

**PROBLEMS AND PROSPECTS OF ETHIOPIAN LONG
DISTANCE RUNNING PERFORMANCE: THE CASE OF
5,000 AND 10,000 METERS RESULTS**

BY: - RAHMATO IBRAHIM

June, 2017

Addis Ababa, Ethiopia

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**A Thesis Submitted to the School of Graduate Studies of Addis
Ababa University in Partial Fulfillment of the Requirements for the
Degree of Master of Science in Sport Science**

June, 2017

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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June, 2017
Addis Ababa, Ethiopia

Acknowledgments

First of all I would like to pass my great gratitude to the university since it provides of the opportunity to study in the area I am very much concerned.

Secondly, I would like to pass my great thanks to my advisor D/r Sahemichale Bizuneh. Who had been working with me all along the way the research goes through.

Thirdly I really thank all my family for their patience at times I get so busy and took the time I should have to spend with them.

I also want to pass my deep gratitude to Ato Fikir Tadesse who had been supporting me in the organization of this paper.

Furthermore I want to appreciate the cooperation of

- The AAU University library and all the staff working there
- The American Embassy Tukul Library
- The British council

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ACRONYMS / ABBRIVATION

NSYS:	National Standards for Youth and Sports
SPSS:	Statistical Package for Social Sciences
TID	Talent Identification and Development
TD:	Talent Development
TDE:	Talent Development Environment
TT:	Talent Transfer

Abstract

Since the time Ethiopia began participating in 5 and 10 km competition, the athletics team has done so much. Looking into previous records, Ethiopia won a total of 53 medals in the Olympics of which 39 medals (74%) were won in the 5 and 10 km competition. Similarly, of the 72 medals won on the world championship, 58 medals (81%) were contributions of the 5 and 10km athletics. However, this side of the athletics is showing decline of results for the past 10 years. This research is prepared taking this decline of results into account. Its objectives are to identify what factors are affecting identify which factor impacts more and recommend possible solutions. Accordingly, a survey of a population size which equals 59 and comprising of athletes, administrative staff and coaches, questionnaires were made to be responded. The factors categorized under administrative, coaches related, athlete related and private coaching were made to be rated by respondents. Results show that there are problems in almost all categories cited. However the impact of the administrative factor to cause the decline of results in 5 and 10 km athletics is found to be the highest as it directly impacts the athletics and contributes for the existence or intensification of other factors considerably. As improving the administration can minimize the athlete and coach related factors as well as the probability of athlete's choice to be trained by private coaches, it is hereby recommended that priority should be given to revising the organization and the whole system of the athletics administration and act on the other factors accordingly can bring about the desired changes and enable the team return to its previous reputation.

Key words: - Athletics, Club, Factors, Facilities, Running, National team,

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Athletics is one of the natural and physical activities of the human being that encloses natural actions like walking, jumping, throwing and running. These activities have been developed to have a manner of sportive competition for more than a century. As it goes along this way, various types of competitions were developed and athletics reaches to a level at which majority of the world's population enjoys.

The Olympic has a long story. The 1st modern Olympic Games were held in Athens, Greece, in 1896. The man responsible for its rebirth was a French man named Baron Pierre de Coubertin, who presented the idea in 1894. Meanwhile after 28 years the Winter Games were added in 1924. (IOC 2010)

The Olympic Games have become one of the biggest sporting events of our time. Athletes from the entire world take part. What makes the Olympic Games different from other sports events are, the Games are held every four years. The five rings on the Olympic flag represent the international nature of the games. (IOC 2011)

The Games are well known event and promote the practice of sport and the joy found in effort; and help to build a better world through sport practiced in a spirit of peace, excellence, friendship and respect.(<http://techer.scholastic.com>)

The Olympic program has come a long way, since then: some sports have been discontinued (e.g. polo and baseball); others were added and reintroduced (e.g. archery and tennis), while several new sports have been added (e.g. triathlon and taekwondo). At the 2004 Olympic Games in Athens, the program included the nine original sports plus a further 19: rowing, badminton, baseball, basketball, boxing, canoe/kayak, equestrian sport, football, handball, hockey, judo, modern pentathlon, softball, taekwondo, table tennis, archery, triathlon, sailing and volleyball. This represented a total of 301 events. According to this athletics consists jumping, throwing and sprint, middle and long distance races (running). Especially the long distance racing (running)

like marathon, 5,000 and 10,000 meters are the common races and are controlled by Africans for many years, mostly it called east African races. Since then it has been continuing 5,000 and 10,000 meters a truck race is one of the long distance race has been dominated by east African athletes. ([www.theindependent.Co.uk/2012/08/06/the secret of Africa athletes](http://www.theindependent.Co.uk/2012/08/06/the%20secret%20of%20Africa%20athletes))

Considering Ethiopian athletes, athlete Abebe Bikila wins on bare foot in marathon. Following Abebe Bikila various athletes emerged in the country. However the victory in marathon was turned to 5,000 and 10,000 meters races. In 1949 the Ethiopian athletics federation was established to secure the demand of and leading the sport throughout Ethiopia based on the amateurism fundamentals principles. Subsequently the sport gradually develops. Ethiopia began its first participation of the Olympic competitions in 1956 in athletics and cycling sports and earned the first unforgettable victory after 4 years in 1960 Rome Olympics. During that time the Ethiopian athlete Mamo Wolde finished the 1500 meter race 4th and Bashaye Feleke gets 21st rank and all of this showed that Ethiopia is the land of athletics. When the timeless and indomitable hero athlete Abebe Bikila finished the marathon race running bare footed the whole world was astonished. In addition to the world record that was registered by athlete Abebe Bikila after he ran on bare foot, other athletes began to actively take part in international competitions. And there are running to be 2nd 3rd in the presence Ethiopians. For instance, Miruts Yifter, Trunesh Dibaba, Mamo Welde, kenenisa Bekele, Derartu Tulu, IbrahimJelan, Haile G/Silase, Mesert Defare are among them these elite athletes have well known in the race, thus, this study is mainly concerned on major current problem of these event because the national team have struggle to get result in recent competition. (Olympic in Ethiopia 2000)

Recently the Ethiopian national team long distance race especially in 5,000 and 10,000 meter in both genders is declining.

Looking into previous records, Ethiopia's 5 and 10 km athletics results in the past 12 years is shown in the table below.

Table 1- Ethiopia's medal records of 5 and 10- km for four Olympic and four world caps

Type of competition	Year	Gold	Silver	Bronze	Total
Olympic	2004	2	3	2	7
Olympic	2008	4	1	1	6
Olympic	2012	2	1	2	5
Olympic	2016	1	-	4	5
World championship	2009	2	1	2	5
World championship	2011	1	-	3	4
World championship	2013	2	2	2	6
World championship	2015	1	2	2	5

Source: www.wikisports.com

Thus this study is mainly concerned on the major problems of result in 5,000 and 10,000 meters international competition.

1.2 Statement of the Problem

Ethiopia's national team long distance running performance results had been declining especially in the Olympics since 2004. The national team's world cap result in the athletics sector being studied is also declining when compared to its highest result where it won 9 medals. The declines in results of the stated races are partly because of the administrative problems including coaching, materials supply, and financial issues. Furthermore, there are problems on the athlete side. The researcher perceives that the Ethiopian population is being disappointed by the condition. So this research is prepared to identify those problems from both sides so as to provide alternatives for improving the results.

Actually, for some it would be too early to conduct research on the matter of training center. Moreover, according to the researcher's observation, it can be said that the training approach is highly affected by the shortage of qualified personnel, lack of appropriate training equipment, lack of facilities to a given training standard and insufficient materials for training. These situations create a difficulty on both the trainers and trainees in terms of delivering the training program and achievements of their objective.

There are vast literatures existing in the issues under study. However, some research made in this concept are (Hussen S.2015) A study on factors affecting Ethiopian national team men's 10,000 meters result (Dereje A, 2012 Tesfaye F, 2012) .On the other hand, studies by Zegaw Tadele in, 2012 came up with the finding of scarcity of facilities and equipment, shortage of incentives for Coaches and Athletes from sport administrators and problem of selecting athletes were enter into club as a factors that affecting athletes. However, my inquiry is a little bit different from the existing literatures and studies. In line with this, the researcher has a strong belief that this research is prepared to fill gap of the existing literatures.

Again, it is necessary to repeat at this stage that, from well-organized structure of athletics training sector a great deal is expected in order to keep and continue the achievements in more steps-up, and various fields of athletics. To this end, the researcher found it timely and crucial to question, what are some of the persistent problems and perspective of Ethiopian national team 5,000 and 10,000 meters result declining in international competition?

1.3 Research Questions

Being concerned by the fact that Ethiopia is losing these long distance races, this study is made to answer the following research questions.

- A. What are the factors which cause the decline of results in 5000 and 10000 meters races in the international competition?
- B. Does the national team athletes being coached by private coaches influenced the result?
- C. What possible solutions can be implemented to adjust the situation?

1.4 Objective of the Study

1.4.1 General Objective

The general objective of this research is to find out long distance performance of Ethiopia national team factors influencing the result of on what should be done in the future.

1.4.2 Specific Objective

The specific objectives of the study are:

- To assess factors affecting of 5,000 and 10,000 meter runner' performance
- To assess the influence of the use of private coaches by some resourceful athletes
- To understand problems and find out what possible solutions can be implemented

1.5 Significance of the Study

This study will have the following significances

- For the researcher, it has the significance of providing firsthand experience in the whole situations happening in the athletics area and as such makes him ready for his further professional life.
- For interested groups, it provides adequate information as to what factors affect 5000 and 10000 meters races result so that focuses could be made on the factors in solving the problems.
- It also examines the factual problems and the degree at which specific problems are impacting the scenario so as to give clues on how to prioritize actions in solving the problem.
- The study provides recommendations to solve the problems which can serve as solutions by themselves or can be used as bases for those who research on scenario as well as concerned bodies
- It can also serve as a reference for further studies.

1.6 Delimitation of the Study

This study is delimited on 5,000 and 10,000 meter athletes who are selected for the national team.

1.7 Limitations of the Study

This research has the following limitations

- i. Time and finance: having so wide range of coverage, the research was challenged by the limited time and finance available which made it leave some of the issues to be covered for further research.
- ii. Respondent's capability and trust:- upon the collection of questionnaire it was found out that some of the respondents didn't understand the issue from their responses and some didn't trust the researcher as to the usage of the information these situation reduced the population size intended from 59 to 48.
- iii. Upon making observations made for this research some coaches were not willing to cooperate as they don't trust the researcher. This also made the researcher reduce the field observation period planned from 15 days to 10 days.

1.8 Operational Definitions of Key Terms

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

Performance:-is an actual ability and potential capacity of an athlete's which is an observable

National Team:-is senior athlete's 5.000 and 10.000 meters runner.

1.9 Organization of the Study

This research paper is organized into five chapters. The first chapter deals with introduction, background of the study, Statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of terms and organization of the Study. The second chapter is contains review of related literature relevant to the research. The third chapter is comprises of research design and methodology. The fourth chapter is about analysis and interpretation of the data gathered from the respondents. Finally fifth chapter is summarizes the research, conclusion and recommendation on the findings of the study.

CHAPTER TWO

2 Review of Related Literatures

2.2 Factors that Affecting Athletics Performance

2.2.1 Athletic Talent

Talent generally is considered an exceptional natural ability to attain goals (Moon, 2003), therefore, logically, athletic talent ought to be exceptional natural ability of an individual to perform a sports-related task or activity. Yet, how does one determine athletic ability and how should this concept be measured? We have yet to determine an exact science in discovering or developing athletic talent. "It may be caused partly by disagreements about the definition of athletic talent, which continues to be a point of discussion among scholars (Abbott et al, 2004; Howe et al, 1998). One way to begin to define talent is to seek evidence of its existence.

“In their attempt to verify the reality of talent, Howe et al. 1998 referred to the existence of autistic savants and child prodigies as unique examples that singularly prove the veracity of innate talent. The authors do argue that even these persons practice a great deal. However, research indicates that autistic savants indeed exist and could play music or art with no instruction Miller, 1989; Snyder et al., 2003. work of Snyder et al. provides solid evidence of talent. More interestingly, the researchers demonstrated that talent could be created.”

Researchers argue that athletic talent identification and development must recognize the multidimensional and dynamic nature of sport talent (Bailey et al, 2006, Baxter-Jones et al., 1994; Edwards, 1994; Helsen et al., 2000; Nieuwenhuis et al., 2002). As Abbott et al 2004 maintained we should be examining physical (biometric), performance (motor), and psychological factors depending on whether we are trying to identify current performance ability or future performance.

According to Howe et al, 1998 noted people are often vague when referring to talent and maintained that we should be more specific regarding what form talent takes and how it might select athletes.

In an effort to begin defining talent, Howe et al. provided properties of talent:

- Genetic or innate factors exist.
- Advance indicators of talent can exist at an early stage.
- Evidence of talent potential can be used as a predictor of achievement.
- Talent is limited to a small part of the population, and
- Talents are reasonably domain-specific.
- These properties are helpful, but are not all inclusive of this complex concept.

As Helsen et al, 2000 applauded Howe et al. 's attempt to define talent, noting that the definition may assist researchers; however, these authors could only support three out of the five properties. Howe and his colleagues could not and evidence that talent could predict neither excellence nor that talent was domain-specific. Additionally, Helsen et al. noted the lack of evidence to support excellence predictability and domain specificity is particularly problematic because these factors are the main tools used to identify and select talented youth. Despite the flaws revealed by both Howe's and Helsen's research teams, their work examining the elements of athletic talent is crucial to moving toward a more getting and universal definition.

“Similarities between the identification and development of athletic talent and that of gifted children are rarely compared. Interestingly, however, they share analogous processes. The purpose of this review is to investigate the progress of research regarding athletic talent identification and development, including current issues, and provide suggestions for future research. Key roadblocks to the identification of athletic talent include attempting to identify talent at an early age, use of flawed athletic talent identification models, and lack of education of coaches, parents, and teachers regarding how to properly identify athletic talent.”

2.2.2 Elements in Talent Identification

The most common and obvious way to identify athletic talent is to examine physical ability, but current research cautions against dimensional approach. As Simonton, 2001 notes that the idea that talent is a complex topic, stating that multiple components contribute to the development of talent in any domain. As Abbott et al, 2004 study denoted the importance of psychological skills in talent identification and development. They stated that

“Athletes should not be excluded or identified based solely upon one attribute, such as height. Abbott and Collins maintained that other factors like speed and agility may compensate for a weakness.”

The authors claimed their approach to athletic talent identification and development acknowledges the difference between performance and potential: (a) Main emphasis should be placed on potential to develop rather than immediate performance; (b) one’s potential to develop rests on psycho-behavioral components; (c) in order to develop in a sport, essential fundamental movement skills must be present in their vocabulary (psychomotor); and (d) talent identification and talent development processes should be combined. Seemingly, it is difficult to include one aspect of the approach without addressing the others. "Is new approach may prove to be useful to those who are interested in talent identification and development.

2.2.3 Talent Development Environmental Factors in Athletics

Talent development environment taxonomic classification that summarizes a range of the environmental factors is one of the most important theoretical advances. Talent development environmental factors: such as sport culture, sporting policies, socioeconomic status, education, and birthplaces were discussed in this section. Luck/chance, an interesting environmental factor, was not considered in this study as little implications can be drawn from it (Gagne, 2003). It should be noted that some factors can influence participants at a more macro level (e.g., culture and policy) as compared to other factors (e.g., birthplace and education), having more overarching and systematical impacts on the talent development process (Gagne, 2003; Martindale et al, 2007).

2.2.3.1 Sport culture

The factor of sport culture has been understudied though it is a significant indicator in explaining the development of expertise. As Baker et al., 2004 reviewed factors that influenced the acquisition of high levels of sport performance. They suggested that high values placed on a particular sport in a culture/country have tremendous effects on the sports achievements. One example is ice hockey in Canada. Ice hockey has been a national sport in Canada, producing a large number of star players and winning many international champion titles. The popularity of ice hockey in this country could be due to the vast media coverage and extremely high

participation rates. Similar examples are downhill skiing in Austria and table tennis in China. Chinese athletes' Talent development environment development was influenced by the country culture such as "harmony with difference" and "persons of honor" (a tough and aggressive character) according to Si and his colleagues' 2011 narrative findings. In addition, culture at organizations and club levels also had a significant impact on athletic TD as evidenced in Henriksen's 2010 case studies. Thus, there is a need to consider local sport culture in developing sport expertise (Davids et al, 2007; Henriksen et al, 2010a; Ryba et al, 2013).

2.2.3.2 Sporting policy

Other than sport culture, the government policy or strategy is also an influential factor for attaining sport expertise. For instance, according to Vincze et al, 2008 presented that a mixed research method (i.e., document analysis, field work, and in-depth interview) to examine the relationship between the sport policies and TD in soccer. They discovered that the lack of success in Hungarian football was mainly attributed to the Hungarian government's failure to establish effective sport policies or governing strategies.

As Holt, 2002 came up with, the same research approach to compare TD policies of soccer between Canada and UK. . He found different approaches on implementation of official policies and varying values of coaches between the two countries. English coaches received more in-service coach education than their Canadian counterparts, and these discrepancies may have led to more elite soccer players being nurtured in the UK than in Canada. De Bosscher et al, 2008 document analysis showed that policies had an impact on elite sport development. The aforementioned examples hence demonstrate that sport policies need to be well established and systematically implemented to guarantee sporting success.

2.2.3.3 Education and schooling

Schools play an important role in establishing an appropriate setting to introduce sport (Sallis et al, 1997). For example, schools offer a wide range of sport programs to develop talents. According to the survey study by Côté et al, 2006, the types of school attended (e.g. independent/private or dependent /public schools) and the geographic locations of schools (e.g., accessibility of facilities and equipment's) influenced TD. Through document analysis,

Houlihan, 2000 explained that the school made possible contributions to future elite success, or at least, increased the pool of talents.

On the other hand, education can be an obstacle in the development of elite sport (Holt et al, 2004). Nowadays, in most countries, many youth athletes are required to keep training while continuing their education. The term dual career Corrado et al, 2012 was used to describe this condition. However, a dual career can be a big challenge for most athletes according to the interview findings by (Durand et al, 2002).

Talent development environmental factors; individuals'' studies on significant individuals/others (i.e., parents, coaches, support staff, siblings, and peers) in TD environment were reviewed in this section. To optimize the developmental path, these important individuals/others, as perceived by athletes, should interact and collaborate in a supportive way (Carlson, 2011; Henriksen, 2010; Johnson et al, 2008; Pummell et al, 2008; Wolfenden et al, 2005).

2.2.3.4 Parents

Many studies have examined the role of parents in TD. Most of studies adopted interviews or surveys as instruments, which were then conducted among elite athletes, parents, coaches, or a combination of two or more groups to investigate parents'' roles in developing talents (Bloom, 1985; Carlson, 2011; Gould et al, 2002; Gulbin et al, 2010; Hayman et al, 2011; Pummell et al, 2008).

Overall, parents provided tangible (e.g. financial support and transportation) and social/emotional support (e.g. disciplined involvement, encouragement, and setbacks) for their children (Ibid).

In addition, other studies indicated that parents provided practical support in sports (Gould et al, 2008; Holt et al, 2004; Pummell et al, 2008). From a longitudinal perspective, parents played different critical roles and provided various support during the different stages of development.

As Durand-Bush et al, 2002 showed that, parents'' roles Underwent gradual changes from leaders to followers during the developmental process. Within a family, parents exhibited different functions of roles in developing athletes (Holt et al, 2004; Wolfenden et al, 2005). For example,

Wolfenden et al, 2005 interview study highlighted that mothers were more involved in the aspect of providing emotional and tangible support for elite English tennis players than fathers.

2.2.3.5 Coaches and support staff

Coaches also play critical roles in the TD environment given the interview results (Holt et al, 2004; Johnson et al., 2008; Morgan et al, 2006). Providing high quality training programs and sessions including informational support is a main task for a coach. Besides quality training, a coach may also fulfill roles in providing tangible support and building a good relationship with athletes (Johnson et al, 2008; Morgan et al, 2006). A strong coach-athlete relationship should be established especially during the later phases of development. A good coach-athlete relationship is formed by a building mutual.

2.3 Issues in the Identification of Athletic Talent Predictability

One problem with talent identification and development is the predictive validity of talent identification strategies. Predictability of talent is in high demand. Although a few coaches and parents believe they possess the ability to predict talent, some researchers disagree (Abbott et al, 2002; Helsen et al, 2000). As Abbot et al, 2002 discussed the lack of predictive ability of a traditional talent identification model, the Sport Interactive Model.

The model utilizes a computer program that matches children to sports based on desirable sport-related characteristics. (Ibid, 2002) study revealed that the model had poor test and retest correlation scores. As such, the model is unlikely to accurately identify potential athletic physical composition and performance ability in young children.

Moreover, a combination of physical and cognitive abilities is needed to be successful in professional athletics. Stories surrounding about successful professional athletes who were predicted to be mediocre due to specific physical measurements (e.g., height, weight). These athletes achieve success despite expected predictors of talent.

Age

Strong evidence suggests that athletes whose birth dates fall early in the year are more likely to be identified as “talented” (Baxter-Jones et al, 1994; Dudink, 1994; Edwards, 1994; Helsen et al, 2000). They concluded their findings by suggesting that coaches’ talent identification is

explained by physical ability relative to an advantage in age. Other researchers argue that one of the reasons talent goes unidentified is because talent does not emerge until later ages (Green, 2005; Helsen et al, 2000). When compounded with the earlier observation that physical maturity alone does not predict future talent, the tendency to mistake early physical maturation for physical talent is even more troublesome.

While important attributes regarding athletic talent are being overlooked by coaches and researchers, the narrow range of abilities that are the focus of identification efforts may be contaminated by irrelevant factors. We can conclude that numerous children will be missed or inaccurately ruled out as talented. Helsen et al. formed an additional psychological component may affect the performance of younger children when competing against more mature children within the same age group (Ibid).

Talent Versus Practice

Some researchers have attempted to justify or refute the very existence of athletic talent, arguing that practice is the key element that fosters excellence in sport. Studying the “talented non-practices” is a difficult task as we currently have few examples of those who are talented and do not practice, yet continue to excel. Although experts in a given field such as sport, music, and math appear to be doing their skill or performance effortlessly, research evidence reveals these persons intentionally practice for many hours to attain advanced levels of ability.

As Bloom’s (1985) model of talent development, although not intended to be sport-specific, is frequently applied to athletic contexts. In Bloom’s original research, was developed a three-stage model of talent development. The three-stages consist of the early years, middle years, and late years. Bloom describes how the intensity of the activity and athlete focus changes over these three time periods. Specifically, practice time increases significantly during the middle years. Building on the work of Bloom, 1985, Cote, 1999 created the model of sport participation, proposing three alternate stages of sport participation, which he referred to as the sampling years (ages 6–12), specializing (ages 13–15), and investment (ages 16+).

The major difference between the Bloom and the Cote models is that Cotes model is grounded in the concepts of deliberate play and deliberate practice. Deliberate practice is defined by Cote as performance with the specific intention of improvement. The model of sport participation hinges

on the concept of active participation rather than innate talent, whereas many other models of talent identification and development rely more on identifying innate ability. "is research is particularly noteworthy to those interested in talent development, as Cote's work adds to the understanding of an athlete's motivation and evolution of participation in sport.

As Nieuwenhuis et al, 2002 also noted the psychological factors in athletic talent and suggested that successful teams tend to present higher motivation scores. Notably, high levels of success often do not exist without intense motivation.

“Researchers and coaches alike argue that practice plays a large role in talent development. For example, Howe et al, 1998 noted that genetic differences in ability may become less important with large quantities of practice and training. Hidden within the complicated argument of talent versus practice are the roles of psychological factors, personality traits, motivation, and both the biological and environmental influences of these factors. Indeed, children born with natural athletic ability may be more apt to practice, because practicing may provide a greater internal reinforcement than it does for those children who are less talented.”

Motivation to practice is an important point, as the existing research supports the significant role of practice in athletic development. Without proper intrinsic motivation, athletes are less like to commit to sport and continue participation (Anshel, 2003; Gould et al, 2004).

2.3.1 Complexity of Talent Identification Theory

One of the benefits of a TID program is spotting athletes early in their developmental progression, so that sports systems can address their strengths or weaknesses to assist a steady or accelerated progression toward elite performance. However, junior athletes may experience success at their current stage of development without being truly „talented“; because of short-term performance influences, such as early physical maturation or access to superior resources (Bouchar et al, 2014).

The complex interaction among all success variables presents a number of challenges when developing a talent identification model. Early assessment of sporting, talent is also compounded by the fact that a diversity of sporting experiences is encouraged. Multiple sport experiences during childhood often allow young athletes to acquire a broader range of skills and experiences

before they concentrate on one sport. On the other hand, early athlete selection in one sport allows more targeted training activities during adolescence (which may be a critical period of physiological and psycho-social development) (Ibid, 2014).

Success at the elite level of sport performance stems from a combination of many factors, which are influenced by socio-cultural and politico-economic conditions as well as individual performance factors. Intrinsic factors (e.g., body type and rate of maturation, aptitude, adaptation to training, motivation, and psychological skills) as well as extrinsic factors (e.g., environment, access and opportunities, sports systems, coaches, family, etc.) work in synchrony to determine an athlete's success. Both genetic and environmental influences must be acknowledged a number of different approaches have been used to implement Talent Identification (TID). Although evidence can be found to support each approach, an integrated model is more likely to yield consistent result in identifying future athletic potential (Ibid, 2014).

2.3.1.1 Physical / Physiological Models

This approach supports the idea that there are distinct physical/physiological profiles for individuals in different sports. Talent identification is based on the belief that profiling young people on these measures will identify individuals with the potential to be successful in specific sports or events. As a result, many TID models have been underpinned by analyses of these characteristics. However, many performance variables may be unstable during adolescence (they vary with age) and many studies show inconclusive results (Bouchar et al, 2014).

The assumption that individual having favorable characteristics are the most talented is unfounded. Young athletes who excel (i.e. produce winning results) in strength sports tend to be early matures. It will take technical superiority for late maturing individuals to match their early maturing peers at a young age; so they may actually be the more „talented“. Models using this approach may eliminate many young athletes who have potential to develop physically/physiologically, but are late maturing (Ibid, 2014).

2.3.1.2 Genetic Markers

The physical and physiological potential of an individual is influenced by (although not completely defined by) one's genetic makeup. Many of the traits that contribute to sports

performance (e.g. endurance capacity or muscle power) are linked to single or multiple genetic expressions or variants (Bouchar et al, 2014). 26 Attempts to identify specific genes that influence performance, and then use that knowledge to identify potential sporting talent have yielded mixed results. This may be the consequence of the very complex nature of talent identification (e.g. various performance domains – physical, psychological, socio-cultural, etc.) and talent development (e.g. coaching, training quality and quantity, opportunities, etc) (Ibid, 2014).

Research has progressed in an attempt to identify genetic markers of physiological capability (e.g. potential) on individual characteristics, such as endurance or muscular power. Research is also directed toward identifying genetic markers that fit models predicting the likelihood of having significant traits associated with individual sports (Ibid, 2014).

2.3.1.3 Integrated Models

Talent Identification practitioners generally use a multi-dimensional approach to ensure that embedded measures of success reflect more than one developmental domain. It is an advantage to identify athletes at the youngest possible age, but there are many trade-offs in setting the ideal TID target age. TID introduced too early may be confounded by the variability of maturation rates within an age cohort. TID introduced after maturation (perhaps during late teens or early twenties) may be well past critical periods of skill acquisition (Bouchar et al, 2014).

Talent identification development schemes at any age will be influenced by family dynamics, socio-economic circumstances, and demographics (sporting opportunities may be influenced by location and availability of facilities and support services). They will also be influenced by an individual's accumulated experiences – has the individual developed a positive attitude to physical activity, received specialized instruction, or been influenced by school or club sports programs (Ibid, 2014).

2.3.1.4 Talent Transfer

Talent transfer often occurs informally when a high performance athlete seeks new opportunities for themselves in a different sport. The motivation may be financial (particularly among professional athletes), or from a variety of other sources.

As Gulbin, 2009 found that successful talent transfer athletes had these positive characteristics:

- High motivation and goal orientation
- Great self-management skills
- Good work ethic
- Proven performance in a competitive environment
- No bad technical habits.

There were also three common barriers to successful transition into elite competitive success in another sport:

- 1) Skill, physiology and motivation were not in balance
- 2) Frustration with inferior coaching and/or support environments, and
- 3) Inpatients for success or unrealistic expectations.

Investigating athletes' experiences of talent transfer

As Mac Namara et al, 2015 talent transfer initiatives seek to transition mature individuals from one sport to another. Unfortunately, TT initiatives do not have a broad evidence base and a rigorous exploration of the mechanisms underpinning the approach. Several themes suggesting a successful transfer environment, including:

- The TT system was adapted to the athlete's needs
- A positive learning environment
- Individual attention and coaching time to adjust to a new sport, and
- No early pressure for results.

Individual factors underpinning successful talent transfer included:

I. Confidence in one's ability

II. An understanding of what it takes to train and compete at a high level

III. Generic athletic ability, and

- I. A number of psycho-behavioral characteristics (e.g. commitment, coping skills, focus and discipline, goal setting, motivation, and realistic performance evaluation). The authors argue that further research into the mechanisms of talent transfer is needed in order to provide a stronger evidence base for the methodologies employed in these initiatives. To overcome the barriers of transitioning from one sport to another, quality coaching and service provision (sport science, sport medicine, and competition support) are essential. In addition, integration with other high-quality athletes appears to help create a socially supportive environment (Ibid, 2015).

Talent Transfer' in Sport: High level coach insight

According to Dickinson et al, 2012, despite a dearth of research, the strategy of talent transfer (TT) has been used and is currently applied in a number of countries. Nature of TT, including:

- TT is complex, with a number of higher and lower order variables
- The complexity suggests that a multidimensional framework be considered when seeking to understand talent transfer.
- Specific ways of thinking about, teaching, and relating to TT athletes are unique to the TT situation and the personal and psychological characteristics of athletes.

Talent transfer may allow an athlete to extend their sporting career by renewing motivation and presenting a new challenge. If the switch was prompted by a performance plateau or injury, it may allow the athlete to relieve past psychological or physical barriers. From the sport's perspective, talent transfer maximizes the return on investments made in an athlete's career development (Ibid, 2012).

2.3.1.4.1 Nutrition

As Bezabeh Wolde, 1997, defined nutrition as it is a science of nourishing the body. The athlete who is striving for excellence should train hard and to train hard should eat balanced diet and enough calories to cover the load and to maintain the body.

“Nutrients are chemical substances in food that function, to furnish the body with fuel, to build and repair body tissue.... Nutrients are divided in to proteins, carbohydrates, fats, water, vitamins and minerals. Carbohydrates are the major energy source for the body especially during intense training (Ibid, 1997:49).”

Food is the fuel of athletic performance. Though you cannot control the food your athletes eat, you can guide them toward healthy eating. To do so, you must be acquainted with the basics of Proper nutrition.

Proper nutritional practices alone cannot generate elite performances; hence the reason for smart training methods and competition strategies, but healthy nutritional habits will significantly affect athletes’ performance in competition and overall wellness (Petrie et al, 2004). Maintaining a healthy energy balance, practicing effective hydration habits, and understanding the various aspects of supplementation practices can help athletes not just improve their performance but also increase their enjoyment of the sport in general.

Caloric Intake

Many elite runners maintain high carbohydrate, low-fat nutritional programs (Schröder et al., 2008). One study by Achten et al, 2004 indicates that significantly higher carbohydrate intake can not only improve running performance, but can also improve mood as well. That said, children and adolescents have smaller glycogen stores, meaning that they are more likely to process fat during exercise Jeukendrup et al, 2011, and a higher fat content diet does not inhibit endurance or anaerobic activities in runners (Horvath et al, 2000). The quantity of calories ingested should depend on the individual athlete and his or her current training phase; higher volume and intensity should necessitate greater caloric intake (Stellingwerff et al, 2007).

2.3.1.4.2 Facilities and Equipment’s

Facilities are also the factors for better performance. If the adequate facility is available, the athlete may improve his/her level of performance. To do, the income of the athletes is not as enough as they need to fulfill the adequate facility (Suzie Bennet et al, 2007). Middle distance running is a relatively inexpensive sport; however, there are many misconceptions regarding the few pieces of equipment required to participate. Products can be purchased as needed, but most

will have little or no real impact on performance. Athletes may feel that they prefer a product even when it provides no real benefits.

In a study comparing conventional socks to the fitted socks often sold at running specialty stores, Purvis et al, 2004 found that

“The subjects preferred the specialty socks; however, they produced no physiological advantage and the runners still described the conventional sock as comfortable.”

As Ali et al, 2010 found a similar “comfort only” effect with compression socks, made popular by professional athletes like Paula Radcliffe; although Kemmler et al, 2009 did find that they significantly improved running performance. Lower body compression garments may improve some physiological measurements, but have not been shown to improve performance (Dascombe et al, 2011).

Manufacturers often advertise clothing made of synthetic material as some kind of aid for sweat evaporation, but there is no evidence to suggest that these garments aid thermoregulation or comfort during exercise (Gavin, 2003).

Treadmills should only be used as a last resort for training. In their study, LaCaille et al, 2004 found that;

“The treadmill setting was rated as least satisfying, while resulting in the highest RPE and slowest performance time. Alternately, the outdoor route resulted in the highest levels of positive engagement, revitalization, tranquility, and course satisfaction, while also yielding the lowest levels of physical exhaustion and RPE. (p. 461).”

The many events of Athletics require numerous sporting equipment's. It is important for athletes to be able to recognize and understand how equipment for the specific events works and impacts their performance. Have you athletes named each piece and equipment as you

31 show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well (Suzie Bennet et al, 2007).

Foot wear

Training shoes can significantly alter adolescent runners' biomechanics Mullen et al., 2013, but athletes are often confused by marketing approaches. Running shoes are often sold as a way to either increase comfort or avoid injury, yet there is no valid evidence to justify manufacturers' practice of focusing on pronation control or amount of cushioning (Richards et al, 2009).

As Enke et al, 2009 found that almost three fourths of the adolescent cross country runners they surveyed claimed that arch type was most important factor when buying running shoes, but only a little more than one half knew their own arch type; this lack of self-knowledge holds true for recreational runners in general (Hohmann et al, 2012).

Athletes should wear what feels comfortable for them, not what costs more. Clinghan et al, 2008 found that

“low- and medium-cost running shoes in each of the three brands tested provided the same (if not better) cushioning of plantar pressure as high-cost running shoes” (p. 189).

One notable exception to this rule may apply if similar styles are available as models for both children and adults. As Forrest et al, 2012 found that these versions differed sharply in their composition and kinematic effects, even among the same size, and recommended using the adult version when available.

The use of so-called “minimalist” running shoes has attracted attention from some researchers, primarily because runners who prefer such footwear may be more likely to use a forefoot strike pattern—that is, they hit the ground with the ball of the foot first, followed by the heel (Goss et al, 2012). Some researchers have associated this pattern with a reduced risk of overuse injury Daoud et al, 2012, but the use of minimalist footwear has not yet been shown to have a corrective effect on habitual rear foot strikers TenBroek et al, 2013, and can pose a risk for bone injury (Ridge et al, 2013).

According to a review of the literature by Goble et al, 2013, “current evidence is insufficient to indicate that barefoot runners are faster, perform better, or are any less prone to injury than shod runners who prefer a heel-striking gait”. As suggested by Nigg et al, 2013, “the important aspects of performance and/or injuries are more related to (a) individual preference and (b) individual

running style, independent on whether the athlete runs in shoes or barefoot”. In some cases, customized shoe orthoses may improve the comfort levels of athletes with chronic injuries (Hirschmüller et al, 2011).

Motivation

A long distance coach's role as a psychological motivator is important during competition, but it is perhaps even more important during training (Goose et al, 2012). While dedicated, deliberate practice is generally not considered enjoyable in most sports Ericsson et al, 1993, there is some evidence that middle distance runners perceive their most difficult and relevant activities as their most enjoyable Young et al, 2002, making a coach's job that much easier. Coaches should focus on creating specific task-oriented goals in an effort to improve athletes' intrinsic motivation (Barić et al, 2002: Ferrer-Caja et al, 2000).

As Goudas et al, 1995 found that one way to engender this kind of motivation among young track athletes was to give them some control over their own workout. This kind of perceived autonomy has been shown to have significant positive and long-lasting effects on motivation Almagro et al, 2010; Jõesaar et al, 2012). Care should be taken, however, to ensure that highly motivated runners do not endanger their health by running to the point of collapse (St Clair Gibson et al, 2013). Perhaps most importantly, coaches must instill a feeling of long-term hope in their athletes; Curry et al, 1997 found that cross country and track athletes with a higher sense of personal hope were more likely to excel in both academics and athletics.

2.3.1.4.3 Feedback

Offering advice, criticism, and praise is an integral function of the coach–athlete relationship. As Stein et al, 2012:488 concluded, "It is important that coaches realize the significance of giving feedback following good performances, and attempt to incorporate positive and informational feedback into their interactions with their athletes".

As Stein et al, 2012, found that runners who were given positive feedback about their form (in this case, fabricated) were more likely to improve over time than those who were given no feedback. Parents should also focus positive verbal feedback on their child's effort, rather than an outcome like finishing place (Loprinzi, 2012).

It is also important to consider the focus of the advice given to an athlete. Though a less experienced runner may react to a coach's external cues such as "pass that runner!" positively, higher-level runners consistently report more internally-based thought processes such as monitoring breathing and maintaining proper form during competition Nietfeld, 2003 and their coaches often focus much of their verbal feedback on promoting those internal processes (Porter et al, 2012).

As Schücker et al, 2013 found that there were physiological benefits to maintaining an external focus during high intensity exercise. If nothing else, a simple confirmation of the distance remaining can be better than no feedback at all (Faulkner et al, 2011; Neumann et al, 2013). Children will also find it easier to respond to cues related to distance than to time (Chinnasamy et al, 2013).

2.3.1.4.4 Maturational Factors

The relative age affect the availability of essential resources, such as coaching and parental support, can significantly influence the ability to engage in the required amounts of high quality training. Another factor that appears to influence the acquisition of expertise is the relative age phenomenon. First demonstrated in the academic domain, the relative age effect refers to differences in age among children born in the same Nurturing sport expertise's 4 calendar year (Barnsley et al, 1985). As in school, many sports group children by age to equalize evaluation and competition (Barrow et al, 1971).

However, the presence of the relative age effect suggests that categorizing children by age can create training inequalities and reduced opportunities for younger children. Researchers compared birth quarters of players with the hockey league as a Mite (under 10), Peewee

(Ages 11-12), Bantam (ages 13-14), Midget (ages 15-16), Juvenile (ages 17-18), or Junior (ages 19-20) player.

Two main explanations have been offered to account for the relative age effect. As Barnsley et al, 1988; Barnsley et al, 1985 hypothesized that older players were bigger, stronger, faster, and better coordinated than the younger players and thus experienced more success and rewards in hockey and were more likely to remain involved. Younger peers were thought to experience

failure and frustration and withdraw from hockey. A second hypothesis proposed that older players were more likely to be selected to higher competitive representational teams where they would receive improved coaching, facilities, and ice-time when compared with their peers (Ericsson et al, 1993).

Research on the relative age effect suggests that the development of elite athletes is based in part on age differences and unequal access to training opportunities. Alternative methods of grouping children for competition and advancement in sport require examination.

2.3.1.4.5 The Role of Coaching and Instruction

As indicated above, one important consequence of the relative age effect is that targeted athletes often get access to better resources, including better instruction. Research is starting to show the distinct advantages of having access to an expert coach. A coach normally constructs a high percentage –in some cases 100 percent –of an athlete’s practice time (Vosset al, 1983).

Early studies focusing on the specific requirements of working with younger and less technically proficient athletes Bloom, 1985; Smith et al, 1979 proposed that in the early stages of development athletes require primarily technical instruction to develop proper fundamentals, along with a high degree of support and praise to encourage continuing participation in the sport. They described an important part of the coach’s role in the early years as being kind, cheerful, and caring. Only when athletes were older and more highly skilled would a coach require sophisticated knowledge and advanced qualifications.

“Recent work by Côté et al, 2002 supported these assertions and suggested that while advanced coaching qualifications were deemed necessary in the later stages of development, coaches working with children at the initial involvement stage needed enthusiasm and facilitation skills above and beyond any technical expertise in the sport. Clearly, both the practice structure and the domain-specific knowledge of Nurturing sport expertise coaches are highly relevant to the progression and development of athletes in sport.”

2.3.1.4.6 Parental Influences

Retrospective research with elite performers over the last 30 years has revealed the importance of parental support for the development of expertise. As Bloom et al, 1985 interviewed talented

performers and their families in the fields of music, art, science, mathematics, and athletics and created a model of talent development with three stages: the early years, the middle years, and the later years.

Each stage is characterized by shifting demands on the child and parents. In the early years parents were found to take a leadership role where they provided their child with the initial opportunity to participate in the domain and sought out their child's first formal teacher. Her parents also encouraged and supported their child's learning and were often involved directly in lessons and practice. For the child athlete, the emphasis in these years was on having fun and enjoying learning the basics skills (Ibid, 1985).

The transition to the middle years was characterized by a greater commitment of both parents and the athletes to the athletic domain. Parents were found to assume a leadership role, seeking more accomplished teachers for their child while also devoting more time and resources to the activity. It was also during these years that the child's talent often dominated the family's routine. During the later years, parental involvement decreased as the performer took greater control of the decision-making process with regards to their future career. Yet, parents continued to provide support in a background role, as providers of not only financial support but also emotional support (Ibid, 1985).

According to Sloane, 1985 of greatest importance was that parents offered a "nurturing, understanding environment for their child to retreat to, if necessary". As Bloom et al, 1985 analysis revealed how parents can ease the demands imposed on their child by the demands of training (e.g., reduction of psychological stress by providing a supportive atmosphere).

Finally, in the investment years parents played strictly an advisory and supportive role as the athlete committed to a higher level of training and competition. Parents maintained a high interest in their child's sport and were essential in providing emotional support to help their child overcome setbacks, such as injuries, pressure and fatigue as well as financial support for training. This high level of emotional support during stressful times is a central characteristic of the investment years (Ibid, 1985).

2.3.1.4.7 Cultural Factors

Cultural factors are a significant and often overlooked component of the environmental equation and development of expertise. The importance that a country or society places on a particular sport can have a dramatic influence on any success achieved. For instance, in Canada, where there is a long and storied history of ice hockey, the game has become an integral component of the national identity (Russell, 2000).

While the social factors that influence the acquisition of high levels of sport proficiency are only briefly presented here, it is vitally important to acknowledge that environmental constraints on expertise can be broad (e.g., cultural factors) and/or narrow (e.g., family or coaching factors) (Wiggins, 1997).

2.4 Peak Performance

Peak performance is defined as an optimal functioning and of the full use of one's potential in the activity. It's the full focus and sense of self in a clear process of feeling in control which is at the positive extreme of performance (Hanin, 2000).

Theoretical frameworks in order to understand the complex relationship between psychological preparations and athletes social-organizational environment, the model of psychological preparation for peak performance by Hardy et al, 1996 serves as a core model in the study. The model aims to incorporate as many factors and variables as possible that seems to influence athletic performance.

2.4.1 Psychological preparation for peak Performance

2.4.1.1 Athletic Career

Athletic career is a determination through a complex interplay between genetic, personal and environmental factors and is a term for a multiyear sport activity, voluntarily chosen by the person and aimed at achieving one's individual peak in athletic performance in one or several sport events (Alfermann et al, 2007; Stambulova, 2009; Wylleman et al, 2004).

It is also described as a sequence of specific stages and transitions that include an athlete's initiation into and continued participation in organized competitive sport and that is terminated

with the athlete's voluntary or involuntary but definitive discontinuation of participation in organized competitive sport. The term athletic career also include subjective Parameters consisting of perceived benefits of sport participation and its cost in terms of time, energy, health, money as well as career satisfaction (Ibid).

2.4.1.2 Transition

Transition is a result from one or several events that cause personal and social imbalance that are beyond any ongoing changes of everyday life and that can cause a change in the athlete's assumption about her or himself. Transitions come with a set of specific demands related to practice, competitions, communication, and lifestyle that athletes have to cope with to continue successfully in sport or to adjust to a post career (Ibid).

Normative Transition

A primary characteristic of a normative transition is the degree of predictability, and transitions that are mainly predictable are generally organizational and/or structural in nature and may be related to changes in athletes' level of athletic achievement or age (e.g., initiation into competitive sport, the transition from high school to college level competitive sports, the transition from junior to senior level). A normative transition is a part of sequence of age-related biological, social, and emotional events or changes and that can be said to be generally related to the socialization process that the athlete is involved in (Wylleman et.al, 2004).

Non-normative transition

Non-normative transition is the low degree of predictability that is situation-related and is generally unpredicted, unanticipated, involuntary, and that does not occur in a set plan or Schedule but rather is the result of an important event that takes place in an athlete's life and to which she or he responds. A non-normative transition can be sport related, for example a transition caused by injury, overtraining or changing one's coach (Alfermann et al, 2007; Wylleman et al, 1999; Wylleman et al, 2004).

2.4.1.3 Successful athletic career

A successful athletic career refers to the athletic career of an athlete who achieves and sustains in a consistent manner of high level of athletic excellence in national or international competition. Successful elite careers are usually associated with high social recognition, and satisfaction of an elite career is based on a set of self-referenced criteria which often consist of perceived potential in relation to level of achievements and perceived athletic career cost. Successful athletic careers are associated with achieving individual peak in athletic performance corresponding to individual resources and environment (Ibid).

2.4.1.4 Successful athletic performance

A successful athletic performance is the optimal performance that is self-referenced criteria based on past performance history and the present performance status (Hanin et al, 2004; Wylleman et al, 2004). A successful athletic performance also is the perceived potential in relation to the level of achievement and the perceived athletic performance cost. The indicator of a successful athletic performance is the result (outcome) achieved and the quality of performance process (task execution) (Ibid).

2.5 Components of Peak Performance

2.5.1 Fundamental Attributes

The fundamental attributes contains the personality and motivational characteristics and dispositions of the athlete such as the athletes level of trait confidence, goal orientations, trait anxiety, and intentional style. These individual differences and factors are important because they influence the arousal and activation in the first place. Further why these factors are important is because the influenced arousal states then directly or indirectly have an impact to which extend the athlete achieves a desired task specific ideal performance state (Hardy et al, 1996).

It influences the task specific ideal performance state through trait anxiety which in turn influence cognitive and somatic state anxiety. This can further lead to a change in arousal and activation state that have an impact on the athletic performance. Both personality and motivational dispositions are very important for the performance, but also difficult to modify.

This is because of the perceived competence of achievements in early childhood that have been established, and in this way formed the athlete's motivational disposition. Psychological factors rarely operate in isolation; they are influenced by athletes' foundation mental skills. These components must first be taken into consideration before examine other components of this model according to (Ibid, 1996).

2.5.2 Psychological Skills and Strategies

This component of the model consists of the various psychological skills and strategies the athlete adopts to be able to create, and reach the ideal performance state. Different athletes use different types of skills, and can depend on the previous component existing of fundamental attributes. Typical psychological skills are goal-setting which in turn can consist of specific process goals, relaxation strategies, self-talk, mental rehearsal, imagery, mental preparations, pre-performance and performance routines, automatization of routines, association/dissociation strategies and attributions. These psychological skills work along with other psychological skills and are used by the athlete in order to facilitate the performance to reach peak performance in a task specific ideal state (Gould, 1996).

2.5.3 Adversity Coping Strategies

The athlete also needs to be able to deal with different types of adversities, and this by using various adversity strategies. This because of the athlete can deal with many types of stressors, ranging from injury to travel demands, and other expectations that lies within the athletic atmosphere. These strategies can be developed as well as the previous psychological skills, and includes emotion-focused coping, problem-focused coping, cognitive restructuring, and avoidance strategies (Tenenbaum, 2004).

These methods are further used by athletes according to Tenenbaum, 2004 to appraise the environmental pressure that enable appropriate processing of information and decision making. These strategies can further be concretized to strategies as relaxation techniques, goal-setting, process goals, imagery, self-talk, attribution patterns and different associative and dissociative strategies. Many of these strategies in the components of adversity strategies are the same as the psychological skills strategies. The main difference is the way in which they are used, and can depend on the purpose of why the strategy is being adopted (Ibid, 2004)

2.6 Task specific ideal performance state

This component is the top of the model and is a special state that the athlete has reached and in which the athlete performs very well. This specific state has been referred to as flow (Hardy et al, 1996).

The content of this state can be the same for most athletes that have ever reached this state. The difference is or can be that some athlete's prefer a noisy audience while others want to listen to Mozart while performing. This is further depending on the athletes' level of trait-anxiety which in turn has an impact on emotions, cognitions, that further activates a physiological state in a given context. This state is a mixture of these variables (Ibid, 1996).

The zone of optimal functioning Hanin, 2000 shows "how an interaction of the athletes trait anxiety is functioning and shows to which extend the athlete needs to be psyched up, or relaxed in order to reach the special state. This is further also influenced and is depending on the social and organizational environment the athlete is performing in. Also in which environment the athlete prefers to perform in, and is a contributing influential component of how the athlete reaches allow state."

2.6.1 Physical, Social, and Organizational Environment

These components of the model consist of the social and organizational environment in which the athlete performs in. This area is a surrounding component of the model and can be symbolized with a circle surrounding other components mentioned in the model. The environment can have both facilitative and debilitating effect on the way to achievement of an ideal performance state (Wylleman et al, 2004).

A new coach that enters the social environment can have a both good and bad influence on the athletes' way to reach an ideal performance state. Or if an athlete already is in an ideal performance state, a new coach can reinforce the athlete's ideal performance state. Or in reverse, also decreases the athlete's probability of succeed to reach or maintain in this state. Other variables as family problems, lack of finances within the club, unsupportive spectators, and so forth can be included in this component (Ibid, 2004).

The same variables can be reversed and serve as good facilitative variables in the social environment of the context in which the athlete performs in. All these five components must be taken into consideration in order to be able to facilitate specific psychological skill strategies, or coping with adversity strategies, to reach an ideal task specific performance state. Developmental model on transitions faced by athletes the developmental model addressed by (Ibid, 2004) serves as the second model in the study. The developmental approach in this model provides a link between the athletes past career experiences, the present situation and the athletes perceived future. The model adds a whole person approach to a whole career approach.

The whole person approach means helping athletes to deal with both athletic and nonathletic transitions. The whole career approach means helping athletes to cope with both normative and non-normative transitions throughout the whole course of an athletic career, including the last athletic transition from sport to the post career. This is important to note because different spheres of life might influence or overlap, and create difficulties for the athlete to perform at his or her best. In this way it becomes clear to see the athlete in the sport context, but to also consider the athlete's demands, resources and barriers outside of sport (Alfermann et al, 2007; Fallby, 2004; Wylleman et al, 2004).

2.7 Roles and Responsibilities of Stakeholders

The National Standards for Youth Sports has come up with a general set of behavioral guides with identified stakeholders in mind. These guiding behaviors'' are based on the NSYS philosophy, which maintains that every youth should be given the opportunity to grow and develop in sports, have positive experiences and not be left out or behind.

Stakeholders are encouraged to use these examples as a frame for their practices, tailored to the varying sports contexts <http://www.sportsingapore.gov.sg/sport...sport/index>.

2.7.1 Coaches and Sports Instructors

Coaches and sports instructors are encouraged to be youth-centric, focusing on individual athlete's development while making sure not to exclude any one player in the team. As youths look up to them, they are expected to serve as responsible role models who provide a safe environment at all times. Continual upgrading of skills is vital to their profession (Ibid).

2.7.2 Sports Managers and Administrators

Fairness and transparency are crucial to the decision-making processes that sports managers and administrators undertake. They are encouraged to develop youth-centric policies as they work towards nurturing a safe and healthy environment for youth sports (Ibid).

2.7.3 Spectators and General Public

Spectators and general public are those who support our youth athletes and encourage them to reach for greater heights. We encourage them to be respectful in their support, demonstrating positive behavior as they spur our youth athletes on (Ibid).

2.7.4 Parents, Guardians and Educators

Parents, guardians and educators play central roles in youth athletes' lives. As such, we encourage them to serve as good role models who are encouraging, inclusive and respectful at all times. They are also advised to be watchful and alert, never compromising on safety. It is crucial for them to manage expectation as they applaud all efforts, so as to develop healthy attitudes towards sports. The National Standards for Youth Sports Parents' Guide may be useful in providing further information for parents of youth athletes (ibid)

2.7.5 Members of the Media and Photographers

Members of the media are encouraged to be fair and sensitive, providing honest coverage that highlights the best sporting values. By avoiding sensationalism and seeking instead to inform and educate, the media can leave a positive impact on youth athletes, who will be better able to enjoy the best that competitive sports has to offer (Ibid).

2.7.6 Corporate Organizations' and Businesses

Corporations and businesses can get involved in youth sports by being „sports-friendly“ employers, supporting staff with strong sporting backgrounds or those with children who would benefit from sports. Corporations and business leaders are also in a position to use sports to drive people positively. Organizations can also inculcate sporting culture by organizing sports movement or events with a category allocated to youths (Ibid).

2.7.7 Youth

The NSYS aims to promote positive sporting experiences for youths. We encourage youths to have fun as they strive to be better at their chosen sports, play fair and are respectful of their teammates, officials, coaches and opponents while practicing sports safety at all times. By sharing their experiences and applauding all efforts, we believe youths will take away the best that a sport has to offer (Ibid).

2.7.8 Sports Officials and Event /Competition Organizers'

Recognizing needs of the youth is critical to sports officials and event/competition organizers as they work towards promoting national standards in sports. By encouraging integrity and other healthy attitudes towards sports, they will positively impact youth athletes (Ibid).

CHAPTER THREE

3 Research Design and Methodology

3.2 Research Design

In order to find facts and to assess and evaluate the 5 and 10km long distance, the assessment and evaluation types of research designs were used. The designs were chosen to enable the researcher make judgment about the 5 and 10 km long distance running issues.

Since the purpose of the study is to assess and evaluate the all rounded practice of the national team in the events selected, a multiple perspective approaches were used. Both quantitative and qualitative data collection techniques and analysis procedures were used in the research design.

The researcher adopted the use of questionnaire to identify the selection, training and administration of appropriate procedures and the impact of the practices on the result of competitions in the last 10 years.

3.3 Sources of Data

The data of the study were gathered from two main sources; the primary and secondary sources.

3.3.1 Primary Data

The primary data which are used as inputs to this research are the first-hand information collected from the responses of the designated questionnaire; data gathered through direct interviews with the concerned bodies and facts observed on training fields by researcher using a checklist which help to prove as to whether routine training steps are being followed.

3.3.2 Secondary Data

These constituted the external data that the researcher used for this study and they were books, articles, journals and annual reports of national team and all available materials in relation to the topic under study.

3.3.3 Population

Considering the Ethiopian national team of 5 and 10 km running, it is operating under the Ethiopian athletics federation. As such, management team of the federation comprising of five (5) members and seven (7) professional officers who currently working in the federation is going to be considered as one part of the population. Being major stake holders the national team coaches having seven (7) members and the athletes themselves who are forty (40) in number are also taken into account. Therefore the total population considered for this research is fifty nine (59) which means survey of all the population is made to complete the research.

3.3.4 Sampling Techniques

As stated above, the total population of the research is fifty nine (59) and the total population size is less than 100. Being a professional coach, the researcher believes that he is accessed to all the stake holders taken into account. So the research will be based on the information collected from the total population. As such census is chosen and the whole population was addressed to make the desired assessment.

3.3.5 Data Collection Instruments

This study, to a very large extent, used primary data and where necessary some secondary data were also used. The researcher used training field observation, questionnaire and interview. The prepared- questionnaires were responded by 81.4% of the population. The questions were designed to make the purpose of the study successful after the results have been ascertained. These instruments really helped by giving expected information about the long distance run especially of 5 and 10 km of the national team.

3.3.5.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaires of this study were designed taking into consideration the objectives of the research.

Structured, surveyed questionnaires with unambiguous questions are used to limit and simplify the analysis of response-variation among respondents. Two types of question formats were used

in designing questionnaires so as to elicit appropriate information from the respondents. A few open-ended and more of rating scale questions are used to elicit information on opinions, attitudes and beliefs of the respondents towards the assessment and evaluation of the 5 and 10km race performance of the Ethiopian national team.

The rating scale questionnaire is prepared so in a grouped statements manner so that respondents can rate their response in a scale ranging 1 – 5. It requests respondents to rate their responses in this scale having the following definition.

- 1 To mean absolutely false
- 2 To mean false
- 3 To mean neutral
- 4 To mean true
- 5 To mean absolutely true

3.3.5.2 Interviews

An interview is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee. Interviews with selected stakeholders specially will also be used in this research.

To complement the data gathered by the questionnaires, the researcher employed both structured and unstructured face-to-face interviews to elicit more information on the performance of 5 and 10km performance of the national team. Interviews were very critical as it took a lot of patience and persuasion. For instance it may be difficult for athletes to freely and openly talk on how they were recruited into the national team.

3.3.6 Data Analysis Techniques

As stated earlier, this study used the census to collect information through questionnaires. The information collected by the questionnaire is coded in such a way that clearly identify a problem as well as showing the impact of the problem as it is designed in such a way that respondents rate their response.

The collected data are going to be analyzed, using SPSS. Representations like tables and charts were used to ensure easy and quick interpretation of data. Responses are expressed in percentages. Data from the completed questionnaires will be checked for consistency. The items were grouped based on the responses given by the respondents and were coded for easy usage of the SPSS. This method is going to be used because it is convenient to identify, compare, describe and reach a conclusion.

3.3.7 Validity and Reliability

Serious precaution in determining the population for this research is made so that respondents are only those who have direct relationships to the national team. Also the research is based on the result of the whole population which is reliable and valid way of gathering information.

Concerning the questionnaire, it was distributed for ten randomly selected respondents to test its understandability, simplicity and consistency and the result was found out to be affirmative. Eight of the trial respondents confirmed that the questionnaire is clear and easily understandable.

Furthermore the interview prepared for this research was being guided by briefly prepared questions which can lead to detailed responses. Upon testing the interview questions two respondents who are sport professionals and out of the research population proved that they are clear, understandable and to the point.

As all the respondents are chosen from a population which is directly related to the athletics, the research is based on information collected from concerned and well oriented population. In addition the age, educational background and the level of understanding of the respondents indicate that all are reasonable and responsible while responding the questionnaire as well as the interviews. Therefore the research is based on dependable information which in turn made it reliable.

CHAPTER FOUR

4 DATA ANALYSIS, DISCUSSIONS AND PRESENTATION

4.1. Introduction

The chapter presents the result of the fieldwork conducted by the researcher. The result is mainly the responses of the questionnaire administered to athletes, administrative bodies of the athletics federation and coaches. Statistical Package for Social Scientists (SPSS) version 16.0 was used to perform the analysis and Microsoft Excel 2007 was used to generate the chart to explain the results.

4.2 Response Rate

The questionnaire was administered to 30 athletes, 8 coaches and 10 administrative personnel of the athletics federation. Prior to the presentation of this data, 59 questionnaires were planned to be administered. However; due to personal problems of respondents only fifty three responses were obtained and of these 53 responses only 48 were valid for analysis while five were invalid as a result of improper responses. This fact is tabulated as follows.

Table 4.1 response rate

No of questionnaires administered	Questionnaires responded	Questionnaires not responded	Questionnaires rejected	Responses used	Responses rate
59	53	6	5	48	81.4%

As shown above, 89.8 % of the respondents return the questionnaire but only 81.4% of the responses are acceptable and used for this research. Although it was the researcher's expectation was to get the response of all in a valid manner, the responses to be deployed is reduced to 48. This means the response rate is 81.4%. All the questionnaires were issued and collected in person. According to Punch K.F. (2003), if questionnaires are administered in person and 80 85% percent of response rate is obtained; the validity of the responses to be a base for a research

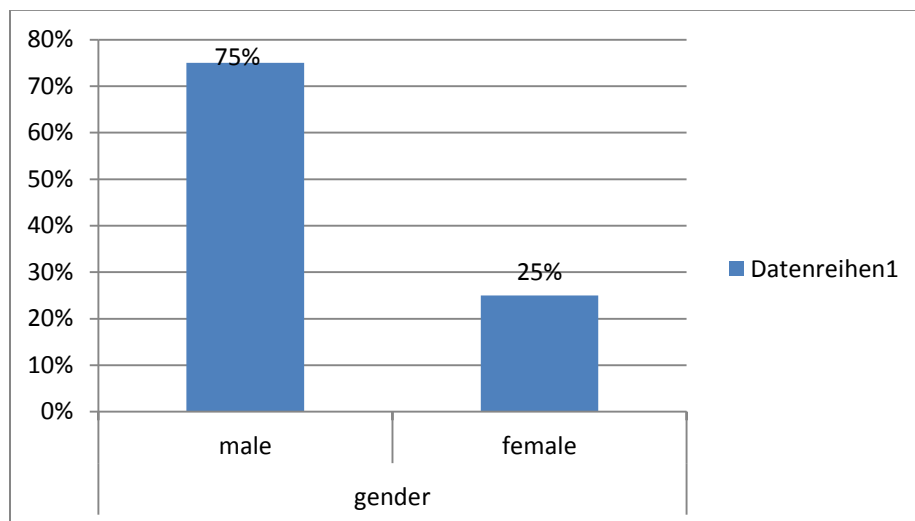
is excellent. Therefore the response rate obtained for this research is in the excellent range and of a high degree of validity to base a research on.

4.3 Demography

4.3.1 Gender

From the total of 48 respondents 36 respondents were male representing 75% of the population whereas the numbers of female respondents were 12 representing 25% of the respondents. The demography is represented in the following figure.

Figure 4. 1: demographic distribution – gender



The above distribution shows that female respondents are few in number. This happened because the number of female athletes, officers and coaches is less in the national team as well as in the federation. However, the data collected is participatory of both genders.

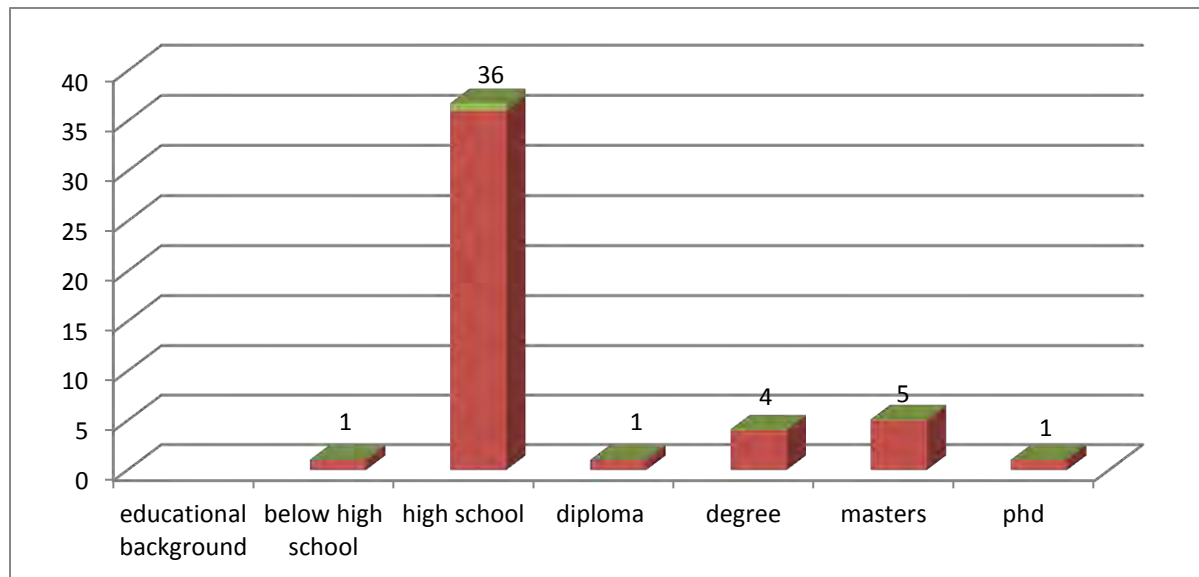
4.3.2. Educational Background of Respondents

The educational level of respondents ranges from respondents less than high school to post graduates. Those who don't complete high school took only 2% of the population and the same percentage is taken by PHD and diploma holders. Those who have first degree took 8% and those who have masters degree took 10% of the population the remaining 75% of the population took 75% of the population size.

The distribution shows that majority of the respondents have educational status which enables them respond the questionnaire logically which in turn adds to the reliability of the information gathered for this research.

The following figure shows this status.

Figure 4.2. Demographic Distribution:- Educational background



Looking into this distribution, the percentage of low level of education is very low and 98% of the population is above high school which in turn shows that respondents are of reasonable and the data collected from them is logical.

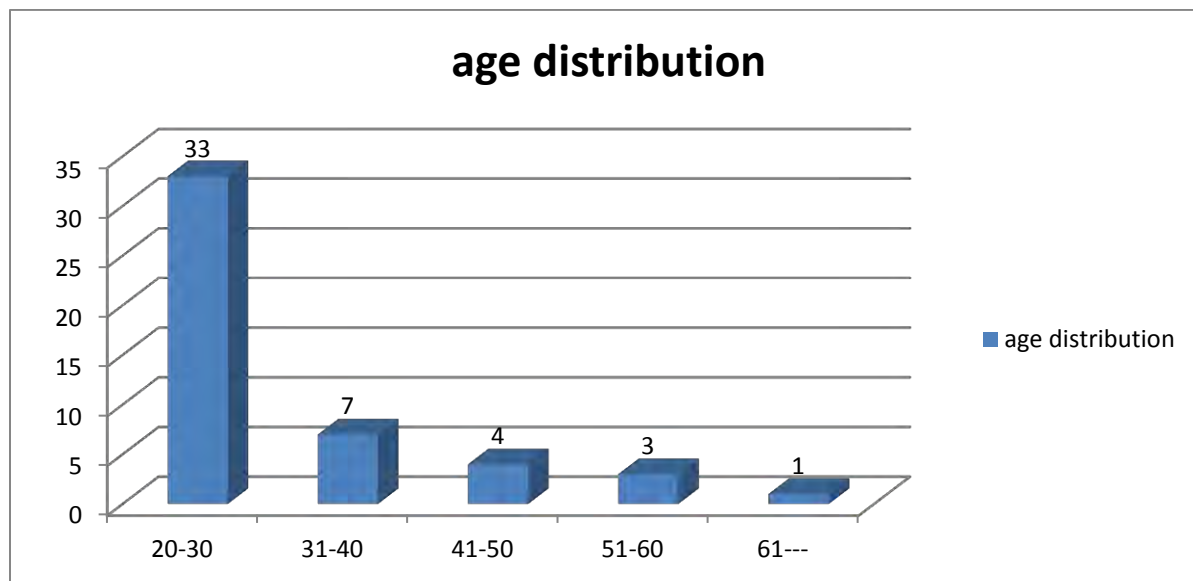
4.3.3. Age Distribution

The whole population is above 20 and according to the raw data collected 69% of respondents belong to the age group ranging from 20- 30 years, 15% belong to the 31 – 40 years, 8% of respondents belong to the 41 – 50 years group, 6% of the population belong to the 51 – 60 years age group and the remaining 2% are in the above 61 years age group.

This shows that the age distribution is of fair combination having elderly who can share their experience middle aged people who are active and participative as well as young people who are energetic. In general all the respondents are in a reasonable age to answer what they are asked

appropriately. This shows that the data the research is based on logical responses of respondents who are in a reasonable age. Graphically the age distribution looks like the following.

Figure 4.3.age distribution of respondents



4.4. Dimensions of Problem Identification

After reviewing the literature, four dimensions are assessed to identify the problem the Ethiopian 5 and 10 km national team results decline in the past 10 years. Based on the four dimensions made up of twenty five factor questionnaire was developed to identify the problems and measure the level of impact. Each question was based on a 5-point weighted Likert scale as shown below:

1 = absolutely false, 2 = False, 3 = Neutral 4 = True 5 = Absolutely true

In order to measure the level of impact, the three dimensions: administrative issues, coach related issues and athlete related issues as Bailey, R, & Morley, D. (2006). The fourth one; athletes who are being trained by private coaches, is added by the researcher as the issue has been a burning one and ambiguous as to its importance to the national team. As such, even though it can be grouped under the issues related with athletes, the researcher preferred to analyze it specifically. The impacts of each problem were measured by the respondents based on the dimensions provided on the questionnaire. A descriptive statistics on the responses from the relevant respondents were used to undertake the needed measurements.

4.4.1. Administrative Issues

Administrative issues deals with the factors specially related with the management of resources, appropriate approaches of the bodies to facilities necessary to the athletics and the like. Descriptive statistics were taken based on the rating of the respondents provide. The results are shown below

Table 4.2. Descriptive statistics of the administrative issues

S.N	Administrative factors	Mean result
1	There is an unfair athlete selection	4.06
2	Inadequate budget to fulfill facilities	4.17
3	Management system discourages athletes and coaches	4.18
4	The needs of athletes cannot be fulfilled because of misusing of resources	4.25
5	The federation doesn't support the athletes sufficiently.	4.31
6	The media influences athlete selection procedure of the federation	3.81
7	The federation is reluctant to changes and doesn't consider positive side of the comments made by the media.	4.14
	Mean	4.13

The compiled information tabulated above shows that administrative issues score above 4 which explains the fact that such issues play big roles for the decline of the results of the national 5 and 10km athletics team in the past 10 years. Of the issues grouped under this category, lack of sufficient support by the federation is reflected as bigger problem than the others and the interference of media in athlete selection has the least score.

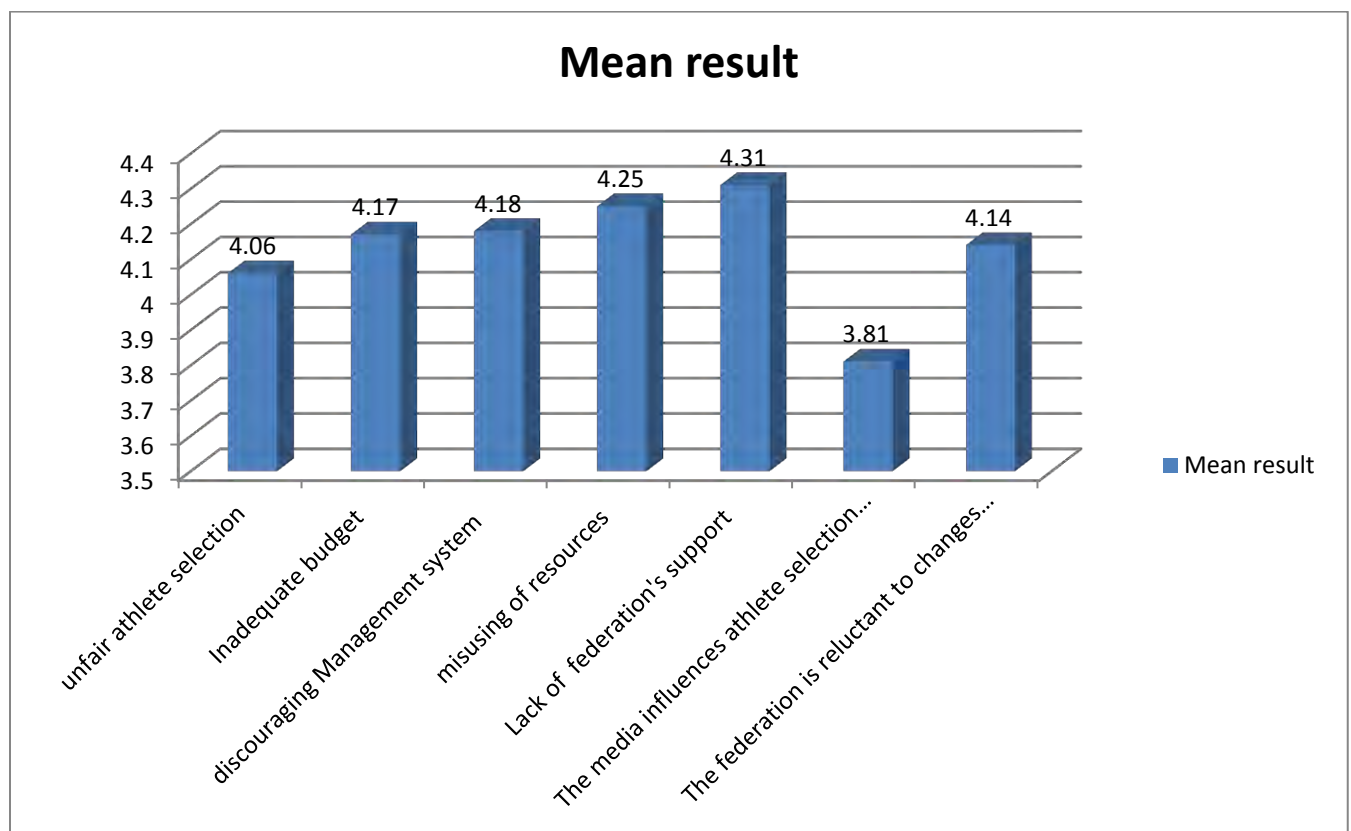
It can also be detected from the information that there is misuse of resources which hinders the fulfillment of athletes' needs. This issue indicates that there is either poor financial management or corruption. Furthermore, it signifies that the allocation of resources is not considerate of the athletes' needs or in other words, the administrative bodies give the needs of athletes lesser consideration than it must be given.

Of this administrative issues category, lack of budget and discouraging system of management which discourage athletes are also problems which are given higher rates as problems. These

issues specially can attack the psychological preparation of athletes. Shortage of budgets always create frustration on any national team athlete as it may mean that he/she may miss an international competition which usually takes at least two years to join the next. A management system having an atmosphere of arguments, complaints and redundant change of personnel also discourages athletes as it may produce a mental dissatisfaction and disappointment.

The following graph shows the level of impact each of the factors in the administrative issues category on the team's performance in

Figure 4.4 mean result administrative related issues



4.4.2 Coaches and coaching related issues

Coaches and coaching related issues deals with the quality of coaches the national team appoints and the way the coaching is being performed. Concerning this issue, especially the routine field training is assessed and observed by the researcher who develops a check list for the item. The

result of this observation is also treated independently. The following table presents the respondents' rating statistically.

Table 4.3. Mean result of responses- coaches and coaching related factors

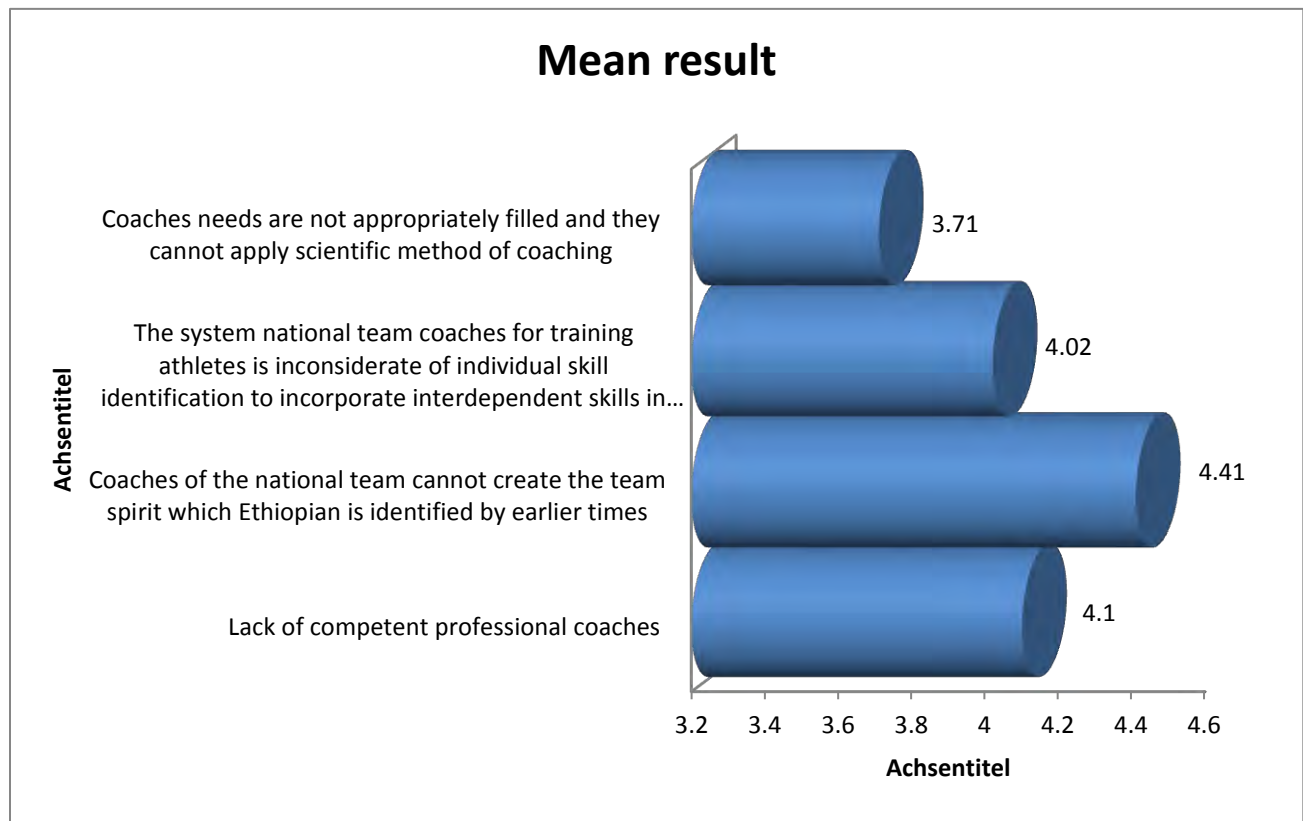
S.N	Coaching and coaches related factors	Mean result
1	Lack of competent professional coaches	4.10
2	Coaches of the national team cannot create the team spirit which Ethiopian is identified by earlier times	4.41
3	The system national team coaches for training athletes is inconsiderate of individual skill identification to incorporate interdependent skills in the team formation	4.02
4	Coaches needs are not appropriately filled and they cannot apply scientific method of coaching	3.71
	Mean	4.06

As a main category, the coaches and coaching system is also a problem of a higher degree which in average scores 4.06. As the quality of the coaches as well as their coaching system is of superior importance to the success of the national team, being rated 4 by respondents show that this in general influenced the performance of the national team in the past 10 years.

Of the factors included in this category, incapability of coaches to create team spirit is given a maximum score which is 4.41 and near the absolute factor score. Team spirit is Ethiopia's known winning magic and losing this spirit is obviously affects the team. Lack of professional coaches and inconsideration of athlete's individual skills are also given high score which shows that high degree of emphasis is necessary on the issues.

Individual impacts of the factors under this category are shown in the following graph.

Fig 4.5. Mean result:Coaches Related Factors



4.4.3. Athletes Related Factors

Athletes related factors include the discipline the national team athletes follow, their focus to business competition, their duration in the 5 and 10 km running and their transfer to marathon without age consideration in this research. The items stated in the questionnaire in this category were rated by the respondents and the following result is obtained

Table 4.4. Mean result of responses – athlete’s related factors

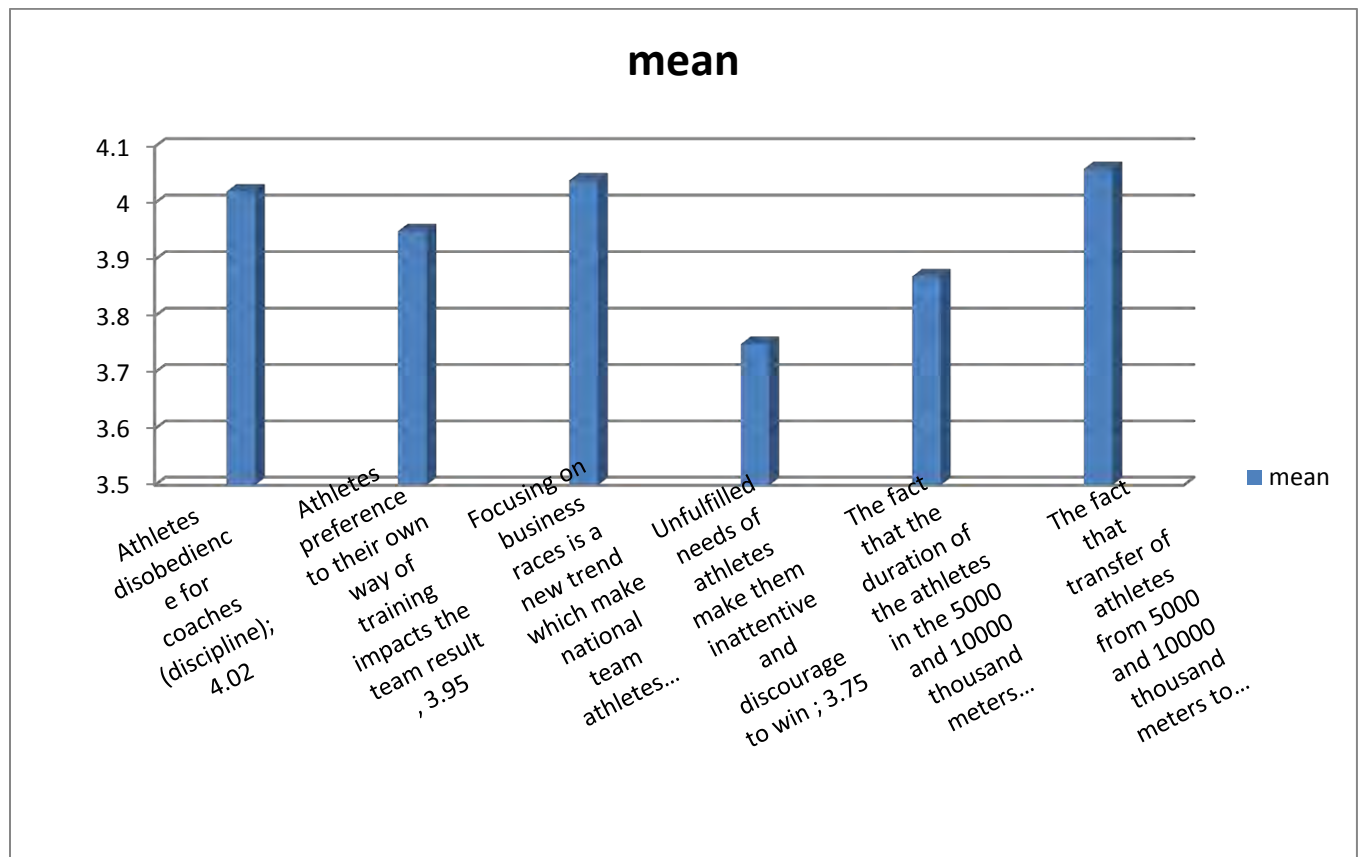
S.N	Athletes related factors	Mean result
1	Athletes disobedience for coaches (discipline)	4.02
2	Athletes preference to their own way of training impacts the team result	3.95
3	Focusing on business races is a new trend which make national team athletes lose in national races	4.04
4	Unfulfilled needs of athletes make them inattentive and discourage to win	3.75
5	The fact that the duration of the athletes in the 5000 and 10000 thousand meters competition is less impacts the result negatively	3.87
6	The fact that transfer of athletes from 5000 and 10000 thousand meters to marathon is made without age consideration is a one of the factors that impacts the result.	4.06
	Mean	3.95

The result of the questionnaire shows that the mean result of the impact of athletes related factors is also considerable. The mean the forty eight responses in this respect is 3.95 which is almost 4 to mean the impact of the problems categorized under the factor is high.

Of the six items analyzed in this group, the fact that 5 and 10 km athletes are transferred to marathon weighs 4.06 showing that it impacts the result of the 5 and 10 km competition seriously. Considering this result, it seems logical that the transfer of a well experienced 5 & 10km athlete may turn to marathon right at the time he/she performs well in their previous field. The athletes discipline and preference are also witnessed as having serious impact by the respondents. Such personal preferences and disobedience of athletes which may come from egoist motto of the athletes to make the victory personal or giving less consideration for contributions made to team victory unless the medal is recorded by their name. Such thoughts cause the coaches train in such a way that national victory can be achieved. In other words the situation can cause failure as it highly affects team work.

The graphical representation of the level of the impact in this regard is shown below.

Figure 4.6. Mean result of responses – athlete's related factors



4.4.4. Athletes being trained by private coaches.

As stated earlier in this chapter this factor belongs to athletes' related factors. However since there are various attitudes towards the situation especially because of the fact that the athletes which usually prefer to be trained by private coaches are the famous ones the national team highly relies on. The athletes being trained by private coaches use both local and foreign coaches and do not follow the instruction of the nationally designated coach. Like that of the disobedience of athletes and individual preference, this factor also impacts the teamwork of the national team which in turn impacts the overall team performance.

Especially for the past six years this issue has been being raised as a serious factor for the decline of the result in one side and being praised as effective in another side. For this reason the scenario is treated separately in this research. The category includes the issue as positive and as

negative in order to find out whether it is impacting the team performance negatively or positively. The result obtained is tabulated as follows.

Table 4.5. Mean result of responses – private coaching

S.N	Impact of athletes being trained by private coaches	Mean result
1	Such athletes are effective	3.60
2	Such athletes lack of team spirit which makes Ethiopia winner in earlier times	4.10
3	Their approach is difficult for coaches when trying to coordinate the national team	4.00
4	The result decline is because of lack of teamwork caused by athletes being coached by private coaches	3.85
5	The trend should be stopped since it is not effective for the team	3.50
	Mean	3.81

The overall average of the items categorized under this factor is 3.81 showing the variation of responses or the ambiguity of the idea. Considering the mean result, the issue can be judged as a factor responsible for the decline of the result but not as severe as the previously treated factors. However, individual analysis can be interpreted differently.

Majority of the respondents rate true for the effectiveness of such athletes and considerable number of respondents rate them as absolutely false. Taking these two extremes into account, the difference in the attitude of the respondents can clearly be seen. It is clear that those who respond as absolutely false do not deny the fact that athletes being trained by private coaches win medals but respond the question considering the overall team result than their individual result. On the other hand those who rate true for the question consider the individual result more than the team result.

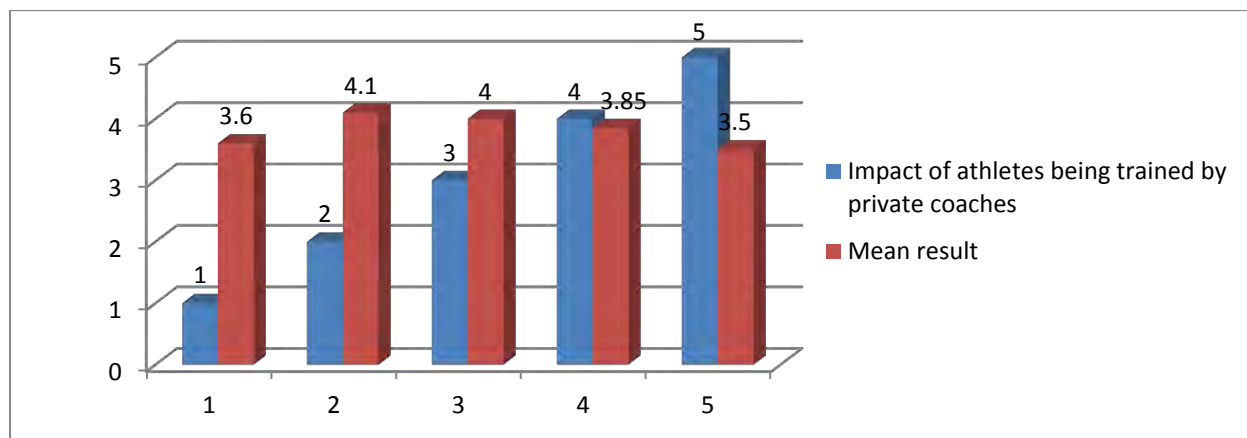
Coming to the second question in this category, respondents agree that athletes being coached by private coaches lack team spirit. The respondents also agree that the situation makes things difficult for national tea coaches upon trying to build the team spirit. The condition coincides with that of athlete's disobedience which respondents agree as one of the negative influencers for

the national team results. Combining the two results, we can judge that athletes with private coaches don't respect the national team discipline. The question why don't the national team authorities avoid such undisciplined athletes may be raised.

According to responses collected for stopping the practice of being trained by private coaches, the mean results is 3.50 showing that majority of respondents wants the situation must be stopped with a variation of 1.5 from the highest which could be. This mean that there are considerable number of respondents who think the advantages of the trend like introduction of new ways to the national team which in turn show that there can be some limit by which the national team avoids the negative impacts and get use of the advantages.

The result is graphed as follows for easier understanding.

Fig. 4.7. Mean result: private coaching



4.5. Interview Results

Interviews were also used as one means to collect information for this research. The researcher prepared seven interview questions and used them as a guide to interview eight respondents. The results were summarized as follows. The summary shows five of the seven interview questions in order to avoid redundancy.

Table 4.6. Summary of interview responses

Interview questions	Responses collected
What administrative factors you think are affecting the result?	- Improper assignment of coaches and without considering the training needs of athletes - Selection of athletes based on relationships and earlier records than current performance - Management's interference on the decision of the coaches - Bias on disciplinary actions like penalizing new athletes and leaving the famous ones for the same mistake.
Can you tell which administrative factors highly impact the team's performance?	- Selection of athletes based on relationships and assignment of coaches with no consideration of athletes' needs.
Are there any issues you think related to the athletes themselves which affected the team's results?	- Giving priority to personal benefits than national interest - Management's interference - Multi coaching system, by clubs, national team and private coaches
Do you think being coached by private coaches has its own impacts on the team's performance?	- Yes it may be good for the athlete's individual interest but it impairs the national team.
What solutions you think can alleviate the problems?	- Reorganizing the Ethiopian athletics federation - Setting coaches' qualification and assign them according to the training needs of athletes - Adjusting budget for the athletics - Appropriate selection of athletes based on current performance

4.6. Training Field Observations

In order to make this research as complete as possible, the researcher tried to observe the situations on the training field based on a checklist prepared for the purpose (see appendix V). Accordingly most of the routines like warming up, cooling down and other physical trainings are being performed in a good way. However, the following facts were collected.

- i. Attendance:** The first issue the researcher targets to observe the attendance of both coaches and athletes. Upon this observation, all coaches were found to attend more than the athletes. Of the forty athletes the national team enclose targeting to choose best twelve for the coming world cup, 8 athletes were absent during the observation periods taken. Further actions made by the researcher exposed that those athletes were out for private competitions which are not in the 5 and 10 thousand meters running they are chosen for the national team.
- ii. Follow up:-**The other observed issue is the follow up coach's make on the training. One can see athletes doing what they can instead of the work the session demands. The various exercises scheduled for any training session have their own contribution to the performance of the athlete. However lack of coaches' follow up is observed making some of the athletes negligent for the incompleteness of the session/
- iii. Feedback:-**even though every session must be followed by collecting feedbacks from each athlete, the researcher perceives this part of the routine training procedure is over looked. This also impacts the ability of the coach to identify individual skill and individual shortcomings of an athlete which in turn affects the performance of the athlete. Evidently, this overlooking of feedback limits the coach's capability to evaluate the athletes and choose limited number of athletes for a specific competition.

4.7. Discussions of Findings

4.7.1 Administrative Factors

This group's overall average is 4.13 showing that there are administrative problems in general. As shown on table 4.1 of this research all the factors stated under this category show a rate above 3.5 which signifies that there are serious problems in that area.

The responses show that high degree of misusing of resources as well as shortage of budget to fulfill the athletes' necessities. This demonstrates that the shortage of budget which must lead the management to cost minimization takes it rather the opposite direction which is wastage.

In his research made in 2016, Gizaw Gimbo proved that there is lack of facilities. This research also shows the same in this regard. It is inevitable that either the athletes or the coaches or any other supporting staff must be equipped with the necessary facilities to be effective. Looking into previous records whereby Ethiopia was effective in the 5 and 10km race, shortage of budget had been an issue which is always raised. That implication was the national team would have been more effective had there been sufficient budget. Furthermore records still show that the budget the federation allocates for the national team athletics has been increasing with time and more is expected from the team with the budget's increasing trend.

This will take us to the fact that the misusing of resources is of one of the basic factors for the declining result as well as a serious threat for the future.

In the other face of this category, the item that expresses the unfairness in athlete selection is also a problem of a high degree. Apart from the questionnaire responses results of the interviews also show that the selection of athletes is based on relationships and recommendations of famous athletes. Effectiveness in athletics can only be achieved only if the right athlete is selected for the respective competition. Literatures also show that athletes should be selected by their current performance rather than their previous records. However, both the questionnaire and interview responses expose the athlete selection is inappropriate. In this regard, responses also show that the media interference is also considerable. As such the findings show that the athlete selection is being affected by the unfairness of the selection committee and the interference of the media.

4.7.2 Coaches and Coaching Related Factors

This category also takes bigger share as a problem. The major among this group being coaches cannot create the team spirit of the athletes which is rated 4.6, lack of professional coaches and insufficiently fulfilled need of the coaches are rated high. The results show that these issues are mostly related with the administrative factors like lack of budget and resource misusing. They are also related with the athletes' related factors like discipline, and use of private coaches. Furthermore the psychological capability of the coaches to trigger as well as develop team spirit

and make athletes selfless towards the goal of national team is less. As such the existence of problems around the coaches and coaching is crystal clear.

4.7.3. Athletes Related Factors

The overall mean of this category is 3.95 showing considerably high degree of influence. Individual assessment of the responses in this category exposes that transfer of 5 and 10km athletes to marathon, duration of an athlete in the 5 and 10km race, and discipline. As such the findings show that there is less follow up as to the athletes progress in the decision to transfer a 5 and 10km athlete to marathon as well as how long an athlete in the 5 and 10km competition. Another issue the finding show in this category is that there is athletes' discipline which impacts the team spirit, the tactic and the technique to be deployed on the track which results failure. Therefore athlete related factors have also their own contribution to the decline of the results of 5 and 10 km competition.

4.7.4. Athletes Being Trained by Private Coaches

With mean result 3.5, this category shows that use of private coaches has negative as well as positive impacts. The fact that athletes being trained by private coaches win medals can show that the private coaches are professional and deploy effective methodology or the national team coaches are not well equipped with the knowledge or resource necessary to make the athletes effective.

An athlete wins a medal doesn't make the national team victorious unless otherwise the individual and group effort make the team as a whole get what it planned to get. According to the findings, there is a repelling force between the supporters of the private coaches and the opponents of private coaching. This means the two parties are not interested or approach each other to work for the country's national team as working together enables at least professional experience sharing

Of the results expressed in numbers expose that the athletes who are being trained by private coaches lack team spirit and run for individual success and are difficult for national team coaches to develop coordinated system which takes individual efforts to team victory. Furthermore, interviews disclose the situation creates status difference between athletes being trained by private coaches and national team coaches. This makes the team members being trained by

national team coaches develop sense of jealousy and the privately coached athletes a sense of superiority which in turn creates unwillingness to support one another. So this area is also a problem to be looked into seriously.

4.7.5. Results of the Interview

The response obtained from interviews expose same issues are affecting the result under this study which in one hand the interview being in consistent with the questionnaire shows the reliability of the information collected. On the other hand, the interview responses indicate some specific issues especially in line with the administrative issues. For instance the unfairness of the athletes selection is specified the issue as being based on relationships. Not only the athletes selection, the responses of the interviews expose that assignment of officials is not based on merit but on relationship oriented recommendations. These issues are also in line with the findings obtained from the questionnaire.

4.7.6. Observation Results

Observation of the researcher based on a checklist prepared to study how the routine training sessions are being performed shows that there are problems around three areas. These three areas are attendance of athletes, follow up and feedback and on the other aspects, the researcher rates the procedures above average. Concerning this observation, the reason for athletes' absenteeism being their participation of private competition is a serious issue which affects the result in various ways. In one way it makes an athlete (athletes) miss training sessions for the 5 and 10 thousand meters field. In the other side it makes the athletes attention diverse and results lack of attention for the responsibility the national team needs from him/her/them.

CHAPTER FIVE

5. Summary of Findings, Conclusions and Recommendations

This chapter gives a summary of key findings of the study presented according to the objectives of the study. Conclusions are drawn from the findings and recommendations are given to help improve the 5 and 10km running competition results of the Ethiopian national team..

5.1 Summary of Findings

In this study the problem identification is measured by various factors grouped into four categories namely administrative factors, coaches related factors, athlete related factors and training by private coaches. Training by private coaches is treated separately because of the ambiguous attitudes of various professionals as well as its bilateral nature to group under the coaches' ore athletes' related factors. Even from the factors grouped in the same category, some which scores high rates are treated separately. According to the interpreted data, findings are summarized as follows.

- Administrative issues are one of the major factors which impact the 5 and 10 km athletics results. According to the findings of this study, there is a wide range of problem in this regard. The mean result of the category is 4.13 showing that the effect of the factor is serious and needs serious attention because the administration affects almost every aspect of the athletics operation including the athlete selection, resource management, assignment of coaches and facilitation of the athletics activities. As such the administrative factor category plays considerable role to create or exacerbate other factor categories.
- Coaches related a factor the analysis shows this factor is also highly affecting the team's results. It is crystal clear that the quality of coaches is one of the determinant factors for the success of any sporting activity. As such the issue needs consideration. However, the information gathered from interviews shows that assignment of coaches is highly affected by the budget as well as the relationship based selection practice of the administering body. This shows that the problem can at least be minimized with the improvement of the administrative issue.

- Athlete related factors results also proved the existence of the problems stated under this category. It is inevitable that there exists a problem in every aspect of an activity. However it is still true that the administration contributes to intensify of the impact of this category since administration related issues like lack of facilities leads athletes to choose their personal way of succeeding. In addition, poor administration can also cause athletes' disobedience and undisciplined acts which affects the training procedure.
- Training by private coaches this factor is highly rated for its influence on the team spirit of the athletes. This fact is also reflected again by the responses collected from the interviews. Upon analyzing the fact the reason for resourceful athletes to choose being coached by private coaches is either their self egoist mentality or the fact that the consideration of individual training is less. It can also be originated from unfair administration which creates maltreatment of such athletes. Since Ethiopia's previous victories were results of team work, this issue should be studied and optimum solution must be developed.
- Most of the information collected from interviews confirmed the facts collected from the questionnaire. However, the fact that the selection of athletes and coaches is based on some kind of relationship raised as a burning issue especially by the athletes and few athletes. Even to a worse level responses show that the administration is making the athletics a private business. This is also an administrative issue which must be treated right away as athletes should be selected for the national team based on their current performance rather than their previous history.
- Observation like that of the interview facts, this information are also in conformity with the results of the questionnaire. However, the absenteeism on the training field has a very serious impact on the team's result as it will make things difficult for coaches in giving harmonized training which is the first step for building team spirit. Especially the fact that the cause of the absenteeism being participation if athletes in athletics fields different from the field the national team chooses them for is outrageous as the scenario can be adjusted with optimal regulation which restricts the participation in other fields than the national team elects them for. Hence the issue still reflects there is a wide gap between the ongoing administration and the management the athletics needs.

5.2 Conclusion

According to the data gathered and the analysis made the nature of the problems which cause the decline of results in 5 and 10km athletics is complex and multidimensional. However most of the issues detected by this research are issues which can be improved with the improvement of the management.

- Hence administrative factors can be judged as the main factors for the decline. This is because the administration includes major actions like selection of athletes, assignment of coaches, development of rules and regulations as well as resource allocation and control. As such its contribution to the existence and exacerbation of the other factors is high. For instance the lack of budget as well as misusing of resources which are categorized as administrative factors undeniably causes unfulfilled needs of athletes and coaches who in turn lead resourceful athletes to private training and make professional coaches refrain from the national team.
- The fewer trends in revising and upgrading rules and regulation make athletes and coaches disobedient and undisciplined. Inappropriate athlete selections also jeopardize the team's result. Similarly, poor administration which causes assignment of coaches without considering athletes' needs may be one reason for famous athletes prefer to appoint private coaches which is also taken as one factor to the decline by promoting individualism rather than team work.
- Since problems of a complex and multidimensional nature can be solved by taking consecutive actions targeting each of the problems separately. In order to treat each problem individually the management system which impacts almost every aspect of the athletics must be dealt with first.
- Hence, taking into account the fact that administrative issues are the causes of the other problems to a very large extent and improving the administrative problems basically improves the other factors considered by this research, the administrative factors must be dealt with step by step and continuous evaluation and improvement programs must be developed so as to solve each problem independently.

5.3 Recommendations

In the previous section of this chapter, it had been concluded that the nature of the problem which causes the decline of the Ethiopian national 5 and 10 km team result is complex and must be fixed by taking series of steps. It is also wrapped up that the administrative issues must be treated prior to the other factors taking into account that management system impacts other aspects of the athletics to a very large extent. Being an independent question of this research the issue of private coaching is also proved that especially affects team spirit.

Hence the researcher recommends the following actions to improve the athletics administration.

- As the nature of the problem is complex, the concerned body should develop a plan to tackle all the problems in their order of priority and deal with them step by step. According to the findings of this research, administrative factors must be given priority
- Reorganization of the management team by giving leading positions professionals who are knowledgeable in managing sports especially sport administration or sport management and motivate the existing professionals to perform more.
- Strengthening the marketing section so that it can make various promotional and fund raising activities and tackle the existing so as the athletics can be operated by its own income.
- Designing continuous evaluation program of rules and regulations concerning all features of the athletics including the discipline and developing tight resource control system targeting to make series of changes including the human resource.
- Serious follow up of government bodies through financial reports and auditing to prevent and control fraudulent practices.
- Continuous training to administrative bodies so that they can understand their actions is all related to the team's performance and sustainable result.
- Forming an independent professional committee which from the beginning follows up the group and individual athletes' performance and needs.

- In general the administrative body of the athletics needs a complete structural and systematic reformation which is appropriately planned and scheduled in order to bring back the Ethiopian 5 and 10km athletics team to victory.
- Regarding athletes being trained by private coaches, it is found out that the issue impacts the national team's result. As such special approach should be made with those athletes as well as their private coaches so as to create cooperation and common training mechanism so that keeping the team spirit can be achieved.

Areas for further research

This research tries to assess problems which are affecting the 5 and 10km athletics team of Ethiopia. However the findings show that there are problems in all aspects considered as parameters by the research. This shows that the nature of the problem is complex and multidimensional.

According to the findings it had been concluded that the administrative factors have more impact on the result because of their contribution to the creation or deterioration of the factors. For this reason the research identified and recommended which of the proposed factors must be dealt with priority. The researcher doesn't believe that the factors raised other than the administrative factor doesn't have their own impact. Hence I hereby suggest the following areas for further research.

- Impacts of private coaching on Ethiopian athletics team
- Factors affecting the coaches to identify individual training needs of athletes
- Impacts of allowing athletes participate on fields different from they are selected by the national team

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Appendix I
Questionnaire (English)
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPORT SCIENCE

Dear Sir Madam

I am a post graduate student at Addis Ababa University and soon will graduate in masters' degree in sport science Athletics coaching section.

In partial fulfillment of this education I am researching on why, the 5000 and 10000 meters national team results are declining since 2012 targeting to identify major problems and contribute possible means to improve it.

In order to do so, your response to the attached questionnaire is priceless.

So I politely request to fill the questionnaire and return it to me. I will be available in the adders stated here under.

I finally would like to assure you that the information you provide will only be used for research purpose and strictly confidential.

Thank you in advance for your cooperation!!

Sincerely Yours

Rahmato Ibrahim

General Instruction

- ☐ No need to write your name
- ☐ Try to answer every question according to the instruction provided.
- ☐ If you want to give additional suggestions, Use the space provided at the end of questionnaire.

Part 1

1. Sex M F
2. Age 20- 30 31-40 41-50
- 51-60 60 above
3. Educational level
- High school completion
- Diploma
- First degree
- Masters
- PHD
4. Profession _____

Part 2

Please rate the following factors identified by the researcher as problems for the declining results of the Ethiopian Athletics team since 2012. If you have additional ideas not stated on the factors column please add and rate yours on the space provided under each group of statements.

The rating is interpreted as follow

1. Absolutely false
2. False
3. Indifferent (no—idea)
4. True
5. Absolutely true

No.	Group 1—please rate your response which are classified as Administrative issues which are considered as factors resulting the decline of results of the national team	Rate				
		1	2	3	4	5
1	There is an unfair athletes selection					
2	Inadequate budget to fulfill the necessary facilities					
3	The management system of the governing bodies of the athletics is not encouraging for athlete as well as coaches					
4	The needs of athletes cannot be fulfilled because of misusing of resources					
5	The federation doesn't support the athletes sufficiently.					
6	The media influences athlete selection procedure of the federation					

7	The federation is reluctant to changes and doesn't consider the positive side of the comments made by the media.					
8	Please add Other factor you feel unstated and rate					
	Group 2—please rate your response which are classified as issues related with coaches and coaching which are considered as factors resulting the decline of results of the national team	Rate				
		1	2	3	4	5
1	Lack of competent professional coaches					
2	Coaches of the national team cannot create the team spirit which Ethiopian is identified by earlier times					
3	The system national team coaches for training athletes is inconsiderate of individual skill identification to incorporate interdependent skills in the team formation					
4	Coaches needs are not appropriately filled and they cannot apply scientific method of coaching					
5	Please add Other factor you feel unstated and rate					
	Group 3—please rate your response which are classified as issues related with athletes which are considered as factors resulting the decline of results of the national team	Rate				
		1	2	3	4	5
1	Athletes disobedience for coaches (discipline)					
2	Athletes preference to their own way of training impacts the team result					

3	Focusing on business races is a new trend which make national team athletes lose in national races					
4	Unfulfilled needs of athletes make them inattentive and discourage to win					
5	The fact that the duration of the athletes in the 5000 and 10000 thousand meters competition is less impacts the result negatively					
6	The fact that transfer of athletes from 5000 and 10000 thousand meters to marathon is made without age consideration is a one of the factors that impacts the result.					
7	Please add Other factor you feel unstated and rate					
	Group 4—some national team athletes are being coached by private coaches. This idea has been being argued for so long. Please rate your opinion about the issue so that it could be identified as factor or not.	Rate				
		1	2	3	4	5
1	Such athletes are effective					
2	Such athletes lack of team spirit which makes Ethiopia winner in earlier times					
3	Their approach is difficult for coaches when trying to coordinate the national team					
4	The result decline is because of lack of teamwork caused by athletes being coached by private coaches					
5	The trend should be stopped since it is not effective for the team					
6	Please add Other factor you feel unstated and rate					

Your cooperation is highly appreciated

Appendix II

Interview Questions (English)

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Structured Interview

On

Why Ethiopian 5000 and 10000 meters Athletics team results decline since 2012.

1. Some professionals say that the decline of results in 5 and 10 thousand meters is declining due to administrative factors. What administrative factors you think are affecting the result?
2. Can you tell which administrative factors highly impact the team's performance?
3. Are there any issues you think related to the athletes themselves which affected the team's results?
4. Are there any issues you think related to the national team coaches who affected the team's results?
5. It has been a scenario for the past 10 years that famous Ethiopian athletes are being coached by private coaches. Do you think this situation has its own impacts on the team's performance?
6. What other factors you think brought about the down in victory of the Ethiopian 5000 and 10000 meters athletics team?
7. What solutions you think can alleviate the problems?

Appendix III

Questionnaire (Amharic)

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃት / ቤት

የስፖርት ሳይንስ ዲፓርትመንት

ክብር አምክብርታት

ክስር ስም አድራሻዬ የተገለጸው የአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ተማሪ ስሆን በስፖርት ሳይንስ አትሌቲክስ ዘርፍ ሀላተኛ ዲግሪዬን በመስራት ላይ እገኛለሁ፡

በዚህ ወቅትም የሀላተኛ ዲግሪ መመሪያ ከፊል መስፈርት የሆነውን ጥናቴን የብሔራዊ ቡድኖችን 5000 እና 10000 ሜትር ሩጫው ጠፍቶ ስለሆነ እየቀነሰ መጣ በሙሉ ርዕስ ችግሮቼን ለመለየትና መፍትሔ ለሆኑ የሚችሉ ሃሳቦችን ለመስጠት ያለመ ጥናት እያደረኩ ነው፡

ይህንን እውነት ለማረጋገጥም የእርስዎ ከዚህ ደብዳቤ ጋር ተያይዞ ለቀረበው መጠይቅ ምላሽ መስጠት በዋጋ ሊተማ የሚችል የላቀ ግብዓት ነው፡

ስለዚህም መጠይቁን ሞልተው ይመልሱልኝ ዘንድ በላቀ ትህትና እየጠየኩ የሚጠቅ ምላሽ ለጥናቴ አገልግሎት ብቻ የሚውልና እጅግ መስጥራዊ ሆኖ የሚጠበቅ መሆኑን ላረጋግጥልዎ እወዳለሁ፡

ጊዜዎን ሰውተው ይህንን ስለመጀደርጉልኝም በቅድመ ለክበረ ምክር ቤት አቀርባለሁ

ከሰላምታ ጋር

ራህመዱ ኢብራሂም

አጠቃላይ መመሪያዎች

- ☐ ስምዎን መላክት አይጠበቅብዎትም
- ☐ በተሰጠው መሣሪያ መሰረት ጥያቄዎቹን ለመላክ ይሞክሩ
- ☐ ተጨማሪ አስተያየት መስጠት ከፈለጉ ከመጠየቁ ግርጌ የሚኘወን ክፍት ስፍራ ይጠቀሙ፡

ክፍል አንድ

1. ጾታ ማድ ሴት
2. እድሜ 20- 30 31- 41- 50-
- 51- ከ60- -
3. የትምህርት ደረጃ
- ህለተኛ ደረጃ ትምህርት
- ዲፕሎማ
- የመጀመሪያ ዲግሪ
- ህለተኛ/ማከተርስ ዲግሪ
- PHD/ዶክተሬት ዲግሪ
4. ማዕ

ክፍል ሦስት

ከዚህ በታች የጥናቱ አዘጋጅ ከ2012 እኩል ጀምሮ የኢትዮጵያ ብሔራዊ በድን 5000 እና 10000 ሜትር ሩጫ ወጣት እየቀነሰ የሄደባቸውን ምክንያቶች ያስቀመጡ ሲሆን ለእነዚህ ምክንያቶች ደረጃ

በመከተል ምላሽ ይስጡ፡ ደረጃ የሚጠቅ ከ1 - 5 ሲሆን የእያንዳንዱ የሚጠቅ ደረጃ ትርጓሜ እንደሚከተለው ነው፡

1. ፍጹም ሃሰት
2. ሃሰት
3. ምንም ሃሳብ የለኝም
4. እውነት
5. ፍጹም እውነት

No.	ክፍል 1— ለወጠቁ መኮነስ ምክንያት ይሆናሉ ተብለው የተቀመጡ አብይ አስተዳደር ነክ ጉዳዮች	ደረጃ				
		1	2	3	4	5
1	ሚናዊ/ አግባብ ያልሆነ አትሌቶች አመራረጥ መኖር					
2	አስፈላጊ ቁሳቁስ ለማግኘት በቂ በጀት ያለመኖሩ /ያለመደቡ					
3	አትሌቲክስን የሚሟሟ አካላት የሚከተሉት አስተዳደር ስርዓት ለአትሌቶችም ሆነ ለአሰልጣኞች አበረታች አለመሆኑ					
4	አግባብ ያልሆነ የንዋያት አስተዳደር በመኖሩ የአትሌቶችን ፍላጎት ማሟላት አለመቻሉ					
5	የአትሌቲክስ ፊደራሽን ለአትሌቶች የሚደርገው ድጋፍ በቂ ያለመሆኑ በወጠቁ ላይ ተጽዕኖ አሳድሯል፡፡					
6	የመኖሪያ ብዙሃን ጣኢቃ ገብነት የፊደራሽን የአትሌቶች ምርጫ ሂደት ላይ ተጽዕኖ ማሳደሩ ለወጠቁ መኮነስ አንድ ምክንያት ነው					
7	ፊደራሽኑ ለለውጥ ዝግ የሆነ አካሄድ ያለው በመሆኑ በመኖሪያ ብዙሃን የሚጠቅን አስተያየቶች በበጎ ስለሚመለከት አስፈላጊ ለወጠቁ መደረግ ያለመቻላቸው በወጠቁ ላይ ተጽዕኖ አሳድሯል፡፡					
8	ያልተጠቀሰና በእርስዎ በኩል ቢጫጭ የሚሉት ሌላ ምክንያት ካለ ከስር በመጠቀስ ደረጃ ይስጡ					
	ክፍል 2—ለወጠቁ መኮነስ ምክንያት ይሆናሉ ተብለው የተቀመጡ አብይ የአሰልጣኞችና አሰላጣኝ ጉዳዮች	ደረጃ				
		1	2	3	4	5
1						

	ብቁ የሆኑ አሰልጣኞች እጥረት መኖሩ					
2	አሰልጣኞች ቀደም ሲል ኢትዮጵያ ትታወቅበት የነበረውን የቡድን ስራ መምጣት ያለመቻላቸው					
3	የብሔራዊ ቡድኑ አሰልጣኞች የሚከተሉት አሰላጣኝ የተናጠል ክህሎትን አንጥረው በመለየት አቀናጅቶ አንድ ቡድን መሰራት የሚያስችል ያለመሆኑ					
4	ሳይንሳዊ የሆኑትን አሰልጣኞች ለመተግበር አስፈላጊ የሆኑ ነገሮች ለአሰልጣኞች የሚያስፈልጋቸው በመሆኑ					
5	ያልተጠቀሰና በእርስዎ በክል ቢጨፍር የሚሉት ሌላ ምክንያት ካለ ከስር በመጥቀስ ደረጃ ይሰጠዋል					
	ከፍል ሶስት –ለወጠቁ መቅነስ ምክንያት ይሆናሉ ተብለው የተቀመጡ አብይ ከአትሌቶች ጋር የተያያዙ ጉዳዮች	ደረጃ				
1	የአትሌቶች ለአሰልጣኞች ያለመታዘዝ (ዲሲፕሊን)					
2	አትሌቶች የራሳቸውን አሰላጣኝ መንገድ መመረባቸው የቡድን ስራውን ስላዳከመው					
3	የአትሌቶች ከፍተኛ ገንዘብ የሚያስገኙ ወድድሮች ላይ ማተኮር ለብሔራዊ ቡድን ወጠት ትኩረት እንዳይሰጡ በማድረግ					
4	ፍላጎቶቻቸው የሚያሟሉ መሆኑ አትሌቶችን የማይበረታታና ለወጠት እንዲጓጉ ስላላደረጋቸው					
5	አትሌቶች በ5 እና 10 ሺ ሜትር ወድድር ላይ የሚቆዩት ጊዜ አጭር መሆን ቡድኑ ወጠት እንዳያመጣ አድርጓል፡፡					
6	አትሌቶች ከ5 እና 10 ሺህ ተወዳዳሪነት ወደ ሜትር ተወዳዳሪነት የእድሜ ገደባቸውን ሳይጠበቁ የሚወዱ መሆኑ አሉታዊ ተጽዕኖ አለው፡፡					

7	ያልተጠቀሰና በእርስዎ በኩል በጨፀሮ የሚሉት ሌላ ምክንያት ካለ ከስር በመጥቀስ ደረጃ ይስጡ					
	ከፍል አራት፡ - በግል አሰልጣኞቻቸው የሚሰጡ አትሌቶችን በሚመለከት አከራካሪ ሃሳቦች ይቀርባሉ፡ ይህን ሃሳብ በሚመለከት የቀረበትን ነጥብ ደረጃ ይስጡ፡	ደረጃ				
		1	2	3	4	5
1	እነዚህ አትሌቶች ወጠታማ ናቸው					
2	እነዚህ አትሌቶች ግለኞችና ኢትዮጵያ ቀደም ሲል ትታወቅበት የነበረውን የቡድን ስሜት በማጥፋት ላይ ናቸው፡					
3	የእነዚህ አትሌቶች አካሄድ አሰልጣኞች ቡድን ለመንግሥት የሚጥሩትን ስርዓት ስለማይከተሉ አስቸጋሪ ነው					
4	የወጠታ መኮነሱ የተፈጠረበት አንድ ምክንያት የእነዚህ አትሌቶች የቡድን ስራን ማቀጠል ነው፡					
5	ወጠታማ ባለሙያ በግል አሰልጣኝ መስልጠንን ለብሔራዊ ቡድን አትሌቶች መከላከል ይኖርበታል፡					
6	ያልተጠቀሰና በእርስዎ በኩል በጨፀሮ የሚሉት ሌላ ምክንያት ካለ ከስር በመጥቀስ ደረጃ ይስጡ					

ስለትብብርዎ የላቀ ምስጋና እናቀርባለን፡፡

Appendix IV

Interview questions (Amharic)

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃት/ቤት

የስፖርት ሳይንስ ዲፓርትመንት

በኢትዮጵያ ብሔራዊ አትሌቲክስ 5000 እና 1000 ቡድን እኤአ ከ2012 ጀምሮ ወጠቱ ሊንስበት

የቻለበት ምክንያት ምንድን እንደሆነ ለመረዳት የተዘጋጀ ቃለመጠይቅ

1. የኢትዮጵያ ብሔራዊ የ5 እና 10 ሺህ ሜትሮች ቡድን ወጠቱ ለመኮነሱ ምክንያት የሆኑ አስተዳደራዊ ጉዳዮች መኖራቸውን አንዳንድ ባለሙያዎች ይናገራሉ፡፡ ለወጠቱ መኮነሱ ምክንያት የሆኑት አስተዳደራዊ ጉዳዮች የትኞቹ እንደሆኑ ቢገልጽልን፤
2. ከእነዚህ አስተዳደራዊ ጉዳዮች መካከል የትኞቹ ከፍተኛውን ሜ ተጫውተዋል ብለው ያስባሉ?

3. ለወጠው መካከል አስተዋጽኦ ያላቸው ከአትሌቶች ጋር የተያያዘ ጉዳይ ካለ ቢገልጻልን፤
4. ለወጠው መካከል አስተዋጽኦ ያላቸው ከብሔራዊ በድኑ አሰልጣኞች ጋር የተያያዘ ጉዳይ ካለ ቢገልጻልን፤
5. ባለፉት 10 አመታት የኢትዮጵያ ታዋቂ አትሌቶች በራሳቸው አሰልጣኞች እየሰለጠኑ መገኘታቸው እንደ አንድ ጉዳይ ሲታይ ቆይቷል፡፡ ይህ ሁኔታ የብሔራዊ በድኑን ወጠው ያወካል ወይም በብሔራዊ በድኑ ወጠው ላይ አሉታዊ ተጽዕኖ ያሳድራል ብለው ያስባሉ? ከሆነ ስንት በምን መልኩ?
6. ለብሔራዊ የ5 እና 10 ሺ መቼር በድኑ ወጠው መሸቆልቆል ምክንያት ለሆኑ የመቼት ሌሎች ችግሮች ካሉ ቢገልጻልን፤
7. እነዚህን ችግሮች ለፈቱ ይችላሉ የሚሏቸው የመፍትሔ ሃሳቦች ካሉዎ ?

Appendix V

Observation checklist

S.No.	Items of observation	Rank
1	Athlete's attendance	Average
2	Coaches' attendance	High
3	Coaches' usage of manuals to give instruction	Average
4	Warming up step of the training	High
5	Follow up by coaches whether the athletes are following each step	Low
6	Recording steps for each athletes	Low
7	Administrative body follow up	Low
8	Grouping athletes by age	Low
9	Cooling down step of the training	High
10	Collecting feed backs of athletes about each session	Low

DECLARATION

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

Name: Rahmato Ibrahim

Signature: -----

Date: -----

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

Name: Sahlemiceal Bizuneh (PhD)

Signature: -----

Date: -----

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