

Challenges and Problems of Female Long Distance Athletes in Case of Zebidar Athletics Club in Guraghe Zone

By: Seifu Alemu Beysido

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Addis Ababa

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DISTANCE ATHLETES IN CASE OF ZEBIDAR ATHLETICS
CLUB IN GURAGHE ZONE**

**BY
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SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPORT SCIENCE

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Abstract

The main purpose of the study was to assess the challenges and problems of female long distance athletes in case of Zebidar Athletics club in Guraghe zone. The subject of this research were 16 Athletes, 2 coaches, 3 sport officers they are selected by using random and purposive sampling techniques respectively. Questionnaire, interview and observation were the instruments of data collection. Both quantitative and qualitative methods of data analysis have been employed. The data gathered through these instruments were analyzed by using a percentage. As a result, the following major findings were observed from the study. Most of the female long distance athletes sport training with their own interest, the availability of facilities and equipment in the club is poor and the major reasons that hinder the achievement of the female long distance athletes, shortage of sport materials, lack of training track and field low capacity of coaches because they cannot get refreshment courses, training etc, Based in the findings, recommendation as were drown.

Acronomy

IAAF	International Association of Athletics federation
IOL	International Olympic commute
EAF	Ethiopian Athletics Federation
FSFI	Federation Supportive Feminine International
EAA	Exercise Associated Amenorrhea

List of Appendix

Appendix A: Organized data from the respondents of female long distance athletes..

Appendix B: Questionnaire English version

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Appendix E: Interview questions for sport officers

Appendix F: observational check list

CHAPTER ONE

1. Introduction

1.1 Back ground of the study

Athletics comprises running for speed, jumping for height or distance activities- vital to ancient man for survival. These events make up the most universal and most important sport intentionally. It is conducted almost exclusively on amateur basis, since the revival of Olympic Games in 1896. Track and field has been the major sport in this worldwide athletics competition programs. It was major sport in ancient Greece, where the Olympic Games originated and the champions were national heroes. When the Romans conquered Greece, they too, look up the sport. Track and field was introduced to England, where it come to known as athletics` in the 12th century (goel; 1995). The name of the sport drives from the venue for the competition. A stadium which has features an oval running track surrounding grassy area. It comprises sprints, middle distance, long distance and hurdles are run on the track, which starts and finishes on the track except marathon running. The throwing and

jumping events generally take place within the center enclosed area.
([http://www.en.wikipedia.org/wiki/track and field](http://www.en.wikipedia.org/wiki/track_and_field))

Beside this, in further progressions were made when women were allowed to take part in athletics competitions for the first time in 1928. An international governing body of athletics, that is, the international association of athletics federation (IAAF), was established in 1912 which develop a number of international standards and rules; has organized a number of competitions and has regulated the sport ever since. Today, there are numerous events which combine to make up the sport of athletics

Distance running is commonly thought as any distance 3,000-10000m or longer. To go these distances, runners place a premium on relying primarily on aerobic metabolic pathways during the majority of the run. In line with this boulevard(2008) has defined; long distance events are great for those athletes who enjoy running and have a desire to maintain dedicated training throughout the week on long term basis success in the distance events comes from planning. Training must be consistent and progressive. The training sessions are designed to physiologically and psychologically enhance an athlete's potential to maximize his/her competition experiences.

Long-distance track event races require runners to balance their energy. These types of races are predominantly aerobic in nature and at the highest level, exceptional levels of aerobic endurance is required more than anything else.

Long distance covers the 5 kilometer, 10 kilometer, half marathon and marathon events. Comparing past and present world record holders it would appear that athletes in these events would reach their peak at the following ages:

- 5 km - male 27 and female 29
- 10 km - male 29 and female 31
- Marathon - male and female between 31 and 37

In our country Ethiopia; the exact root of athletics cannot be retraced accurately. It is widely believed that the sport was widely practiced in schools and military before 1897. The sport was limited to these parts of society only. Because others did not have access to equipment used for competition or not organized. In a manner that the sport was increasing in popularity

in many parts of society, a need to assemble these activities under the organized umbrella quickly arose. It was in 1949 that Eaf (Ethiopia athletics federation) formed and soon become a member of international athletics federation (Eaf; 2007). As the time of 1960, Rome Olympic, Abebe Bikela gained the first gold medal and he opened new hope for Ethiopia athletics lovers.

From Ethiopian women athletes Tirunesh Dibaba first fully international outdoor track event runners she was the 2001 IAAF world cross country championships. Running at the age of 15 in women's junior race, she finished 5th. She won the 5000 m silver medal at the 2003 afro-Asian games. Tirunesh had great success in the world championships athletics events of 2003, 2005 and 2007.

Location of zone

The zone is located in geographic coordinates of $37^{\circ} 35' 34''$ e longitude and $08^{\circ} 06' 07''$ to $08^{\circ} 21' 27''$ n latitude at elevation range 900 to 3400 masl.

The total area coverage accounts 593,200 have the populations of 1,577,074 with population density of 2%2 person perhe.

Agro-ecologically the zone is characterized by dega 28.1% woinadega 64.9% & 6.79% kola agro-climatic condition.

It is dominantly undulating, mountainous valley land nature & randomly plain type. According to Guraghe zone agricultural & rural development department, annual average rain fall is 900-1600 mm.

At present the zone is structured or divided into 13 woreda and 2 administrative cities. In Guraghe zone 17 first level coaches, 2 club, 4 youth projects according to Guraghe zone sport office report 2011 E.C.

1.2 Statement of the problem

The reason why the researcher would chooses this title is that has come across less participation and problems of female long distance runners in zebidar athletics club. Long

distance running is individual game. To reduce challenges of female long distance runners good coach and administration are very crucial.

Successful and experienced coaches are to place the development of the female athlete as a single most important consideration. An emphasis on the development of the athlete is more likely to produce better performance, greater consistency and more satisfaction for the athlete and coach than an over emphasis on winning. Competition then becomes merely a challenge and satisfying way of measuring proposal development (iaaf, 1991).

However, this principle is not applied in zebidar athletics club by the coaches. Guraghe zone athletics sport office in collaboration with other partners launched capacity building and development clubs in selected positional woredas in the zone. However, most of these clubs were found to be unsuccessfully. Lack of refreshment courses, financial problem, shortage of sport materials, lack of track and proper support are among the reasons identified for declining of female long distance runners.

So far research or comprehensive assessments have not been conducted in the zone and club. Thus, the researcher attempt to fill gaps on problems and challenges of female long distance runners in Guraghe zone particularly in the Zebidar athletics club.

In order to investigate the challenges and problems of female long distance runners the researcher raises the following basic questions.

- What are the major challenges that affect female long distance runners?
- What are the perception of coaches, administrative and athletes towards the development of female long distance running?
- Do coaches have enough knowledge about the philosophy and principles of athletics?

1.3 Objective of the study

1.3.1 General objectives

The overall objective of the study is to assess the challenges and problems of female long distance athletes in case of zebidar athletics club in Guraghe zone.

1.3.2 Specific objectives

- To identify the major problems of female long distance athletes
- To investigate the main challenges for the development of female long distance athletes.
- To assess attitude of stakeholders towards female long distance athletes
- To find out the basic solutions for development of female long distance athletes.

1.4 Hypotheses of the study

This research predicts the challenges and problems that affect female long distance runners in case of zebidar athletics club in Gurage zone as follows.

1. Do psychological factors that affect female long distance runners?
2. Does the stockholder support the club?
3. Does the society support female long distance athletes?
4. Does environmental problems those challenge female long distance runners?
5. Does good relationship between the coach and the female long distance runners?
6. Does religious challenges that affect female long distance runners?
7. Does enough facilities at the club?

1.5 Significance of the study

This research paper has the following significance

1. To provide a proper and fertile ground for athletics coaches.
2. To minimize the existing problem of female long distance athletes in zebidar athletics club in Gurage zone.
3. To increase elite female long distance athletes.
4. It can draw some attention of concerned bodies specially zebidar athletics club, Gurage zone sport office and other stockholders.
5. It encourages other intellectuals for further study.

1.6 Delimitation of the study

The research focuses on the assessing challenges and problems of female long distance athletes in case of zebidar athletics club in Gurage zone. The reason why these areas are

selected is due to the fact that long distance athletics is popular and practiced among the female athletes and have exhibited tremendous results in the zonal competition. The results of the research could replicate and adapted in the other parts of the zone so that it can contribute to the overall development of female long distance athletics.

1.7 Limitation of the study

The researcher believes that the paper should contain some reliable data on challenges and problems of female long distance runners in case of zebidar athletics club in Gurage zone. It does not mean that data is free from limitation.

The researcher faced the following limitations:

- Lack of transportation to get certain information
- Un willingness and carelessness of some respondents occurred while filling the questionnaires
- Shortage of time; collecting data from different sources have taken so much time
- Due to financial constraints, the study conducted on a very limited area with the small size.
- Shortage of references and data's.

1.8 Definition of key terms

Athlete – is person who trains for performance increment under the supervision of a coach in specific event (Gerhardt: 1977)

Challenge- stimulating test abilities, a test of some body's abilities, or a situation that tests some body's abilities in stimulating way /Encarta 2009/

Club- To join or combine for a common purpose. Clubs may be dedicated to a single sport, or to several (multi-sport club).

Coach- a person who provides organized assistance to an individual or a group of Athletes in order to help them develop and improve (Johni't al 2008)

Long distance- distance from 3,000 m to marathons

Stake holder-a person group, organization or system who facts of can be affected by an organizations actions

Practice - It is regularly repeated exercise or training done to improve one skill

1.9 Organization of the study

This research paper is organized into five main chapters. The first chapter is back ground of the study, statement of the problem, objective of the study, significance of the study, limitation of the study, and delimitation of the study, hypothesis, and definition of terms. The second chapter deals with review of literature. The third chapter covers the research methodology (research design, source of data, sample, sample size, sampling technique, and data collection instruments and data analysis). The fourth chapter deals about description of

the study area and the study population. While the fourth chapter dwells on major research results and discussions, the five chapter concerns with conclusions and recommendation. References, questionnaire, checklists, glossary and other related materials, will be part of the document.

CHAPTER TWO

2. Review of related Literature

2.1 History of athletics

Garr (1999) stated that distance training starts with simple concept in order to develop as a distance runner a young man or women needs to improve his or her cardiovascular system. The sport of track and field has its roots in human prehistory. Track and field-style events are among the oldest of all sporting competitions, as running, jumping and throwing are natural and universal forms of human physical expression. The first recorded examples of organized track and field events at a sports festival are the Ancient Olympic Games. At the first Games in 776 BC in Olympia, Greece, only one event was contested: the stadium footrace. The scope of the Games expanded in later years to include further running competitions, but the introduction of the Ancient Olympic pentathlon marked a step towards track and field as it is recognized today – it comprised a five-event competition of the long jump, javelin throw,

discus throw, the stadium foot race, and wrestling.(<http://en.wikipedia.org/wiki/long-distance-trak-event>).

Track and field events were also present at the Pan-Hellenic Games in Greece around this period, and they spread to Rome in Italy around 200 BC. After the period of Classical antiquity (in which the sport was largely Greco-Roman influenced) new track and field events began developing in parts of Northern Europe in the middle Ages. The stone put and weight throw competitions popular among Celtic societies in Ireland and Scotland were precursors to the modern shot put and hammer throw events. One of the last track and field events to develop was the pole vault, which stemmed from competitions such as the Fierljeppen contests in the Northern European Lowlands in the 18th century.

Discrete modern track and field competitions, separate from general sporting festivals, were first recorded in the late 19th century. These were typically organized by educational institutions, military organizations and sports clubs as competitions between rival establishments. Competitive hurdling first came into being around this point, with the advent of the steeplechase in England around 1850. The Amateur Athletic Association was established in England in 1880 as the first national body for the sport of athletics and, under this grouping, track and field became the focus of the annual AAA Championships. The United States also began holding an annual national competition – the USA Outdoor Track and Field Championships – first held in 1876 by the New York Athletic Club. Following the establishment of general sports governing bodies for the United States (the Amateur Athletic Union in 1888) and France (the Union des sociétés françaises de sports athlétiques in 1889), track and field events began to be promoted and codified. American athlete Jim Thorpe lost his Olympic medals for violating amateurism rules of the Olympic Games.

The establishment of the modern Olympic Games at the end of the 19th century marked a new high for track and field. The Olympic athletics program, comprising track and field events plus a marathon race, contained many of the foremost sporting competitions of the 1896 Summer Olympics. The Olympics also consolidated the use of metric measurements in international track and field events, both for race distances and for measuring jumps and throws. The Olympic athletics programme greatly expanded over the next decades, and track

and field contests remained among the Games' most prominent. The Olympics was the elite competition for track and field, and only amateur sportsmen could compete. Track and field would continue to be a largely amateur sport, as this rule was strictly enforced: Jim Thorpe was stripped of his track and field medals from the 1912 Olympics after it was revealed that he had played baseball professionally.

That same year, the International Amateur Athletic Federation (IAAF) was established, becoming the international governing body for track and field, and it enshrined amateurism as one of its founding principles for the sport. The National Collegiate Athletic Association held their first Men's Outdoor Track and Field Championship in 1921, making it one of the most prestigious competitions for students, and this was soon followed by the introduction of track and field at the inaugural World Student Games in 1923. The first continental track and field competition was the 1919 South American Championships, which was followed by the European Athletics Championships in 1934. Up until the early 1920s, track and field had been almost exclusively a male-only pursuit. The women's sports movement led to the introduction of five track and field events for women in the athletics at the 1928 Summer Olympics and more women's events were gradually introduced as years progressed although it was only towards the end of the century that the men's and women's programs approached parity of events (Ballestrose; 1992). Furthermore, major track and field competitions for disabled athletes were first introduced at the Paralympics. Carl was among the athletes who helped increase track and field's profile. With the rise of numerous regional championships, as well as the growth in Olympic-style multi-sport events (such as the Commonwealth Games and the Pan-American Games), competitions between international track and field athletes became widespread. From the 1960s onwards, the sport gained more exposure and commercial appeal through television coverage and the increasing wealth of nations. After over half a century of amateurism, the amateur status of the sport began to be displaced by growing professionalism in the late 1970s. As a result, the Amateur Athletic Union was dissolved in the United States and it was replaced with a non-amateur body solely focused on the sport of athletics: The Athletics Congress (later USA Track and Field). The IAAF soon followed suit in 1982, abandoning amateurism, and later removing all references to it from its name by rebranding itself as the International Association of Athletics Federations. The

profile of the sport reached a new high in the 1980s, with a number of athletes becoming household names (such as Carl Lewis, Sergey Bubka, Sebastian Coe, Zola Budd and Florence Griffith-Joyner). Many world records were broken in this period, and the added political element between competitors of the United States, East Germany, and the Soviet Union, in reaction to the Cold War, only served to stoke the sport's popularity. The increase in the commercial capacity of track and field was also met with developments in the application of sports science, and there were many changes to coaching methods, athlete's diet regimes, training facilities and sports equipment. This was also accompanied by an increase in the use of performance-enhancing drugs, and prominent cases, such as those of Olympic gold medalists Ben Johnson and Marion Jones, damaged the public image and marketability of the sport.

From the 1990s onwards, track and field became increasingly more professional and international, as the IAAF gained over two hundred member nations. The IAAF World Championships in Athletics became a fully professional competition with the introduction of prize money in 1997 and in 1998 the IAAF Golden League — an annual series of major track and field meetings in Europe — provided a higher level of economic incentive in the form of a US\$1 million jackpot. In 2010, the series was replaced by the more lucrative IAAF Diamond League which comprises meetings in Europe, Asia, North America and the Middle East — the first ever worldwide annual series.

2.1.1 History of Women's Distance Running

The year is 1896. Melpomene, a young Greek woman, asks that she be allowed to participate in the Olympic marathon. Her request is denied. So she runs the course, unofficially, in 4:30. Eighty-eight years after Melpomene's resolute challenge, women's Olympic marathon is run for the first time. Joan Benoit, a spirited runner from New England, finishes the race with a winning time of 2:24:52.

The near century that separates these two remarkable athletes is marked with repeated endeavors by women to enter the sphere of long distance racing. The story of their success is no less incredible than accounts of other historic journeys toward equality. Nor has it ended.

1896-1928: Women on their Own

Denied entry into the Modern Olympic Games, women begin holding the Women's Olympics, games sponsored by the Federation Sportive Feminine Internationale (FSFI), the governing body for women in track and field around the world. In 1922, the first Olympiad for women is held in Paris, where Mademoiselle Breard wins the 1000 meters in a world-record 3 minutes, 12 seconds.

1928, after petitioning time and again, women are granted an experimental program of five track and field events that are to be included in the 1928 Olympic Games. All five events are completed during the Games, but because of the exhausted condition of some of the women at the end of the 800 meter final, the event is dropped until 1960.

1928-1960: Survival - but no progress

Pikes Peak in Colorado poses an irresistible, perhaps symbolic challenge to three women during this period. In 1936, two women enter the 13-mile footrace up the rugged incline. In 1959, Arlene Pieper runs the grueling 26-mile up-and-down course in 9:16.

Until the formation of the Road Runners Club of America in 1957, women find few opportunities to run long distances competitively. But even three years later, the longest distance women are allowed to run in the 1960 Rome Olympics is the 800 meters.

1961-1972: Years of Protest

Because women aren't welcome in many races, they resort to covert action, entering races without invitation or encouragement. Merry Lepper and Lyn Carman, for example, enter the 1963 Western Hemisphere Marathon in Culver City, California. Lepper finishes the race, unofficially of course, in 3:37:07.

Roberta Gibb, in the 1966 Boston Marathon, tries a different tack: after being denied entry, she hides in the bushes and jumps into the race. Her time is 3:21:40, and she is the unofficial women's winner. She runs and wins unofficially in both 1967 and 1968. In 1967, though, she has company.

Running under the name K. Switzer, Katherine Switzer finishes the '67 race in 4:20 and is suspended from the AAU for competing in the race. The media, however, choose to focus on the fact that official Jock Semple attempts to throw Switzer out of the race. Sixteen days after that race, young Maureen Wilton, a thirteen-year-old Canadian, runs a World Best for the marathon of 3:15:22.8.

It is not until 1970 that the RRCA holds the first championship marathon for women. Bostonian Sara mae Berman, a pioneer in women's running, wins the race with a remarkable time of 3:07:10. Berman also wins the Boston Marathon, unofficially, in 1969, 1970, and 1971.

In a single year (1971), the Women's World Best for the marathon is lowered four times, twice by Beth Bonner, who is the first woman to run the distance in under three hours (NYC Marathon -2:55:22; Nina Kuscsik finishes second with 2:56:04). At year's end, a World Best of 2:49:40 is set by Cheryl Bridges in the Western Hemisphere Marathon.

1971 is a year of unusual progress for women distance runners. The Boston marathon is officially open to women; eight women finish the race, Kuscsik wins. Women are allowed to run in the New York City marathon, but the event, says Pat Rico of the AAU Women's Track and Field Committee, must be separate from the men's race. She suggests, too, that the women start 10 minutes before or after the men begin. Women competitors protest by sitting down for the first ten minutes until the start of the men's race, starting when the gun sounds for the men. Nina Kuscsik wins, but her official time reflects a ten-minute penalty.

1973-1977: Years of Development

Between 1973 and 1975, many women marathoners are running World Bests, from Miki Gorman's 2:46:36 (1973 Western Hemisphere Marathon) to Christa Vahlensieck's 2:40:15 (1975, West German). No one, though, can seem to break the 2:40 barrier.

Until the 1975 NIKE/OTC Marathon in Eugene, Oregon. With a time of 2:38:19, Jacqueline hansen is the first women to run a marathon under 2:40.

The following year, Nina Kuscsik and Jim Fixx, at a conference for the new York Academy of Sciences on marathoning, write a proposal to include the women's marathon as an Olympic event "forthwith." It is passed unanimously by the 500 participants and attendees. A marathon, however, will not be included until 1984.

1978-1984: Women Run Faster

In what is called one of the more amazing athletic feats of this century, Grete Waitz of Norway, in her first attempt at the marathon distance, sets a new World Best of 2:32:30 in the 1978 New York City Marathon. She is 104th overall.

Waitz continues to astound the athletic world for the next two years. Winning her second NYC Marathon, she is the first woman to break the 2:30 barrier with a 2:27:33; in 1980, she wins again with another World Best of 2:25:41.

Other women are also awakening the athletic world to the importance of women's distance running. In 1979, only four months after running her first marathon, Joan Benoit wins the Boston Marathon in a new American Best of 2:35:15. In the same year, Britain's Joyce Smith wins the first IAAF sanctioned women's marathon in Tokyo in 2:37:48.

There is intense pressure put on the world athletic community at this time. The newly formed International Runner's Committee states as its top priority "parity for women distance runners." The IAAF decides that any international event that includes a marathon must also include the race for women; furthermore, they add the women's 3, 0000 meters to the Olympic Games and establish the 5, 0000 and 10, 0000 meters as world record distances.

Another question of parity arises during this period: women press for open prize-money racing and an end to the under-the-table appearance fee system. In a display of great personal courage and integrity, three New Zealanders - Anne Audain, Allison Roe, and Lorraine Moller - and top American runner Patti Catalano risk eligibility to compete by running in the first major prize-money race, the 1981 Cascade Run Off. Public opinion

overwhelmingly favors the women, who regain eligibility and see open prize-money racing become accepted.

Also in 1981, under pressure from the public, the IRC, and such pioneers as Nina Kuscsik and Jacqueline Hansen, the general membership of the international Olympic committee votes to reconsider the addition of the marathon for women in the 1984 Olympics. The nine-member executive board makes it official.

But when the IRC seeks the support of the IOC executive board to include a complete slate of distance events in the '84 Games, the request is rejected. On August 11, 1983, the American Civil Liberties Union files suit in Los Angeles "on behalf of all women distance runners seeking inclusion of the 5,000 and 10,000 meter events" in the '84 Games. The judge finds that the ACLU lawsuit "has not yet proved that Olympic rules discriminate." The decision is appealed in Federal court; the judgment stands.

The words of Jacqueline Hansen best reflect the feelings of the running community at the time of this pronouncement: "I will always be angered that the integrity of the process is more important than the athletes...this means the world will miss seeing a number of very talented women in the 1984 Olympics....they didn't ask Frank Shorter to wait another four years."

Nevertheless, 1983 and 1984 prove to be landmark years for women's distance running. Joan Benoit wins the Boston Marathon in 1983 with a new World Best of 2:22:43. She wins the historic Women's Olympic Trials in Olympia, Washington. And in August, 1984, the world sees her break the tape two hours, twenty-four minutes, and fifty-two seconds after the start of the first Women's Marathon to be run in the Modern Olympic Games.

In the same month, the IOC approves the provisional inclusion of the Women's 10,000 meters in the 1988 Summer Games. They do not provide that the race be included after Seoul, however.

It would seem, then, that women have made great strides in the world of distance running. The fact that the struggle for recognition and acceptance has taken almost a century (indeed,

all is not yet secure) is, at the very least, disconcerting. But in no way does this overshadow the tremendous achievements of women distance runners and their supporters.

Their efforts have translated into heightened public awareness and a sense of greater purpose for all who are concerned with equity, in the world of sports and otherwise. And their dedication continues to inspire those who will determine the path women runners take in the future.

Hannah joined the track team her freshman year and trained hard to become a lean, strong sprinter. When her coach told her losing a few pounds would improve her performance, she immediately started counting calories and increased the duration of her workouts. She was too busy with practices and meets to notice that her period had stopped. She was more worried about the stress fracture in her ankle slowing her down.

Although Hannah thinks her intense training and disciplined diet are helping her performance, they may actually be hurting her and her health (Jef Johnson).

2.2 Philosophy and principle of athletics training

2.2.1 Philosophical foundation

To ensure that the philosophy you develop is a positive one, examine the approaches taken by successful coaches. Talk with them, read their books, and attend their clinics. Books and clinics are especially important to your growth and development as a coach.

Reading books allows you to find out what other coaches think, what they've done through the years, and what has worked for them.

All types of publications are helpful, but a book because of its depth provides real insight into a coach's philosophical approach. Attending clinics is an absolute necessity. Not only do you hear for yourself what respected coaches think, but you also have a chance in private sessions to talk with them, ask questions, and receive feedback about your own ideas. These gab sessions will contribute significantly to your philosophical development and growth as a coach.

The sum of your experiences as a player, the information you're gained through observing computation the lessons you have learned through reading, and the ideas you have picked up by listening and asking questions at clinics, in combination with your personality, constitutes your unique coaching philosophy. But do not be misled; simply running, observing, reading, and listening more does not guarantee you will have a better coaching philosophy.

The quality not just the quantity of your experiences and how you implement your philosophy are equally important in determining success. Parts of coach's philosophy will continue to evolve through the years.

2.2.2 Principle of training

A working knowledge of the physiological principles involved in athletics training and competition is extremely valuable for athletes and coaches. It will help you take a more informed and active role in planning, customizing and adjusting a training program to produce maximum results for coaches.

In order to get the most out of training, coaches must follow these simple training principles.

1. Principle of Overload

In order to progress and improve our fitness we have to put our bodies under additional stress. Doing this will cause long-term adaptations, enabling our bodies to work more efficiently to cope with this higher level of performance. Overloading can be achieved by following the acronym FITT:

- Frequency: Increasing the number of times you train per week
- Intensity: Increasing the difficulty of the exercise you do. For example running at 12 km/h instead of 10 or increasing the weight you are squatting with.
- Time: Increasing the length of time that you are training for each session. For example cycling for 45 minutes instead of 30.

- Type: Increase the difficulty of the training you are doing. For example progress from walking to running.

2. Principle of Reversibility

Use it or lose it! Basically if you stop training then the improvements you have made will be reversed. So if you are ill or have a holiday and do not train for a period of time (even as little as a week) you may not be able to resume training at the point where you left off.

1.) De training occurs rapidly when a person stops exercising or training.

2.) Fitness can decline rather rapidly, at about a 1/2 ratio.

3.) Because of the reversibility principle, it's important to maintain some sort of fitness through cross training or active rest activities.

3. Principle of Specificity

The type of training that you do should be specific to you and your sport. You should train the energy system which you use predominantly (i.e. don't run 5,000 meters in training if you're a sprinter!) and the fitness and skill components most important to your sport, for example agility, balance or muscular endurance. You should also test the components which are important in your sport to see your strengths and weaknesses. With this information you can focus on improving your weak points.

4. Principle of Adaptation

Physiological responses to training are very predictable if the body is carefully and progressively challenged, adaptations will occur and the body will become stronger. This is the concept of progressive overload.

When the body experience will “adapt “to that stress. For example, adaptation may include muscle growth (hypertrophy) following repeated bouts of resistance training or improved cardio respiratory efficiency following aerobic exercise.

As the fitness level increases, so does your capacity to work harder and longer. To achieve an optimal level of physical stress, keep in mind the progressive over load principles. As your fitness level improves, you should gradually increase the intensity of the physical stress you are imposing on your body.

The three major variables in determining appropriate stress are intensity, frequency, and duration. When you manipulate these variables intelligently, you can produce the fitness and performance outcomes you're after.

5. Principle of Progression

Because you will be experiencing fitness gains, you will need to adjust your training frequently to insure further improvement. Remember the concept of progressive overload. Determining the appropriate intensity of training is a constant challenge to any athletics coach or athlete. First, you must start at a work level that you can handle easily. This will ensure a degree of success and help develop confidence in your training. Then the intensity should be gradually increased to progressively raise your fitness level .Too much too soon and you run the risk of soreness, injury, and disappointment. Too little too late, and your fitness will plateau and you will probably get bored with the program and eventually quit altogether.

6. Principle of Variance

Try to vary your training, to keep you interested and to give your body a different challenge. Remember a change is as good as a rest. Many professional athletes will play a completely different sport in between their main season, to keep their fitness up whilst still having a rest

2.3 Responsibilities of a coach

A coach assumes the responsibility of doing everything possible to ensure that the youngsters on his or her club will have an enjoyable and safe athletics experience while they learn athletics skills.

2.3.1 Provide and Enjoyable Experience

Athletes should be fun, even if nothing else is accomplished, make certain your runners have fun. Take the fun out of sport and you will take the kids out of sport.

Athletes enter sport club for a number of reasons (e.g., to meet and play with other children, to develop physically, and to learn skills), but their major objective is to have fun. Help them satisfy this goal by injecting humor and Variety into your practices. Also, make computation non-threatening, festive experiences for your athletes. Such an approach will increase your players' desire to participate in the future, which should be the biggest goal of youth sport.

2.3.2 Provide a safe experience

Coaches are responsible for planning and teaching activities in such a way that the progression between activities minimizes risks. Further, you must ensure that the facility at which your athletes practices and compute, and the equipment team member's use are free hazards. Finally, you need to protect yourself from any legal liability that might arise from your involvement as a coach.

2.3.3 Provide opportunities for athletes with disabilities

There is a possibility that athlete with a disability of some kind will register for your team. Do not panic your youth sport administrator or a number of organizations can provide you will information to help you best meet this child's needs.

2.3.4 Teach Basic athletics skills

In becoming a coach, you take on the role of educator. You must teach your athlete the fundamental skills and strategies necessary for success in their sport. That means that you need to "go to school." You will also find it easier to provide good educational experiences for your athlete if you plan your practices.

2.3.5 What tools do: Need as a coach?

Have you purchased the traditional coaching tools things like whistles, coaching cloths, sport shoes, and watches'? They will help you coach, but to be a successful coach you will need

five other tools that cannot be bought. These tools are available only through self examination and hard work;

They were easy to remember using the acronym coach.

C- Comprehension

O- Out look

A- Affection

C- Character

H- Humor

Comprehension

Comprehension of the rules and skills of athletics is required. It is essential that you understand the basic element of the sport. To assist you in learning about the computation, the second half of this glide describes rules, skills, and tactics and suggests how to plan for the season and individual practices.

Out look

This coaching tool refers to your perspective and goals what you are seeking as a coach. The most common coaching objectives are: a) to have fun, b) to help athletes develop their physical, mental, and social skills, and c) to win. Thus your outlook involves the priorities you set, your planning, and your vision for the season.

Affection

Affection is another vital tool you will want to have in your coaching kit: a genuine concern for the young people you coach. It involves having a love for athlete, a desire to share with them your love and knowledge of athletics, and the patience and understanding that allow each individual running for you to grow from his or her involvement in athletics.

Character

Character is a word that adults use frequently in conversations about athletics experiences and your people. If you have not already, you may one day be asked to explain whether you think sport builds good character. What will you say?

The fact that you decide to coach young runners probably means that you think participation in athletics is important. But whether or not that participation develops character in your athletes depends as much on you as it does the sport itself. How can you build character in your runner? Athletes learn by listening to what adults say. But they learn even more by watching the behavior of certain important individuals. As a coach, you are likely to be a significant figure in the lives of your athlete will you be a good role model? Having good character means modeling appropriate behaviors for sport and life.

Humor

Humor is often overlooked coaching tool. For our use it means having the ability to laugh at yourself and with your runner during practice and competition.

2.3.6 Coaches Communication with athletes

Now you know the tools needed to coach comprehension, outlook, affection, character, and Humor. These are essential for effective coaching, without them; you would have a difficult time getting started. But none of these tools will work if you do not know how to use them with your athletes and this requires skillful communication (Thompson; 2008).

A) What's involved in communication?

Coaches often mistakenly believe that communication involves only instructing athletes to do something, but verbal commands are a very small part of the communication process. More than half of what is communicated is non verbal. So remember when you are coaching: actions speak louder than words.

Communication in its simplest form involves two people: a sender and a receiver. The sender transmits the message verbally, through facial expression, and possibly through body language. Once the message is sent, the receiver must assimilate it successfully. A receiver who fails to attend or listen will miss parts, if not all, of the message.

B) Way of sending more effective messages.

Young athletes often have little understanding of the rules and skills of athletics and probably even less confidence in running. So they need accurate, understandable, and supportive

messages to help them along. That is why your verbal and non verbal message are so important.

Verbal Message

“Sticks and stones may break my bones, but words will never hurt me” is not true spoken words can have a strong and long lasting effect. And coaches’ words are particularly influential because athletes place great importance on what coaches say.

There are a number of things you should consider when sending a message verbally.

They include the following

- Be positive and honest
- State it clearly and simply
- Say it loud enough, and say it again
- Be consistent

Non-verbal messages

Just as you should be consistent in the tone of voice and words you use, you should also keep your verbal and non verbal messages consistent. An extreme example of failing to do this would be shaking your head, indicating disapproval, while at the same time telling an athlete “Nice try” which is the player to believe, your gesture to your words? Message can be sent non -verbally in a number of ways. Facial expressions and body language are just two of the more obvious forms of non verbal signals that can help you when you coach.

2.3.7 Motivator

Maintain the motivation of all the athletes the whole year round.

2.3.8 Organizer and planner

Preparation of training plans for each athlete and organize attendance at meetings and coaching clinics.

2.3.9 Role Model

A person who serves as a model in a particular behavioral or social role for another person to emulate. The way you conduct yourself whilst in the presence of your athletes provides an example of how they should behave - what sort of example should we be providing to someone else's children? Perhaps one of the most important roles of a coach.

2.3.10 Supporter

Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a 'Friend' and perhaps 'Counsel or' come in here to.

2.4 Coaching skills

As a coach you will initially need to develop the skills of: organizing, safety, building rapport, providing instruction and explanation, demonstrating, observing, analyzing, questioning and providing feedback.

2.4.1 Organizing

In organizing the training session you need to plan in advance how you will manage the athletes, equipment and area - group athletes accordingly to numbers, ability and the activity continually check the plan is safe during the session.

2.4.2 Safety

In providing a safe environment for the athletes you must assess the risk of: the area, equipment and athletes - continue to assess risk throughout the session - keep athletes on the set task and follow correct practice and progressions.

2.4.3 Building Rapport

In building rapport with the athletes learn and use their names, smile and make eye contact, coach the athlete rather than the sport, show interest in and respect for the athletes.

2.4.4 Instruction and explanation

In providing Instruction and Explanation you should think about and plan what you are going to say, gain the athlete's attention, keep it simple and to the point and check they understand by asking open questions.

2.4.5 Demonstration

In providing demonstration make sure you are in a position where the athletes can clearly see you, focus on only 1 or 2 key points, repeat the demonstration 2 or 3 times (side, back and front view), ask if they have any questions and check they understand by asking open questions. There are times when it might be more appropriate to use someone else to provide the demonstration.

2.4.6 Observation and Analysis

In observing and analyzing break the action down into phases, focus on one phase at a time, observe the action several times from various angles, compare the action with your technical model and if appropriate determine what corrective action is required. Remember your ears can also be used to observe - e.g. listen to the rhythm of the feet of the hurdler.

2.4.7 Feedback

In providing feedback encourage the athlete to self analyze by asking appropriate open questions, provide specific and simple advice, limit the advice to 1 or 2 points, check they understand what they will do next and make the whole process a positive experience for the athlete.

2.5 Facilities, selection and support of female long distance athletes

2.5.1 Facilities and equipment for athletics

Sport facilities for track athletics are generally used for daily training as well as for staging or local competitions. The staging competition at higher levels normally entails more extensive requirements for the sport facilities. Facilities for Track events include sprint, middle and long-distance, hurdle and steeplechase events. The direction of running is anti-clockwise.

The 400m oval track usually forms the basis of a multi-sports arena. Its dimensions are, therefore, dependent on the requirements of other sports (Wilson; 2008).

Equipment might limit performance by failing to perform its appropriate function during competition. Similarly athletes who do not use the appropriate safety equipment may limit their own performance through injury (Davis; 1986). Frequently; the lack of facilities or access to existing facilities and equipments is a limiting factor to sport development, unless this problem is resolved, it will be difficult to develop athletes to higher levels .However, many athletics clubs have been successful despite substandard training facilities and equipment, because of their high motivation, their commitment to hard work to improve their ability, in order to create an adequate training environment. Sometime overcoming difficult training conditions strengthens the athletes resolve and provides an advantage to him or her during tough competitions. However, it is important for sports administrators to try to improve training facilities and to create positive environment which encourage proper training.

Below are listed some suggestions which may help in improving facilities and equipment. Clearly identify your facilities or equipment needed and its priority.

- Try to make your sports needed known to club officials, community officials or politicians, to the military, to business, to service groups or to government, see if they can help or provide advice.
- Join with other sports or community groups to develop a plan for Consider whether corporate support may be available to provide equipment or clothing under conditions that are reasonable.
- Consider entering sponsorship or licensing agreements for goods or cash, in return for corporations using your sponsor statement.
- Approach specific National sports Federations to determine if they can assist in providing assistance in designing sport facilities or providing equipments.
- Consider training for periods of the year in existing facilities in other location in order to improve the quality of training.
- Often staging major Games or competitions creates an opportunity for governments to provide facilities and equipments.

- Be sure you know all available training facilities in your community, it may be that your problem is in getting access to existing facilities and if this is the case you must consider what kinds of approach to the manager of those facilities could be successful (Jackson; 2005: 387)

2.5.2 Athletes support

Athlete's wishes to achieve reasonably high performance goals, an adequate support system must be created to provide that opportunity such as;

- Enough time away from school or work to train top level athletes may have to spend more than three hours a day in serious training, seven day per week.
- Adequate rest and diet.
- Access to gain medical and physiotherapy support when needed.
- Continental stimulation and encouragement which creates appositive training environment and shows support for the aspirations of the athlete.

2.5.3 Administrative support for track athlete

In order to develop a well-organized training and competition programmed there must be good Planning and affair degree of administrative support. Ideally a coach should coach, the athlete train and the administrators do all rest. Administrative support could include handling correspondence, travel arrangements, fund raising arranging training facilities, contact with media, promotion meetings and so on. It is extremely important that administrators realize that important focal point for their activities is the athlete and coach.

2.5.4 Financial support for athletes

All sports administrators learn that raising money for training and competition purpose in a major need and responsibility. Most often, it is necessary for government to provide the bulk of finances required.

Finance may need to:-

- Pay for travel and competition expense
- Defray athletes training living and educational expense.
- Compensate for time off from work

- Provide adequate coaching or access to facilities (Jackson; 2001: 388).

2.5.5 Selection of long distance athletes

Distance runners require small, lean body types, tenacious workers good athletes.

Small, lean body types are not well suited for most other sports or track and field events, but they can develop into great aerobic athletes. It requires an extraordinary amount of persistent, dedicated training to become a good distance runner. Distance runners have to be self motivated and able to see success at the end of a long path of development. Good athletes usually have all of those personality traits.

2.6 History and Challenges of Ethiopian women long Distance athletes

Despite poverty, oppression and instability, Ethiopian women have found a renewed sense of hope in the glory of the Ethiopian long-distance running legacy. Originally a tradition among Ethiopian men, women have recently embraced and succeeded in, long distance running. The sport has provided new economic, political and social opportunities to the small number of women who have pursued it professionally.

Running barefoot across the finish line in Rome in 1960, AbebeBikila, won Ethiopia's first Olympic gold medal, beginning what would become one of the world's most renowned sports legacies. Ethiopia has won thirty-one Olympic medals, all in distance running events. Much of the success Ethiopians have experienced in the Olympics has been attributed to the physical and social conditions in which they live and their mental discipline as athletes. As Ethiopia's lowland is higher than 3,800 feet above sea level and more than twenty-five percent of it is over 5,500 feet, Ethiopians develop a higher lung capacity by living at higher altitudes than most populations do throughout the world. In addition, the traditional diet of the average Ethiopian, rich in complex carbohydrates and proteins, is ideal for endurance runners and athletes of all types. The Ethiopian lifestyle is also heavily active (Michael Fisher June 1, 2009). MeseretDefar, Ethiopian Olympic gold medalist, discussed in an interview how from a young age she "was always running errands for her family," "fetching water or going for groceries. When asked why Ethiopian runners were so dominant in long-distance track races, MeseretDefar talked about several factors including the role her close-

knit family plays as the family dynamic “ensures discipline and is also a motivation to stay true to one's goals and dreams. Together, the elevation, diet, active lifestyle and mental discipline of Ethiopian citizens have built a nation living in conditions that are beneficial in becoming an endurance runner.

But the Ethiopian lifestyle alone does not account for the nation’s success in international running competitions. The country has also created a large network of institutions that help recruit, train, and promote runners.

The Ethiopian Athletics Federation coaches attend local races and scout for athletes that show potential to be successful in their training programs and as competitive athletes. When these athletes train, the multitude of aspiring professional runners attracts a crowd that follows the athletes in an attempt to mimic the training regimen and gain recognition. Several non-profit organizations have also taken to scouting athletes at local competitions and offering them training at camps throughout the country. Dating back to the 1960s, the Ethiopian running legacy has over time created a network of programs and individuals working to discover Ethiopia’s next Olympic running champions. In the process, the country has fostered a culture of running among a large segment of the population, only few of whom will ever reach national or international levels of competition.

In 1992, a champion runner Derartu Tulu, introduced women into Ethiopia’s tradition of superior endurance runners and reflected the new emerging place for women in Ethiopian society. She won the gold medal in the “10,000 meters event at the 1992 Summer Games in Barcelona, becoming the first black African woman to win an Olympic gold medal. With her victory, Derartu Tulu became a symbol of the potential of Ethiopian women to excel in long-distance running. Today, women’s involvement in the sport has grown to rival that of men’s, as “seven of the 10 top-earning athletes in Ethiopia are women.

Derartu Tulu’s victory came at the end of a period of grassroots organizing and Marxist-Leninist control from 1976-1991 in Ethiopia. During this period, “‘women’s issues’ became instrumental slogans for ideologues” as the Marxist-Leninist Party set up “peasants’, youths’, workers’ and women’s’ associations” in order to raise support for the party. Though the

government created space for women's affairs during this time, it "did not include women's participation in parliaments or other legal agencies, and it allowed them no political prominence. Mengistu's Marxist-Leninist party set up the Rural Women and Associations in the Revolutionary State but ultimately showed very "little consciousness of gender equity. Despite the lack of political and institutional involvement of women, a new consciousness of women's equality began to emerge during the period. In 1992, a year after Mengistu was deposed as president, Derartu Tulu won her first gold medal in Barcelona, ushering in an era where women would find equality under the law and continue to redefine their role as Ethiopian citizens.

Since then, Ethiopian women have seen major advancements in regards to their equality under the law, but are still limited in terms of social, economic and political opportunities. With the fall of the Marxist-Leninist Party came the introduction of a new constitution and a democratic government in 1994. One year later the Ethiopian government amended its constitution to include the equality of women under the law. In the new constitution, article 35 requires women "equality in all matters related to employment," "equality in the acquisition and management of property," guarantees "the right to plan families," prohibits "laws or customary practices that harm women" and "permits affirmative and remedial measures to rectify the consequences of historical discrimination against Ethiopian women.

Traditionally, the role and work of the Ethiopian woman is at home, where she raises children, cooks, and runs errands for the family. By becoming involved in a running program, a woman has the opportunity to train in the capital city, Addis Ababa, where "education, health care, and employment outside the home are more available" in comparison to rural areas. With over 85 percent of Ethiopian women living in rural areas, the opportunities associated with living in the city are especially valuable to those who are able to have access to them. To those involved, running offers a network of resources like coaches, administrators, and other runners who may be able to provide jobs, domestic services and educational resources previously unavailable to those outside the running community. Though these economic and educational opportunities can improve the lives of women in

Ethiopia, they in and of themselves may not be enough to empower women in way that will lead to their equality within the Ethiopian society.

Empowerment is not simply having economic and educational opportunities available but rather the confidence, sense of self, and organization necessary to make decisions independently and consciously. Today, women in Ethiopia face a difficult “conflict between constructing their own identity and having their identity defined by others. Though they are equal under the law, cultural traditions have yet to provide this equality to all Ethiopian women. They remain under the forces of individuals beside themselves in regards to their bodies, occupations, education, and future. Regaining control over one’s life requires an increase “in self-confidence and self-esteem, a sense of agency and of ‘self’ in a wider context, and a sense of being worthy of having a right to respect from others. This is the essence of empowerment. It does not necessarily provide economic and educational opportunities but rather the means by which to acquire and utilize these opportunities. The availability of resources is useless to an individual if they do not “perceive themselves as able and entitled to make decisions” regarding those resources. Empowerment of the individual is the first step towards the organized social mobilization that is necessary to create change in any culture or society. In other words, greater empowerment and equality is the result of both changes in culture and changes in institutions.

While working to attain the economic benefits of professional long distance running, women place themselves in a situation where they are able to gain an increased sense of self-confidence and have access to a large network of women engaging in the same activity. Even though “most human action is purposeful and strategic, it will always have unintended consequences that were not part of the original strategy. And in some cases the unintended consequences may turn out to be more important and long lasting than the intended ones. By engaging in the sport of endurance running, women can gain confidence through their success in an activity that is not only outside their traditional role at home but is also a part of a national legacy that includes both men and women at the highest levels of success. Though not the intended goal, this enhanced sense of self will continue to impact the lives of women athletes, regardless if they attain financial success from their athletic achievements. As visible by the various opportunities presented to women by long distance running, “it would

be wrong to underestimate the positive benefits that sport has brought to the lives of increasing numbers of women from developing countries.

These women are not only building self confidence but also are gathering and running with other women who are becoming more aware of their place in society, a prime environment for change on a local level to manifest itself. Long distance running has the potential to facilitate conversations between women that normally wouldn't occur in a context that is seemingly less threatening to men, since female running has become a culturally acceptable activity. These conversations are incredibly important as "women find confidence and courage in their relations with other women and through the work of organizations and movements can more easily give voice to what they want. As regional fragmentation has made it nearly impossible to fully implement the changes made to the constitution, change must come from the individual communities and the women with in them.

2.6.1 Problems of women long distance athletes

2.6.1.1 Eating disorders more prevalent among athletes in general

Eating disorders are especially common among athletes because the pressure of the sport environment frequently precipitates the onset of these problems. In this population, certain compulsive behaviors such as excessive exercise and restricted eating patterns are seen as acceptable, and pathogenic methods of weight control are often introduced. In addition, concern about body size and shape is increased because of the "social influence for thinness [from coaches and peers], anxiety about athletic performance, and negative self-appraisal of athletic achievement" (Williamson et al. 1995). Finally, the competitive nature of sports reinforces characteristics such as "perfectionism, high achievement motivation, obsessive behavior, control of physique, and attention to detail" (Ludwig 1996). Most successful athletes are more determined and more disciplined than the average individual. They often set very high goals for themselves and work extra hours each day to reach them. These same

attributes, however, can lead to eating disorders and are often found in anorexic and bulimic patients.

Eating disorders are obviously found in all sports, but athletes participating in activities that emphasize leanness for performance and appearance are at a significantly greater risk. Thus, gymnasts, long-distance runners, divers, and figure skaters are more prone to developing eating disorders and related problems than those who compete in no weight-restricting sports such as volleyball or football. Furthermore, disordered eating patterns are found more in female athletes than in males. In a NCAA survey of collegiate athletics conducted in 1992, "93% of the programs reporting eating disorders were in women's sports" ("Dying to win" 1994). Some male athletes do use extreme methods for losing weight, but an important difference exists between these and the self-starvation strategies of anorexics

2.6.1.2 Endocrine/menstrual factors

The female athlete responds to a program of regular exercise in a similar fashion to the male. Women show improvements in aerobic capacity, strength, and "speed" to the same qualitative degree as men. However, due to difference associated with in-utero hormonal effects on myocyte stem cell number, as well as those induced by estrogen vs. androgen, women have a smaller skeleton, less muscle mass, lower hemoglobin levels, and a higher proportion of body fat. Thus, women's world records are 7–10% lower than those of men. Female athletes generally show training-induced structural changes of lower body fat and a higher percent of muscle than untrained women.

2.6.1.3 Exercise-Related Changes in the Menstrual Cycle

Exercise and its energy demands, if not compensated by adequate nutrition, may affect several cerebral neuro-transmitters and, subsequently, the hormones of the hypothalamic-pituitary-ovarian axis. These hormonal changes may be reflected in various ways: luteal phase deficiency, an ovulatory cycles, and exercise-associated amenorrhea (EAA). About 2–5% of the untrained female population has one of these abnormalities; among distance runners and some athletes in other events the incidence ranges from 5–65%.

2.6.2 Results of women athletes in Olympic and world championship

Olympic Champions in Women's 10,000 m		
YEAR	NAME	COUNTRY
1988	Olga Bondarenko	(URS)
1992	Derartu Tulu	(ETH)
1996	Fernanda Ribeiro	(POR)
2000	Derartu Tulu	(ETH)
2004	Xing Huina	(CHN)
2008	TiruneshDibaba	(ETH)

Source; IAAF from 2003-2009

Note: In 1995, the 3000 m was replaced by the 5000 m

World Champions in Women's 10,000 m		
YEAR	NAME	COUNTRY
1987	Ingrid Kristiansen	(NOR)
1991	Liz Lynch-McColgan	(GBR)
1993	Wang Junxia	(CHN)
1995	Fernanda Ribeiro	(POR)
1997	Sally Barsosio	(KEN)
1999	GeteWami	(ETH)
2001	Derartu Tulu	(ETH)
2003	BerhaneAdere	(ETH)
2005	TiruneshDibaba	(ETH)
2007	TiruneshDibaba	(ETH)
2009:	LinetMasai	(KEN)
2011	Vivian Cheruiyot	(KEN)

Source; IAAF from 2003-2009

IAAF Women's World Cross Country Champions			
Short course	YEAR	NAME	COUNTRY
	1998	Sonia O'Sullivan	(IRL
	1999	JacklineMaranga	KEN)
	2000	KutreDulecha	(ETH)
	2001	GeteWami)	(ETH
	2002–2004	Edith Masai	KEN
	2005	TiruneshDibaba	ETH
	2006	Gelete Burka	ETH)
long course	1973–1974	Paola Pigni	(ITA)
	1975	Julie Brown	USA)
	1976–1977	Carmen Valero	(ESP)
	1978–1981	Grete Waitz	(NOR)
	1982	MaricicaPuică	ROM)
	1983	Grete Waitz	(NOR)
	1984	MaricicaPuică	(ROM)
	1985–1986	Zola Budd	GBR)
	1987	Annette Sergent	FRA)
	1988	Ingrid Kristiansen	NOR)
	1989	Annette Sergent	(FRA)
	1990–1992	Lynn Jennings	(USA)
	1993	Albertina Dias	POR
	1994	HellenChepngeno	KEN)
	1995	Derartu Tulu	ETH
	1996	GeteWami	ETH)
	1997	Derartu Tulu	ETH)
	1998	Sonia O'Sullivan)	(IRL
	1999	GeteWami	(ETH)
	2000	Derartu Tulu	(ETH
	2001–2002	Paula Radcliffe	GBR
	2003	WerkneshKidane	ETH)
long course	2004:	Benita Johnson	(AUS)
	2005–2006	TiruneshDibaba	(ETH)
	2007	LornahKiplagat	NED)
	2008	TiruneshDibaba	ETH)
	2009	Florence Kiplagat	(KEN)
	2010	Emily Chebet	KEN)
	2011	Vivian Cheruiyot	KEN)

Source; IAAF from 2003-2009

World Best Year Performance in Women's 10,000 m		
YEAR	NAME	COUNTRY
1975	Christa Vahlensieck	(GER)

1976–1977	Peg Neppel	(USA
1978	Natalia Betini	(ROU)
1979	Mary Shea	(USA)
1980	Kathryn Binns	(GBR)
1981	Yelena Sipatova	(URS)
1982	Mary Decker-Slaney	(USA)
1983	RaisaSadreydinova	(URS)
1984	Olga Bondarenko	(URS)
1985–1987	Ingrid Kristiansen	(NOR)
1988	Olga Bondarenko	(URS)
1989	Ingrid Kristiansen	(NOR)
1990	VioricaGhican	(ROU)
1991	Liz McColgan	(GBR)
1992	Derartu Tulu	(ETH)
1993–1994	Wang Junxia (	CHN)
1995–1996	Fernanda Ribeiro (	POR)
1997	Dong Yanmei)	(CHN
1998	Fernanda Ribeiro	(POR)
1999	GeteneshWami	(ETH)
2000	Derartu Tulu	(ETH)
2001–2002	Paula Radcliffe	(GBR)
2003	BerhaneAdere	(ETH)
2004	Paula Radcliffe	(GBR)
2005	TiruneshDibaba	(ETH)
2006	Elvan Abeylegesse	(TUR)
2007	Mestawet Tufa	(ETH)
2008	TiruneshDibaba	(ETH)
2009-2010	MeselechMelkamu	(ETH)
2011	Sally Kipyego)	(KEN

Source; IAAF from 2003-2009

CHAPTER THREE

3. Research Methodology

3.1 Research design

In this research study, the researcher applied both quantitative and qualitative approach which is based on the descriptive survey study method. Survey method could be adapted to collect generalized information from almost any known human population Selltiz et al, (1959) cited in Metalegn (2005), survey design provides quantitative or numerical description of trends, attitudes or opinions of a population by studying a sample of it (Creswell, 2003: 153). Survey methods are extremely efficient in terms of providing large amount of data at a relatively low cost in a short period of time and has come to be virtually synonymous with scientific methodology (Smith, 1975 cited in Metalegn, 2005). The data is collected through structured questionnaires presented and analyzed using percentage which is quantitative. In addition, it is analyzed qualitatively by summarizing the words of open-ended items of questionnaires, interviews and observational checklists.

Accordingly, the type of research design appropriate for the study is survey design.

3.2 Source of Data

The research contains of both primary and secondary data sources. *Primary data* is collected through employing multitude of data gathering techniques including structured questionnaire, key informant interview and observation.

Survey is carried out through standard questionnaire to collect data from athletes, and interview from coaches sand sport officers. *Secondary data* is collected from pertinent sources including annual reports of guraghe zone sport offices, published and unpublished journals and books, project documents and other sources.

3.3 Sampling Procedure and Design

The target population was coaches, athletes, and sport officers. And among this target population, the female long distance athletes were 20 and the sample size is 16. Beside this, the researcher employed probability sampling in this paper. From probability sampling, the researcher used simple random sampling. Because, it ensures sampling units by giving equal chance to the representative. In addition, from non- probability sampling purposive method is used as the coaches and sport officers are known

3.4 Data collection Instruments

Appropriate questionnaire, interview and observational check list were prepared to collect data from the respondents. They must be told what the research is all about in the language that they can understand. Respondents in this study are speakers of Amharic. Therefore, the questionnaire was translated into Amharic. Doing so was important for it enabled the respondents to easily understand the questionnaire and express their ideas comfortably.

➤ Questionnaire

Questionnaire was set to obtain information to long distance female athletes about the challenges and problems of long distance running. The questionnaire constructed was based on the review literature and basic questions. The item of the questionnaire was both close-ended and open-ended formats.

➤ Interview

To enrich the information, interview was prepared for the coaches and sport officers.

➤ ***Observation checklist***

In addition to questionnaires and interview, observation check list was also prepared to gather more data about facilities, equipment, etc

3.5 Data Analysis

The data gathered from semi structured interview, questionnaires, and observation check list was organized using appropriate and relevant statistical method of analysis. The method, which assists to come up with findings, descriptive statistics, including percentage, ratios and, cross tabulation method was used.

CHAPTER FOUR

4. Data presentation and analysis

This Chapter presented and analyzed the data which obtained from various sources. First it deals with data presentation. Then, it is tried to analyze and describe the data obtained from the questionnaire.

4.1 Data presentation

To describe relevant data for the study, the researcher employed various data collecting tools such as, questionnaire, Interview questions and observation check list as a primary data collecting instruments.

The questionnaire was designed based on the overall objectives of study, i.e to examine the problem of female long distance athletes in the study areas, to investigate the main challenges that influence the implementation and development of female long distance runners and to assess the attitude of primary stakeholders towards female long distance runners Accordingly, the questionnaire items were designed to identity the

general information of the respondents. General, a total number of 24 questions were designed. In the first part, it was explained about personal detail of the athletes, the second part, deals about challenges and problems of female long distance athletes.

The data distributed and collected mainly from zebidar athletics club and guraghe zone sport office. Furthermore, the quantitative data collected through questionnaire was further triangulated by interview questions and observational checklist with athletes, coaches and sport officers.

4.2 Brief description of the sample population

Literatures in the athletics running are verify that demographic characteristics of individuals are amongst the major determinants which highly hinder the success of female long distance running . To this end selected demographic characteristics of the sample population are described as follows.

As the research aspires to assess the problem and challenges of female long distance running in case of zebidar athletics club in guraghe zone respect of personal detail, problem and challenges of running.

The researcher designed the structured questionnaire and distributed to athletes in zebidar athletics club.

4.3 The following tables show Personal details and questioner of the athletes

Table 4.1 ages of respondents

Age			
Under 20	21-24	25-30	Above 30
12	3	1	-

Source own data survey 2012

A/age

From the above table 4.1 75% respondents are age group 20 or less where as 19% of respondents were found at the age (category) of 21-24 and 6.25% of respondents were found in the age category of 25-30

Table 4.2 weight of respondents

Weight in kg					
Below 45	46-55	56-65	66-75	Above 75	total
-	4	11	1	-	16

Source: own data survey 2012

B/ weight of respondents

As depicted above table 4.2 about 25% of respondents were found to be in weight category of 46-55 Kg, about 68.75% of respondents were found in weight category of 56-65 kg while a relatively less percent of respondents were found in the weight category of above 66 kg.

Table 4.3 marital status of respondents

Marital status			
Single	Married	Divorced	Total
15	1	-	16

C /Marital status

Among the total respondents of this study 6.25% respondents are married and 93.75% respondents were replied as they are single

Table 4.4 Height of respondents

Height in centimeter					
160-165	166-170	171-175	176-180	Above 180	total
5	5	4	2	-	16

Source: own data survey 2012

D/ Height in centimeter

As it can be seen in the above table 4.4 below, 31.25% of respondents weight are 160-105 cm, 31% of respondents are 166-170 cm, 25% of respondents are 171-175 and 25% of respondent height were 170-180 cm.

Table 4.5 Family support

Item	Response	Frequency	Percent
Do you have proper support from your family?	Yes	10	62.5
	No	6	37.5
	Total	16	100

As indicated above table 62.5% of respondents replied that they have proper support from their family whereas a relatively less percent 37.5% of respondents had complained as they did not get proper support from their family.

Table 4.6 Interest of Athletes

Item	Response	Frequency	Percent
Do you start athletics training with your interest?	Yes	14	87.5%
	No	2	12.5%
	Total	16	100%

As results indicated above table 4.6 the vast majority 87.5% respondents are self motivated and they started of enjoyed zebidar athletics club by their own interest while the remaining (12.5%) of respondents replied as they is also confirmed by key informant interviewee. According to this source of the athlete join the club with their full interest and motives.

Table 4.7 who forced to join the club

Item	Response	Frequency	Percent
The entity that forced the athletes	The coach	2	100%
	The family	-	-
	Sport officers	-	-
	Total	2	100%

From the above table 4.7 2 female long distance athletes are joined to the club by the coaches' motives.

Table 4.8 Attendance of Athletes in training program

Item	Response	Frequency	Percent
Do you attend your trading program regularly?	Yes	14	87.5%
	No	2	12.5%
	Total	16	100%

A perusal of the result depicted in table 4.8 majority of respondents (87.5%) replied as the regularly attend the training program scheduled while the remaining 12.5% of respondents were did not regularly attend the training program.

Table 4.9 Relationship of female athletes with coach.

Item	Response	Frequency	Percent
Do you have good relationship with your coach?	Yes	15	93.75%
	No	1	6.25%
	Total	16	100%

In table 4.9 93.75% of respondents are replied that they have good relationship with their coaches, while remaining 6.25% of respondents have not good relationship from their coaches.

Table 4.10 athlete's religious problem

Item	Response	Frequency	Percent
Does religious problem by doing athletics training?	Yes	-	-
	No	16	100%
	Total	16	100%

As result indicated in table 4.10 100% of respondents replied that they don't have religious problem.

11. All respondents replied that no any religious problem.

Table 4.12 adequate supplies of facilities

Item	Response	Frequency	Percent
Are there adequate supplies of facilities at your training center that are accessible to you?	Yes	-	-
	No	16	100%
	Total	16	100%

As result indicated in above table 4.12 100% respondents replied that no adequate facilities and infrastructures in the club consistent with this key informant interviewees also confirmed the limited availability and accessibility of athletics training facilities in the club.

13 .The limits are spike shoes (torshin) running track, lack of calorie intake and bath rooming

Table 4.14 Training field and track.

Item	Response	Frequency	Percent
Are training field and track around the club?	Yes	2	12.5%
	No	14	87.5%
	Total	16	100%

From the above table 12.5% of respondents replied that locally prepared field and track are present around the club while 87.5% respondents are replied that no standard track around the club.

Table 4.15 the major challenges that hinder the success of female long-distance athletes.

No	Problems	Very much	Much	Medium	Less	Not at all	total
1	Shortage of material	16	-	-	-	-	16
2	Lack of calorie in take	6	-	4	4	2	16
3	Lack of family support	1	-	3	2	10	16
4	Lack of training skill	2	1	12	1		16
5	Knowledge of the coach	-	-	5	2	9	16
6	Lack of sport office support	7	2	4	2	1	16

Results indicated in table 4.15 shortage of materials lack of sport office support lack of calorie intake and lack of training skill were pin pointed out as the first, second and third most important challenges respectively that hinder the effectiveness of female long distance athletes in the study area .

Table 4.16 explanation and guidance of coaches

Item	Response	Frequency	Percent
Does your coach give explanation and guidance concerning different training techniques?	Always	11	68.75%
	Most of time	4	25%
	Some time	1	6.25%
	Rarely	-	-
	Net at all	-	-
	Total	16	100%

As it can be seen from the above table 4.16 68.75% of respondents answered that they always get explanation and guidance concerning to different techniques, 25% of the respondents replied that most of the time they get explanation and guidance, 6.25% of the respondents replied that they sometimes get explanation and guidance from their coaches.

Table 4.18 Extent of advice extended by coaches during computation time to their athletes.

Item	Response	Frequency	Percent
To what extent your coach gives an advice during computation time?	To great extent	11	68.75%
	To moderate extent	5	31.25%
	To low extent	-	-
	Very low extent	-	-
	Total	16	100%

The above table indicates that 68.75% of respondents answered that they get an advice at great extent during computation time from their coaches, and 31.25% of respondents are replied that they get moderate advice during computation time from their coaches.

19. How do you explain the method of training knowledge and experience of your coach?

All respondents replied that the method of training knowledge and experience of the coaches are “good”

20. How many days per week do you have training?

All of respondents answered that 5 days per week

21. How much the time of one training session?

10 Athletes are replied that by estimation one training session is 1:00-1: 30 hours.

6 Athletes are replied that their training time is different from distance to distance.

22. How many time per year do you have computation at national level?

All respondents answered that no computation at national level except regional level only.

23. after you join zebidar athletics club, do you thing that you have increased your Performance?

All respondents replied that “yes”

24. How do you rate your relationship of your coach and the sport club managers?

16 of athletes replied that their relationship from their coach is good but they should not have manager.

4.4 Results from coaches interview

Information and data was collected from coaches using interview questions. The interview was done on May 1--10/2012 to the two coaches of zebidar athletics club.

The researcher interviewed the coaches and the results are summarized as follows

Questions 1: Do you follow principle of training? If not why?

A head Coach replied that “yes”. I know all principle of training and I apply on my training plan but assistant Coach replied that he doesn’t know about principle of training and he is fresh for club.

Question 2: Do you prepare and use training plan? If not why?

Two of the coaches replied “yes”

Question 3: what are challenges that hinder you to implement the training?

The two coaches mentioned that:

- The training field is not comfortable specially the track.
- No sufficient Athletics material
- No appropriate support and following of sport office
- Lack of sufficient material

- Lack of refreshment course
- Lack of technology (computer)

Question 4: Do you get refreshment courses? If no why?

Two of the coaches replied “no” because no one is given attention for the club

Question 5: Do you have enough training materials for training?

Two of them replied “No” indicating shortage of spike, torshin, running wears and other materials as reason.

Question 6: How is your relationship with athlete and managers?

Two of them replied from athletes we have good relationship like father, friend. Teacher, and so on but we should not start communication from managers because the club is new.

Question 7: How do you rate the performance of your athletes?

Both of them replied that by preparing different computation by giving different training like, hill training, cross country training and other.

Question 8: How long is your training session per week?

Two of them replied that “5” day per week but the training load is very light in two days.

Question 9: Are you satisfied with the salary you earn? If your answer is no why?

Both of them replied “no” because the club have no budget.

4.5 Results from sport officers interviews

Data and information was collected from guraghe zone sport officers by using interview questions. The interview was done on May 11-13/2012 to the 3 sport officers

The researcher developed 6 questions to apply for interviews. The results are summarized as follows.

Question 1: Do athletics coaches prepare lesson plan? If your answer is no why?

All of them replied “yes”

Question 2: Are facilities and equipments are fulfilled to do coaching process effectively?

Three of them replied that “no” when they answered that there is no enough equipments and facilities to facilitate the coaching process effectively.

Question 3: Do you support the coaches by giving refreshment courses?

All of them answered that “no” because of budget constraints

Question 4: Do you supervise and evaluate coaches’ training plan practically?

M/r Desalegn Geremew and Cheru Tebel answered that yes we evaluate and supervise the coaches training plan practically at training center. But M/r Seyoum Engdawork replied that “no” when he answered that he believed that coaches will fully execute their responsibility.

Question 5: Do you search sponsor ships for the club?

Three of the respondents answered that “yes” we are prepared and distributed project proposal for governmental and non- governmental organizations.

Question 6: Do you supervise the coaches whether they are following training method and preparing effective training plan?

Cheru Tebel and Desalegn Geremew replied that “yes” but Seyoum Engdawork replied that “no” because he believed that coaches have better knowledge.

4.6 Results from observation check list

To get reliable information the researcher observed some variables in the zebidar athletics club agena town, as follows.

❖ **The availability of equipment**

There is no enough amount of equipment for the training besides the quality of running kits and other materials are poor.

❖ **The availability of suitable training field**

There is no standard running track

❖ **The a availability of bath and dressing rooms**

It has been observed that there are no bath and dressing rooms.

❖ **Progress of training system**

The coaches are following the training principle but the training load is too high for some athletes.

CHAPTER FIVE

5 Summary, conclusion and recommendation

5.1 Summary

The core aim of this study is to investigate and to come up with a solution for the challenges and problems of female long distance athletes in case of zebidar athletics club in guraghe zone .

Accordingly the vast majority of (87.5%) of respondents were found self motivated and started long distance running with their own interest, while the remaining (12.5%) of respondents replied as they did not start long distance running with their interest. This is also confirmed by key informant interviewee, according to this source much of the athletes join the program with their full interest and motives.

Based on promotion of female athlete significant percent of respondents (62.5%) Confirmed as they have got proper support from the respective bodies to participate in the athletics training program whereas are relatively less percent (37.5%) of respondents had complained as they did not get the proper support form the respective bodies. (87.5%) respondents were found attending the training programs regularly as scheduled while the remaining percent

(12.5%) confirmed as they did not regularly attend the training program which attributes to their less relationship with their coaches.

With regard to the relationship of athletes with their coach, significant proportion (93.75%) of respondents confirmed as they have good relationship with their coaches. The remaining 6.25% of athletes responded as they have no good and appreciable relationship with their coach. 100% of respondents are replied that they don't have any religious problem from their parents.

Concerning the challenges and problems of female long distance athlete's growth and success in the study areas, incapability of coaches. (Long period of athletics training) lack of computation at national level, shortage of running material, lack of sport office support, absence of training track. Were pinpointed out as the most important determinants that needs prime attention of the responsible entity to achieve the indented goal. more over results of the survey revealed that the vast majority of respondents replied that relevant facilities and infrastructures needed for the growth and promotion of female athletes were not available and even the limited facilities available were not as such accessible for the athletes consistent with this, key informant interviewees also confirmed the limited availability and accessibility of basic athletics facilities in the club so they need to work towards availing the necessary basic facilities of the athletics in fulfilled the intended objectives the club in the study areas are to be off effective.

5.2 Conclusion

The conclusions were made based on the results obtained from questionnaire, interview and observational check list. Most of the female long distance athletes started running with their own interest but few of them were forced by their coaches.

- Most of the female long distance athletes got proper support from their families but few of them were not getting proper support from their families.
- Most of the female long distance athletes attended the training program regularly but few of them did not attend.
- Almost all of the female long distances athletes' relation between their coaches and athletes are good but few of them have no good relationship.
- All female long distance athletes are no religious problem.
- All athletes mentioned that the facilities at the club are poor the reason why facilities are not available is due to less emphasis given by the government, less attention of the sport officers and due to financial constraints.
- There are no suitable running track
- The major reasons that hinder the achievement of the athletes were low capacity of coach, shortage of sport materials, and lack of calorie intake, shortage of sport office support and lake of computation at national level.

- Most of the athletes mentioned that explanation and guidance of coach concerning different training techniques are good, but few of them have given explanation and guidance most of the time.
- Most of female long distance athletes were advice given during computation to great extent, but few of them are to moderate extent.
- Almost all female long distance athletes done training 5 days per week.
- Almost all athletes' performance is increased after joined zebidar athletics club. Their performance is rated by different computation.
- Refreshment courses have not been given for coaches
- Professionals and management support of sport office and zonal government is poor.
- There is shortage of computation at zonal, regional and national level.

5.3 Recommendation

On the basis of the conclusion the following points are recommended to overcome the suggested problems.

- .. They should attend the training program regularly and get a proper support from their coaches and families.
- .. The selection criteria of female long distance athletes should be based on their own interest, health status, age, and physical fitness.
- .. The coaches must have knowledge of training principles, and then guraghe zone sport office should prepare refreshment courses for the coaches. In addition the coaches themselves have to update their knowledge and skills from various sources.
- .. Coaches should be guided by the training plan and the sport officers should supervise on regular basis.
- .. Sport office and respective should prepare computation at zonal, regional and national level.
- .. Guraghe zone administration and sport office should be prepared standard field, track, bath and dressing rooms.
- .. Guraghe zone sport office and government should give due attention to budget allotment, prepare different courses workshops and seminars.

- .. For long distance athletes requires energy and amount depends on the duration and types of activity, so that guraghe zone sport office should prepare appropriate food for athletes.

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Appendix

Appendix A:- ORGANIZED DATA FROM THE RESPONDENTS OF FEMALE LONG DISTANCE ATHLETES

Questionnaire item	choice	Number of respondents	Total	Percent
5	A	10	10	62.5
	B	6	6	37.5
6	A	14	14	87.5
	B	2	2	12.5
7	A	2	2	100
	B	-	-	-
	C	-	-	-
8	A	14	14	87.5
	B	2	2	12.5
9	A	15	15	93.75
	B	1	1	6.25
10	A	-	-	-

	B	16	16	100
12	A	-	-	-
	B	16	16	100
14	A	2	2	12.5
	B	14	14	87.5
15.1	A	16	16	100
	B	-	-	-
	C	-	-	-
	D	-	-	-
	E	-	-	-
15.2	A	6	6	37.5
	B	-	-	-
	C	4	4	25
	D	4	4	25
	E	2	2	12.5
15.3	A	1	1	6.25
	B	-	-	-
	C	3	3	18.75
	D	2	2	12.5
	E	10	10	62.5
15.4	A	2	2	12.5
	B	1	1	6.25
	C	12	12	75
	D	1	1	6.25
	E	-	-	-
15.5	A	-	-	-
	B	-	-	-
	C	5	5	31.25
	D	2	2	12.5
	E	9	9	56.25

15.6	A	7	7	43.75
	B	2	2	12.5
	C	4	4	25
	D	2	2	12.5
	E	1	1	6.25
16	A	11	11	68.75
	B	4	4	25
	C	1	1	6.25
	D	-	-	-
	E	-	-	-
17	A	11	11	68.75
	B	5	5	31.25
	C	-	-	-
	D	-	-	-

Appendix B: Questionnaire English Version

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by zebidar athletics club female long distance athletes.

Objectives

The main objective of this questionnaire is to gather data on the problems and challenges of female long distance Athletes on in Zebidar Athletics club and to point out some problems and challenges.

Direction

The researcher would like to thank you in advance for your cooperation of your precious time in filling to the questionnaire.

- Be sure that your response is safely protected
- No need of writing your name

Indicate your response by putting a circle on one choice where appropriate for open ended type questions, write your response

Personal data

1. Age

A / Below 20

C/ 25-30

B/ 21-24

D/ above 30

2. Weight in kg

A/Below 45

C/ 56-65

E/ above 75

B/ 46-55

D/ 66-75

3. Marital status

A/Single

B/ married

C/ divorced

4. Height in centimeter

A/160-165 cm

C/ 171-175 cm

E above 180 cm

B/166-170 cm

D/176-180 cm

5. Do you have proper support from your family?

A/Yes

B/ No

6. Did you start athletics training with your interest?

A/ Yes

B/ No

7. If your answer is “no” for question number “7” who forced to you?

A/The coach

C/ the sport officer

B/the family

D /friends

8. Do you attend your training program regularly?

A/yes

B/ No

9. Do you have good relation ship with your coach?

A/yes B/ No

10. Is there religious problem by doing athletics training?

A/ yes B/ No

11. If your answer is “yes” for question number “11“why explain the reason -----

12. Are there adequate supplies of facilities at your training center that are accessible to you?

A/ yes B/No

13. If your answer is “No” for question number “15” explain the limits-----

14. Are there training field and track around the club?

A/yes B/No

15. Which of the following problem could be the major reasons that hinder /affects/ your achievement?

<i>No</i>	<i>Problems</i>	<i>Very much</i>	<i>Much</i>	<i>Medium</i>	<i>Less</i>	<i>Not tall</i>
1	Shortage of material (spike)					
2	Lack of calorie intake					
3	Lack of family support					
4	Lack of training skill					
5	Knowledge of the coach					
6	Lack of sport office support					

16. How often does your coach give explanation and guidance concerning different training techniques?

A/ always C/ sometimes E /Not at all

B/ most of time D/rarely

17. To what extent your coach gives an advice during computation time?

A/ to great extent C/ to low extent

B/to moderate extent D/very low extent

18. How do you rate the method of training, knowledge and experience of your coach? -----

19. How many days per week do you have training? -----

20. How much the time of one training session? -----

21. How many time per year do you have competition at national level? -----

22. After you join zebidar athletics club, do you think that you have increased your performance? -----

23. How do you rate your relationship with the coach and the sport club managers? -----

Appendix C: QUESTIONNIRE AMHARIC VERSION

በአዲስ አበባ ዩኒቨርሲቲ የድህረ-ምረቃ ትምህርት ቤት

ስፖርት ሳይንስ ዲፓርትመንት

ዓላማ፡

የዚህ መጠይቅ መሞላት ዋና ዓላማ በደቡብ ክልል በጉራጌ ዞን በዘቢደር አትሌቲክስ ክለብ ውስጥ የሚካሄደው በረዥም ርቀት ሴት አትሌቶች የተግባር ሂደትና ችግሮች መለየት የሚያስችል መረጃ ለመሰብሰብ ነው። በመሆኑም ተገቢውን መረጃ ከእርሶዎ ማግኘት ተገቢ በመሆኑ ትክክለኛ በሆነ መንገድ ለጥያቄዎቹ መልሶዎን እንደሚሰጡ በእርግጠኝነት ነው።

መመሪያ፡-

- ለተሰጡት ጥያቄዎች አማራጮችን በሚገባ በመረዳት በተቀመጡ ምርጫዎች ላይ ክብ በማድረግ ይመልሱ። ማብራሪያ መልስ ለሚያስፈልጋቸው በተቀመጠው ክፍት ቦታ አጭርና ግልፅ መልሶዎን ይፃፉ።
- መጠይቁን ሞልተው በአግባቡ እንደሚመልሱ በማመን ላደረጉት ትብብር ብቅድሚያ ምስጋና አቀርባለሁ።

«አመሰግናለሁ»

የግል ሁኔታ መረጃ

- በመጠይቁ ማንኛውም ክፍል ስም መፃፍ አያስፈልግም።

1. እድሜ

ሀ/ ከ20 ዓመት በታች ሐ/ ከ25-30

ለ/ ከ21-24 መ/ ከ30 ዓመት በላይ

2. የጋብቻ ሁኔታ

ሀ/ ያገባ ለ/ ያላገባ ሐ/ የተፋታ

3. ክብደት በኪግራም

ሀ/ ከ45 በታች ሐ/ 56-65

ለ/ 46-55 መ/ 66-75 ሠ/ ከ75 ኪግ በላይ

4. ቁመት በሴቲ ሜትር

ሀ/ 160-165 ሐ/ 171-175

ለ/ 166-170 መ/ 176-180 ሠ/ 180 ሳ.ሜ በላይ

5. በስልጠና ወቅት ተገቢውን የቤተሰብ ድጋፍ ታገኛለሽ ?

ሀ/ አዎን ለ/ አይደለም

6. የአትሌቲክስ ስፖርትን መስልጠን የጀመርሽው በራስሽ ፍላጎት ነው?

ሀ/ አዎን ለ/ አይደለም

7. ለተራ ቁጥር 7 መልስሽ አይደለም ከሆነ በማን ግፊት ነው መሮጥ የጀመርሽው

ሀ/ በአሠልጣኝ ለ/ በቤተሰብ ሐ/ በስፖርት ባለሙያዎች መ/ በጓደኞች

8. የስልጠና ኘሮግራምን በቋሚነት ታከብራለሽ?

ሀ. አዎ ለ/ አይደለም

9. ከአሰልጣኝሽ ጋር ጥሩ ግንኙነት አለሽ?

ሀ/ አለኝ ለ/ የለኝም

10. ስልጠና በመጀመርሽ የሀይማኖት ተፅዕኖ አለብሽ

ሀ. አለ ለ. የለም

11. በተራ ቁጥር «11» መልስሽ «አለ» ከሆነ ለምን ?

12. በስልጠና ማዕከል ውስጥ የተሟላ የስልጠና ቁሳቁሶች ይገኛሉ?

ሀ/ ይገኛሉ ለ/ አይገኙም

13. በተራ ቁጥር 13 መልስ አይገኝም ከሆነ ያለው ችግር ግለጭ -----

14. ስልጠና በምትሰለጥኑበት ማዕከል የሩጫ ሜዳና መም አለ?

ሀ. አለ ለ. የለም

15 በሠንጠረዥ ከሚታዩት ችግሮች ወይም እንቅፋቶች ውስጥ የትኛው ለውጤት ማምጣት አስቸጋሪ ነው?

ተ.ቁ	ችግሮች	በጣም ብዙ	ብዙ	መካከለኛ	ዝቅተኛ	ምንም የለም
1	የስልጠና ቁሳቁስ እጥረት					
2	የላብ መተኪያ እጥረት					
3	የቤተሰብ ድጋፍ					
4	የስልጠና ክህሎች ችግር					
5	የአሰልጣኝ የዕውቀት ችግር					

6	የስፖርት ጽ/ቤት ድጋፍ ችግር					
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16. አሠልጣኝሽ ምን ያህል ማብራሪያና ድጋፍ ለያንዳንዱ ተግባር ይሰጣል?

ሀ/ ሁልጊዜ ለ/ በአብዛኛው ጊዜ ሐ/ አንዳንዴ መ/ ለጥቂት ጊዜ ሠ/ ምንም ጊዜ

17. በውድድር ወቅት አሰልጣኝሽ ምን ያህል ያግዝሻል?

ሀ/ ብዙ ድጋፍ ለ/ መካከለኛ ድጋፍ ሐ/ ጥቂት ድጋፍ

መ/ የቸልተኝነት ድጋፍ ሠ. ምንም ድጋፍ

18. የአሠልጣኝሽን የአሰላጣጣን እውቀቱን ልምምዱን እንዴት ትገልጭዋለሽ?-----

19. በሳምንት ምን ያህል ቀን ነው ልምምድ የምትሰሩት?-----

20 የአንድ ትሪንግ ክፍለጊዜ ምን ያህል ሰዓት ነው? -----

21. በበሄራዊ ደረጃ በአመት ምን ያህል ጊዜ ትወዳዳሪላችሁ?-----

22. የዘቢደር አትሌቲክስ ክለብ ከተቀላቀልሽ በኋላ ብቃትሽ ጨምሮዋል ትያለሽ?-----

23. ከአሠልጣኝሽ ጋር ያለውን ገንኙነት እንዴት ትገልጫለሽ?-----

Appendix D: Interview questions for coaches

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The purpose of these interviews is to get information about problems and challenges of athletics coaching in the zebidar athletics club.

Coach's qualification -----

Sex -----

Date-----Time -----

Age -----

1. Do you follow principle of training? If not why? -----
2. Do you prepare and use training plan? If not why -----

3. What are challenges that hinder you to implement the training? -----

4. Do you get refreshment courses? -----if your answer is no why? -----

5. Do you have enough training materials for training? -----

6. How is your relation with athletes and managers? -----

7. How do you rate the performance of your athletes? -----

8. How long is your training session per week? -----
9. Are you satisfied with the salary you earn? -----If
your answer is no why? -----

Appendix E: INTERVIEW QUESTIONS FOR SPORT OFFICERS

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Date -----

Time -----

1. Do athletics coaches prepare training plan? -----

2. Are facilities and equipments are fulfilled to do coaching process effectively? -----

3. Do you support the coaches by giving refreshment courses? -----

4. Do you evaluate the training plan? -----
5. Do you search sponsorships for the club? -----

6. Do you supervise the coaches whether they are following training method and preparing effective training plan? -----

Appendix F: OBSERVATIONAL CHECKLIST

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1. General information

1.1. Date of Visit _____

1.2. Name of the club _____

1.3. Number of athletes _____

2. Bio-data of the coach being observed.

Sex _____ Age _____

Qualification _____

Years of experience in coaching _____

No.	Variables to be observed	Yes	No
1	Availability of suitable running track. • International standard • Local standard		
2	Availability of equipments for training • spikes • torshin • Others		
3	Availability of shower for athletes after practical session • For females		
4	Availability of dressing room for athletes before and after practical sessions		
5	Progress of training system • Based on techniques		

	• Based on computation		
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Declaration

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

Declared by

Confirmed by
