genuinely as possible.

Your responses will be completely used for academic purposes only, they will not be passed over to a third party, they will not be used for any commercial purposes and finally your identity will not be disclosed to any other party.

PART I: Personal information

1. Sex (a) Male (b) Female
2. Age
(a) 16-20 years (b) 21-26 years (c) 27-30 years
(d) 31-35 years (e) above 35 years
3. Educational background
(a) Grade 1-4 (b) grades 5-8 (c) Grade 9-10
(d) Grade 11-12 (e) Collegediploma (f) First degree
4. Marital status
(a) Single (b) Married
5. Date of birth: _____
6. Birth place
Region: _____ Zone: _____
Town/City: _____
7. Body height (in m and cm): _____
8. Body weight (in kg and gm): _____
9. Coach training experience under: _____
10. _____ Qualification of your
coach: _____

PART II: Questions on the activities of 100m sprinter

1. For how long have you been running your 100m sprint?

- (a) Less than 5 years (b) 6-10 years (c) 11-15 years
(d) More than 16 years

2. How do you judge your performance in this distance?

- (a) Excellent (b) very good (c) Good
(d) Not bad (e) Bad

3. At your present condition, how many seconds do you need to complete the distance?

- (a) 9 to 9.9 (b) 10 (c) 10.9 (d) 11 (e) above 11

4. How many times in a week do you do training or exercise?

- (a) Two days (b) Three days (c) Four days
(d) Five days 9f) More than five days

5. How do you evaluate the training methods of 100m distance training program?

- (a) Excellent (b) very good (c) Good
(d) Not bad (e) Bad

6. How long is your training session in one session?

- (a) 30 minutes (b) 30-60 minutes (c) 1 to 1:30 hors
(d) 1:30 to 2 hours (e) 2 to 3 hours

7. Do you believe that the weekly training program is improving your performance?

- (a) Yes (b) To some extent (c) No (d) I don't know

8. If your answer is "No" to Question Number 7 above, or if it is "I don't know", please write your reason or reasons below.

9. Do you think that you have proper diet at the proper time?

- (a) Yes (b) Sometimes (c) Never

10. If your answer to Question Number 9 above, is "No" or "sometimes", please write your reason or reasons below.

11. How often the federation provides you proper diet?
 a) always after training time b. rarely after training c. not at all
12. Does the federation provides you complete sports wears
 a. Yes b. Partially
13. Do athletes use standard track fields to test their performance?
 a. Yes b. Sometimes c. Only during competition

Part IV. Rating Problems

The following items are prepared to identify the extent of severity of estimated problems that affect short distance sprints. The extents of severity are labeled below. Therefore, athletes coaches and administration personnel’s discuss in their respective group and rate out the problems with each group majority vote.

Rating Levels

1. Maximum severe problem
2. Medium severer problem
3. Moderate sever problem
4. Minimum problem
5. It is not a problem

No	ITEMS	1	2	3	4	5
1.	Lack of Planned Training					
2.	Poor of initiation and motivation					
3.	Shortage of training					
4.	Shortage of sport facilities and equipment’s					
5.	Environmental effluences					
6.	Lack of assessment and evaluation					
7.	Problems of technological support training system					
8.	Lack of skilled coach					
9.	Shortage of proper nutrition					
10	Lack of supports from sports official					

Please write if there are other problems which are not included to the above items.

Thank you!

Questionnaires and Interview Guide Questions

Appendix A Dear

Athlete

This questionnaire is planned to find out the accurate information about on the present status of short distance runners in Ethiopia and to provide possible solutions as well as make valid conclusions and recommendations about the factors that affect or undermine the performances of 100m runners. This is therefore to ask you to answer the following questions as correctly and genuinely as possible.

Your responses will be completely used for academic purposes only, they will not be passed over to a third party, they will not be used for any commercial purposes and finally your identity will not be disclosed to any other party.

PART I: Personal information

1. Sex _____

2. Age

- (a) 16-20 years (b) 21-26 years (c) 27-30 years
(d) 31-35 years (e) above 35 years

3. Educational background

- (a) Grade 1-4 (b) grades 5-8 (c) Grade 9-10
(d) Grade 11-12 (e) College diploma (f) First degree

4. Marital status

- (a) Single (b) Married

5. Date of birth: _____

6. Birth place

Region: _____ Zone: _____

Town/City: _____

7. Body height (in m and cm): _____

8. Body weight (in kg and gm): _____

9. Coach training experience under:

10. Qualification of your coach:

PART II: Questions on the activities of 100-200m sprinter

1. For how long have you been running your 100m sprint?
 - a. 1-3 years
 - b. 3-5 years
 - c. 5 years and above
 - d. more than 16 years
2. do you know that your training is conducted with planned program?
 - a. yes I know
 - b. no I don't
3. At your present condition, how many seconds do you need to complete the distance?
 - (a) 9 to 9.9
 - (b) 10
 - (c) 10.9
 - (d) 11
 - (e) above 11
4. How many training days you have in a week?
 - (a) Two days
 - (b) Three days
 - (c) Four days
 - (d) Five days
 - (f) More than five days
5. How do you evaluate your training methods?
 - (a) Excellent
 - (b) very good
 - (c) Good
 - (d) Not bad
 - (e) Bad
6. How long is your training time in one session?
 - (a) 30 minutes
 - (b) 30-60 minutes
 - (c) 1 to 1:30 hors
7. Do you believe that the weekly training program is improving your performance?
 - (a) Yes
 - (b) Tosomeextent
 - (c)No
 - (d) I don't know
8. If your answer is "No" to Question Number 7 above, or if it is "I don't know", please write your reason or reasons below.
9. Do you think that you have proper diet at the proper time?
 - (a) Yes
 - (b) Sometimes
 - (c) Never
10. If your answer to Question Number 9 above, is "No" or "sometimes", please write your reason or reasons below.

11. Do you use standard track fields to test your performance?
 - (a) Every time I train
 - (b) Sometimes
 - (c) I use standard track field only during competition.

Thank you for your kind cooperation!!

Appendix B

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

Dear Sir/Madam

This questionnaire is planned to find out the accurate information about on the present status of short distance runners in Ethiopia and to provide possible solutions as well as make valid conclusions and recommendations about the factors that affect or undermine the performances of 100m runners. This is therefore to ask you to answer the following questions as correctly and genuinely as possible. Your responses are of great importance for the study. The responses you give help to bring in new ideas and concepts to suggest improvements in the sport. With this understanding please answer that you believe in and thing is correct.

Your responses will be completely used for academic purposes only, they will not be passed over to a third party, they will not be used for any commercial purposes and finally your identity will not be disclosed to any other party.

PART I: Personal information

1. Sex _____

2. Age: _____

3. Educational background

(a) Grades 8-10 (b) Grade 10-12 (c) certificate

(d) _____ College diploma (f) First degree (g) 2nd
degree

4. Marital status

(a) Single (b) Married

5. Date of birth: _____

6. Birth place

Region: _____ Zone: _____

Town/City: _____

7. Work experience in the discipline: _____

PART II: Questions related to training in 100-200m sprint

1. How related are the training sessions to the interest of the athlete?

(a) Very high (b) High (c) Low (d) Very low (e) None

2. How many times per week do you give the training?

(a) 2 days (b) 3 days (c) 4 days (d) 5 days (e) More than 5 days

3. How long is your training program in each training session?

(a) 30 minutes (b) 30-60 minutes (c) 1-1:30 hours

(d) 2 hours (e) 2-3 hours

4. How many minutes do you give for recovery between two trainings?

(a) 1-3 minutes (b) 4-6 minutes (c) 7-9 minutes

(d) 10 minutes and above

5. Do you prepare annual and monthly training plan?

a. yes b. partially yes c. no

6. If your answer is “yes” do you inform and discuss it with your athletes

a. yes I do b. No I don't c. I informed them

7. To what extent, you give feed back to your trainees at each training session?

a. always b. sometimes c. rarely d. none

8. do you believe that your training method can improve your trainees performance

a. surely yes b. to some extent yes c. I don't know

9. How do you evaluate your training method?

a. excellent b. very good c. good d. not bad

10. do you use starting block while instructing your athletes?

a. yes b. sometimes c. no

12. What are the problems that hinder performance of athletes?

12. What do you suggest to solve the above problems?

13. Do you arrange self-test exercises where your trainee conducts training in standard track fields?

14. Do you arrange special challenges exercises (exhibition competitions) for your trainee to test himself/herself with other fellow athletes?

Thank you for your kind cooperation!!!

Appendix C

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

Interview for administrative personnel

1. Would you please explain to me how much the training programs are related to short distance sprint?
2. Does your office provide the necessary materials such as starting blocks, sportswear, and so on?
3. Do you provide proper diet and advice to your athletes?
4. How do you describe the relations among the administration, coaches and the athletes?
5. Do you believe that you give the necessary services to coaches and athletes?
6. Please explain to me the kinds of supports you give to coaches and athletes?
7. Would you please tell me the criteria to select matching coaches and athletes?
8. Does your administration assess and evaluate the training process? If it is done, is it done weekly, monthly or annually?
9. Do you make arrangements so that your athletes obtain international experiences? If you do what are the things you do?
10. To your understanding, what are the problems that hinder athletes to improve their performance?
11. What solutions do you suggest to alleviate these hindrances?

Thank you for your kind cooperation!!!

Appendix D
አዲስ አበባ ዩኒቨርሲቲ
የተፈጥሮና ኮምፒዩተር ሳይንስ ኮሌጅ
የስፓርት ሳይንስ ትምህርት ክፍል

ለ100-200 ሜትር ሯጮች የተዘጋጀ መጠይቅ

ውድ አትሌት

ይህ መጠይቅ የተዘጋጀበት ዓላማ በአሁኑ ወቅት በመቶ ሜትር የፈጥነት ሩጫ ላይ የሚተዩ ችግሮችን በተመለከተ ትክክለኛ የሆኑ መረጃዎችን በማሰባሰብ ለችግሮቹ መፍትሔ ይሆናሉ ተብለው የተገመቱ የመፍትሔ ሃሳቦችን ለማቅረብ ነው ስለሆነም እርስዎ የሚሰጡት መረጃ ለጥናቱ ውጤታማነት ከፍተኛ አስተዋጽኦ ስለሚሰጠው ዕውነተኛና ትክክለኛ መረጃዎችን እዲህም በአክብሮት እጠይቃለሁ የሚሰጡን መረጃ ከጥናቱ ዓላማ ውጭ ለማንም ሰነድ ወገንም ሆነ ለንግድ ሥራ የማይውል መሆኑንም አረጋግጥልዎታለሁ። ለዚህም በመጠይቁ ላይ ስምዎን መጻፍ አያስፈልግዎትም።

አመሰግናለሁ

ክፍል 1. ግላዊ መረጃዎች

መመሪያ የመረጡትን መልስ የያዘውን ፊደል በመክበብ መልስ ይስጡ

1. ጾታ ሀ. ወንድ ለ. ሴት
2. ዕድሜ ሀ. ከ16 — 20 ዓመት ሐ. 27 - 30 ዓመት
 ሙ. 31 — 35 ዓመት ሠ. ከ35 ዓመት በላይ
3. የትምህርት ደረጃ
 ሀ. 1 — 4 ለ. 5 — 8 ሐ. 9 — 10 ሙ. 11 — 12
 ሠ. ኮሌጅ ዲፕሎማ ረ. የመጀመሪያ ድግሪ
4. የጋብቻ ሁኔታ ሀ. ያገባ ለ. ያላገባ
5. የትውልድ ዘመን
6. የትውልድ ቦታ ክልል ዞን ልዩ ቦታ.....
7. ቁመት በሜትር/ሴ/ሜ
8. ክብደት ኪ.ግ/ግራም
9. በአሰልጣኝ የተለማመደበት ዓመታት
10. የአሰልጣኝዎ የብቃት ማረጋገጫ ደረጃ

Appendix E
አዲስ አበባ ዩኒቨርሲቲ
የተፈጥሮና ኮምፒዩተሽናል ሳይንስ ኮሌጅ
የስፓርት ሳይንስ ትምህርት ክፍል

ክፍል 2 የ100-200 ሜትር የፍጥነት ሩጫ በተመለከተ

1. 100 ሜትር ሯጭ ከሆኑ ምን ያህል ጊዜ ሆኖታል?
 ሀ. ከ5 ዓመት በታች ለ. 6 - 10 ዓመት ሐ. 11 - 15 ዓመት መ. ከ15 ዓመት በላይ
2. በዚህ ርቀት ያለዎትን ብቃት እንዲት ይመዘኑታል?
 ሀ. እጅግ በጣም ጥሩ ለ. በጣም ጥሩ ሐ. ጥሩ መ. መጥፎ አይደለም
3. አሁን ባሉበት ሁኔታ 100 ሜትር ርቀትን ለመጨረስ ምን ያህል ጊዜ ይፈጅብዎታል?
 ሀ. 9.9 ሴከንድ ለ. 10 ሰከንድ ሐ. 10.9 ሰከንድ መ. 11 ሰከንድ
 መ. ከ11 ሰከንድ በላይ
4. በሳምንት ስንት ጊዜ ልምምድ ያደርጋሉ?
 ሀ. 2 ቀን ለ. 3 ቀን ሐ. 4 ቀን መ. 5 ቀን ሠ. ከ5 ቀን በላይ
5. የ100 ሜትር ርቀትን የሩጫ ልምምድ ዘዴን እዴት ይመዘኑታል?
 ሀ. እጅግ በጣም ጥሩ ለ. በጣም ጥሩ ሐ. ጥሩ መ. መጥፎ አይደለም
6. የአንድ የልምምድ ፕሮግራም ምን ያህል ጊዜ ይፈጃል?
 ሀ. 30 ደቂቃ ለ. ከ30 — 60 ደቂቃ ሐ. 1:30 ሰዓት መ. 1:30 — 2:00 ሰዓት
7. የሳምንቱ የልምምድ ፕሮግራም ብቃትዎን ያሻሽላል ብለው የምናሉ?
 ሀ. አዎን ለ. በተወሰነ ደረጃ ሐ. አላምንም መ. አላውቀውም
8. ለተራ ቁጥር 7. የሰጡት መልስ “አላምንም” ከሆነ እባክዎ ምክንያቱን ከታች በተሰጡት መሥመሮች ላይ ይፃፉ

9. ለልምምድም ሆነ ለውድድር ሊረዳዎት የሚችል ተገቢና ተመጣጣኝ ምግብ ይገኛሉ?
 ሀ. አዎን ለ. በተወሰነ ደረጃ ሐ. አላገኝም
10. ለተራ ቁጥር 9 መልስዎ “አላገኝም” ከሆነ ምክንያቱን ይግለጹ

11. ብቃትዎን ለማረጋገጥ ደረጃውን በጠበቀ የሩጫ ትራክ ላይ ተለማምደው ያውቃሉ?
 ሀ. አዎን ሁልጊዜ ለ. አንዳንድ ጊዜ ሐ. ሁልጊዜ በግሌ እየሮጥኩ ሰዓቱን ከሌሎች ጋር አነፃፅራለሁ

ለመልካም ትብብርት አመሰግናለሁ

13. ለሠልጣኝዎ የራስ ብቃት መለኪያ የሚሆን የልምምድ ፕሮግራም አዘጋጅተው ከሆነ ምን ምን እንደሆነ ይግለጹ

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14. ሰልጣኛ ክሌሎች የ100 ሜትር ሯጮች ጋር ራሱን የሚለካበት የፋክክር የልምምድ ፕሮግራም ያዘጋጁ ከነበረ ለምን ያህል ጊዜ እንደሆነና ውጤቱ ምን እንደሚመስል ይግለጹ

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ለመልካም ትብብርዎ አመሰግናለሁ

Appendix G
አዲስ አበባ ዩኒቨርሲቲ
የተፈጥሮና ኮምፒዩተሽናል ሳይንስ ኮሌጅ
የስፓርት ሳይንስ ትምህርት ክፍል

ለፌዴሬሽን አስተዳደር የተዘጋጀ ቃለ መጠይቅ

1. በእርስዎ እይታ 100-200 ሜትር ሩጫ በአሠልጣኝ እየተሰጠ ያለው ሥልጠና ምን ያህል ውጤታማ ነው የላሉ?
2. አስተዳደሩ ለሠልጣኞች የሚያስፈልጉ የስፖርት ትጥቆችን ያቀርባል ለምሳሌ Starting block የስፖርት ልብሶች የመሳሰሉት?
3. ለአትሌቶች የሚመጥን ምግብ አስተዳደሩ ያቀርባል? አትሌቶችን በማቅረብና በመምከር ደረጃ ምን ያህል አስተዋጽኦ ያደርጋል?
4. በአስተዳደሩ በአሠልጣኞችና በአትሌቶች መካከል የለው የግንኙነት ትብብርና መረዳዳት ምን ያህል ደረጃ የተሟላ ነው?
5. ለአሠልጣኞችና ለአትሌቶች ተገቢውን አገልግሎት እየሰጠን ነው ብለው ያምናሉ?
6. ለአሠልጣኞችና ለአትሌቶች አስተዳደሩ የሚሰጣቸውን አገልግሎቶች ቢዘረዝሩልኝ
7. የአሠልጣኞችና የአትሌቶች መመልመያ መሥሪያቸው ምን ምን እንደሆነ ቢገልፁልኝ
8. አስተዳደሩ የሥልጠና ሂደቱን ይከታተላል? ይመዘናል? የሚደረግ ከሆነ መቼ መቼ ነው በየግምንቱ በየወሩ ወይስ በየዓመቱ?
9. አትሌቶች የዓለም አቀፍ ደረጃ ልምድን እዲያገኙ ሁኔታዎችን የአመቻቸው ሆኑ ጊዜ አለ? መቼና ምን ምን እንደሆነ ምክንያት ይሆናሉ የሚሉዎቸው ችግሮች ከአሉ ቢነግሩኝ
10. እነዚህን ችግሮች ለመቅረፍ /ለማስወገድ ያስችላሉ የሚሉትን ሀሳቦች ቢገልፁልኝ

አመሰግናለሁ

Appendix H
አዲስ አበባ ዩኒቨርሲቲ
የተፈጥሮና ኮምፒዩተሽናል ሳይንስ ኮሌጅ
የስፓርት ሳይንስ ትምህርት ክፍል
የምልክታ መቆጣጠሪያ ሊስት

ተ.ቁ	የምልክታ ክባቢ	ማ መ ዛ ዘ ኛ ነ ጥ ብ			
		በጣም ጥሩ	ጥሩ	በቂ	በቂ አይደለም
1	የሩጫ ሜዳ /Truck				
2	የመነሻ /Starting block/ አጠቃቀም				
3	የልምምድ ፕሮግራም አያያዝ				
4	የልምምድ ቅደም ተከተል /Procedur/				
5	የልምምድ ዘዴዎች				
6	የአሰልጣኝና ሠልጣኝ ግንኙነት				
7	አሰልጣኝ ለሠልጣኝ የሚያደርገው ማበረታታት ማነቃቃት				
8	በአሰልጣኝ ሠልጣኝ የግብረ መስልስ ክንውን /Feed back				
9	የአትሌት ፍላጎትና ስሜት				
10	የአትሌት ተክለ ሰውነት				
11	የሳምንት የልምምድ ቀናት ብዛት				
12	በየዕለቱ የሚሰጠው ሥልጠና የሚወስደው ጊዜ				

ክፍል 4. ችግሮችን እንደክብደታቸው በቅደም ተከተል ማስቀመጥ

ከዚህ በታች ከ 1-10 የተዘረዘሩት ባጭር ርቀት በተለይ በመቶ ሜትር ሩጫ ወስጥ ሊያጋጥሙ ይችላሉ ተብለው የተገመቱ ችግሮች ናቸው። እርስዎ በጥንቃቄ ተመልክተው እንደ ክብደታቸው ቅደም ተከተል ደረጃ በመስጠት ከ 1-5 በተሰጡት ምርጫዎች በመረጡት ላይ ያስቀምጡ።

የመለኪያ ደረጃዎች

1. ከፍተኛ ችግር ነው.
2. መካከለኛ ችግር ነው.
3. መጠነኛ ችግር ነው.
4. አነስተኛ ችግር ነው.

ተ.ቁ	የተገመቱ ችግሮች	ደረጃዎች			
		1	2	3	4
1.	በዕቅድ ያልተደገፈ ልምምድ				
2.	ትኩረት ያለመስጠትና የማበረታቻ እጥረት				
3.	የልምምድ ጊዜ ማነስ				
4.	የስፖርት ትጥቅ አለማሟላት				
5.	አካባቢያዊ ተፅዕኖዎች				
6.	የክትትልና ግምገማ ያለመኖር ወይም ማነስ				
7.	በቴክኖሎጂ የተደገፈ የሥልጠና አሰጣጥ ያለመኖር				
8.	ብቃት ያለው አሰልጣኝ ያለመኖር				
9.	የተመጣጣኝ ምግብ ያለመገኘት				
10.	የፌዴሬሽኑ ድጋፍ ዝቅተኛ መሆን				

እባክዎ ከላይ ከተዘረዘሩት ውጭ ሌሎች ችግሮች ካሉ ከታች በተሰጠው ቦታ ላይ ይግለፁ።

አመሰግናለሁ !

Declaration

I the undersigned declare that this, thesis is my original work and it has not presented in other universities, colleges or institutes for a degree or other purpose, all sources of the materials for the thesis used have been duly acknowledged.

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Date: _____

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

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Signature: _____

Date: _____