

**PRACTICE AND CHALLENGES OF TALENT IDENTIFICATION
OF ATHLETES: IN SOME SELECTED ATHLETICS CLUBS IN
ADDIS ABABA CITY ADMINISTRATIONS**

MSC THESIS

BY

BIRUK KEBEDE

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Addis Ababa University

Postgraduate Program Directorate As research Advisors, We Here by Certify that we have read and evaluated this thesis entitled practice and challenges of talent identification of Athletes: In some selected Athletics clubs in Addis Ababa city Administrations.

As member of the Board of examiners of the MSC thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Biruk Kebede, and examined the candidate we recommend that the thesis be accepted as fulfilling the requirements for the degree of Master of Science in sport science (Athletics Coaching). \

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Name Chairperson	Signature	Date
_____	_____	_____
Name of internal examiner	Signature	Date
_____	_____	_____
Name of external examiner	Signature	Date

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List of Acronyms and Abbreviations

AAA	Amateur Athletics Association
AAAF	Addis Ababa Athletics federation
IAAF	International Association of Athletics Federations
NSYS	National Standards for Youth and sport
SPSS	Scientific package for social science
TD	Talent Development
TDE	Talent development environment
TID	Talent Identification
TT	Talent Transfer

Abstract

The purpose of this study was to investigate the factor that affect the development of Athletics sport with reference on Addis Ababa Athletics Federation. The study comprises in Addis Ababa city 1st club, administrative staffs of Addis Ababa Athletes Federation 6 Coach's, 24 Athletes, 3 Administrators, purposive sampling to focus on particular characteristics of a population that are of interest, which would best enable to answer research questions. Then, purposive study is used to carry out this research 2 instrument such as questionnaire and observation checklist were used to gather the data. The descriptive analysis of the data was analyzed by using both qualitative and quantitative methods, such as percentage and descriptive statements. The result of the study clearly showed that Addis Ababa Athletics Federation for the growth and development of Athletics sport in the city. Schools communities in a grass root level has been the main source of potential players of athletics coaches also started their carrier in the school. The major constants associated with Addis Ababa athletics federation are found to have very low and shortage of finance, shortage of man power, a few number of clubs, lack of facilities and equipment, no regular project training, lack of control play ground in the villages, not following scientific method of training by coaches and very low level of sponsorship. To over comers problems, the following recommendation has been forwarded every stakeholder should work hand to hand in order to solve the problems, the government federal sport commission and Addis Ababa sport athletics sport indifferent corners of the city so as to increase its popularity.

Key: Words: Athletes investigate, coach, dedication, project, grass to of level, purposive study, Administrative staff, stakeholders.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study.

Athletics is broadly divided in to two categories such as track and field events. Track events include, short distance, middle distance and long distance, whereas the field events are jumping and throwing events. Ethiopia participated in modern Olympic game at Melbourne (Australia) since 1956 in athletics, boxing and cycling. It was the first time to Ethiopia to join the Olympic history and was a spring board for next Olympic game. Sport training involves many subjects, but the most important elements in the process of sport training are athlete and the coach.

Coach is an organized provision of assistance to an individual athlete or the group of athletes in order to help them to develop and improve their performance (Ibid). One of the best qualities of successful coach is identify the athlete's talent, because identifying the talent of an athlete minimizes time expenditure to make an athlete reach in to top Performance. It could be argued that the competition itself might be one form of talent identification, with competition seeing the best of most talented athletes rise to the top in this chosen sport, however, many athletes that do not succeed in the particular sport they have chosen, may be better suited to a different sport and never realize it. So this shows that talent identification is the crucial task that has to be done before which is followed by developing it. In most case talent identification is a term that is often confused with the term talent development.

Therefore, it is vital to define talent identification clearly Peltola and Thomson define talent identification as the process by which children are encouraged to participate in "the sport at which they are most likely to succeed, based on results of testing selected parameters. These parameters are designed to predict performance capacity, taking in to account the child's current level of fitness maturity". In our country individuals are participated in particular sports might be determined by factors such as traditions, ideals, desire to take part in sport according to its popularity, parental pressure and school

teacher's specialty, the proximity of sport facilities etc. This system can lead to more popular sport in a particular area having a plentiful supply of athletes while the lower supportive sports struggle for participants. But for many specialists involved in sport, hoping that individual and help those individuals choose the sport that is best suited to their abilities. (Bompa,85). While talent identification through the competition has, in reality been operation ever since organized competitive sport began. It has only been relatively recent systematic talent identification as become a part of sport around the world (Bompa 1985).

Eastern countries like the German, Democratic republic, the Soviet union, Bulgaria and Romania are examples of countries that implemented state run, systematic talent programs as early as the 1960's and 70's (Bompa 85). While western countries such as Australia and the United States have typically attempted to have systems in a place to develop talented individuals after they have identified themselves through competition on their chosen sport (Peltola 92). Several authors have written about the advantage and disadvantage of sophisticated talent identification programs. Bompa 85 and peltola 92 see talent identification as helping accelerate and identified individual's progression an elite level and aiding them in reaching a high performance level by the time they reach international level. As well as helping to eliminate the frustration caused by participating in sport that they are not suited to. They also see the talent identification as being advantageous to coaches by focusing their training time on athletes with higher level of talent and abilities for their particular sport. According to Bompa 85 "Scientific talent identification is a critical factor in the development of world class athletes" Identification of talent need to be as scientifically based as possible the days of relaying on the like or dislike of individuals by the coach involved are need to be over, with all the science involved in talent identification who ever, the human elements so critical to sport an often be over looked.

The researcher would like to investigate the practice and challenges of talent identification of athletes in some selected athletics clubs in Addis Ababa city administration. As part of Administrative staff for sports, the researcher wants to

critically investigating the athletics clubs to identify their practice and challenges of talent identification.

1.2. Statement of the Problem.

Athletics is a dynamic sport that is competed in a constant changing environment. In fact, sport as a whole is a phenomenon where the specific circumstances are difficult to predetermine or ever simulate. There are a number of inherent features to sport that makes athletes very unique besides this challenge, the issue of accurate and reliable talent identification models and methods can be seen.

The study of this paper intends to find out or investigate the existing problems in practice and challenges of talent identification athletes in first division athletics clubs in the Addis Ababa city Administration athletics federation.

The Addis Ababa Athletics federation's system might be the reason for the problems in talent identification of athlete's poor awareness and lack of knowledge towards the concept of talent identification.

The researcher wants to explore the following:-

1. Challenges of athletes in talent identification in first division athletics clubs in the Addis Ababa city Administration athletics federation.
2. Practice of athletes to identify talent athletes in first division athletics clubs in the Addis Ababa city Administration athletics federation.
3. The Addis Ababa city Administration athletics federation uses competition as the only means to identify athlete's talent.
4. The process of talent identification must consider the athletes age difference.
5. Consideration that coaches must follow to identify the athlete's talent.

1.3. Basic research Questions.

In order to formulate a proper talent identification method the researcher questions are outlined as follows.

- What are challenges to identify the athlete's talent?

- What are the best methods to identify the athlete's talent?
- What are the exact methods which serve for talent identification?
- How to identify the critical talent of athletes?
- How the coaches develop and deploy talent identification?

1.4. Objective of the Study

1.4.1. General Objective

To assess the practice and challenges of talent identification of athletes in first division athletics clubs in the Addis Ababa city Administration athletics federation.

1.4.2. Specific Objectives.

1. To identify what specific challenges existing in the process of talent identification in first division athletics clubs in the Addis Ababa city Administration athletics federation
2. To find out the source of the challenge in identifying talent athletes in first division athletics clubs in the Addis Ababa city Administration athletics federation.
3. To recommend and to find possible solution to minimize the challenges in talent identification.
4. To assess the current criteria of talent identification.
5. To examine the knowledge of coaches in identifying talents.

1.5. Significance of the study

The study would support and enrich the proper talent identification of first division athletics clubs in the Addis Ababa city Administration athletics federation.

To this end, the significance of the study is.

1. To provide accurate facts for the better method of talent identification in first division athletics clubs in the Addis Ababa city Administration athletics federation.
2. To incorporate the new result of the research findings in to the system in the Addis Ababa athletics federation talent identification method.
3. To provide favorable suggestions that would help for the development of athletes performance and how coaches identify the athletes talent.

4. To investigate some of the problems of talent identification method in the first division athletics clubs in the Addis Ababa city Administration athletics federation.

1.6. Delimitation of the Study

The study is delimited by focused on, only some selected first division athletics clubs in the Addis Ababa city Administration athletics federation, conducted on, only the first division athletes and carried out only in Addis Ababa city administration clubs.

1.7. Limitation of the study

The limitations of the study are Shortage of time, lack of sufficient budget, shortage of references or literatures etc. about the issue and tendency not to give response of athletes.

1.8. Operational Definitions

Athlete: - is a person who trains for performance enhancement under the supervision of a coach in a specific club and event.

Athletics: - is a track and field sport, comprising group of athletics events or disciplines each of which involves either running jumping or throwing.

Club: - is an athletics organization that provides training and other benefit for the athlete.

Coach: - is a person who trains an athlete to reach top performance

Federation: - is an organization that governs and directs different athletics clubs.

Identification: refers to an act of organizing Establishment to find out, diagnosis, selection and choice of an object or a person.

Motivation: - is some kind of internal drive that encourages somebody to pressure a course of action.

Skill: - is an ability to do something acquired through practice or learning.

Talent : - is an inherited ability that is genetically endowed or rather something that is developed over time as a result an individual exposure to proper training methods and opportunities as way as their interaction with an optimal environment.

1.9. Organization of the Study

This research paper is organized in to five chapters. The 1st chapter deals with introduction, background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions of terms, and organization of the study. The 2nd chapter contains review of literature relevant to the research, whereas the 3rd chapter is comprised of research methodology and research design. Chapter four deals with data analysis, interpretation and discussion and finally the last chapter involves summary conclusion and recommendations provide by the researcher.

CHAPTER TWO

2. Review of Related Literature

2.1. Talent Identification

In considering the conceptual definition of talent identification, some of the views and findings of the related literature have been taken into consideration. Booysen (2002:13) defines talent identification as "... identifying those individuals who possess a quality of execution or ability to perform, that is (far) above the normal or average, that stands out and makes a powerful statement about the individual's ability, with the intention of future development and nurturing of this talent to the benefit of this talent to the benefit of the individual as well as the country. Identify or detect, means to discover something which is hidden, in order to know, among a large population of youngsters, those who have a greater possibility to achieve, in the long term, the required capacities to reach top performances at the moment when his/her capacities will be optimal. There are two interdependent actions that should be considered and distinguished.

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

2.2. What are the Limits of Talent Identification

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

Modern Tendencies

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

- ❖ The status of development of his capacities which should be much higher than the average at a certain biological age.
- ❖ The velocity of development of his capacities giving the possibility to find favorable conditions.
- ❖ The motivation showed constantly by him for reaching the top level in a certain sport.

The Follow-up

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

- ❖ A process which includes a programmed of evaluation this process needs clear answers to the following two question:
- ❖ Why establish a talent identification process?
- ❖ How to organize it?

Why?

- ❖ To establish a sort of initial perspective to the benefit of the youngster.
- ❖ To offer opportunities, to all those who show the capacities and the motivation, to orientate towards a high level programmed.
- ❖ To increase the number of athletes who can achieve a high level of performance.
- ❖ To reduce the investment of a National Federation, the volume of work and the Coach's time dispersion.
- ❖ To increase the number of high level athletes in a Country without affecting the health of their young athletes.

How to do it?

The process should satisfy the following three conditions:

- ❖ To obtain a consensus from the grassroots to the top (family, officers, school, teachers, cubs, coaches, federation, ministries of sport and education)
- ❖ To utilize a consolidated model.
- ❖ To have appropriate structure for: accommodation, studies, training and a follow up to propose to each detected athlete

2.3. Factors Which Can Play an Important Role with Talent Identification.

- ❖ Anthropometric factors: Height, Weight, balance between line and fat Mass, Body's Center of Gravity.
- ❖ Physical Capacities: Velocity of reaction and 110 tractions, endurance versus velocity, endurance versus Strength, Dynamic and Static Strength, suppleness, Co-ordination
- ❖ Physiological Capacities: capacity and Power of aerobic and anaerobic endurance.
- ❖ Neuron-muscular Capacities: Balance, tempo-spatial, rhythm expression, gliding skills
- ❖ Cognitive Capacities: Creativity, observation skills, analysis, adaptation, and anticipation, tactics, motor-intelligence.
- ❖ Psychological Capacities: Concentration, adaptation and assiduity to training, perseverance, to accept frustration, psychological endurance and motivation, psychic stability, stress control.
- ❖ Social conditions: Acceptation or his role, team building attitude, relations with the coach.

2.4. Tests of Talent

The choice and the validation:

- ❖ Usual methodological criteria:
- ❖ Congruency, no redundancy, accessibility, fidelity, validity, and productivity.

Predicative:

A test can be defined predictive if independently from the age and level of education and training of the subject, the correlation between two or more results remains significant: knowing one of them allows you to forecast the other.

2.5. The IAAF Proposal in Talent Identification

Following the decision taken by the IAAF Congress in Paris (2003), the MSD was asked to design a programmed which can satisfy the School and the Sport needs. As recent researches demonstrated (EAA research Curt Hogberg, 2005) the most critical period to maintain youngsters in Athletics is between 13 and 15 years of age. Starting as consolidated tool: “Kids Athletics”: A team events competition for children (7-12 years old), we have completed the Youth Project linking Kids Athletics to real athletics (after 15 years old), designing a new programmed of training and competitions for 13-15 years old.

2.6. General Program for Talent Identification

The Program shall, identify all the stages which drive to top level:

- Stage 1: Before 10 years: Learn and develop optimal psycho-motor abilities: mutual Sport practice (... at least 2-3 sports):

School

- Stage 2: 10-12 years; start of “training” Develop general motor abilities and start to develop physical capacities oriented to a specific sport: Talent identification”

School/Club/Federation

- Stage 3: 13-15 years: increase of the training volume and first orientation by event groups: “Talent Development. Development of specific required physical capacities.

School/Club/Federation

- Stage 4: 16-18 years: Increase training volume and start specialization: Talent confirmation”

Club/Federation

Competition for 13-15 years

- The objective of this program is to fill the gap which remains among this age category its main features are as follows:
- Being consistent with KA, this tool will be of service not only to federations but also to schools.
- Six-day competitions: 4 Athletics events and 2 Cross-Country (each day counts for the final ranking)
- Competitions are carried out with six Athletics in a team. Every athlete selects 2 or 3 events from 2 or 3 event groups, among the 5 proposed one E.g. 1 running, 1 jumping and 1 throwing event, plus 1 relay.
- Comments: 2 extra days are devoted to Athletic conditioning tests.

Test for 12/14 years old athletes

- 30m standing start
- Throw backwards of 2-3 kg medicine ball
- 2 hopping jumps (R and L Legs)
- Endurance test (cooper test)

The above tests should be repeated twice in a period of 4 months which coincides with a beginning and the conclusion of the competition period. March/June

. The overall program will include 8 competitions days and 2 testing days, during training camps (i.e. Easter and at the end of the competition period...July:

2.7. The Historical Background of Talent Identification

Bompa, (1985) stated that in years gone by and still in western countries an in dividable participation in a particular determined by such factors as “tradition” ideas, desire to take part in a sport according to its popularity, parental pressure, a high school teacher’s specially, the proximity of sport facilities, etc.

This system can lead to more popular in a particular country having a point fall supply of athletes while the lower profile sports struggle for participants. But for many specialists involved in sport, hoping for talented individuals to identify themselves through competition, is not good enough for modern sport, instead, with the aid of sport scientists, many countries and individuals sports with in countries have developed specific methods to identify talented individuals and help these individuals choose the sport that is best suited to their abilities Bompa (1985).

Baur (1986) suggested, that talent identification through competition has in reality been operating every since organized competitive sport began. It has only been relatively recent the systematic talent identification has become a part of sport around the world. Eastern block countries like the German democratic republic, the soviet union, Bulgaria and Romania are example of countries that implemented state run to systematic talent identification programs are early at 1960’s and 70’s, Thomson (1992) while western countries such as Australia and the united states have topically attempted to have systems in place to develop talented individuals after they have identified themselves through competition in their chosen sport.

2.8. Factors for Talent Identification

Fisher and Borms (1990) suggested that much of what we consider to be „talent“ is actually the degree to which each player possesses certain physical, physiological, or mental attributes that may contribute to performance. Many of the physical characteristics of the player are controlled by his /her genetic profile; that is, they are beyond anything that coach may do in the training program to a change these characteristics. The mature height of a player and other anatomical characteristics (these are commonly known as one's soma to type) are not easily altered.

Therefore, any TID systems have focused on anthropometric variables. Studies of elite players have been used to identify what general physical characteristics are common to successful athletes. The general premise is that a player's morphology influences the horizontal components of life and drag and there by affects the potential to generate propulsion and to minimize resistance forces.

A. Physical factors of talent

There is research evidence to suggest that players anthropometric characteristics (e.g. stature, mass, body composition, bone diameter, limb girth, high, finger length), are related to performance in important and sometimes complex ways (Borms, 1996). Successful young soccer players, for instance, appear to have similar soma to types/ physiques to older successful performers (see Pena Reyes et al. 1994; malina and co-workers, this issue). In particular, adult stature, which is commonly used for prediction, is strongly influenced by genetic factors (Liken, 1992) whilst other physical attributes (e.g muscle mass, body fat) are seen as being more amenable to training, and dietary influences.

A wealth of research evidence indicates that elite youth handball players have greater biological age (i.e. more physically mature) than their less proficient counterparts and coaches appear to favor players advanced in morphological growth during the selection process (Panfiletal, 1997).

Many of the physical qualities that distinguish elite and sub elite players may not be apparent until late adolescence, confounding the early selection of performers (Fisher and Borms, 1990). The implication is that the predication of future elite players from anthropometric measurements may be unrealistic in younger age groups because performance could be affected by the player's rate of physical growth and maturation. Since late maturing children can compensate for any apparent disadvantage in size, height and strength by working on their technical capabilities or by improvements in other areas (such as agility, speed and muscular explosive power), it is important that the talent identification process is not overly biased toward the early maturing child. Any potential bias can result in late maturing players are more likely to miss out on the experience of high quality coaching. The key message is that young players should be selected on skill and ability rather than on physical size. Helsen and colleagues suggest some potential solutions to the problem of seasonal birth date distribution in this issue. a reduction in age- band range and closer matching of players into groups based on maturational rather than chronological age may be fruitful avenues to explore.

B. Physiological factors of talent

As (Jankovic and Matkovic, 1997) Panfil et al. (1997) expressed, Physiological measures have also been employed in an attempt to identify key factors of performance compared successful and less successful 15 to 17 year olds using measures of maximal oxygen uptake ($\dot{V}O_2$ anaerobic power, grip and trunk strength measures, and heart volume (absolute and relative)).

The successful players had superior physiological fitness compared to others. Janssens et al. (1997) showed that performance in short (30m) and prolonged „shuttle“ running discriminated between successful and less successful 11 to 12 year old hand ball players. Similarly, in a study by Ibid (1997) elite 16 year old recorded better performance in running and jumping than their less elite counterparts. such findings led Jankovic et al. (1992) to conclude that physiological measures could be useful in predicting later success in handball (Carter, 1985). Never the less, the possibility remains that in the above studies part of the physiological superiority of the successful players was due to a more

systematic approach to training prior to their induction in to the specialized under age squad.

Physiological measurements may be useful alongside subjective judgments of playing skills for initial talent detection but such measures do not appear sensitive performance indicators on global basis and cannot be used reliably on their own for talent identification and selection purposes. Moreover, while research using twin siblings has indicated that physiological characteristics are highly genetically predisposed appropriate training can have a pronounced influence (Boucharetal. 1997). Although some people may be more favored genetically than others to adapt and benefit from training, particularly with regard to the relative distribution of muscle fibre types (Simonies and Boucher, 1995), physiological responses to exercise are highly dependent on regular training practice. Physiological values indicative of aerobic fitness, such as Vo2 max, may be more influential in successful performance in the future. Consequently, a relatively high threshold for oxygen uptake capability may be a significant criterion when young players are assessed. However, there is concern regarding the extent to which a high fitness indicator tracks through from childhood adulthood.

As well as taking muscle biopsies in an effort to determine, the type of sport an individual is most likely to be successful in by assessing the muscle fiber distribution in particular athlete. Assessing muscle strength via tests on devices such as the cyber dynamometric can also be aid in the evaluation physiological factors test influence sporting performance Hahn (1990).

C. Psychological factors of talent

Auweeleetal (1993) thought that successful players are distinguished from less successful players on the basis of psychological factors. The assumption is that a talented player possesses personality characteristics that facilitate learning/training and competition. Although coaches and scouts may argue that talented and less talented players can be differentiated on the basis of their psychological „make up“, researchers have yet to identify specific personality characteristics, or an overall psychological, psychological profile, that are predictably associated with success in sport.

More recently, sports psychologists have examined the importance of more transient or changeable personality characteristics using “state” (as opposed to „trait“) or interactionist (based on personal and situational factors) approaches including sport- specific measures of anxiety, self- confidence, motivation and attention style. Researchers have typically reported that talented players are more committed, self – confident and less prone to anxiety, both prior to and during competition, able to employ various psychological coping strategies effectively, more highly motivated, and better at maintaining concentration during performance (Auweele Y.V., 1993)

In line with this, Fiske and Borman (1990) pointed out, at present, the use of psychological tests for talent identification purposes cannot be endorsed scientifically. It seems unrealistic to expect that expert performance could be explained purely by personality variables. The range of “Personalities” evident at a typical top professional club in any of the major handball playing nations would confirm this suggestion. To use for talent identification a psychological test that has not been validated for such purposes would be a mistake. The views of experienced coaches and scouts could be claimed to have greater validity. If there is a role for personality profiling in talent identification, it is likely to be in conjunction with other measures, in certain situations only and with the probability of explaining only a small proportion of the variance in performance (Morris, 1995).

Elsewhere in this issue, Morris argues that administrators and coaches are advised to allocate resources to the development of psychological skills among the widest range of young players. Although personality traits are to a certain degree inherited, with heritability estimates between 30-60% (Savdino, 1997) research suggests that psychological skills highly amenable to specialized training. Sports psychologists have made not worthy progress in this regard and there is an extensive array of resources and suitably qualified sport psychologists to help facilitate this process (Hardy, 1996). Motivation, anxiety managements, concentration, self- confidence and attention style, amongst others, are psychological skills that can be refined through appropriate training.

2.9. Models for Talent Identification

According to (Cote, 1995) stated that, in Australia there have been several Talent identification models trailed on a mass scale. Some individual sports such as rowing, have been successful in recent years. However, a sport such rowing will identify potential elite competitors at a rather advanced stage of physical development of skilled playing technique must begin at a much younger age. Other TID schemers. Such as talent search (a sports commission program administered) in schools across austria) are too generic in nature. They fail to identify specific skill components associated with playing. The work of Bill sweeten ham, davidpyne, and Bill Nesson at the Australian Institute of sport in the late 1980's produced a sport specific application of TID characteristics. The problem with implementing such a model is that without the proper sport infrastructure (i.e support at several organizational levels) it's impossible to test on a aside enough basis. Infrastructure also means that involvement form the lean- to- swim segment of the aquatics industry is paramount to a successful TID program. This would require a very large commitment; with no guarantee of a significant return (i.e. there is no way of knowing of additional talented athletes could be supported through their development to elite level). Money factors influence the relative success of a TID program these include; earl gage.

- ❖ the ability to identify potential athlete, (perhaps at 10-12 years of age)
- ❖ the ability to anticipate physical growth and development
- ❖ the ability to generate a positive support structure (i.e. from parents, peers, coaches,
- ❖ the ability to isolate the potential athlete's interest to the sport of handball (remember that a talented player may also be a talented runner)
- ❖ the ability to provide quality coaching environment (i.e. for example if a potential) player lives 800 km the nearest playing rarely problem

It has been said that “The best form of TID is mass participation”. The best way to identify talent is to have large numbers of young children exposed to quality lean to play programs and then to keep them in the sport during the age group years. This recognizes that talented athletes will mature at different rates and some will be “found” as 13 year – olds and others will be “discovered” as 16 or 17 year –olds. Much of the success of TID in Australia on the “educated eye, of the handball coach. However, the educated- eye. There important concepts should be incorporated into the coaches planning. first different training periods should have different emphasis in terms of training and developmental objectives. Second it is of paramount importance that both mastery and retention of “lower level” skills and fitness components are carried forward to the next training period. players must be able to maintain basic skills and fitness components (or quickly re-acquires these after a period of reduced training before more advanced training methods objectives are imposed. Third, training plans should be progressive (i.e. advancing in a logical manner) in their application. A general guideline for most types of training is that volume is increased first (within the limits of a players ability to adapt) (Cote 1995)

Another way of looking at the development model is to think of a playing career as three distinct phases. First, all players must learn to train effectively. This involves the technical mastery of basic skills, but this concept may be extended to include every component of performance second, most players will progress within a system that begins to shift the focus from “background training” to specific competition training. Third, players with the ability to successfully adapt to the first two phases will progress to a third phase of “performance training. Bola Gurdepsingh (2003)

2.10. Talent Identification of the Project Players

According to (Carson 1993) most parents and coaches would like to see their child /children experience succession sport. Some may even want to see their child excel at more elite levels, and perhaps attain national and international recognition. The progression from initial youth sport experience to more elite levels is complex. It involves some degree of identification and selection of talented individuals at virtually all

levels of youth sports. However, the process may also involve more formal identification and selection of individuals who presumably have the skill, physical, and behavioral requisites for success in a given sport.

2.10.1. Talent Selection Procedures

Cote, J, Salmela, J, Trudel, P. Baria and Russell, S. (1995) suggested that Talent selection is long term procedure and it requires careful planning in order to achieve the expected results. In the following text it is accepted that talent identification and selection is a long term procedure over several years of an athlete's career. At present there appears to be no particular selection method that would allow instantaneously and precisely to identify talent for a particular event. How can talent identification and selection be successfully organized? There are several problems to be solved in the organization that usually takes place in three or four stages. These problems include the length of each stage and the choice of the most effective tests. The last brings up the questions of what is more efficient, testing 10,000 younger's by using only one test or trusting 1,000 and using 10 tests?

A simplified talent selection is sometimes based on a standard training program. All young athletes in group follow the same training means and loads. Youngsters who have made best progress over a certain time period are selected as potential talent. Obviously multiyear selection procedure, that takes into consideration the dynamics of sporting results according to the biological characteristics, the development of physical and psychological capacities and the adaptation to increased training loads, provides a far more efficient method. This method of talent selection over several years is made up of stage with precise tasks, durations and criteria. Each following stage sets higher demands than the previous one and is completed by an evaluation of the progress made during the stage. The evaluation is not simply based on competition results but includes pedagogical observations and physiological indicators for a particular age. (Ibid)

2.10.2. The Preliminary Selection Phase

Harold (1971) suggested that the following major tasks apply to the preliminary selection phase

1. Pedagogical observations to evaluate interest in sport and the level of movement activity of the youngster.
2. A preliminary selection into potential event groups (speed and explosive power events, endurance events) based on observations and an evaluation of general and specific physical performance capacities.

Young potential athletes are now divided into general and sport specific training groups. The general group is made up from youngsters with insufficient physical performance capacities. They continue to train with emphasis on general physical development. Athletes selected to the other group follow a more intensive general training program that includes some sport specific elements. Their main training means are made up from movement games, relays gymnastics exercises, running and jumping.

The testing procedures in the preliminary selection phase are based on a small but complex physical development and physical performance test battery that includes a medical checkup our experience has indicated that the following tests can be recommended.

- ❖ The evaluation of physical development includes height, chest circumference, weight, vital capacity, dynamometric hand finger length hand strength, arm length, and foot length.
- ❖ The evaluation of physical performance include 30m sprint from standing start, 10 sec maximal speed running on the spot 3x 10m shuttle run, 1 min run, standing long jump, vertical jump, pull-ups, push – ups flexibility, and agility.

According to Harold (1971) a planned choice from the above listed simple tests makes it possible to evaluate speed, explosive strength, flexibility, endurance and strength endurance potentials of children in the 8 to 10 yrs age range this, in turn, allows one to make some predictions about their physical capacities potential because most of the chosen indicators have stable inherited characteristics and are hardly influenced by environmental change (training) studies have clearly indicated that the majority of children with good physical performance in general maintain this advantage when they

grow older changes in the genetic structures are extremely limited and it appears likely that here ditty does not only decide the potential level of physical capacities but also their trainability. Studies have also shown that the same training process produce different rates of improvement in the development of physical capacities in different young athletes. The rate of improvement is frequently considerably faster than the predicted values for a certain age range. it is consequently important to understand that prediction of potential capacities depend besides the initial level, also on the rate of improvement the initial level among younger children is considerably less than the rate of improvement. It is not disable to evaluate the potential of young athletes only according to the results of the various tests. The principle of many sided physical preparation must be stressed during the whole preliminary selection phase never the less ideal anthropometric measurement and physical capacity evaluation tables allow one to assess with some accuracy the potential suitability of youngsters for a certain rollup of events. Harold M.Barrow and Mogee (1971)

2.10.3. The Basic Selection Phases

According to Harold M.Barrow and Mogee, (1971) explanation the main aim of the basic selection phase is a precise control and evaluation of the development of the young athletes who have passes the requirements of the preliminary selection. Taking in to consideration event specific demands. Their potential talent for a particular event is determined by events specific capacities and the development rate during the preceding preparations physiological and medical control are now increased and the psychological. The potential talent for a particular oven is determined by event specific capacities and the development rate during the preceding preparations physiological and medical control are now increase and the psychological valuation pays particular attention to such aspects as activeness, independence and the mental capacity to perform under captive stresses. Laboratory evaluations, when available provide additional information on the functioning. of the nervous system, sensory motor rations sensory motor rations sensory motor coordination etc. it is important to stress here that studies have clearly shown the importance to base the directional selection mainly on the rate of improvement.

It is important here to avoid narrow specification that can have a negative influence on the development of other potential physical capacities. The best solution appears to be balanced event specific and compulsory all round physical development program. This approach in the basic selection phase assures that youngsters, who have not displayed their capacity for one or another group of events in the earlier part (9 to 11 yrs) of the selection, will be directed to their potential events in the second stage (13 to 14 yrs) their many sided physical development has at the same time not suffered from narrow specialization.

The employment of the above described preliminary and basic selection phases have the following advantages.

- ❖ The method provides a reasonably reliable information system to find children with potential physical capacities and aptitudes for sport.
- ❖ An evaluation of physical and anthropometric capacities over several years makes it possible to physical and anthropometric capacities over several years makes it possible to follow individual development progress and to discover aptitudes towards certain event group or events.
- ❖ the method creates from mass evaluations a data bank for further changes and corrections of training procedures, thus providing for a more rational and reliable selection system. R Zewnicki. A (1993).

2.10.4. The Profound Selection Phase

According to Harold M. (1971) stated that, the third phase of the selection procedures covers several years and is based on the evaluation of capacities that emerge from practical sporting participation, as well as pedagogical observation. Control tests and physiological studies. Particularly important in this selection phase are competition revealed parameters and event specific physical preparation indicators these should correspond to potential elite performers requirements at the end of the profound selection phase when biological development is practically completed and the functional capacities well defined (12 to 15 yrs for girls, 16 to 17 yrs for boys). The profound selection phases

is regarded to be reliable in the determination of physical capacities and functional potential for the final selection. This begins with an evaluation of single indicators for a particular event and is followed by a complex evaluation of morphological prerequisites, physical performance capacities, functional systems and psychological assessments. Finally, it is important to stress the fact that the development of truly talented youngsters is regaled during training process, in which the rate of improvement plays a decisive selection procedures and the correlation between the biological age and test results must be correctly interpreted. The differences between the actual and the biological ages can in extreme situations exceed for years and even more. Harold (1971)

2.10.5. Early Identification and Success

According to Borms (1996), explained early identification of “talent” is no guarantee of success in sport during child hood, let alone during adolescence and adult hood. There are simply too many intervening variables associated with normal growth, maturation and development, and with the sports system in some cases, individual characteristics and the sports system interact. In age group swimming, for example, it is not uncommon for a child to be successful in one age group only to be relegated to low position in the rankings when he/she moves to the next age group, similarly, changes associated with puberty in young girls often lead to changes in self concept which may influence performance. It is at such transitions that many children realize that there are other things in life in addition to sport. Such transitions are also noted by sport officials, and it has even been suggested that some gymnastics coaches fear puberty more than the young female gymnasts parents of children labeled as talented may develop a false sense of the potential for their child’s success in sport either in the form of college scholarship or a professional career. Some parents even invest considerable sums of money in early sport training for their children. It must be emphasized however, that the numbers are many and the probability of success is minuscule.

2.11. Current Talent Identification Methods

TID is not a new concept with initials research into “Giftedness” beginning in the 1970’s (Hohmann and seidel 2003). These authors cite a report that details TISD at its most primitive.

“The first talent identification test I saw was at school” when classes marched into the pool the teacher stood by the door, looking down at the ground and pulling various people out of the line. The ones who walked with the feet splayed out. He made them concentrate on breast stroke. That school always did well in breaststroke event”.

Since the 1970’s two models have been formulated for the detection of talent. Are prospective model involves interviewing elite athletes in order to “look backwards” at the steps that were taken to achieve athletic excellence, whereas prospective studies examine the same individual over time Falk (2004). Although the former model has revealed some interesting information about the habits of elite performer, many coaches and athletes have made the mistake of copying the champions in every aspect to replicate their success. More recently, TID studies have revealed that success (in team sports especially) is the result of a complex interaction of variables that are not fully understood. Therefore copying the champions certainly neglects the individual aspects that contribute to talent. The importance of early talent detection and describe three aspects of TID – physiological, psychological and sociological. Early TID methods are designed to identify those individuals (children) with favorable physiological traits (genetics) for a particulars sports. Hoare and ware (2000) state that this method is suited to individual, and team sports where in success depends an anthropometric and physiological attributes. The following characteristics as having large genetic influence.

- Height, length of arms
- Muscle size, strength and muscle fiber composition
- Heart size, and resting heart rate
- Lung size, and volume

- Flexibility of joints
- Reaction time
- Speed, agility, and power.

The same authors Patel, (2002) also state that genetics affects “the response of the cardiopulmonary system to exercise training” (p25). This view is supported by Macarthur (2005) who cite research stating that genes are responsible for 30% of Vaseline exercise heart rate and 27% of heart rate variance in response to training. Therefore it appears that TID in the closed sports previously mentioned is useful for not only identifying individuals with optimal physiology and morphology, but can also detect those individuals with a greater capacity to respond and adapt to training.

Therefore the interaction between physiological, psychological and sociological factors mentioned by Falket, (2004) appears even more important for TID in team sports, this is also supported by Cater (1985) who comments that performance cannot be determined in a mechanistic or formulates manner. The same author also feels that success, even in a closed sport such as running, requires elements of mental toughness, tactical astuteness and motivation. Therefore psychological profiling appears to be an important part of TID.

The success of TID in team sports appears to be greater when tests for open skill such as decision making and “game intelligence” are incorporated. Falk, (2004) examined 14-15 year old water – polo players and found they were able to predict 76% of players who would go on to make the junior national team. They found that “the selected players were better not only on the technical tests, but also in the game intelligence evaluation” examined 12-13 year old handball players and found that an open sport specific skill test was the only reliable predictor for players to make the junior national team 2-3 of 10 junior national team members, whereas the specific performance test was much higher at 50%.

Hoare and War (2000) recruited 15-19 year old females from different sports using a battery of anthropometric, physiological and skill tests of the 17 athletes chosen 10 went on to make Queensland zone teams and 2 went on to compete in the Bulgarian national

women's league. The authors did conclude that more weighting should be given to speed and acceleration and goal keepers should undergo a specialized test they also commented that there was a need for an objective test to measure game sense as many players were good athletes but lacked this game awareness.

2.11.1. The Role of Gene Analysis for Talent Identification

Patel (2002) stated that "If you want your kids to be great athletes marry a great athlete" (p12). This school of thought places a large emphasis on having the right gene structure in order to succeed at sport. On the other hand, a greater number of researchers conclude that it is a combination of numerous factors (including genetics and environment) that towards creating an elite performer potential use of gene assessment for TID has unearthed the age old debate of nature versus nurture

Indeed some researchers are of the belief that a "sports gene" exists that can help predict talent from a very age (Patel and Gueydan 2002). However this theory is certainly not plausible when looking at the work of peruse identified go different gene entries in their human gene – map for performance.

When considering then use of gene based technologies for TID, one must consider the degree to which a physical ability is determined by genetic makeup. Aerobic performance and Vo2 max commonly appears in the literature as a factor that is largely determined by genetics patel and Gueydan's (2002) offer that 30-70% of an individual's cardiac structures and response to cardio pulmonary exercise is genetically pre- determined.

Mac Arthur and North (2005) state that genes account for more than 40% of variance in oxygen up take at the ventilator threshold Skinner, (1998) explain that the percentage of Vo2, max attributed to genetics has shifted from 90% in the 1979's approximately 50%.

Research in to the angiogenesis- converting enzyme gene has revealed information about an individual's preference for endurance or power type events patel and Gueydan's (2002) cite a number of stuies that show an association between the ACE I allele and endurance capacity. In this article for the medical post, Christ prit chard (1998) cites work done by Ron Trent showing that 30% of elite towers possessed 2 copies of the ACe

I allele, compared with 18% in the control group. a though initial work may be promising, the same researcher (Trent) admits that the contribution of genes to elite athletic performance may vary between 5-90% and feels that is more likely to be closer to the lowers end of this range Australian low reform commission (2003)

In terms of the overall contribution of genetics to performance, Hopkins (2001) feels the genetics account for half of an individual's performance and at least half of the variation in response to training. However the 50-50 view is not supported by Baker. (2001) who cites the fact that height is approximately 80% genetically determined for this argument.

2.12. What is Talent and How to Identify Athlete's Talent

“Talent” or „potential“ are ways that some of us think about the inequality in ability, or variation in the way that different people seem to benefit from training “talent” is alleged a potential trait, a symptom of nascent ability, a foreshadowing of future performance advantage on the other hand paradoxically- the concept of talent is a way of understanding why some experts are more proficient than others; unlike a concept like *jeito*, Bulgarian term for something like a „knack; talent is usually quite task specific or specialized even though a “talented” person is often quite versatile. Howe (1998:2) offer five properties alleged to be true of “talent; and compare each with extant research that either demonstrates or undermines these propositions implicit in folk ideas of „talent;

1. It originates in genetically transmitted structures and hence is at least partly innate.
2. Its full effects may not be evident at an early stage, but there will be some advance indications, allowing trained people to identify the prescience of talent before exceptional standards of mature performance have been demonstrated.
3. These early indications of talent provide a basis for predating who is likely to excel.
4. Only a minority are talented; if all children were talented, then there would be no way to predict or explain differential success.
5. Talents are relatively domain- specific. (Howe's 1998). An entire specialized research literature, much of which is not published hold privately by various sport

organizations, is dedicated to identification to the incredibly difficult business of figuring out which young athletes will reward serious investment of training resources.

Studies of Expert Performance

Although the idea that excellence is innate at least as some kind of hard –define „potential; dies hard, research by psychologist K. Anders Ericsson strongly suggests that skill emerges out deliberate practice rather than being born in a person. According to Ericsson and Lehmann, (1996). For example discusses a host of studies that converge on the realization that talented individuals take virtually the same amount of time to achieve expert performance as their less gifted colleagues, we just don't tend to be the result of not the precondition of increasingly skilful performance and this extended apprenticeship in physical techniques (Ericsson and Lehmann review a host of examples such as “perfect pitch in music class prodigies; ballet” turn- out; and rations of fast twitch to slow twitch muscles, all of which appear malleable given the right timing and conditions).

In fact, Ericsson and Lehman suggest that the kinds of basic testing involved in much “talent” identifications may not be an indicator success at specialized skill demanding activities. Reviews of adult expert performance show that individual difference in basic capacities and abilities are surprisingly poor predictors of performance (Ericsson A.A. 1993). These negative findings together with the strong evidence for adaptive changes through extended practice suggest that the influence of innate, domain specific basic capacities (talent) on expert performance is small possibly even negligible we believe that the motivational factors that predispose children and adults to engage in deliberate practice are more likely to predict individual difference in level of attained expert performance. (Ericson and Lehman 1996)

Talent: A Difference that Makes a Difference

Some frequent readers may think that, since I seem too often argue for the influence of „nurture” or environmental effects on emerging traits, I would fall into line with Eriksson’s work, so powerful a case does he make for the production of expertise by systematic practice. What I will suggest instead is that, in a neuron theological model of

talent, we must take account of how very early difference in ability or behavior interest with cultural conceptions of „talent“ to feed the dynamics that Eriksson describes. That is, as Eriksson is so clear, access to coaching and motivation are crucial to the emergence of expertise, and both of these resources are culturally shaped to intersect with early physiological and neural traits. Cultural notions of „talent“ and very early differences in children both play a crucial part in the practical processes that produce expertise, even if only as a gateway variable preventing many from ever getting the resources necessary for deliberate practice. In what is perhaps an overly glib description, I would say that from a neuron anthropological perspective, „talent“ is a difference that makes a difference. That is my research on „talent“ across cultures admittedly still very much in the developmental stage suggests that difference traits „talent“ another might not consider that clinching be tail; a trait that might make an athlete stand out in one style of competition might not be salient in another. Ericsson (1993)

2.13. Facilities, Practice and the Role of the Coach

Carlson, (1988, 1993) argued that the behavior of coaches and their involvement with a child are more important in the development of talent are initial ability levels. The child's maturational readiness (biological social, psychological) for intense involvement in sport is also essential to experience satisfaction. Fulfillment and enjoyment (Singer and Janelle 1999). Good coaches know when to push players and when to reduce the intensity of training and their expectations. Moderation of effort and potential drop out may occur if harmony does not exist between coach and player. Some effort should be made to prevent this loss of talent by encouraging the player to return to systematic training. Elite players are more likely to think highly of their coaches from early years of involvement (Carlson, 1993).

According to Bloom (1985), identified three important phases in the development of expertise: initiation, development and perfection. Bloom's work suggests that social environments help to shape young talented individuals across the early, middle and late stages of their careers. The implication is that various situational factors and the role of family members and mentors override the natural ability of the performer.

Creating an appropriate environment in which to nurture talent may play a more significant role in the development of expertise than does heredity (Salmela, 1996). Inherent talent may be necessary, but it is insufficient criteria for the prediction of eventual playing level. Cote (1999) suggested four distinct stages of participation in sport, namely sampling, specializing, investment and recreation years. At each initial level children have the potential to move to another level drop out of the sport, or enter the recreation stage. A key area for further research therefore is to provide guidelines for nurturing and developing players through each of these stages.

2.14. Theoretical Model of Talent Development and Best Fits with Practice

2.14.1. Blooms Model of Stage Talent Development

It is important to recognize that relatively little research has addressed the ways in which elite athletes actually attain their status in sport (Tebbenham, 1998). Thus, for example Regnier (1993) present a review of talent detection and TD models developed over the past 25 years. However, although the area of TD is an intuitively seductive area, only limited research has been conducted in this area. Further, many investigations are limited due to insufficient deal about how talented performers progress to elite status. A particular exception, and one which is particularly crucial to the prior content and future proposals of this review, is Blooms (1985) model of TD. Blooms model unitizes a holistic approach, incorporates transitions and characterizes the stages of development not by chronological age but by the completion of certain tasks, the development of relationships of altitudes or the achievement of learning. Interestingly and pertinently, the model was developed through structured interviews with Olympic swimmers and world class tennis players, as well as non-sport talent such as neurosurgeons, concert pianists, sculptors and mathematicians. How valid is Blooms Model? Support Importance and limitations

The most crucial aspect of this model relates to its subject pool. Bloom's model is based on performers. Experiences of development, across the diverse areas of science (mathematicians).

Stage 1: Initiation

In this initial stage Bloom notes that parents and mentors report that a child appears to have level of giftedness. This giftedness affects both the expectations for the child and the methods of teaching, a process also observed by other researchers (Simonean. J.A 1996). The teaching at this stage is not necessarily technical, but the coach is typically kind cheerful and caring, whilst providing rewards for effort rather than for achievement. The parents are typically positive and, supportive and share the excitement of the Childs progress. The child itself is fun oriented, playful and excited. I the initial stage there is little or no emphasis placed on competition.

Stage 2: Development

According to Bloom the transition to stage 2 is characterized by the development of an athletic identify by the performer thus individuals realize that they were no longer children who swim but rather they are swimmers, no longer children who play tennis but tennis players. They often undergo an accelerated period of development as they adjust to the second stage, and probably require much positive affective knowledge resulting from the intrinsic joy of progressive learning, as well as from enthusiastic support of both their family and mentor according to (Rengier G. 1993). Terms, the child is acquiring the procedural and resultant affective knowledge base of skill acquisition. The performer is now hooked on their sport and takes it much more seriously. This development of commitment is a significant step for the athlete and is one of the major underlying components of excellence (orlick 200). As a precursor to this stage, the performer's talent frequently is recognized in some way and performer becomes much more task or achievement oriented. The new coach new approach displays superior technical knowledge and discipline is enforced. Strong guidance is given and quality results are expected. The coach is well respected and develops a strong personal. Interest in the performer, it is at the stage that parents give more moral and fluencies support to cope with the increasing demands of the progression of their child. Parents also help by restricting outside activity, while still showing concern for the holistic development of the performer. Competition becomes the yardstick for measuring progress.

Stage 3: Perfection

The transition to stage 3 is characterized by the increasing domination of sport over the performance lives. A psychological rebellion is occurring as the performer begins to know about their own knowledge base (met cognitive knowledge; Williams A.M 1995, Regnie, 1993), which reveals itself with a shift in the initiation of ideas from the mentor to the performer and a move to take personal responsibility for their own development. A change of coach also often marked this transition as a master coach was introduced. The obsession independence and personal responsibility that developed means that the performer is willing to put in the required time and effort to achieve the highest possible performance goals. While the role of the parents lessens, the relationship between the master coach and performers changes from respect to fear as higher and higher standards are demanded and performance is finally turned. Often very strong emotional, love /hate ties are created.

According to the researcher's understanding, talent identification can be either traditional or modern method. That means using both of the means can have its own advantage and disadvantages.

In years gone by and still in western countries and in dividable participation in a particular sport might will be determined by such factors as "tradition" ideas, desire to take part in Sport according to its popularity, parental pressure, a high school teacher's specially, the proximity of sport facilities etc.

This system can lead to more popular in a particular country having a point of fall supply of athletes while the lower profile sports struggle for participants. But for many specialists involved in sport, hoping for talented individuals to identify themselves through competition, is not good enough for modern sport, instead, with the aid of sport scientists, many countries and individuals sports with in countries have developed specific methods to identify talented individuals, and help these individuals choose the sport that is best suited to their abilities. Bompa (1985)

While talent identification through competition has in reality been operating ever since organized competitive sport began. It has only been relatively recent the systematic talent

identification has become a part of sport around the world (Baur 1988, Hahan95, and Bompa 1985).

Eastern bloc countries ,like the German democratic Republic, the soviet union, Bulgaria and Romania are example of countries that implemented state run to systematic talent identification programs are early at 1960's and 70's Thomson (1992) while western countries such as Australia and the united states have typically attempted to have systems in place to develop talented individualist after they have identified themselves through competition in their chosen sport (Peltola 920 several authors, like Peltola 92, Bompas 85, Thomson 85, have written about the advantage and disadvantage of sophisticated talent identification programs Bompa 85, pelotia-92 and Ghita 94 see talent identification as helping to accelerate and identification programs.

Bompa 85 pelotia-92 and Ghita 94 see talent identification as helping to accelerate and identified individual's progression to and elite level and aiding them in reaching a high performance level by the time they reach international level. They also see talent identification as being advantages to coaches by focusing their training time on athletes with higher levels of talent and abilities for their particular sport.

Talent identification also allows countries to get the best form of its limited sporting resources (pelatol982). That scientific talent identification is critical factor in the development of world class athletes is not questions Alabinetal 1980, BompaItahr and Wu (1992)

2.15. Models for Talent Identification

According to the researcher, some of the models and pre-requisite for talent identification are.

- Playing ability of an individual
- Interest of an individual
- Body adjustment of an individual (present and anticipate the future)

In Australia there has been several Talent identification models trailed on a mass scale. Some individual sports, such as rowing, have been successful in recent years. However, a sport such as rowing will identify potential elite competitors at a rather advanced stage of physical development of skilled playing technique most begin at a much younger age. Other TID schemers, such as talent search (a sports commission program administered) in schools across Australia) are too generic in nature. They fail to identify specific skill components associated with playing. The work of Bill Sweeten ham, David pine, and Bill Nelson at the Australian Institute of TID characteristics. The problem with implementing such a model is that without the proper sport infrastructure (i.e. support at several organizational levels) it's impossible to test on a wide enough basis. Infrastructure also means the involvement from the learn-to-swim segment of the aquatics industry is paramount to a successful TID program. This would require a very large commitment; with no guarantee of a significant return (i.e. there is no way of knowing if additional talented athletes could be supported through their development to elite level).

Many factors influence the relative success of a TID program these include; early age.

- The ability to identify potential athletes, (perhaps at 10-12 years of age)
- The ability to anticipate physical growth and development,
- The ability to guarantee a positive support structure (i.e. from parents, peers, coaches, etc)
- The ability to isolate the potential athlete's interest to the sport of basketball (remember that a talented) player may also be a talented runner or netballer),

It has been said that, "The best form of TID is mass participation". The best way to identify talent is to the lire numbers of young children exposed to quality learn-to-play programs and then to keep them in the sport during the age group years. This recognizes that talented athletes will mature at different rates and some will be found" as 13 year-olds. Much of the success of TID in Australia on the "educated-eye" of the basketball coach. However, the educated-eye. There important concepts should be incorporated into the coach's planning. First different training periods should have different emphasis in

terms of training and developmental objectives. Second, it is of paramount importance that both mastery and retention of “lower level” skills and fitness components are carried forward to the next training period. Players must be able to maintain basic skills and fitness components (or quickly re-acquires these after a period of reduced training before more advanced training methods/ objectives are imposed. There, training plans should be progressive (i.e. advancing in a logical manner) in their application. A general guideline for most types of training is that volume is increased first (within the limits of a players ability to adapt) than frequency of training is increased (again within the limits of adaptation) then intensity of training is increased (again, to the degree which the training can be absorbed).

Another way of looking at the development model is to think of a playing career as three distinct phases. First, all players must learn to train effectively. This involves the technical mastery of basic skills, but this concept may be extended to include every component of performance.

Second, most players will progress within a system that begins to shift the focus from “background training” to specific competition training. Third, players with the ability to successfully adapt to the first two phases will progress to a third phase of “performance training.

2.15.1. Talent

Talent is defined as a gift of ability that is domain specific (i.e. ability that is limited to a specific domain)...., talents are seen as realized abilities that are specific to a domain, with these talents and abilities reliant on development. When reviewing the definitions of talent in literature a common term arises again and again. This term has to do with the origin and nature of talent.(Bompa 85 and Thomson et.al. 85).

2.15.2. Skill

Lee et al. (2001:115) define skill as a “... underlying capability or potential to Perform at a certain level” Skill is future defined as the “Ability to do something, (esp. manual or physical) will, proficiency, expertness, dexterity; an ability to do something, acquired

through practice or-learning: (Oxford Talking Dictionary, 998: npn). Once again, the issue of the ability to acquire skill through practice and learning and highlighted as being essential to the concept to skill. As can also be seen from this definition as well as the definition of talent, these two concepts are closely interrelated with the concept of talent integral in defining the concept of skill and vice versa. For example, a talented individual is often referred to as being skilled at performing a certain function and conversely, a highly skilled individual is regarded as being talented and with high ability in their domain of choice. Therefore, it stands to reason that a talented individual has the ability to learn or to acquire skills or a skill at more efficient and effective rate than those regarded as being less talented, as has been noted earlier in this chapter.

2.16. Talent Identification Strategy Designed Development and Implementation of the Strategy

Strategy- Phase

- To reach even the most remote districts
 - The following design principles were deemed important
- A. The system should be highly flexible and without any time pressure
- B. As many administrator and coaches as possible should be involved
- C. The number of participating children should be maximized (as higher Number gives a greater chance of finding the real talented.)

A six- Step Strategy

Step 1: The creation of the general framework with the establishments of organizing committee includes all the relevant sport institutions of the province and day's work shop.

Step 2: Education or regional organizers

Step 3: Education of local teachers

Step 4: The talent identification operation

Step 5: Education of “Talent ID” coaches avoid theoretical overload in Favor of practical knowledge, include high input on administration (organizing skills), provide guidance towards self-Reliance /management/ focus on improvement of personal Teaching/coaching skills/

Step 6: Competition

2.16.1. The Identification Process

- Within circumstances (infra-structure, equipment, etc) in developing countries cannot expect the scientific criteria of objectivity, reliability and validity
- There are few internationally agreed methods and criteria of the diagnoses and prognosis of athletics talent.

2.16.2. Four Primary Criteria

1. Prognosis of final body height (form biomechanical) changes of anybody segment
2. Ability for speed, the dominate physiological functional factor
3. High level of elasticity (flexibility) as the best protection against injures
4. Absence of orthopedic anomalies. (At spine, sip knee foot joint)

After the competition of talent identification system, recommended the following 5 step programmed

Step 1: Under the responsibility of the regional “Education department” new 11-13 year old student should be identified and selected at least every two years.

Step 2: The selected talent should undergo a 1-2 years decentralized “Basic training program” in their respective regions special coach will be in change

Step 3: After a multilateral introduction in to athletics, the 14-15 year olds have the quality based on assessment of their real potential and prospects

Step 4: No Test exercise Criteria Assessed

40 m Sprint

Athlete gripping a shoulder high bar with both hands

- a) Start following acoustic/gun, whistle/ or visual/flag signal/
- b) Keeping time by crossing 40m final line Speed and Acceleration

800m (Boys/600m (Girls)

Start according to track length

- a) Starting in groups of 15-20 athletes
- b) Keeping time by crossing final line Aerobic endurance

Improve the performances of the qualified athletes through an extended “Basic training programmed” (BT-11) for the first time takes their individuals for certain wants.

Step 5:- The final stage system

- Should offer three different paths towards further improvement and respective specialization (Build-up training)
- a) Continuation at the respective region until then maximum age of 19 years
- b) Transfer of the training process at university level
- c) Training under specialized coaches (by CECS level 11 qualified coaches)

2.17. General Talent Evaluation Program

It is broad based system of identifying your people with exceptional talent in the early age. Obviously, some areas such as ascendance and static strength can be developed thorough training and hard work. However other areas such as speed and explosive power are largely innate and may be closely related to muscle fiber types cannot be readily changed through training muscle fiber types may be a determining factor in events requiring Speed and explosive ability, Performance potential field and tests.

The field test has several wide spread testing programs that encourage plays cal tines. The American Association Health, physical Education, Recreation and Dance test and

test for physical fitness are the most common. These tests, however are not designed to detect explosive straight, the main ingredient in most track and field events and the one most closely association with muscle filbert type. The proposed talent evaluation program would be administered much like a physical fitness test and would use existing sport clubs, part and recreation programs, sport camps, and school physical education classes and testing venues. The test result would be compiled and standard established for gender and age in each test category young boys and girls who scored well on the field test would be encouraged to become involved in track and field. The test results also would be used to recommend the event area in which an individual should concentrate. These tests have been shown to predict actual performance levels, once young stars have learned basic technique. This phase has been particularly useful in motivating young athletes to achieve theoretical potential.

Recent studies conducted at Indiana university with the help of a USA that and field grant revealed that it is possible to accurately predict performance in selected track and field events using relatively simplified tests. The results are most act water when the athlete already has some experience in the compaction event that he or she is expected to perform. Further studies using the same field tests should help identify what additional events would be best for the athlete.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The main objectives of this study was to identify (investigate) the practice and challenges of talent identification of athletes of some selected first division clubs in the training, the competition and the selection mechanism of the talented athletes and to suggest some solutions to implement the training and competition so as to get a good results at the end.

3.2. Research Method

Both qualitative and quantitative methods (approaches) were employed in this study. The study is a descriptive survey study as it provides the description of the existing conditions and about the problem under investigation. Quantitative methods were used to get information from appointed athletes, coaches and club administrators. In the qualitative aspect interview was used to collect data from the selected athletics clubs, coaches and club administrators.

3.3. Sample and Sampling Techniques

Depending on the importance the research topic, the researcher chosen athletes, coaches and clubs administrators from those first division athletics clubs which are found in the Addis Ababa city administration athletes that are actively Participate in the three clubs a total of 60 subjects (10 female & 10 male) from each clubs.

3.4. Source of Data Collection

Both primary and secondary data sources were used in this research. The combination of the primary and secondary information from different sources or employing multiple instruments of data collection techniques increase the credibility of the research findings and minimize the risk of erroneous conclusion.

Accordingly 2 kinds of data collection instruments i.e. questionnaire, and observation check lists were employed to obtain adequate and variety of information for the study.

3.5. Instruments of Data Collection

There is a deep conviction that there is merit in using more than one instrument as they supplement each other to generate credible data. Accordingly, the researcher employed questionnaires, structured interview and observation check list as tools of requisite information procurement. Questionnaires with closed ended and open –ended items were developed for the athletes, coaches and club administrators. To supplement information procured through questionnaires the researcher adopted a semi – structured interview for coaches and club administrators and also the researcher adopted observation checklist.

3.6. Questionnaire

Questionnaire was developed, and was administered for 24 middle distance runners¹ athletes, 6 coach and 3 club administrators. The questionnaire administered to middle distance running athletes involved a total of 20 items 17 of them were close ended and 3 of them were open ended question. And for the coaches also 11 items 3 of them were close ended and 8 of them were open ended questions.

3.7. Observation

The field observation was made to see their training and competition on the other hand; office observations were made to see the athlete²'s profile and performance evaluation mechanisms.

3.8. Data Collection Procedure

First the writer informed about the purpose and benefit of the study for participants and willingness to fill the questionnaire.

3.9. Method of Data Analysis

As far as data analysis is concerned both qualitative and quantitative approaches were employed. Qualitative method was used to provide detailed description of the data to help

the researcher explore and discover inherent facts, while quantitative approach was meant for quantifying data generated in terms of frequencies and percentages using tables

3.10. Ethical Consideration

First the writer deals with the concerned body of the clubs to get permission for the study then the writer informed the participants about the purpose of the study is going to be for academic purpose. The writer also Explain and inform to the participants about the confidentiality of the data obtained from the study. Furthermore the writer took the responsibility to avoid any learn which affect the studies groups on this studies.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

This chapter deals with presentation and analyzing of data collected through questionnaire, and observation.

The data are presented in tables and analyzed using percentage. Data collecting materials distributed to three, club administrator and other coaches were collect and organized.

4.1. Back Ground Information

Athletes were asked to indicate their back ground information through questionnaire. Responses on their age, educational level and clubs are summarized in table 4.1

Table .1 Responses on Back ground information.

No	Items	Alternatives	Respondent	
1	What is the name of Clubs?		Freq	%
2	Age	17-29	12	50
3	What is your educational	21-25	11	45.8
		26-30	-	4.2
		>31	5	20.8
			13	34.2
			3	12.5
			3	12.5

The above table's described that 12 (50%) of the athletes and 11(45.8) of the athletes are found between the age of 17-20 and 21-25 respectively. From this point of view concluded the researcher the majority of the athletes are found in young age

With regard to their educational level in Athletes, 2.5 (20.8) have primary school.

13(54.2) have secondary school, 3 (12.5) have college and 3(12.5) have university, so we can concluded that most of the athletes are educational level are secondary school.

Table 2 Responses on Knowledge and skills (Talent)

No	Items	Alternative	Respondent	
			Freq	%
4	When we came to the club, Did you select based on your talent and knowledge	Yes	22	92
		No	-	-
		Nothing	2	8

The above Table's shows that 22 (92%) of the athletes and 2(8%) of the athletes respondent based on selected based on their knowledge and skills and nothing at all weather, selected their knowledge or skills respectively this described most of the athletes believe that to join the clubs based on their knowledge and skills capacity.

Table 3 Responses on Methods of Talent Identification

No	Item	Alternatives	Respondents	
			Freq	%
5	Is there a different method of talent identification used by the coach during section period?	Yes	18	75
		No	-	-
		Nothing	6	25

The above table's indicates 18(75%) of the athletes responded that coaches have different methods of talent identification applied during selected talent no one knows the coaches applied difference methods of talent identification during their selection period.

Table 4 Responses on talent identification criteria

No	Item	Alternatives	Respondents	
			Freq	%
6	Did the coaches knows criteria for talent identification	Few	15	62.5
		Sometimes	2	8.4
		Always	6	2.5
		Unknown	1	4.1

The above table's shows out of 15 (62.5%) athletes said that the coach, knows few criteria's for talent identification 6(25%) athletes and, 2(8.4) athletes and 1(4.1%) athletes responded always knows some times knows and unknown the criteria for talent identification.

Table 5 Responses on athletes and criteria of talent identifications.

No	Item	Alternatives	Respondents	
			Freq	%
7	All team mates (athletes) in their clubs have selected based on criteria?	Yes	16	67
		No	-	-
		Nothing	8	33

The above table's shows that 16(67%) of the athletes are the athletes selected based on the criteria and 8(33%) of the athletes (respondent) are the athletes unknown the criteria's selected. So we can conclude most of the athletes identified (Selected) based on criteria.

Table 6 Responses on Knowledge

No	Item	Alternatives	Respondents	
			Freq	%
8	Do the coach have knowledge to select talented athletes	Yes	15	62.5
		No	1	4.5
		Nothing	8	33

As the above table's indicates that the knowledge of the coaches, 15(62.5%) of athletes replied they have knowledge to select talented athletes, 8(33%) of athletes replied they haven't knowledge and 1(4.5%) of athletes replied no idea about the knowledge of coaches.

Table 7 Responses on Equipment's

No	Item	Alternatives	Respondents	
			Freq	%
9	Do you have enough equipment for identify talented athletes?	Yes	11	45.8
		few	10	41.67
		No	3	12.5

According to the above table's shows 11(45.8%) said that they have enough materials 10(41.67%) of them said that they have few materials and 3 (12.5%) of said that they haven't materials to identify talented athletes.

Table 8 responses on Happiness

No	Item	Alternatives	Respondents	
			Freq	%
10	Do you happy about the set of criteria for identify talented athletes?			
		Few	9	75
		Always	12	-
		sometimes	3	25
		Un happy	-	

According to the above table's shows, 9(37.5%) athlete's said that always happy, 9(37.5%) athlete's said few happy, and 3(12.5%) some items happy and name of the athletes unhappy for the set criteria of talented athletes. So, we concluded no one un happy more than half of the athletes happy about the criteria of select talented athletes.

Question numbers 11-13 are open ended.

11. Did you know the importance of criteria for selected talented athletes?

Regarding to the question No 11, 24(58%) 100 of the respondents said that criteria important for athletes when ancestry applied the criteria

12. Which types of criteria an athlete identified during training?

According to the question No 12 12 (50%) of the athletes replied that one of the criteria to be selected the athletes are talented and skilled and 12(50%) of the athletes said that the athletes are identified (selected) based on their talent, physical appearance and compete based on their talent, physical appearance and computational results.

13 Do you think your ability is the result of criteria to be selected?

Regarding to the question no 13, 24(100%) of the athletes said that yes we were selected based on the right criteria.

Results of the data collected through questionnaire from coaches

To get reliable and relevant information (data) and avoid misunderstanding the researcher has distributed questionnaire written in Amharic for coaches. Six coaches have randomly selected and participated as respondents 20 questions were given for each coaches and 100 percent of them were filed (answer the questions) and returned.

Question number 1-7 in the questionnaire are back ground information of the coach and question 11-20 in the questionnaire are provide with closed ended choice and question number 18-20 are an open ended the following tables present the results of second parts of the questionnaires.

Table 9 responses on back ground information of the coaches.

No	Item	Alternatives	Respondents	
			Freq	%
1	Club			
2	Age	20-30	3	50
		31-40	-	-
		41-50	3	50
		>50	1	25
		Female	1	17
3	Sex	Male	5	67
4	What is your responsibility in this club?	Had coach	2	33
		Vis coach	3	50
		Armature	1	17
5	Education status	Primary school completed	-	-
		Secondary School	-	-
		Diploma	2	33
		1 st Degree	-	-
		Other Degree	4	77
6	Marital status	Married	2	33
		Single	3	50
		Divorse	1	17
		Other	-	-
7	Coaching level (Status)	1 st level coaching	3	50
		2 nd level coaching	3	50
		C level coaching	-	-
		B level Coaching	-	-
		A level coaching	-	-
8	How many year serve in this club?	3 year	1	17
		4 Year	-	
		5 Year	2	33
		6 year	-	-
		Other	3	50
9	If the answer yes the question no 9 How many year train the clubs and list down the clubs?	Yes	-	-
		No	6	100

The above Table's described that 3 (50%) of the coaches are female and 3(50%) of the coaches are male. This should that athletics coaches are proportional in numbers. Concerning the age of coaches, 3 (50%) of the coaches and 3 (50%) of the coaches are found between the age of 20-30 and 41-50 respectively. From this point of view, the researcher concluded that half of the coaches are young and half of the coaches are adult age.

With regard to responsibility of the coaches, 3 (50%) 2(%) and 1(%) of the coaches are vise coach, head coach and a mature respectively and their educational status, 2(%) have diploma and (%) have 2nd degree holder. So we concluded that most of the coaches are knowledge able educational status.

Regarding to marital status, the respondents replies that single 3(50%), married 1() and Divorce (1%) according to the data, coaching status 3(50%) have 1st level and 3(50%) second level coaching. The coaches are serve, 3(50%) second level coaching. The coaches are serve, 3(50%) have more than six years, service 2(%) have five years" service and 1(%) the coaches have one year experience at this clubs so we concluded that most of the coaches stay the clubs more than 5 years.

Table 10 response on Knowledge of the coaches

No	Item	Alternatives	Respondents	
			Freq	%
11	Do you think that enough knowledge to identify talented athletes?			
		Yes	6	100
		No	-	-
		None	-	-

As we seen from the above table (100) of the coach replied that have knowledge to identify talented athletes. So we concluded that most coaches have knowledge b/c to identify talented athletes.

Table 11. Response on athlete's age

No	Item	Alternatives	Respondents	
			Freq	%
12	Do you think that understand the age of the athlete	Always	6	100
		Some times	-	-
		No	-	-

According to the data the above table should 6(100%) said that always understand the age of the athletes. So we concluded that the coaches concerned the age of the athletes.

Table 12. Responses on Training result

No	Item	Alternatives	Respondents	
			Freq	%
13	Any trainee when we came to the training session, the trainee get specific objectives only with training?	Yes	2	33.3
		Sometimes	4	66.7
		No	-	-
		Few	-	-

As shown in the table application of training 4(66.7%) of the coaches were responded that to get results sometimes only by training. And 2(33.3%) of the coaches believes to get results only with training.

Table 13 Responses on Criteria

No	Item	Alternatives	Respondents	
			Freq	%
16	Did you identify the athletes by the set criteria?	Yes	5	83
		No	1	17
		None		-

The above table's described that majority 5(82%) of the coaches said that the athletes 1(17%) of the coach said that no criteria for identified the athletes.

Table 14 Response on

No	Item	Alternatives	Respondents	
			Freq	%
15	Have the criteria you use to recruit athletes ever been assessed and evaluated?	Yes	5	83
		No	1	17
		None	-	-

Table 15 Responses on Knowledge about Criteria

No	Item	Alternatives	Respondents	
			Freq	%
16	Do you know your athletes have knowledge about the criteria?			
		Yes	-	-
		few	6	100
		None	-	-

The above table described 6(100%) of the coaches were responded that the athletes there is few knowledge about the criteria to be identified. So we concluded most of the athletes join the clubs with few knowledge about the criteria.

Table 16 Responses on physical appearance

No	Item	Alternatives	Respondents	
			Freq	%
17	Do you identify the athlete based on the physical appearance?			
		Yes	1	17
		No	5	83
		None	-	-

According to the data, the above table shows 5(83%) of the coach said that identify the athlete based on physical appearance and 1(17%) of the coaches responded that physical appearance is not identified the athletes.

Question numbers 18-20 are open ended

18. What are the problems during identification of face intend athletes?

4(66.7%) of the respondents described that there is a problem which is not clear athlete age identification without supporting material because of this the age of athletes in the club less than the birth certificates of the athletes.

19. What are the importance of criteria for identify talented athletes? 4(66.7) of coaches said that, 2(33.3%) get talented athletes avoid unnecessary habits to identify talented athletes.

20. Do you know the coaches about scientific method of talent identification system?

2(33.3%) of the coaches responded that did not knows scientific method of talent identification and 2(33.3%) the coaches said that knows scientific method of talent identification and 2(33.3%) of the coaches knows scientific method of talent identification based to their experience and education. Result of the data collected the through questioner fromclub administrators.

To get reliable and relevant data a and avoid misunderstanding, the researcher had distributed questioner written in Amharic for administrators

Three club administrators have randomly selected and participated as a respondents. 11“3 questions are closed ended and 87 questions are open ended were given for each club administrators and 100% field and returned the questionnaire.

Table 17. Responses on criteria to identify talented athletes.

No	Item	Alternatives	Respondents	
			Freq	%
1	Is that your club coaches prepared criteria for talent identification of athletes?			
		Yes	2	66.7
		Sometimes	1	33.3
		No	-	-
		None	-	-

The above table described that, 2 (66.7%) of club administrator said that the coaches have criteria to select the athletes and 1(33.3%) of the coach said that some time have criteria for identification of athletes.

Table 18 Responses on talent identification

No	Item	Alternatives	Respondents	
			Freq	%
2	Is that your club coach identified talented athletes based on their talents?			
		Yes	3	100
		No	-	-
		None	-	-

The above table described that, 3 (100%) club administrators responded that most of the coaches identified talented athletes based on their capacities. Some conclude that all athletes identified (Selected) their talents and performances.

Table 19 responses on Knowledge and Skills

No	Item	Alternatives	Respondents	
			Freq	%
3	Is that your club coach have knowledge and skill to identified talented athletes?	Yes	3	100
		few	-	-
		No	-	-
		None	-	-

The above table shows that, 3 (100%) of the club administrator said that the coaches have knowledge & skills to identified talented athletes so we concluded that, most of the coaches simply identified talented and skill full athletes by using their knowledge and skills.

Question numbers 4-11 are open ended

4. How should trainee that come to your club be selected?

3(100%) of the administrator responses were obtained, the athletes (trainee) must be selected through criteria and computational results.

5. What are the problems face during identifying the athletes?

Regarding to the problems of section of talented athletes were, similar response were obtained from coaches. The selection criteria did not support scientific instrument like age and muscle type identification instruments.

6. Have you ever assessed selection criteria?

3(100%) of the administrator responded that first the criteria set by the coaches and technic department before apply the criteria each criteria assessed and amend if necessary.

7. How you ever prepared selection criteria?

3(100%) of the administrator replied that do not prepared selection criteria but prepared the selection criteria between coaches and technic offices.

8. What is your role so that trainers get additional know ledge?

All administrator responded that,

- Facilitate and to give chance for taken short term training.
- Facilitate every equipment for training and computational purposes and to pay salary.

9. How do you express the relationships between your club coaches and trainer?

Most of the administrator described that the relationship between the clubs coach and trainee were supportively and honesty to do each tasks to achieve the clubs objectives.

10. Do you believe that there are enough equipment for selection?

The administrator described that the clubs have not enough material for selection purpose but we have few materials to support the coach for selection of talented athletes.

11. Are the selection criteria national or not? According to the administrator replied that, the selection criteria depends on national selection criteria depends on national selection criteria, beside to this prepared selection criteria by modified and suitable the national selected criteria.

Finding from observation and check list

In practice and challenges of talent identification there is training competition and documentation problem they have seen during observation.

In this part of the study observation made by the researcher with regard to training competition and documentation weather practice and challenges of talent identification of the athletics.

To obtain information on training method training session. Generally training techniques, when observed by the researchers of this study there was no corrective training methods, documentation and competition problems

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter deal with an over view of the purpose and procedures of the study, major findings, conclusions and recommendations forwarded.

5.1. Summary

The inner most intention of this study was practice and challenges of talent identification of athletes in some selected athletics clubs in Addis Ababa city adminstreitions

The study was mainly designed to answer the following basic research questions.

- What are the challenges to identify athlete"s talent?
- What are the best methods to identify the athlete"s talent?
- What are the exact methods which survey for talent identification?
- How identify the critical talent of athletes?
- How the coaches develop and deploy talent identification?

In order to answer these questions, purposive method was employed. The data persistent to the study were gathered through three sets of questionnaires, observation and documentation from, 24 athletes, 6 coaches, 3 administrative bodies,3 clubs.

The data obtained were analyzed by using statically accepted tools (percentage) and descriptive statements.

At last, on the base of review of related literatures and analyzed data, The finding of the study indicated that the training system, documentation, competition the skill of athletes. As the researcher confirm that the main problem of the clubs are lack of facilitate and equipment scientific method criteria.

5.2. Conclusion

1. Based on the study findings

- More than 50% there knows criteria for talent identification of the athletes which assist for effective coaching skill.
- The majority of the athletes were selected based talent identification criteria the results revealed that some of the athletes are selected by unknown criteria therefore, following the selection criteria is vital for talent identification
- Some of the coaches were not have sufficient coaching knowledge and the clubs had not enough materials to identify the talented athletes.
- The coaching level/ status half of the coaches are first level and a few of them were 2nd level this revealed as the skill of the coach sot identify talent athletes were not sufficient
- The study result indicates that 50% of the coach were not know him scientific method of talent identification this suggest that low level of coaching.

5.3. Recommendation

- Coaches were focus only on current performance of the athletes and physical appearance, however, there was a gap on talent identification criteria. So they should have follow the rule of talent identification.
- Sharing experience from other clubs, coaches and federation is with for athlete's talent identification.
- Athletes themselves do not believe on talent identification criteria, but they believe only by their individual performance.
- The coaches should be upgrade their coaching levels and to identify athletes talent effectively.
- The clubs should be fulfilled the scientific materials use for measuring athlete's talent.

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APPENDIXES

Appendix 1

Addis Ababa University Graduate Program Sports sciences Department Survey Questionnaire

Questionnaire for Data collection to be filled by Trainers

Part 2: Dear Respondent

I am a post graduate program student in Addis Ababa University in the Department of sports science, lifting my thesis /dissertation as a requirement for my graduation. The purpose of this questionnaire is to assess the problems the Athletics clubs in Addis Ababa are encountering while training youngsters because it is believed that these youngsters are not selected on the basis of their potential and the skills for athletics. You are kindly required to give the right information in relation to the purpose of the paper in all the questions. All responses are kept confidential.

Dear respondent, please don't write your name on this questionnaire.

Thank you in advance for your advance for your cooperation!

Instruction: please, indicate your answer by putting a tick (V) mark in the box.

For your open end responses, write your answers in the blank spaces provided.

1. Biodata /personal information training your club _____
Age A. 17-20 B. 21-25 C. 26-30 D. University
2. Education level
A. Primary education B. secondary education
B. College D. University
3. In your opinion, how should an athlete be selected/chosen for training?
4. Do you believe that your current position or skill is because you have been selected the right way?
5. Did the trainer who selection you used method A. Yes B. No C I do not know
6. Does your trainer know about the selection criteria?
A. To some extent B. sometimes C. Always
D. He doesn't know
7. Were the trainers in your club selected using the whole criteria?
A. Yes B. No C. I do not know
8. Do you think that the trainer has enough knowledge about selection of athletes?
A. Yes B. No C. I don't know
9. Do you believe that tool or equipment for selection are in good supply?
A. Yes B. No C. I do not know
10. How satisfied are you about the selection criteria?
A. Slighting B. Always c. sometimes
C. I am not satisfied
11. What can you say about the importance selection criteria?

12. In your opinion how should an athlete be selected choice for training?

13. Do you believe that your current position or skill is b/c often you have selected the right way? _____

Appendix 2

**Addis Ababa University
Graduate Program
Sports sciences Department
Survey Questionnaire**

Questionnaire for Data collection to be filled by Trainers

Part 2: Dare Respondent

I am a post graduate program student in Addis Ababa University in the Department of sports science, lifting my thesis /dissertation as a requirement for my graduation. The purpose of this questionnaire is to assess the problems the Athletics clubs in Addis Ababa are encountering while training youngsters because it is believed that these youngsters are not selected on the basis of their potential and the skills for athletics. You are kindly required to give the right information in relation to the purpose of the paper in all the questions. All responses are kept confidential.

Dear respondent, please don't write your name on this questionnaire.

Thank you in advance for your advance for your cooperation!

Instruction: please, indicate your answer by putting a tick (V) mark in the box.

For your open end responses, write your answers in the blank spaces provided.

A. Personal data

1. The club you train _____
2. Age a) 20-30, b, 31-40 c) 41-50, d, 50 and above
3. Sex: a) Male, b) Female
4. Your responsibility in the club:

Chilled trainer of head trainer

Assistant Trainer

Part-time trainer

5. Level of Education:

Elementary school education completed

Secondary school education completed

Diploma holder

B. The trainer's personal life:

6. Marital status

Married

not married

7. Trainer's qualification

Primary level trainer

Secondary level trainer

Level C trainer

Level B trainer

Level A trainer

For 34 years

for 4 years

for 5 years

For 6 years

others _____

8. How long have you served in the club you are working currently? _____

9. Have you trained in another club before this?

Yes

No

10. If your answer 15 yes to No 9, indicate the number of years you have served and the names of the athletic clubs you have work in : _____

1. Do you feel you have the competence to select athletes by yourself? _____

a) Yes

b) No

C) I don't know

2. Have recruited or selected?

a) Always

b) sometimes

C) I don't know

3. Do you think any trainee athlete can bring the desired positive results by undergoing in a training program only?
- a) Yes, I do, b) sometimes c) I don't know
- d) I strongly believe
4. Do you think the athletes you have recruited were selected on the basis of the standard criteria for section?
- a) Yes, b) No c) I don't know
5. Have the criteria you use to recruit athletes ever been assessed and evaluated?
- a) Yes b) No C) I don't know
6. Do the athletes you recruit have the know ledge about the criteria you use?
- a) Yes b) No C) I don't know
7. Is the athlete you selected for training was recruited on the basis of physical fitness?
- a) Yes b) No c) I don't know
8. What are the problems you have encounter during the recruitment of trainee athletes?
- _____
- _____
9. What is the use of applying standard criteria for the selection or rearmament of trainee athletes? _____
- _____
10. How far do the athlete trainers in our country know about the scientific method of talent identification system? _____
- _____
- _____

Appendix 3

Addis Ababa University Graduate Program Sports sciences Department Survey Questionnaire

To be filled by Administrators

Part 3: To Dear participates/Research Subjects?

I am a sports sciences postgraduate student currently doing my graduation paper. The focus of the study is about problems relating to athletics clubs in Addis Ababa in selecting children for athletics training without considering their natural talent and skills. You are selected to be part of this study. The genuine response you provide are vital to the success of this study and therefore you are cordially requested to carefully fill out this questionnaire. your participation is in fact based on your willingness assure you that the responses you give will be kept confidential and used only for the purpose of this study. Your identity will not disclose and distributed in any form. All the data you provided will be used only for educational purposes.

I express my gratitude in advance for the time you take to fill out this questionnaire

Note:- you are not required to write your name on the questionnaire

Use a tick mark (✓) in the box to give your answers

Use the spaces provided to give your answers for questions that require your short responses and explanations.

1. Do the trainers and sports professional ub carry out selection setting appropriate criteria?
A. Yes B. sometimes C. No D. I do not know
2. Do the trainers in your club select athletes on the basis of their skills and talent?
A. Yes B. No C. I do not know
3. Do your trainers have adequate knowledge and skills to select athletes?
A. Yes B. To some extent
C. no D. I do not know

4. How should trainees that come to your club be selected? _____

5. Have you ever assessed selection criteria? _____

6. Have you ever assessed selection criteria? _____

7. Have you ever prepared selection criteria? _____

8. What is your role so that trainers get additional knowledge? _____

9. How do you express the relationships between your clubs trainers and trainers? ____

10. Do you believe that there are enough tools meant for selection? _____

11. Are the selection criteria national or not?
Where do you get them from? _____

Appendix 4

Check List Training

No	Item	Yes	No
1	Trainer and trainees came on time		
2	There's a field for training.		
3	Both trainees and trainers have complete sportsmen's		
4	The trainer has a plan for training		
5	The trainer has a plan for training		
6	The trainer has applied procedures for training properly.		
7	The relationship between the trainees and the trainer is good		

Appendix 5

Check List Competition

No	Item	Yes	No
1	Trainers all necessary documents		
2	Trainees have all need documents		
3	Criteria to select others		
4	During training time documents of trainees are we handled		
5	The presence of competition		
6	The presence of training programs.		
7	The handling (presence) of the athletes yearly and seasonal to competition result.		

Appendix 6

Check List Documentation

No	Item	Yes	No
1	Competition place is enough and comfortable		
2	Materials for competition are fulfilled		
3	Qualified referees are assigned for the competition		
4	During the competition trainers do follow ups and give advice.		
5	The condition of spectator during computation		
6	The availability of first aid during competition.		

Observation Check list

Training, competition and Documentation

Training

No	Items	Alternatives	Responses	
1	Trainer and trainers come on time			
2	There's Field for Training			
3	There are enough /sufficient) materials for Training			
4	Both trees of trainer have complete sport weats			
5	The trainer has plan for training			
6	The trainer has applied procedures for training			
7	The relationship between the trainees and trainer is good			

Observation Check list

Training, competition and Documentation

Training

No	Items	Alternatives	Responses	
1	Trainer and trainees come on time			
2	There's Field for Training			
3	There are enough /sufficient) materials for Training			
4	Both the trainer and trainees have complete sportswear			
5	The trainer has a plan for training			
6	The trainer has applied procedures for training			
7	The relationship between the trainers and trainees is good			

Competition

No	Items	Alternatives	Responses	
1	Competition place is enough comfortable			
2	Martials for competition are Full filed			
3	Qualified Reference assigned further competitions			
4	During the competition trainers do follow ups and give advice			
5	The competition of spectator during to competition			
6	The availability of first aid during completion			

Documentation

No	Items	Alternatives	Responses	
1	Trainers all necessary documents			
2	Trainers have all need documents			
3	Criteria to select Athletes			
4	During training time documents of trainers are we hand least			
5	The presumes of competition program			
6	the presence of training program			
7	The handling (Presence) of the athletes yearly of sensual to competition results.			

Appendix 7

የአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ፕሮግራም የስፖርት ሳይንስ ክፍል

የዳሰሳ መጠይቅ

ለአትሌቶች የሚሞላ

ክፍል 1. ለውድ የጥናቱ ተሳታፊዎች

እኔበአዲስአበባዩኒቨርሲቲድህረምረቃፕሮግራምበስፖርትሳይንስትምህርትክፍልየድህረምረቃተማሪስሆንበአሁኑሰዓትየመመረቂያፅሁፌንበማዘጋጀትላይእገኛለሁ።ጥናቱታዳጊህፃናትንለአትሌቲክስሥልጠናተፈጥሮአዊተስጠእናክህሎትንባማከለመልኩያለመመልመልችግርበአዲስአበባከተማበሚገኙየአትሌቲክስክለሶችክለሶችላይትኩረትበማድረግየሚሰራነው።እርስዎምበዚህጥናትእንዲሳተፉተመርጠዋል።እርስዎየሚሰጡትንትክክኛውንመረጃለጥናቱውጤታማነትበጣምአስፈላጊመሆኑንበመገንዘብመጠይቁንበጥንቃቄእንዲሞሉእጠይቃለሁ።ተሰትፎታዎበእርስዎበጎፈቃደኝነትላይየተመሰረተነው።በመጨረሻምየሚሰጡትመረጃሚስጥራዊነቱየተጠበቀናለዚህጥናትዓላማብቻእንደሚውልአረጋግጣለሁ።የማንኛውምመልስሰጪማንነትበማንኛውምመልኩየማይታተምናየማይሰራጭይሆናል።ሁሉምመረጃዎችለትምህርታዊዓላማብቻይውላለሁ።

ጊዜዎንምሰውተውስለሚያደርግልኝትብብርበቅድሚያአመሰግናለሁ።

ማሳሰቢያ፡ መጠይቁላይስምመፃፍአያስፈልግም

መልስዎትንበሳጥኑውስጥየእርማት “✓”ምልክትያመልክቱ

12. አሁን ያሉበት ደረጃዎ ይሞች ለብት ክክል በመመልመል ሎትነው በለው ያስባሉ?

Appendix 8

የአዲስአበባዩኒቨርሲቲ የድህረምረቃፕሮግራም የስፖርትሳይንስክፍል

የዳሰሳመጠይቅ

በአሰልጣኝየሚሞላ

ክፍል 2. ለውድየጥናቱተሳታፊዎች

እኔበአዲስአበባዩኒቨርሲቲድህረምረቃፕሮግራምበስፖርትሳይንስትምህርትክፍልየድህረምረቃተማሪስሆኑበአሁኑሰዓትየመመረቂያፅሁፌንበማዘጋጀትላይእገኛለሁ።ጥናቱታዳጊህህናትንለአትሌቲክስሥልጠናተፈጥሮአዊተስጦእናክህሎትንባማከለመልኩያለመመልመልችግርበአዲስአበባከተማበሚገኙየአትሌቲክስክለሶችላይትኩረትበማድረግየሚሰራነው።እርስዎምበዚህጥናትእንዲሳተፉትመርጠዋል።እርስዎየሚሰጡትንትክክኛውንመረጃለጥናቱውጤታማነትበጣምአስፈላጊመሆኑንበመገንዘብመጠይቁንበጥንቃቄእንዲሞሉእጠይቃለሁ።ተስትፎዎበእርስዎበገፈቃደኝነትላይየተመሰረተነው።በመጨረሻምየሚሰጡትመረጃሚስጥራዊነቱየተጠበቀናለዚህጥናትዓላማብቻእንደሚውልአረጋግጣለሁ።የማንኛውምመልስሰጪማንነትበማንኛውምመልኩየማይታተምናየማይሰራጭይሆናል።ሁሉምመረጃዎችለትምህርታዊዓላማብቻይውላለሁ።

ጊዜዎንምሰውተውስለሚያደርልኝትብብርበቅድሚያአመሰግናለሁ።

ማሳሰቢያ፡ መጠይቁላይስምመፃፍአያስፈልግም

መልስዎትንበሳጥኑውስጥየእርማት“✓”ምልክትያመልክቱ

የእርስዎንአጭርናግልፅማብራሪያለሚፈልጉጥያቂዎችበተሰጠውክፍትቦታምላሽዎንይስጡ።

13. ማንኛውም ሰልጣኝ ወደ ስልጠና ሲገባ በስልጠና ብቻ የተፈለገውን ማምጣት ይቻላል ብለው ያስባሉ?

ሀ) አዎ ነስ (አሁኑም) አንዳንድ ጊዜ ሐ) አላውቅም መ) በጣም አዎ ነስ ሁ)

14. እርሶ ስልጠና የመለመሷቸው ሰልጣኞች የተመለሱት በተሰጠ የመመልመያ ዘዴ (criteria) ነው?

ሀ) አዎ ነስ) አይደለም ሐ) አላውቅም

15. እርሶ አትሌቶችን ለመመልመል የሚጠቀሙ በትየ መመልመያ መስፈርት (criteria) ተገምግሞ ያውቃል?

ሀ) አዎ ነስ) አይደለም ሐ) አላውቅም

16. እርሶ የሚመለምሉት አትሌቶች ስለመመልመያ መስፈርት (criteria) እውቀት አላቸው?

ሀ) አዎ ነስ) በመጠኑ ሐ) አያውቁም

17. እርሶ በስልጠና የመለምሉት ሰልጣኝ ባለው ተክለ ሰውነት ነው?

ሀ) አዎ ነስ) አይደለም ሐ) አላውቅም

18. በመመልመላዊ ቅትያ ጋጠሞት ችግር ምን ድንገት ነው?

19. የመመልመያ መስፈርት (criteria) ጥቅሙ ምን ድንገት ነው?

20. በሀገራችን ያሉ አሰልጣኞች ስለ ሳይንሳዊ ዘዴ (scientific method of talent identification system) ምን ያህል ያውቃሉ?

Appendix 2

የአዲስአበባዩኒቨርሲቲ

የድህረምረቃፕሮግራም

የስፖርትሳይንስክፍል

የዳሰሳመጠይቅ

አስተዳደርበአስተዳደርኃላፊዎችየሚሞላ

ክፍል 3. ለውድየጥናቱተሳታፊዎች

እኔበአዲስአበባዩኒቨርሲቲድህረምረቃፕሮግራምበስፖርትሳይንስትምህርትክፍልየድህረምረቃተማሪስሆንበአሁኑሰዓትየመመረቂያፅሁፌንበማዘጋጀትላይእገኛለሁ።ጥናቱታዳጊህፃናትንለአትሌቲክስሥልጠናተፈጥሮአዊተስጦእናክህሎትንባማከለመልኩያለመመልመልችግርበአዲስአበባከተማበሚገኙየአትሌቲክስክለሶችላይትኩረትበማድረግየሚሰራነው።እርስዎምበዚህጥናትእንዲሳተፉተመርጠዋል።እርስዎየሚሰጡትንትክክኛውንመረጃለጥናቱውጤታማነትበጣምአስፈላጊመሆኑንበመገንዘብመጠይቁንበጥንቃቄእንዲሞሉእጠይቃለሁ።ተስትፎዎበእርስዎበጎፊቃደኝነትላይየተመሰረተነው።በመጨረሻምየሚሰጡትመረጃሚስጥራዊነቱየተጠበቀናለዚህጥናትዓላማብቻእንደሚውልአረጋግጣለሁ።የማንኛውምመልስሰጪማንነትበማንኛውምመልኩየማይታተምናየማይሰራጭይሆናል።ሁሉምመረጃዎችለትምህርታዊዓላማብቻይውላለሁ።

ጊዜዎንምሰውተውስለሚያደርፍኝትብብርበቅድሚያአመሰግናለሁ።

ማሳሰቢያ፡- መጠይቁላይስምመፃፍአያስፈልግም

መልስዎትንበሳጥኑውስጥየእርማት “✓”ምልክትያመልክቱ

የእርስዎንአጭርናግልፅማብራሪያለሚፈልጉጥያቂዎችበተሰጠውክፍትቦታምላሽዎንይስጡ።

1. የእርሶክለብአሰልጣኞችእናየስፖርትባለሙያዎችየመመልመያመስፈርት (criteria) አዘጋጅተውይመለምላሉ?
ሀ) አዎንላ) አንዳንድጊዜሐ) አይደለምመ) አላውቅም
2. የእርሶክለብአሰልጣኞችአትሌቶችንሲመለምሉባላቸውችሎታናተሰጥኦነው?
ሀ) አዎንላ) አይደለምሐ) አላውቅም

3. የእርሶአሰልጣኞች አትሌቶች ለመመልመል በቂ እውነትና ችሎታ አላቸው?

ሀ) አዎንላ) በመጠነ ሐ) አይደለም መ) አላውቅም

4. ወደ እርሶአሰልጣኞች በምን አይነት መልኩ ቢመለመሉ ይመርጣሉ?

5. የእርሶአሰልጣኞች ሲመለመሉ የጋጠሙ ችግሮች ምን ምን ናቸው?

6. እርሶየ መመልመያ መስፈረት (criteria) ገምግመው ያውቃሉ?

7. እርሶየ መመልመያ መስፈርት (criteria) አዘጋጅተው ያውቃሉ?

8. አሰልጣኞቻቸው ማሪክው ቀትለማገኘት የእርሶ ሚና ምን ድነው?

9. የእርሶአሰልጣኞች እና አሰልጣኞች ያላቸው ግንኙነት እንዴት ይገልጹታል?

10. ለመመልመያ የሚሆን በቂ መሳሪያ አለን በለው ያምናሉ?

11. የመመልመያ መስፈርቱ (criteria) አገር አቀፍነው
? ወይስ አይደለም? ከየትነው የሚያገኙት?

Appendix 10

የአዲስአበባዩኒቨርሲቲ
የድህረምረቃኘርግራምየስፖርትሳይንስክፍል
የዳሰሳመጠይቅ
በተማሪውየሚሞላ

Checklist

Training

ተ.ቁ	ተግባራት	አለ	የለም
1	አሰልጣኙ እና አሰልጣኞች በሠዓታቸው ተገኝተዋል		
2	የስልጠና ሜዳ አለው (ቦታው ምቹነው)		
3	የማሰልጠኛ ቁሳቁስ እና መሳሪያዎች አሉ		
4	አሰልጣኞች እና አሰልጣኙ ትጥቃቸው የተሟላነው		
5	አሰልጣኙ የሥልጠና ዕቅድ አለው		
6	አሰልጣኙ የስልጠና ሂደቶችን በአግባቡ ተጠቅሟል		
7	አሰልጣኙ አሰልጣኞች ጋር ያለው ግንኙነት ጥሩ ነው		

Appendix 11

**የአዲስአበባዩኒቨርሲቲ
የድህረምረቃኘርግራም
የስፖርትሳይንስክፍል**

**የዳሰሳመጠይቅ
በተማሪው የሚሞላ**

Checklist

Competition

ተ.ቁ	ተግባራት	አለ	የለም
1	የመወዳዳሪያ ሥፍራ በቂ እና ምቹ ነው		
2	ለውድድሩ የሚያስፈልጉ ቁሳቁሶች ተሟልቷል		
3	ለውድድሩ ተገቢ ደኞች ተመድበዋል		
4	በውድድሩ ወቅት አስልጣኞች ድጋፍና ክትትል የደርጋሉ		
5	በውድድር ወቅት የመልካች ሁኔታ		
6	በውድድር ወቅት የተመልካች ህክምና ድጋፍ		

Appendix 12

የአዲስአበባዩኒቨርሲቲ

የድህረምረቃኘርግራም

የስፖርትሳይንስክፍል

የዳሰሳመጠይቅ

በተማሪው የሚሞላ

Checklist

Documentation

ተ.ቁ	ተግባራት	አለ	የለም
1	የሰልጣኞችመረጃበአግባቡይገኛል		
2	የአሰልጣኝመረጃበአግባቡይገኛል		
3	የአትሌቶችየመመልመያመስፈርቶችመኖራቸው		
4	በልምምድወቅትየተመልማዩንመረጃስለመያዝ		
5	የውድድርመርሀግብርስለመኖር		
6	የልምምድመርሀግብርስለመኖር		
7	የአትሌቶችዓመታዊናወቅታዊየውድድርውጤትመረጃ		

DECLARATION

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

Name: Biruk Kebede

Signature: _____

Date: _____

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

Name: Tesfaye Asgedom (PhD)

Signature: _____

Date: _____