A STUDY OF CURRENT PROBLEMS AND CHALLENGES OF SOME SELECTD ADDIS ABEBA LONG DISTANCE RUNNING EVENT ATHLETICS CLUBS

By:

DINE HELIL

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

August 2012

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Approved by board of examiners

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External Examiner	Signature

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Acronyms

RDAs: Recommended Dietary Allowances

ACSM, ADA, & DC: American College of Sports Medicine, American Dietetic Association, and Dietitians of Canada

ATP: adenosine tray phosphate

C.G: contact with the ground

HR max: heart rate maximum

LSD: long, slow distance

Mm: mile mole

M L: mile liter

Abstract

The aim of this study is to dig out the current problems and challenges of Addis Ababa long distance athletics clubs. A descriptive survey research design was adopted to understand the current problems and challenges of Addis Ababa long distance clubs through questionnaires, interviews and observations which were thematically analyzed. The sample consisted of twenty male and twenty female athletes, experts and long distance coaches in some selected Addis Ababa athletics clubs. The key theme emerging from the data was the strength of identification of the problems and challenges related to the all activity of long distance running in some Addis Ababa long distance athletics clubs. The study focuses on the central role of training and preparing to run, and how these contribute towards participants' sense of running identity. This study provides a series of linked themes exploring the culture of long distance running, so as to revive a deeper understanding of the participants' running experience and improve the cooperative works among the long distance running athletes.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Athletics is a medium through which an all rounded development of personality can be promoted. .Running, jumping and throwing are the most important elements and natural physical activities of all the people of the world since time immoral. These exercises were directly connected with productive and other activities of man. They have had major roles in defense and the provision of the essentials of life. Track and field has become an independent sport with its own events, special techniques and tactics of movement, coaching methods and law of competitions.

In Ethiopia, athletics ,especially, long distance running is one of the most beloved, oldest and historical event starting from the shining victory of the barefooted, legendary, Abebe Bikila who won title in the most grueling Marathon race. For the first time in history, he brought Olympic medal to the land of Africa. Indeed, this was an achievement title expected in the past. And it was a testimony for the spectacular upsurge of the national sports. Following Abebe's footstep, other precious long distance heroes emerged such as Mamo Wolde, Miruts Yifter, Mahammed Kedir, Eshetu Tura, Belayneh Densamo, Haile G/Selassie and others. These athletes took the nation's flag from Abebe and rose it up over the world and made the world witnessed the strength of the nation in long distance. Also, among females, Derartu Tulu and Fatuma Roba was the golden Ethiopian to be the first not only in Ethiopia but also in Africa to win the Olympic 10,000 and Marathon gold medals respectively, and shaped the future athletes being the role model.

Training long distance races requires improvement of the athlete's aerobic endurance. An athlete's aerobic endurance is controlled by the ability of the athlete's heart, lungs, and circulatory system to supply oxygen to the athlete's muscle for a long, sustained effort. Training for aerobic endurance is characterized by long runs at moderate speed. Gerry Carr, (1999)

Long distance running is considered the best method for development of an aerobic base and building aerobic endurance. Long runs are usually performed in a "steady state" in which the

athlete works at a rate in which oxygen demands and oxygen use are balanced. Athletes can run on trails, field, roads, and tracks at slow and moderate speed. It emphasizes variety, and instructs athletes to progressively increase intensity by running the same distance at a faster speed or running a longer distance at the original speed.

The common factors contributing to success across the spectrum of these include running economy, technical and tactical ability, and maximum speed for the finishing sprint or kick. However, the most important factor is endurance or more precisely specific endurance. In fact, these events are often referred to as the endurance events.

The fact is clear that athletes should posses the above-mentioned abilities in maximum and effective ways possible. As the best and the only mentioned way by which an athlete achieve those significant building blocks of success in long distance is training.

To this end, this study tries to investigate the current problems and challenges of some selected Addis Ababa long distance running athletics clubs based on the results scored from 13th world athletics champion in Korea in relation to training, selection criteria and other factors in related to low performance. In general, this research looks at the current realities of some selected Addis Ababa long distance athletics clubs and attempts to give possible recommendations.

1.2 Statement of the problem

Running on the streets of Rome in 1960, an unknown, barefoot Ethiopian man stunned the world by winning Olympic gold in the marathon. Overnight, Abebe Bikila became a sports legend. A hero in his own country and to the continent, Bikila was the first African to win a gold medal. Four years later in Tokyo; he also was the first person in history to win consecutive Olympic gold medals in the marathon. This soldier and quiet son of a shepherd is considered by many the greatest long-distance runner in history.

The victory of Abebe Bekila and others inspired many Ethiopians, men and women to take part in athletics competitions. It was the wish of Ethiopian to see a women hero in the Olympic game. To that end, the women involved at different athletics events took part in Africa and all African games competition. Like their men counter parts, Ethiopian women concentrated on long distance running. As it is known, Derartu Tulu was the first Ethiopian female athlete to win gold medal in

10,000 m in Barcelona Olympic in 1992 and a female hero in the modern Olympic. Since then, the world has come to believe the fact that Ethiopia has become the source of long distance runners and Ethiopians too have continued leading all long distance athletes of the world. Furthermore, the study will try to assess the major problems that have hindered athletics performance in Ethiopia particularly, the long distance running, and also attempts to suggest possible solutions.

1.3 Basic research questions

Specific questions to address the above objectives are:

1. What are the major problems that affect the performance of the athletics clubs?
2. What methods of training are used in the clubs?
3. Is the training method comfortable for the athletes?
4. Do the clubs select the athletes fairly based on the current performance?
5. Do the concerned body committed to support the club?

1.4 Objective of the study

General objective

The general objective of this study is to dig out the current problems and challenges of some selected Addis Ababa long distance athletics clubs.

Specific objectives of the study:

- To dig out the major factors that hinder the results of Addis Ababa long distance athletics club.
- To evaluate the methods of training, criteria of selecting athletes
- To find out long distance race related problems.
- To seek solutions to the problems that affect the long distance running clubs athletes' performance.
- To help other researcher who would like to study on the topic.

1.5 Significance of the study

In this modern time, long distance race has a great acceptance by the world spectators, coaches, athletes, national and international athletics federations especially during world championship and Olympic competitions. The main reasons the researcher wants to conduct this research are:

- To dig out the reactions given by the concerned bodies such as athletics clubs, athletics club experts, coaches, etc about low achievements recorded by some selected Ethiopian athletes at the 13th world athletics champions in Korea.
- To sustain the previous performance of Ethiopian long distance athlete.
- To show what Ethiopians predict in the current performance 0f the Ethiopian athletes?

The outcome of this research, therefore, will help different organizations and concerned bodies in the field of athletics. Basically, Addis Ababa athletics clubs will be more beneficial. In addition to this, the outcome will be used as significant input to different clubs, projects, coaches and regional sport federations as well as sport commission. Moreover, it gives direction for researcher interested to study on this area.

1.6 Delimitation of the Study

Studying the current problems and challenges of Addis Ababa athletics clubs of long distance is very wide in scope. For the sake of manageability of time and financial constraints, this study will assess only the current problems and challenges of some selected Addis Ababa long distance athletics clubs.

1.7 Limitation of the Study

During conducting this study, the researcher was challenged with the following limitations. There was a serious scarcity of reading materials in the area to obtain the necessary data on the topic that a few source materials have been repeatedly used. Lack of co-operation with athletics clubs, financial problems as well as Shortage of time limited the study. The above constraints may have a great impact on the quality of the study.

1.8. Operational Definition of Terms

- **Athlete:** is a person who competes in sport.
- **Coach:** Are people who help/train athletes meeting their need to have fun and develop performance by strutting their sport experience.
- **Fitness;** is how well a person is adapted to and capable of living a certain lifestyle.
- **Methods of Training**: is the intelligently and systematically applying a basic knowledge of biomechanics and physiology helps to create good track and field athlete.
- **Performance**; an observable behavior of the athlete in the play ground.
- **Status**: the situation at which sprit is current found
- **Training**; is a systematic process with the objective of improving an athlete's fitness in a selected activity.
- **Training principals**: - are the guide lines govern human beings to develop physical, mental and performance response to implement training.

1.9. Organization of the Study

The research is organized into five chapters. The first chapter will deal on introduction, and consists of background of the research, statement of the problem, significance, delimitation and limitation of the study. The second chapter concentrate on review literature, the third chapter shows research methodology, which includes research design, sample size, sampling technique, and data collection instruments and data analysis method. While the fourth chapter examines research results .Finally, the fifth chapter summarizes the research and highlights the way forward. References and appendix, which include questionnaire, checklists, glossary and other related materials, will be part of the document.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Technical Considerations of Long Distance Running

The long distance running events require athletes to run at a relaxed and coordinated manner because only in this way can energy be conserved. As Zimkin (1959) stated almost fifty years ago, "The better the coordination of movements and the fewer muscles are involved in the performance of a given movement, the longer the work can be pursued". Correct execution of Skills are definitely the heart of running economy.

2.2 Running Economy in Long Distance Running

Schmolinsky, (1983) said that running action is considered as economic when the runner's energy is expended solely on overcoming the forces of resistance he encounters. The greatest expenditure of energy undoubtedly takes place during the push-off phase. Energy is further required for overcoming air resistance, which increases with the running speed, and for coordinating the various parts of the body. Running involves a rapid change of muscular contraction and relaxation. A skillful runner should be able to avoid unnecessary muscular tension so that she can apply her energy more effectively.

2.3 Biomechanical Analysis of Long Distance Running Technique

Leg Movement in Long Distance Running

For the purpose of analysis, the complete cycle of leg movement can be divided into three phases: support, drive, and recover. The support phase starts once the foot makes contact with the ground and ends as the C.G. of the athletes passes forward of it. The function of the support phase is twofold: (1) to absorb the shock of impact (through the flexion of the hip-, knee-, and ankle-joints) caused by the downward motion imparted by gravity at the end of the recovery phase; and (2) to prepare the athlete for the next stride with the minimum loss of forward momentum.

The method of making foot contact (i.e., landing) is the most controversial part of the long distance running techniques. Many coaches and authors advocate the "heel-ball-toes" approach, during which the athlete lands with her heel on the ground, and then rolls to the ball of the foot, and finally pushes off with the toes. Actually, however, at the moment the heel makes contact with the ground, the forward motion of the foot will continue to move forward (Newton's first law), exerting a force on the ground (i.e., action). At the same time, the ground will response by giving back a force of "reaction", which is equal in magnitude but opposite in direction (Newton's third law) that retards the athlete's forward speed. Similar situation also occurs when the athlete over strides by swinging the lower leg forward just before the foot lands. A more reasonable approach (normally referred as the "ball-heel-ball" approach by track coaches) is to make ground-contact with the outer edge of the ball of the foot first, and immediately afterward, the foot rolls inward and the heel comes to the ground to bear the full weight of the body. Besides, the foot continues to move backward so that a forward horizontal reaction is evoked and the athlete's forward momentum is increased. Nett (1964) also pointed out that for longer runs at slower paces; the contact point shifted a bit further back toward the heel. Moreover, even the heels of sprinters made contact with the ground. Payne (1983) found that in a group of 18 international sprinters competing in events up to 200 m, only one did not lower the heel to the track. In another group of 41 international runners competing over 400-1500 m, only 6 used the same technique. Therefore, it is unnatural to deliberately prevent the heel from dropping onto the ground. Deshon and Nelson (1964) also concluded from their study that efficient running was characterized by the placement of the foot as closely as possible beneath the C.G. of the runner. The drive phase commences as the support phase ends, and terminates as the foot (i.e., the toes) leaves the ground. The athlete should forcefully extend the hip-, knee-, and ankle-joints, exerting the force downward and backward, which causes the body to be projected forward and upward into the next stride. The athlete's speed as the foot leaves the ground (and thus the stride length) is a function of the work done by the extensor muscles of the hip-, knee-, and ankle joints. The recovery phase starts as soon as the toes leave the ground and comes to an end when the foot is brought forward for the next landing. As soon as the foot leaves the ground, the lower leg is brought closer to the hip axis, reducing the leg's moment of inertia, and thus, increasing the angular velocity to move the leg forward for the next stride.

When the athlete's thigh reaches a horizontal or near-horizontal position, the lower leg swings naturally forward, and prepares for the landing.

Arm Movement in Long Distance Running

According to Hinrichs (1982) the main function of the arm movement could be to cancel out the angular momentum resulted from the leg movement. The weaker leg drive and slower leg swing during the recovery phase for long distance runners actually develop less twisting angular momentum than sprinters; and a reduced striding frequency (about 3 strides per second for long distance runners and 4.5 to 5 strides per seconds for sprinters) also give the trunk time to take up the reaction to this angular momentum without recourse to forceful and exhausting arm movement Dyson, (1986). Therefore, long distance runners should conserve their energy by avoiding vigorous arm movement.

2.4 Training Methods in the Long Distance Running

Running Events in Long Distance Running

Åstrand & Rodahl (1986) stated that long distance running training aims at improving both the anaerobic and aerobic capacities of athletes. The longer the running distance, the more important aerobic capacity with related to performance, and vice versa. Most long distance running training programs include both anaerobic and aerobic running training. Running training that raises the heart rate to about 80% of the athlete's maximal heart rate (HR max) is mainly for the development of aerobic capacity. Running training that raises the athlete's heart rate to 90% of her HR max or higher aims at anaerobic development. The proportion of anaerobic and aerobic training depends on the athlete's major event. The longer the race distance, the more aerobic running training should be emphasized, and vice versa.

Types of Training in long distance running

Fox, Bowers, & Foss, (1993) explain that long distance runners usually employ two main types of running training: continuous running training, and interval running training. Besides, repetition running training and fartlek training are also utilized by many long distance runners in their training programs.

A) Continuous Running Training

Continuous running training involves running continuously for relatively long distances. Wilt (1968) also classified continuous running training into two categories: continuous slow-running training and continuous fast-running training.

(1) Continuous Slow-running Training Continuous slow-running means running for long distances at a slow pace. This type of running is also referred to as LSD (long, slow distance) by some runners. Generally, athletes should cover from 2 to 5 times of their race distance at a pace that can bring their heart rate to 80 to 85% of the HR max Fox, Bowers, & Foss, (1993). Continuous slow-running training is mainly used by long distance runners as foundation training before moving up to continuous fast-running training, or as easy running sessions on recovery days.

(2) Continuous Fast-running Training When compared with continuous slow-running training, continuous fast-running training is conducted at a faster pace, resulting in earlier fatigue and less distance is covered. The intensity of the run should bring the athlete's heart rate to 85 to 95% of the HR max Fox et al., (1993). Continuous fast-running training also simulates the race situation better than continuous slow-running training.

B) Interval Training In Long Distance Running

Christensen et al (1960) obtained interval running training refers to a series of repeated bouts of runs alternated with periods of recovery. The intensity or speed of the runs is usually greater or faster than that can be done continuously for the whole training session. The recovery periods are usually occupied by light or mild exercise (e.g., walking or jogging) rather than complete rest.

C) Repetition Training In Long Distance Running

Repetition running training is similar to interval running training. However, the length of the running is usually longer (e.g., 800 m or more), and the recovery between repetitions is more complete (e.g., a recovery heart rate well below 120 beats per minute). Repetition running training is usually employed by the competitive track athletes to simulate the type of stress they normally encounter under race situations. Two basic forms of repetition running are:

(1) Running one-half the race distance at race pace or faster than race pace. This is repeated So as to accumulate from 1.5 to 2 times the race distance.

(2) Running three-quarters of the race distance at slightly slower than race pace. Again, Repetitions should accumulate from 1.5 to 2 times the race distance. No matter which form of repetition running training is being used, the recovery between repetitions should be almost complete.

D) Fartlek Training in long distance running

Fartlek is a Swedish word meaning "speed play". It is interval running training without the use Of a stopwatch or measured track. Fartlek usually involves alternating fast- and slow-running over natural terrain, and can be thought of as an informal interval running training program in that neither the runs nor the recovery periods are precisely timed.

An example fartlek training sessions may be conducted as below (Gardner & Purdy, 1970):

- Jog 15 to 20 minutes until warmed-up.
- Run one set of 200 m and 300 m fast-slow interval at 400 m pace.
- Follow without stopping by using 3000 m pace to run 800 m to 1200 m continuously.
- Jog until breathing becomes comfortable again.
- Sprint 300 m (preferably uphill).
- Continuous running for 800 m to 1200 m. The athlete may continue to run as above until a distance of 5 to 15 Km is covered. The actual speed and length of the run depends on the athlete's fitness, major event, and purpose of the run. However, athletes employing fartlek training must have very good self-control or discipline; otherwise, the fartlek training session may eventually become a "fooling-around" session.

2.5 Foundation of Interval Training in Long Distance Running

Åstrand, et al. (1960) found from their cycling test that a workload (350 W) that could originally be tolerated continuously for 9 minutes, if changed to be performed intermittently, could be executed for 30 minutes within an hour 8. Christensen et al. (1960) also obtained similar results with their treadmill test. In their experiment, when the treadmill was set at a speed of 20 Km/hr, the subject could only run continuously for 4 minutes (covering a distance of about 1300 m), and the blood lactic acid level at the end of the test was 16.5 mm. When the activity was conducted as alternating periods of 10-second run and 5-second.They also found that the longer the work intervals, the more exhausting the exercise appeared, even though the rest periods were correspondingly increased. For instance, at the same workload of 350 W, when the activity was conducted as alternating periods of 3-minute cycling and 3-minute rest, the subject completed 30 minutes of cycling within one hour, and become totally exhausted at the end of the test. However, when the activity was conducted as alternating periods of 30-second cycling and 30-second rest, the subject still completed 30 minutes of cycling within one hour, but was not that exhausted. The blood lactic acid level after the test (2.2 mm) was only a little higher than resting level (1 mm), and was far lower than 9 minutes of cycling continuously (16.5 mm) and alternating periods of 3-minute cycling and 3-minute rest (13.2 mm). rest, the subject completed 20 minutes of running at 20 Km/hr in a 30-minute period (covering a distance of 6670 m) without undue fatigue, and the blood lactic acid level at the end of the test was only 4.8 mm. The low blood lactic acid level at the end of the test indicates that anaerobic glycol sis was not the predominant source of energy supply. It should also be noted that the oxygen uptake and pulmonary ventilation were also high during the interspersed resting periods Åstrand & Rodahl, (1986). Implications for Long Distance Runners From the results of the experiments conducted above, it is clear that interval running training allows the completion of total work at higher work rate than would be possible during continuous exercise alone. By adjusting the speed and length of the runs, number of repetitions, duration and type of recovery, it is possible to stress either (1) the aerobic system without significantly mobilizing the anaerobic systems, or (2) the anaerobic systems without maximally taxing the aerobic system, or (3) both the aerobic and anaerobic systems at the same time Åstrand & Rodahl, (1986).

Interval Training Programs in Long Distance Running

Classical interval running training was developed in Germany in the 1930s, and the complete workout is fairly tightly structured and monitored by stopwatches Reilly, (1981). The original form of interval running as conceived by the German coach Gerschler and physiologist Reindall was to repeat a set distance in a set time with a fixed recovery jog between (Watts & Wilson,). A typical session for a 1500-meter runner with a personal best of 3:40 could be 8 repetitions of 400 meters in 57 to 58 seconds, with a recovery jog of 300 meters covered in 3 minutes Alford, Holmes, Hill & Wilson, (1985). The famous long distance runner Emil Zatopek of Czechoslovakia (Olympic gold medalist of the 5000 m, 10000 m, and Marathon in 1952) once completed a series of 20 x 200 m, 40 x400 m, and 20 x200 m in an interval running training session. Heart rate can be used as the "yardstick" for measuring the intensity of the work and rest intervals. Traditionally, distance of 100, 200, 300, and 400 meters were favored, and athletes should look for a pulse of 180beats/minute after the fast effort and approximately 120beats/minute after the recovery jog (Alford et al., 1985; Reilly, 1981; Watts & Wilson) Watts and Wilson also suggested distance of 100, 200 or 300 meters to be used for 800-meter runners; similar distance plus 400 meters for 1500-meter runners; 200, 400, or 600 meters for 5000- and 10000-meter runners. Based on Fox et al. (1993), when conducting an interval training program, one must decide which energy system or systems is/are to be improved. Then the appropriate type of exercise (e.g., running, in the case of improving running performance) is selected and used during the work interval (i.e., the portion of the interval training program that consists of the high intensity work). The intensity and length of the work interval should be based upon the primary energy system being used in the sport event. For example, sprinters should have short but high-intensity intervals, whereas Marathon runners may run intervals of 3miles at race pace or slower Jensen & Fisher, (1979). To determine the proper intensity of the work interval, Fox et al. suggested that the training heart rate should be between 85 and 95% of the HR max for high-school and college athletes and students. Previous research such as that conducted by Sharkey and Holleman (1967) also supported that there was a need for exertion prompting the heart rates above 150 beats per minute in order to obtain significant training effects. Sharkey (1986), based on previous studies, stated that approximately equal work and rest intervals between 2 to 5 minutes seemed to produce the greatest aerobic improvements. In addition, shorter work intervals

(e.g., 15 seconds) with a work-rest ratio of 1:1 are also effective in developing the aerobic system. For anaerobic training, the maximum duration for any work interval should not exceed 90 seconds, or the body might switch to the aerobic system to support the ongoing activity. Moreover, investigation conducted by Gaiga and Docherty (1995) indicated that aerobic interval training program might even enhance performance in repeated high intensity, short duration work. For most intervals training sessions, Fox et al. (1993) recommended that the number of repetitions of the work interval should provide a total working distance of between 1.5 and 2 miles to achieve maximum improvement. With longer work intervals (e.g., 800 yards and over), usually a 1:1 or 1:1.5 work-rest ratio is prescribed; with moderate duration intervals (e.g., 400 to 600 yards), a 1:2 work-rest ratio is used; and with shorter work intervals, a 1:3 work-rest ratio is prescribed. More recently, Babineau and Leger (1997) also showed that aerobic interval running using either 400, 800, or 1600 meters as the working distance with a work-rest ratio of 5:1 was also a good simulator and indicator of endurance performance (at least true for the 5000-meter time trial in their study). Besides, the 5:1 work-rest ratio made the training more intense and reduced the total training time when compared to the traditional intermittent training ratio of 1:1 or 1:1.5. Finally, active recovery rather than passive recovery during the rest intervals is preferred because most studies indicated that subsequent performance was enhanced when low-intensity exercise instead of complete rest was performed during the rest intervals Bogdanis, Nevill, Lakomy, Graham & Louis (1996); Signorile, Ingalls & Tremblay, (1993). Wilt (1968) has also worked out a method for conducting interval running training. According to Wilt, the times for training distances between 55 and 220 yards should be between 1.5 and 5 seconds slower, respectively, than the best time for those distances measured from running starts (e.g., for training distances of 110 and 220 yards, add 3 and 5 seconds, respectively to the best times taken from running starts). For training distances of 440 yards, the rate of work would be 1 to 4 seconds less than one-fourth the time required to run a mile. If the training distance is over 440 yards, each 440 yards of that distance should be run at an average speed of 3 to 4 seconds slower than the average 440-yard time in the mile run.

2.6 Principles of Training in Long Distance Running

It is generally accepted that "Practice makes perfect." Sharkey (1986) even stated that sport consists of about 99% preparation and 1% performance. However, as clarified by Vernacchia, McGuire, and Cook (1992), practice does not necessarily make perfect; because only perfect, planned, purposeful practice makes perfect. Peak performances and lifetime bests seldom occur by chance. Very often, they are the results of careful preparation. Furthermore, training programs must be tailored to fit individual athletes, with their positions (as in team games) or events be taken into consideration. Thus, how to determine the proper training workout for each athlete has become an important concern in this matter. Not surprisingly, many guidelines for conducting training programs have been provided by exercise physiologists e.g., Astrand & Rodahl, (1986), Fox et al., (1993), who study the acute and long-term effects of training and sport participation on physical responses. The principles of running training are not much different from the more general sport training principles, and several of the more important sport training principles are summarized as below.

Principle of Specificity in Long Distance Running

All sport training programs must be specific in order to develop the appropriate energy systems and muscle groups used during sport performance Fox et al., (1993). As stated in Hewson and Hopkins (1996), in distance running, training could consist of a variety of workouts that appeared to differ in specificity for events of different duration. For example, they suggested that continuous running at moderate intensity would appear to have the most specificity for the aerobic system and the longest running events, whereas strength training would seem to be more appropriate for sprinters than for endurance athletes. Results from their study also showed that there was a significant correlation between performance and seasonal mean weekly duration of moderate continuous running for runners specialized in longer distances. Another concern about specificity is a maximal training effect can be achieved only when the mode of exercise is the same as that used during the skill performance. Actually, it simply means that cyclists should pedal, swimmers should swim, and runners should run. For this respect, Foster et al. (1995) found that although muscularly non-similar cross training (i.e., swimming, in their study) might

Contribute to improved running performance; such improvement was significantly less than that produced with increased running training.

Principle of Progressive Overload in Long Distance Running

This general principle states that the intensity of the workload required to produce a training effect increases as the performance is improved in the course of training, and in order to achieve further improvement, the training intensity has to be increased Astrand & Rodahl, (1986). That is, once the athlete has adapted to a workload of the training program, the workload should be increased. Besides, the workload should be increased throughout the training program whenever the condition of the athlete has been improved so that the workload is always near to the maximal fitness capacity of the athlete Fox et al., (1993). As cited in Astrand and Rodahl, the need for a gradual increase in training load with improved performance was demonstrated by Christensen in as early as 1931. In another study conducted by Foster et al. (1995), it was also found that the enhanced running group which increased their running training by about 10% per week improved significantly greater than the control group which continued running 60 minutes daily at a moderate pace, 5 days weekly.

Principle of Hard and Easy Days in Long Distance Running

Progressive overload does not necessary mean that one should train hard “every day”. The body needs rest for recovery particularly after the tough training days or competitions. Repeated days of hard endurance training not only interfere with glycogen restoration, but also delay the recovery of muscle. If the exercise involves a large eccentric component, such as downhill running, damage is generally more severe .Knitter et al., (2000). Gomez et al. (2002) found that it took about 48 hours to recover from a 10-Km race. Races over 20 Km, such as the Marathon took even longer to recover. Evidence suggested that the repairing process after a 42.2 Km Marathon race might take 1 to 10 weeks to be completed Grobler et al., (2004). Therefore, there must be easy days in between so that recovery is possible. On the easy days, the athlete may take complete rest or do some easy runs. Even if the athlete insists to run every day, the principle of hard and easy days must still be followed.

Principle of Individual Differences in Long Distance Running

Training must be individualized to meet the needs of each athlete (Brian j.sharkey 1986) The principle of individual differences simple means that, because we all are unique individuals, we will all have a slightly different response to an exercise program. This is another way of saying that "one size does not fit all" when it comes to exercise. Well-designed exercise programs should be based on our individual differences and responses to exercise (Darmien Davis 1986).

Some of these differences have to do with body size and shape, genetics, past experience, chronic conditions, injuries and even gender.

Principle of Per iodization in Long Distance Running

Developing the athlete for top performances generally requires 6 to 8 years Schmolinsky, (1983). Training plans for international athletes may extend over years. For most athletes, they will divide their yearly plan into three periods (assuming that there is one important competition in a year):

1. Preparatory Period (Pre-competitive Period),
2. Competition Period, and
3. Transition Period.

During the Preparatory Period and at the beginning of the Competitive Period, the quantity of training (i.e., distances for runners) is more important. When the major competition is near, quality of training (i.e., speed endurance and timing for long distance runners) should be emphasized. During the Transition Period, only light training should be carried out so that the body can have sufficient recovery from the stress of competitions.

2.7 Nutrition in Long Distance Running

The biggest difference in food requirements for the athlete versus the non-athlete is the total number of calories consumed; and the athlete will require more (Fox et al., 1993). In the 1989 Recommended Dietary Allowances (RDAs) published by the US National Research Council, average energy requirements for slightly to moderately active female and male are 2200 and 2900 kcal per day, respectively. Actual energy expenditure is influenced by heredity, age, sex, body

size, fat-free mass, and the intensity, frequency, and duration of exercise. For instance, a 70-kg male runner who runs 10 miles per day at a 6-minnute pace would require an additional 1063 kcal per day just to cover the energy expenditure of the run Katch & McArdle, (1993). A very active person who consumes more than 5000 to 6000 kcal per day may also need to eat four to five meals every day. The Joint Position Statement from the American College of Sports Medicine, American Dietetic Association, and Dietitians of Canada (2000) clearly pointed out that physical activity, athletic performance, and recovery from exercise were enhanced by optimal nutrition. They recommended athletes to consume 6 to 10 g/kg body weight of carbohydrates per day. For proteins consumptions, they recommended endurance athletes 1.2 to 1.4 g/kg body weight per day. Besides, diets should provide moderate amounts of energy from fats (20 to 25% of energy). For vitamins and nutrients, unless athletes restrict themselves from energy intake or eliminate one or more food groups from their diet, supplementation of vitamin and minerals is generally not required. Once again, water must be adequately consumed before, during, and after exercise.

Pre-game Meal in Long Distance Running

The meal consumed before exercise should prepare the athlete for the upcoming activity, and leave her neither hungry nor filled with undigested food in the stomach. Therefore, the pre-game meal should be sufficient in fluid to maintain hydration, low in fat and fiber to facilitate gastric emptying and minimize gastrointestinal distress, high in carbohydrate to maintain blood glucose and maximize glycogen stores, moderate in protein, and composed of foods familiar to the athlete ACSM, ADA, & DC, (2000). According to Wilmore & Costill (1994), carbohydrates consumed either 5 minutes or 2 hours before, or during exercise enhance endurance performance (lasting over 1 hour). However, athletes should keep away from carbohydrates 15 to 45 minutes before exercise to avoid the secretion of insulin, which reduces blood glucose level and leads to premature fatigue.

Carbohydrate Loading in Long Distance Running

Under normal condition, muscle glycogen levels are about 15g/kg of wet muscle, which can be used for endurance activities. The total glycogen stores in the body are sufficient to supply energy for about one and a half hour of continuous work Jensen and Fisher, (1979). Any

technique that can increase the total glycogen stores inside the body should enhance endurance performance because the activity can be performed at a higher intensity (i.e., at faster speed) for a longer period of time. Endurance athletes (e.g., Marathon runners) very often employ the following carbohydrate loading techniques as described by Fox et al. (1993) to enhance their total glycogen stores.

1. Method One Consume a high-carbohydrate diet for 3 or 4 days after several days on a normal mixed diet may increase the glycogen stores from the normal 15 g to 25 g/kg of muscle. No exhausting exercise is performed during the period of high-carbohydrate diet.
2. Method Two the muscles that are to be loaded are first exhausted of their glycogen stores through exercise (e.g., running); the athlete then follows a high-carbohydrate diet for a few days. This procedure has been shown to double the glycogen stores. Again, no exhausting exercise is performed during the high-carbohydrate diet.
3. Method Three Exercise is used to induce glycogen depletion first. The athlete then follows a diet very low in carbohydrates but high in fat and protein for 3 days, after which a high-carbohydrate diet is followed for an additional 3 days. Exhausting exercise can be performed during the period of low-carbohydrate diet but not during the period of high-carbohydrate diet. Such procedure has been shown to increase the glycogen stores to levels approaching 50 g/kg of wet muscle. However, athletes must be cautious that no matter which carbohydrate loading procedure is used, it also results in an increased muscular storage of water. Each gram of muscle glycogen store is accompanied with about 3 grams of water storage. For instance, increasing the glycogen stores from 15 to 40 g/kg of muscle, a 70-kg athlete who normally has 30 kg of muscle11 would have an extra 750 g (i.e., 1.65 lb) of glycogen and 2.25 kg (i.e., 4.95 lb) of water stored inside the muscles. This can lead to a feeling of heaviness or stiffness, which may hinder rather than help performance.

Carbohydrate Consumption during Exercise in Long Distance Running

For endurance events which last over one hour, consuming 0.7 g carbohydrate per kg body weight per hour (about 30 to 60 g/hr) has been found to enhance endurance performance. This is particularly true for those who have not carbohydrate-loaded or consumed pre-game meals.

Besides, carbohydrates consumed at 15- to 20-minute intervals during the first 2 hours of exercise was also found to be more effective than consuming the same amount 2 hours after the exercise. Furthermore, the carbohydrate consumed should yield primarily glucose because fructose alone may lead to diarrhea, although mixtures of glucose and fructose seem to be effective. Carbohydrate consumed either as sport drink, or solid or gel plus water does not seem to matter ACSM, ADA, & DC, (2000).

Post-exercise Meal in long Distance Running

Glycogen stores can usually return to normal values in one or two days following strenuous exercise or competition, provided that a balanced diet is consumed. For athletes who have to compete or train several times a day, or continuously for days, high-carbohydrate diet consumed after training sessions or competitions becomes very important for glycogen restoration. Consumption of carbohydrates (e.g., 1.5 g carbohydrate per kg body weight) starting immediately after exercise at 2-hour intervals helps to restore glycogen to a higher levels than when consumption is delayed for 2 hours ACSM, ADA, & DC, (2000). However, timing for carbohydrate consumption after exercise becomes less important when intensive training sessions or competitions are separated by one or more days, provided that sufficient carbohydrate is provided over a 24-hour period.

Hydration and Dehydration in Long Distance Running

Although water has no caloric value, it is an important medium for different kinds of reactions and metabolism inside the human body. Water makes up almost 40 to 60% of body weight and it can be obtained from drinks and food consumed as well as from metabolism. On the other hand, water can be lost through urination, defecation, perspiration, and respiration. Urine contains about 96% of water. Adults normally discharge 1000 to 1500 m L of urine daily. There is also about 70% of water in the feces, and around 100 m L of water will be lost through defecation. However, water loss as high as 1500 to 5000 m L may occur due to diarrhea alone. Water is also important for body temperature regulation. Under normal condition, 500 to 700 m L of water will be lost through perspiration. However, sweat loss can be as high as 8 to 12 L when exercising in extremely hot weathers for prolonged periods of time. For example, a Marathon runner may lose

6 to 10% of her body weight simply due to perspiration in a race. Moreover, 250 to 300 m L of water will be lost during respiration every day. Therefore, the replenishment of water before, during, and after prolonged endurance events is particularly important. Dehydration decreases endurance performance and heat tolerance. Long distance runners often have to reduce their speed because of dehydration. Wilmore and Costill (1994) found that a runner, who had finished the 10000 m in 35 minutes before, could run 2:48 slower due to dehydration (by 4%). Thus, it is important for endurance athletes to ensure adequate hydration before, during and after exercise. According to the joint position statement provided by the ACSM, ADA, and DC (2000):

2.8 Psychological Considerations in Long Distance Running

At the highest level of sport performance where physiological attributes and conditioning of athletes are normally evenly matched, winning and losing are often determined by millimeters and thousandths of a second. Physical preparation alone is no longer adequate to assure victory because it is most probably a matter of who are tougher in their minds that distinguishes between winners and losers. Orlick and Partington (1988) had also found that of the three major readiness factors: technical, physical, and mental; only mental readiness was significantly related to final Olympic ranking of athletes. In the same study, many highly successful athletes felt that they could have reached their peaks much sooner if they had worked on strengthening their mental skills earlier in their careers.

2.9 Cognitive Strategies in Long Distance Running

What do middle and long distance runners think along their ways and whether cognitive strategies may help to improve their performances are some of the concerns among coaches and athletes. Research dealing with cognitive strategies and running mostly investigated the effects of associative and dissociative thinking on marathon running Masters & Lambert, (1989); Silva & Appelbaum, (1989). Association referred to that mental process involved in monitoring the body and certain aspects of the exercise activity itself, such as the running pace and the distance remaining. The term dissociation referred to any thought that served to distract the runner from associative thoughts as cited in Goode & Roth, (1993), such as listening to music, conversations with others, thinking about far-away places, or imagining pleasant situations Tammen, (1996). In studying how marathoners use association and dissociation in an actual race, Masters and

Lambert (1989) found that their subjects showed a preference for the associative strategy while running in the marathon but were more inclined to dissociate or use both strategies while in training. In another study conducted by Silva and Appelbaum (1989), it was found that top finishers employed cognitive strategies that utilized both associative and dissociative techniques, and lower finishers demonstrated a composite that indicated the early adoption and maintenance of a dissociative strategy. For novice runners taking part in a shorter running distance (a 1.5-mile run), Okwumabua, Meyers, Schleser and Cooke (1983) found that novice runners who employed relatively more dissociative cognitive strategies demonstrated a greater reduction in running time over trials when compared with those who reported using more associative strategies. Their results, thus, indicated that novice runners might profit from the use of dissociative cognitive strategies. In a more recent study, Tammen (1996) found that as the running pace increased, subjects who were elite middle and long distance runners reported stronger associative.

2.10 Performance Measures in Long Distance Running

Once a model is in place, it is then crucial to design performance measures. These measures should be able to precisely identify and quantify specific indicators of success or failure. Sometimes it is difficult to 'put a number' on a measure. Customer and fan 'satisfaction' readily comes to mind in this respect, but there are often ways of converting a subjective opinion into a measurable indicator. It is one thing to identify some key performance indicators, and to collect some data under each heading. However it is another thing to make sense of the data. It is therefore important to develop some sort of benchmark or standard by which to measure the performance of an athlete Russell Hoye and al (2006), p 194) There are two ways of doing this. The first is to undertake a longitudinal study that examines the progress of an athlete over time. The same sort of longitudinal analysis could be applied to its participation levels and elite international performance. Another way of looking at an athlete's performance would be to compare it with other national athletes see how it ranks especially Kenyan athletes. That is, it will also be important to undertake a comparative study by which the performances of Ethiopian athletes are stacked up against a number of other national athletes. There are two ways of doing this. The first way would be to compare it with the past results of the Ethiopian long distance event that has been scored. In this case, currently the Ethiopian athletics federation has not performed well, since our team was achieved only one gold medal by Ibrahim Jeylan winning

performances at 13th World Championships last years at Korea. The second way is to compare with the performance an equivalent national athletic federation from our neighbor country Kenya. Since both countries have similar populations, and the national athletic associations have a similar resource base. In this case the comparison would yield an elite performance outcome substantially better than the one with runners. The lesson to be learnt here is that the performance of a sport organization cannot be measured in a vacuum, or without some yardstick and point of comparison. At the minimum, either some form of longitudinal or comparative analysis should be undertaken. Ideally, a mixture of both methods would provide the best set of results.

2.11 Performance Evaluation in Long Distance Running

Athletic performance evaluation Athletic performance evaluation is a battery of simple tests the coach can use to assess their athletes fitness and performance capabilities. The athletic performance evaluation is identifying individual differences and will make the coaches more aware of individual variations as the coach develop and conduct training programs sharkey. Brian j. (1986), p. 117 the Athletes performance evaluation is used to help the coach to:

- Determine current fitness levels
- Identify individual differences
- Assess progress in training
- Guide athletes to the proper position or event.

Muscle Performance in Endurance Training in Long Distance Running

The performance of the muscle is measured by the tension or power produced and the duration that a particular activity can be maintained the endurance**.** The power and endurance in a muscle are determined by the type of muscle and the level of physical conditioning or training.

The tissues involved in oxygen consumption during the recovery period are the skeletal muscles that must restore ATP, glycogen, and cretin phosphate to former levels. The liver uses ATP to convert lactic acid to glucose. ATP is also used by sweat glands to increase sweat secretion to dissipate heat by evaporation and bring the body temperature back to normal. Majumdar ,(2009).

2.12 The Athletes' Fitness Level In long Distance Running

Athletes as individuals and as team members need to be in excellent shape to compete at their best. Fitness includes not only the physical but also the mental aspects and the overall state of well-being (health, sleep, rest, nutrition). Proper training methods are needed to make sure that the fitness level is appropriate for the type of upcoming competition (length of the game/event, duration, number of matches in a tournament, etc.) Coaches can and should provide unconditional love for each and every athlete every day. Show them that they are important to you, that you are excited about them, proud of them, and that you really care about them. Nurture this same mutual acceptance within the team. Make sure that cliques do not undermine the unity of the group and that individuals are accepted rather than being shunned or frozen from group activity. Many times young athletes perceive even their parents' love for them as being conditioned on how they perform as athletes, or on whether they win, or on how well they played in the last game (or the next game). What may appear to be a lack of motivation may really be a lack or loss of self-worth. Provide unwavering, unending, unconditional love. When young athletes are filled with a sense of self-worth, they will overflow with motivation and desire to reach high for their very best and to strive to be all that they can be! The most important key to young athletes' motivation is self-worth. Most kids come to the sport setting motivated to seek fun and success. Coaches should provide a sport environment that is free from debilitating experiences that would diminish or extinguish self-worth and motivation. They should create an environment that is filled with experiences that will build and enhance self-worth and motivation. Young athletes then will be highly motivated and excited about reaching for their best. David E martin and peter N. Cae (1991)

2.13 Scientific Evaluation of Fitness in Long Distance Running

There is no doubt that hard work over an extended period of time is primary means for achieving athletic performance potential. Continual improvement involves the presentation of habituation to training and identification of optimal training. Habituation is simply an absence of further adaptation David E martin and peter N. Cae (1991)

2.14 Testing and Evaluation in Long Distance Running

It is common for coaches to create a single master training plan for all their athletes. Certainly, some commonalties do exist when the training programs of endurance athletes are compared; however, only by respecting and addressing the unique qualities and objectives of each athlete can coaches lead an individual towards achieving his or her highest levels of performance. Just as a physician examines each patient to properly attend to individual needs so must the coach explore the personal capacities of each athlete under his or her charge. Before a training program can be developed, coaches should "test for success" and look past obvious, surface-level data to explore the depths of undiscovered potential. There are several tests that examine both psychological and physiological performance factors Majumdar (2009).

2.15 Psychological Evaluation in Long Distance Running

A psychologically based training programmed is/was designed to complement the physical training of athletics and to integrate psychological and physiological process in to a more consistent level of high performance. This approach appears to be particularly a level of tension and anxiety that interfere with maximum competitive situation. Batty and Danald (1982), Such a statement clearly indicates that psychological training coupled with vigorous physical training, produces the desired athletic performance. Hence psychological preparation during training sessions needs different activities geared to develop the intellectual competence of the given athletic. In describing each practices carried during psychological preparation.

Batty and Danald (1982), fasil melak cited that successful coaches are good sport psychologists. They are skill full communicators and motivators Rainer martens (1990), Successful coaches must have good knowledge of sport sciences, sport management and techniques and tactics as Rainer man tens (1990), p 14. Even if a coach creates a perfect training program to develop the physiological potential of a particular athlete, little will be accomplished if that athlete's goals and perceptions do not line up with those of the coach. If a coach wants to win a national championship, but the athlete is only looking for a better fit of his or her bathing suit, the conflicting objectives will make for a difficult and unsuccessful relationship. The evaluation process should begin with the completion of an athlete's questionnaire. This questionnaire provides a coach with valuable insights that serve to identify characteristics unique to the athlete.

The questionnaire should include sections that explore relevant statistical, personal, medical and volitional data. By understanding the unique circumstances surrounding the person, not just the performer, coaches can match appropriate training methods to individual needs.

2.16 History of Ethiopian Athletes and Results in Olympics Games

Ethiopia first participated at the Olympic Games in 1956, and has sent athletes to compete in every Summer Olympic Games since then, except for the 1976, 1984 and 1988 Games. Ethiopia also participated in the Winter Olympic Games for the first time at the 2006 Games in Turin.

Excellence in athletics is among the top few subject matters Ethiopia is known for around the world. The reputation started to build up back in the days of Abebe Bikilla who stunned the world by winning the Olympic marathon setting a world record of 2:15:16.2 while running barefoot in Rome in 1960. It was the first ever marathon Gold Medal for Africa. And he became the first athlete in the world to win back-to-back Olympic marathon titles when he entered the finish line in 2 hours, 12 minutes and 11.2 seconds at the subsequent Olympics in Tokyo in 1964. Since then, Ethiopia has produced countless heroes and heroines such as Mamo Wolde, MirutsYifter, Abebe Mekonen, Belayneh Densamo, Derartu Tulu, Haile Gebreselassie, Fatuma Roba, Gezahgne Abera and Kenenissa Bekele. Haile Gebreselassie alone has set 17 indoor and outdoor world records, won two Olympic 10,000m Gold Medals and claimed another four World 10,000m titles by 2004. Wherever in the world Ethiopians set foot, they are recognized as compatriots of Abebe Bikilla and Haile Gebreselassie.

Ethiopian athletes have won a total of 38 medals, all in athletics in Olympic Games.These are the medals Ethiopia has won so far

Medal	Name	Games	Sport	Event
Gold	Abebe Bikila	1960 Rome	Athletics	Men's marathon
Gold	Abebe Bikila	1964 Tokyo	Athletics	Men's marathon
Gold	Mamo Wolde	1968 Mexico	Athletics	Men's marathon
Silver	Mamo Wolde	1968 Mexico	Athletics	Men's 10000 meters
Bronze	Miruts Yifter	1972 Munich	Athletics	Men's 10000 meters
Bronze	Mamo Wolde	1972 Munich	Athletics	Men's marathon
Gold	Miruts Yifter	1980 Moscow	Athletics	Men's 5000 meters
Gold	Miruts Yifter	1980 Moscow	Athletics	Men's 10000 meters
Bronze	Mohamed Kedir	1980 Moscow	Athletics	Men's 10000 meters
Bronze	Eshetu Tura	1980 Moscow	Athletics	Men's 3000 meter steeplechase
Gold	Derartu Tulu	1992 Barcelona	Athletics	Women's 10000 meters
Bronze	Fita Bayisa	1992 Barcelona	Athletics	Men's 5000 meters
Bronze	Addis Abebe	1992 Barcelona	Athletics	Men's 10000 meters
Gold	Haile Gebrselassie	1996 Atlanta	Athletics	Men's 10000 meters
Gold	Fatuma Roba	1996 Atlanta	Athletics	Women's marathon
Bronze	Gete Wami	1996 Atlanta	Athletics	Women's 10000 meters
Gold	Million Wolde	2000 Sydney	Athletics	Men's 5000 meters
Gold	Haile Gebrselassie	2000 Sydney	Athletics	Men's 10000 meters
Gold	Derartu Tulu	2000 Sydney	Athletics	Women's 10000 meters
Gold	Gezahegne Abera	2000 Sydney	Athletics	Men's marathon

Silver	Gete Wami	2000 Sydney	Athletics	Women's 10000 meters
Bronze	Assefa Mezgebu	2000 Sydney	Athletics	Men's 10000 meters
Bronze	Gete Wami	2000 Sydney	Athletics	Women's 5000 meters
Bronze	Tesfaye Tola	2000 Sydney	Athletics	Men's marathon
Gold	Kenenisa Bekele	2004 Athens	Athletics	Men's 10000 meters
Gold	Meseret Defar	2004 Athens	Athletics	Women's 5000 meters
Silver	Kenenisa Bekele	2004 Athens	Athletics	Men's 5000 meters
Silver	Sileshi Sihine	2004 Athens	Athletics	Men's 10000 meters
Silver	Ejegayehu Dibaba	2004 Athens	Athletics	Women's 10000 meters
Bronze	Tirunesh Dibaba	2004 Athens	Athletics	Women's 5000 meters
Bronze	Derartu Tulu	2004 Athens	Athletics	Women's 10000 meters
Gold	Tirunesh Dibaba	2008 Beijing	Athletics	Women's 10000 meters
Gold	Tirunesh Dibaba	2008 Beijing	Athletics	Women's 5000 meters
Gold	Kenenisa Bekele	2008 Beijing	Athletics	Men's 10000 meters
Gold	Kenenisa Bekele	2008 Beijing	Athletics	Men's 5000 meters
Silver	Sileshi Sihine	2008 Beijing	Athletics	Men's 10000 meters
Bronze	Meseret Defar	2008 Beijing	Athletics	Women's 5000 meters
Bronze	Tsegay Kebede	2008 Beijing	Athletics	Men's marathon

Source: international Olympic committee

2.17 Mission and Vision of Ethiopian athletics federation

- Solving athletics clubs problems and ensuring that their services are clear, just, and productive.
- Providing continuous training to athletes and professionals, producing talented athletes both in quality and quantity so that they can produce outstanding results in international competition.
- Ensuring the continuity of top results by providing training to athletics clubs and national team coaches, and construct sports facilities. Though the mission and visions of the Ethiopian athletics federation seems as stated above, the reality on the ground is very far from the truth. For this, one can simply look at the results Ethiopia has scored in different international athletics competitions recently.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Methodology

The methodology designed to conduct this research is descriptive survey. The rationality of selecting this type of research design includes the following reasons. Descriptive research describes the current information about the problem faced the Ethiopian athletes and the actual practices being carried out to upgrade performance regarding coaching, state of selection and so on. Descriptive research is also a process of collecting information in order to answer questions concerning the current status and the problem of some selected Addis Ababa long distance athletics clubs.

In addition to, descriptive research is a fact finding study with adequate and accurate interpretation of the finding. The attributes of descriptive research make harmony with the purpose of the study. Since the research aims at identifying the prevailing major factors the athletes encountered. Moreover, the study will assess the current status of long distance running in some selected Addis Ababa clubs and thereby to recommend possible alternatives that will improve the practice of long distance race in the selected clubs.

3.2 Sources of Data

The major sources of data for this study were primary which were collected from athletes, coaches, and athletics club experts. And Secondary Sources both published and unpublished sources were investigated such as books, web sites, reports, journals, newsletters were used. These are chosen as the sources of data due to their relationship with the study area.

3.3 Sample Size and Sampling Technique

Ethiopia is a country which has different Athletics clubs and projects. From these clubs and projects, the researcher is interested in some selected Addis Ababa administration Athletics clubs of long distance running. In the clubs, the total number of female and male long distance runners is almost 76. From these clubs long distance athletes, 40 male and female athletes are selected by the researchers based on sex using stratified sampling followed by simple random sampling to give equal distribution. Among these clubs' long distance coaches, the researcher selects three

coaches and tries to include some of clubs technical experts in this research. This sampling technique is used by the researcher due to the relevance to the study.

Since the sources used to conduct the study is based on some selected units of the population, the sampling research method the researcher uses is qualitative data.

3.4 Data Collection Instruments

The prime aim of this study was to find out the current status of some selected Addis Ababa long distance athletics clubs. Survey type of descriptive methods is used to collect data. This method can be actually practiced regarding the issue under investigation. Then the data collection instruments for this study were, therefore, questionnaires, and interviews observation.

Questionnaire

To gather information from the samples, questionnaires were prepared based on the review of literature and research questions. Two sets of questionnaires both open and close ended, were originally prepared in English which were later translated into Amharic to be filled by the athletes, coaches and athletic club experts in order to secure relevant information. Respondent athletes in this study are speakers of Amharic. Therefore, the questionnaire having both close and open-ended items were translated in to Amharic languages and later edited by language experts in order to enables the respondents to easily understand the questions and express their idea comfortably.

Interview

The response rate and flexibility in face-to-face interview is too high to extract further information. Hence, structured interview guides were prepared for athletes and coaches. In order to substantiate and crosscheck the responses made by the target athletes and coaches through questionnaires.

Observation

Observation of the real condition is very important in the study in order to confirm information obtained from other data collection instruments and for the aim of cross– checking the responses

with the existing reality. The researcher, while conducting the observation, had used a code sheet, observation guide was arranged and the checklist was also presented so as to record the situation of the setting and the cases in the study as well (for observation checklist see Appendix 2).

3.5 Procedure of Data Collection

The data gathering instrument, the questionnaire were pilot tested and reviewed in order to make essential corrections and maintain the validity of the instrument before the final study is conducted. This helps the researcher to avoid errors likely to happen. The questionnaires have been tried out in some selected Addis Ababa long distance athletics clubs.

Respondents were pre - informed and oriented about the objective of the study. For avoid the difficulty and confusion from questionnaires. Although, at the time of distributed the questionnaire the time convenient for respondents were arranged so as to maximize the rate of return.

3.6 Data Analysis Procedure and Technique

This study used both qualitative and quantitative research approach. Therefore, the data obtained through questionnaire was analyzed quantitatively. For quantitative analysis percentage and number were employed. The data collected through interview and observations were also analyzed qualitatively to substantiate the quantitative analysis.

The collected data was sorted out, organized and synthesized so that meaningful results of the study was obtained and conclusions was also been made based on the interpreted data.

Thus, the information obtained through close-ended questions was tallied and put in to numbers (percentages) .This helps the researcher to use tables for interpretations.

Then cross-check was made through information which was collected with observation in order to triangulate the data collected through the questionnaire and interview.

Finally, the report was organized and written by using verbal descriptions supported by percentages or numbers of the respondents from the tables, provided for a particular items or question.

Table 1: Research Settings and Participants of the Study

No	Involved groups	Research instruments used	Respondents		
1	Long-distance athletes of the club	Questionnaire appendix I Interview appendix IV	male	female	Total
			20	20	40
2	Long-distance coaches of the club	Questionnaire appendix II Interview appendix VI	5	1	6
3	Athletics club technical experts	Questionnaire appendix III	6	-	6

CHAPTER FOUR

Analyses and Interpretation of Data

This part of the study deals with presenting, analyzing and discussing the data collocated through questionnaires, interview and observation from sources. Furthermore, the main findings of the study are presented with the help of Tables followed by descriptive statements for analysis.

4.1. Analysis of Findings Obtained From clubs long distance athletes through Questionnaires

4.1.1. Background Information of clubs long distance athletes

Table 2: Age and Grade Level of the Respondent athletes

No	Item	Respondents	
1	Sex	No	%
	M	20	50
	F	20	50
	Total	40	100
2	Age		
	Below 18	4	10
	18-20	5	12.5
	21-23	19	47.5
	24-26	8	20
	Above 26	4	10
	Total	40	100
3	Grade level		
	Grade 8 complete	9	22.5
	Grade 10 complete	16	40
	Grade 12 complete	14	35
	Diploma	1	2.5
	Others	-	-
	Total	40	100

According to Table 2, 50% of respondents were males and 50% of the respondents were females. Regarding age of respondents, 10% of the athletes were below 18, 47.5% and 20% of the athletes were found in the age between21-23 and 24-26 years old respectively, 20% of the athletes were found in the age between 24-26 years old and the rest 10% of them were found above 26 years old. With regard to their grade level, out of the total 40 athletes, 40%, 35%, 22.5%, 2.5% were of grade 10, 12, and 8 complete and diploma respectively. Hence, most of them are found in grade 10 complete.

4.1.2 Talent scouting and athletes selection criteria

Table 3 Responses Athlete's selection for the clubs

No	Item	Respondents	
		Athletes	
		No	%
1	Do you have a piece of information about talent scouting process and selection criteria?		
	Yes	15	37.5
	No	10	62.5
	Total	40	100
2	Where do you come from to join this club?	-	-
	School	-	-
	While running on the street	5	12.5
	athletics projects	25	62.5
	Other Clubs	10	25
	Others	-	-
	Total	40	100

As indicated in item 1 of table 3, 62.5% of the respondents' athlete replied that they have not information about talent scouting process and selection criteria. Whereas 37.5% of the respondents responded have information about talent scouting process and selection criteria of an

athlete. This shows us the athletes don't know how the athletes incorporate to the clubs. Regarding item 2 Table 3, the majority (62.5%) of the respondent athletes replied that they joined the clubs from different projects, 12.5% of the athletes running on the street and the rest 25% respondents replied they joined the clubs from 2nd divisions' athletics club. This shows that clubs must give right priority to athletics projects and 2nd divisions' athletics club to get the successor athlete.

4.1.3 The Interest of the Athletes to be Trained by the club Coaches

Each athlete requires to be trained by club coach who understands his or her interest, and this in turn paves the way to develop a one to one relationship between the coach and athlete. Coaches professionally believe that there are two things that they need to develop in their athletes in order to have a good working relationship/partnership which will enable the athletes to develop to their full potential, and the athletes should have trust on their coaches and respect them.

Table 4: Responses given by the athletes about their interest on club coaches

No	Item	Respondent	
		Athletes	
		No	%
3	Are you interested by the style of your coach?		
	Very high	2	5
	High	10	25
	Medium	27	67.5
	Low	1	2.5
	Very low	-	-
	Total	40	100
4	Is the coaching method compatible with your training age?		
	Very high	12	30
	High	8	20
	Medium	8	20
	Low	12	30
	Very low	-	-
	Total	40	100

As indicated in item 3 of table 4, 67.5% of athletes responded that the interest of the athletes on the club coaches is medium, 25% respondent athlete replied that they are highly interested by the club coaches, and 5% of respondent athlete replied that they are very highly interested by the club coaches. The athletes are the immediate centers of the training program. Therefore, interest of athlete is a key factor for success in athletics. They should show their interest as the major responsible bodies. Regarding item 4 of table 4, 30% of the athletes responded that the compatibility of the coaching method with the training age is low, 20% of the respondent athletes replied that the method of coaching compatibility with training age is high, and 20% of the respondent athletes replied the method of coaching compatibility with training age is medium. This shows that the interest and the method of compatibility with age of the club coaches were medium and low which leads for injury and burn out of the young athletes. The training should be individualized and age related.

> *With this regard, Training must be individualized to meet the needs of each athlete Brian j. sharkey (1986) The principle of individual differences simple means that, because we all are unique individuals, we will all have a slightly different response to an exercise program. This is another way of saying that "one size does not fit all" when it comes to exercise. Well-designed exercise programs should be based on our individual differences and responses to exercise. Some of these differences have to do with body size and shape, genetics, past experience, chronic conditions, injuries and gender. Brian j. sharkey (1986)*

The club coaches must fully understand those principles before establishing long term program. Each individual is unique; each individual brings to athletics his own capability, capacity and responses to training. Different athletes will respond to the same training in different ways.

4.1.4 The Opportunity of Competition

Table 5: Responses on Getting Opportunity in clubs Competition

No	Item	Respondents	
		Athletes	
		No	%
5	Have you ever got the opportunities to compete at different level?		
	Yes	12	30
	No	2	5
	Sometimes	26	65
	Total	40	100

As shown in item 5 of table 5, (65%) of athletes responded that they have got sometimes the opportunities to compete at different levels of national competition, the rest 30% of them responded that they have got the opportunity to participate in deferent levels of national competition, and the rest 5% of them responded that they have not got the opportunity to participate in deferent levels of national competition.

4.1.5 Regarding to the Scope of Training

Table 6: Responses of Athletes in Terms of Training

No	Item	Respondents	
		Students	
		No	%
6	How many times do you get training per week in the club?		
	Four times	-	-
	Two times	-	-
	Three times	40	100
	One times	-	-
	Total	40	100
7	How long do you stay per training session?	**-**	**-**
	Four hours	**-**	**-**
	Three hours	**-**	**-**
	Two hours	40	100
	One Hour	**-**	-
	Total	40	100

With this regard, the data from item 6 Table 6, indicated that all (100%) 0f the respondents said that they get training three times per week they are given training in the club. In the same manner

100% of the athletes responded for item 7, of table 6, that they are given training of two hours per training session.

4.1.6 Methods of Training in the clubs.

The coaches should create a conducive a training system of athletics that complements with the general knowledge in the theory and methodology of training, scientific findings, the experience of the athletes with training age.

Table 7: **Responses of Athletes on Methods of Training in their respective clubs**

No	Item	Respondents	
		Athletes	
		No	%
8	How do you get the training method of your coach?		
	Excellent	5	12.5
	Very good	27	67.5
	Good	8	20
	Total	40	100

As indicated in item 8 table 7, 67.5% of the athletes responded that the relationship between the training methods of their coaches and their age is very good, 12.5% of the respondent athlete s responded that the relevance of training method of the club coach with their age level is excellent. 20% of the respondent athletes responded the training method of the club coach with relation to their age level is good.

4.1.7 Motivation in the clubs.

> *Sage, (1977), defined Motivation as the direction and intensity of one's effort. The direction of effort refers to whether are individual seeks out, approaches, or is attracted to certain situations. Intensity of effort refers to how much effort a person puts forth in a particular situation. Motivation is a key variable both in learning and performance in sports and exercise contexts. People sometimes forget, however, that motivation is not the only variable influencing behavior.*

Regarding to this the respondents was asked to answer the raised issue and the findings are illustrated as follows:

Table 8: Responses on Motivational levels of the Coaches in the clubs

No	Item	Respondents	
		Athletes	
		No	%
9	Does your coach motivate you to keep on training and improve your performances?		
	Yes	9	22.5
	No	5	12.5
	Some times	26	65
	Total	40	100

As we understand from item 9 of table 9, 65% of the athletes replied that coaches sometimes motivate the athletes on the training session to improve the performance of the athlete. Whereas (22.5%) of athletes responded that the coach motivate the athletes to keep on training. and 12.5% the responded no motivation is provided to improve their performances.

> *Regarding to this idea suggested that, a psychologically based training programmed is/was designed to complement the physical training of athletics and to integrate psychological and physiological process in to a more consistent level of high performance. This approach appears to be particularly a level of tension and anxiety that interfere with maximum competitive situation.*) *Such a statement clearly indicates that psychological training together with vigorous physical training produces the desired athletic performance. Hence psychological preparation during training sessions needs different activities geared to develop the intellectual competence of the given athlete. In describing, each practice carried during psychological preparation*. *Batty and Donald* (1982).

4.2. Analysis of Findings Obtained from coaches and athletic club Experts

4.2.1. Background Information of coaches

Table 9: Sex, Qualification, Specialization and Service Years of Respondent

No	Item	Respondents	
		No	%
1	Sex		
	Male	5	83.
	Female	1	17
	Total	6	100
2	Age		
	25-30	-	-
	31-35	2	33
	36-40	3	50
	40 and above	1	17
	Total	6	100
3	Qualification		
	PHD	-	-
	MSC	-	-
	Degree	3	50
	Diploma	2	33
	No educational background	1	17
	Total	6	100
	Specialization		
	Athletics coaching		
	H.P.E	3	50
	Aesthetics	2	33
	No specialization	1	17
	Total	6	100
	Service year		
	1-5	2	33
	6-10	3	50
	11-15	1	17
	16-20	-	-
	20 and above	-	-
	Total	6	100

As shown in Table 9, majorities (83%) of coaches in the club were males and only 17% of them were female. Regarding to the age of the respondents 17% of the coaches were found in above 40 years,50% of the coaches were found in between the age of 36-40 years old and the rest 33% were found in the range of 31-35 years old. Concerning their qualification, 50% of the respondent coaches were specialized in the field of HPE, 33% of them were in the field of Aesthetics education and the rest 17% of them had no specialization.

In the case of experience of respondents, the majority 50% of them have in between the 6-10 years experience, 33% of the coaches had in between the 11-15 service years, 17% of the coaches have above 11-15 service years. In general, more than half of the respondent coaches had above six years of experience. Thus, it was assumed that they have helpful experiences for this study.

4.2.2. Background Information of athletics club experts

Table 10: Sex, Qualification, Specialization and Service Years of Respondent

No	Item		Respondents	
1	Sex		No	%
	M		5	100
	F		-	-
	Total		5	100
2	Qualification	*Specialization*		
	MSC	Athletics coaching	-	-
	BSC/BED	Health and physical education	2	33
	Diploma		4	67
	Total		6	100
3	Years of experience			
	0-3		-	-
	4-6		2	33
	7-9		1	17
	Above 9		3	50
	Total		6	100

As shown in table 1, none of respondents was female and all 100% of respondents were male. Regarding to qualification of the respondents 33% of them was Bsc/BED in health and physical education. 67% of the respondents were diploma. Concerning the experience of respondents, the majority of them had more than 9 years of service as indicated in the table 10, 17% of the respondents had the experience between 7-9 and 33% of the respondents had 4-6 years of service. In general 60% of the respondents had more than 9 years of service. Thus, majority of the respondents could provide pertinent information that would be helpful for the success of this finding.

4.2.3 Analysis of Findings Obtained from coaches, and athletics club experts

> *Successful coaches are good sport psychologists. They are skillful communicators and motivators. Successful coaches must have good knowledge of sport sciences, sport management and techniques and tactics Even if a coach creates a perfect training program to develop the physiological potential of a particular athlete, little will be accomplished if that athlete's goals and perceptions do not line up with those of the coach. If a coach wants to win a national championship, but the athlete is only looking for a better fit of his or her bathing suit, the conflicting objectives will make for a difficult and unsuccessful relationship*. Rainer mantens (1990)

4.2.4 Coaching Competence

Table 11: Responses of the respondents on Coaching Competence in the clubs

No	Item	Respondents			
		Club experts		Coaches	
		No	%	No	%
10	Have you taken upgrading course to improve your coaching competence?				
	Yes	6	100	6	100
	No	-	-	-	-
	Total	6	100	6	100
11	Have the course you taken incorporate the methodology of coaching athletics based on their ability?				
	Yes	6	100	6	100
	No	-	-	-	-
	Total	6	100	6	100

As indicated in item 10 table 11, 100% of coaches and 100% of the club experts responded that all of the coaches took national and international upgrading courses with different level to improve their coaching competence. Similarly, as indicated in item 11 of table 10, all national and international course they took incorporates the methodology of coaching athletics based on their ability.

4.2.5 Employability of the Coaches

Table 12: Responses on monthly payment of the coach

No	Item	Respondents			
		club experts		Coaches	
		No	%	No	%
12	Do you agree on the idea that the monthly payment for the coach is sufficient?				
	Strongly agree	2	33	-	-
	Agree	3	50	1	17
	Undecided	-	-	-	-
	Disagree	1	17	5	83
	Strongly disagree	-	-	-	-
	Total	6	100	6	100

As we can see from item 12 of table 12, 33% of the athletics club experts strongly agree by the monthly payment of the coaches is sufficient, 50 % of experts agree and17% of the respondent were disagree similarly. In the same item 83% of the coaches disagree and 17% of the coaches responded agree. This shows the responses of the experts and coaches are opposite. Then, since the questionnaire is self reporting item for coaches, the researcher believes that the coach's response is true. Therefore, the researcher concluded that the main problem observed here was that there is a gap between the athletics club and coaches. In other words, the coaches are not motivated by the monthly payment. Similarly, the interview result indicates most of coaches explain that they were not attracted by the monthly payment, so the coaches were not motivated to do their best.

4.2.6 Types of Support by the clubs

Table 13: Types of Supports provided in Athletics clubs

No	Item	Respondents			
		clubs experts		Coaches	
		No	%	No	%
13	What type of support does the athletics club provide for long distance runner and coaches?				
	Facilities and equipment				
	Financial support				
	Technical support	3	50	1	17
	Provide pocket money for athletes and coaches	1	17	2	33
	All the above listed	2	33	3	50
	total	6	100	6	100
14	Do you think the support provided in the club is adequate?				
	Yes	1	17	-	-
	No	5	83	6	100
	Total	6	100	6	100

As indicate in item 13 of table13, 50% respondents replied that athletics club provides technical support, 17% of the respondent provide pocket money for athletes and 33% of the respondents replied all the above listed. This shows that the athletics club administrators were not effective in coordinating and proper utilization of facilities.

Accordingly, for item 14 of table 13, 83.33% of club experts and 100% of coaches respectively replied the support the athletics clubs provide is inadequate.

4.2.7 Athletes Selection Criteria and Procedure

Table 14: Responses on Selection Criteria and Procedure athletes

No	Item	Respondents			
		club experts		Coaches	
		No	%	No	%
15	Do you have any formal selection procedure adopted for coaches?				
	Yes	6	100	6	100
	No	-	-	-	-
	Total	6	100	6	100
16	How is scouting methods implemented?				
	Based natural methods	-	-	-	-
	Based on scientific methods	1	17	2	33
	Based on athletes demand	-	-	-	-
	Based on the minima scored from the past	4	66	3	50
	Based on the current performance of the athlete	1	17	1	17
	Total	6	100	10	100

With this regard, the data from item 15 of table 14, 100% or all club experts and coaches responded there are adopted formal selection procedures. Additionally, in item 16 of table 14, club experts and coaches responded 66% of the athletes are selected based on the minima scored from the past, And 17% of club experts responded that the athletes selected by both scientific method and 17% of the respondent responded the current performance of the athlete. 33% of the coaches replied that the athletes are selected based on scientific method, 50% of the coach's respond based on minima.

4.2.8 The major problems of Long Distance athletics

Table 15 Major Problems of Addis Ababa Long Distance athletics clubs

No	Item	Respondents			
		Club experts		coaches	
		No	%	No	%
17	What are the major problems of long distance running?				
	quality of training infrastructure	2	33.3	4	66.7
	Lack of resource	-	-	-	-
	Lack of understanding	-	-	-	-
	Lack of cooperation among the concerned bodies	-	-	1	16.7
	lack of scientific method of training	4	66.7	1	16.7
	Total	6	100	6	100
18	What is the problem that hinders the successfulness of long distance training?				
	Lack of knowledge about the content	1	17	1	16.7
	Lack of Appropriate coaching material	-	-	-	-
	Ignorant to the methodology of coaching	3	50	4	66.7
	Lack of support from the concerned body	2	33	1	16.7
	Total	6	100	6	100

As clearly demonstrated in item 17 tables 15, 67% club experts replied that the major problems of Addis Ababa long distance running athletics club is lack of scientific method of training. Whereas the17% of respondent coaches replied the problems of Addis Ababa athletics club of long distance is lack scientific method of training. And 33% club experts replied that the major problems is lack of training infrastructures among the coaches, 67% replied that the major problems of Addis Ababa athletics club of long distance is lack of training infrastructures.

As shown in item 18 of table 15, 50% of club experts, 66% of the coaches replied the problems that hinder the successfulness of long distance training in Addis Ababa athletics clubs are lack of

proper knowledge about the methodology of coaching respectively,17%of club experts,17% of coaches replied the problems that hinder the successfulness of long distance training in Addis Ababa athletics club ware Lack of knowledge about the content respectively ,and the rest 33% of club experts,17% coaches replied the problems that hinder the successfulness of long distance training in Addis Ababa athletics club ware Lack of support from the concerned body.

This shows that the major problems of Addis Ababa long distance club athletes were lack of scientific method of training and not having the right understanding with regard to the methodology of coaching.

4.2.9 Principles of Training

Table 16: Responses on Principles of Training during Practice

No	Item	Respondents	
		coaches	
		No	%
19	Do you incorporate the principles of training during practice?		
	Yes	4	66.7
	No	2	33.3
	Total	6	100

As shown in item 19 of table 16, the majority (67%) of the coaches replied that the principles of training are incorporated during practice and the rest 33% of the coaches responded they did not incorporate the principles of training during practice time.

4.2.10 Quality and quantity of training infrastructures (training track)

Equipments and playgrounds are the backbone of athletic training to create conducive coaching environment.

Table 17: Responses on the Amount of Equipment and Playground

No	Item	Respondents			
		club experts		Coaches	
		No	%	No	%
20	Do you agree that the training track is convenient to conduct the training program?				
	Strongly agree	-	-	1	17
	Agree	4	67.6	3	50
	Disagree	2	33.4	2	33
	Strongly disagree	-	-	-	-
	Total	6	100	6	100

Concerning item 20 of table 17, 67% of club experts agreed that the training track is convenient to conduct the training program and the majority of coaches (50%) replied the training track is convenient to conduct the training program, 33% of club experts disagreed that the training track is convenient to conduct the training program and similarly 33% 0f the coach disagreed. Similarly it was observed from the interview that playgrounds are not prepared and even some open space is found inside Addis Ababa, so it is not comfortable for practical activities.

4.2.11 Measurement and Evaluation

Evaluation is not a final step, but an ongoing process that allows the coach's strategy to adapt to the changing demands of any training situation. Evaluation provides measurement and feedback that allows the coach and athlete to evolve over the course of the season.

Table 18: Respondents responses on Measurement and Evaluation

No	Item	Respondents	
		Coaches	
		No	%
21	Do you continuously asses the performance of your athletes?		
	Yes	2	33.4
	No	4	67.6
	Total	6	100

As shown in item 21 of table 18, 67% of the coaches responded that they did not measure and evaluate the athletes in deferent ways of the athlete's performance. The rest 33% coaches responded that the athlete's performance were measured and evaluated by them.

4.3.1 Athletes, Coaches and club Experts Responses to the Open-ended Questions

The open ended questions focused on what problems faced while coaching, the quality and quantity of training track, lack of qualified coaches, lack of scientific training methods. Injuries in relation to training, interference of managers

In response to the open-ended questions which required athletes, coaches and athletic club experts with regard to the problems and challenges that hinder the performance of Addis Ababa long distance running, they suggested the following solutions: Hard working, Promoting clubs Promoting projects, Promoting athletic training program.

4.3.2 Analysis of Findings Obtained Through Interview

4.3.3. Interview Report Obtained From Athletes and Coaches

The student researcher conducted structured interview in face to face manner with athletes and coaches in order to get additional information about the long distance running problems and the challenge in the clubs. Thus, the responses from the subjects summarized and presented in the following way. The idea of monthly payment of the coaches and interests of the athletes by club coaches:

Responses to the above issues were identical as a strong majority of coaches and athletic club experts reported a monthly payment of the coaches has a negative effect of athletic coaching for achievement as well as athletes attitude toward the coaches of the club has its own negative impact. The majority of the club athletes are not willing to agree with the coaches that are assigned by athletics club. This implies that the coaches are disinterested to act in accordance with the systems that are designed by the club. None of the coaches never compromise with the above idea, the reason behind it is interference of the managers for their own business.

The other faced problems and challenges are quality and quantity of training track, facilities, and interferences of the other body by the time selection of the athletes takes place.

The researcher also interviewed the world renewed athlete in relation to issues of successors, and the production of more athletes and he said that the major obstacles and the major problems we are facing are, we been denied the chance to use our potential to succeed as the athletes participate at various athletes event in Europe like the Kenyans do. They also told me “The scores of talented athletes made us stay hidden or unnoticed. We did not allow athletes to exercise and unveil their talent and became strong athletes either here in the country or abroad. Here, according to the athletes, the point is they will never become wining athletes unless they are made to compete in international events and experience the race in real time.”

4.4. Analysis and Interpretation of Observation of training

Table 19: Table Showing the Summarized Observation of training in the long distance clubs

NO		Excellent	V. good	Satisfactory	Unsatisfactory
1	Voluntariness of athletes to the coach.			✓	
2	Before or after practice, there is opportunity for exchange of ideas between athletes and coach			✓	
3	The coach attends every practice	✓			
4	Punctuality of coaches.	✓			
5	Practice sessions are well organized and demanding- both physically and mentally.			✓	
6	The coach treats each individual athlete			✓	
7	Methodology of training			✓	
8	Principles of training			✓	

As it was mentioned in the methodology section, practical training observation was conducted for 10 days. The observation checklist involved more of the coaches' duty and voluntariness of athletes to the coach methodology of training, application of principles of training, application of psychological training, application of age related training. However, as indicated in Table 18, some athletes were not obedient for their coaches. Before or after practice, there is opportunity for exchange of ideas between athletes and coaches, psychological training was satisfactory, Punctuality of coaches and the coach attends every practice were excellent in general. Therefore, it is difficult to think about effective training where there are these shortcomings in the process. Finally, several writers advocated that training requires various attributes to be successful. However, among these requirements (Mathews and Fox 1976), most athletes experience neuromuscular, cardio respiratory, and biochemical modifications. Psychological improvements also result from physical exercise. During training, the athlete reacts to various stimuli, some of

which may be predicted more certainly than others. Physiological, biochemical, psychological, social, and methodological information is collected from the training process. All this diverse information comes from the athlete and is produced by the training process. The coach, who builds the training process, may not always be in a position to evaluate it. However, we must evaluate all the feedback from the training process to understand the athlete's reactivity to the quality of training and properly plan future programs. In light of this, it becomes clear that coaches require scientific assistance to ensure that they base their programs on objective evaluation.

CHAPTER FIVE

SUMMERY CONCLUSION AND RECOMMENDATIONS

This is the final part of the thesis which deals with the major findings, the conclusion reached at and the recommendations forwarded based on the finding.

5.1 Summery

The major purposes of this study were to find out the problems and challenges of the Addis Ababa long distance athletics club. Having this objective, the following basic questions were raised:

- ★ What are the major factors that may affect the performance of long distance runners for clubs competition?
- ★ Do the Addis Ababa Athletics clubs select the athletes fairly by the athletes' current performance?
- ★ What are the methods of training employed in the club?
- ★ Do the concerned body committed to do effectively?
- ★ Is the training method comfortable for the athletes?

In order to answer the above questions, descriptive survey research method was employed. The data relevant to the study were collected through questionnaire; interview and observation checklists were also employed.

This study used both qualitative and quantitative research approach. Therefore, the data obtained through questionnaire was analyzed quantitatively by percentage and the data collected through interview and observations were analyzed qualitatively to substantiate the quantitative analysis.

From the data analysis, the major findings obtained are summarized as follows

- ❖ In the Addis Ababa long distance athletics club, athletes mostly are not as such interested to be trained by the coaches assigned to them by the club and the method compatibility with age of the clubs coaches were medium and low. This leads for injury and burn out the young athletes. The training should be individualized and age related.

- There is a gap between the athletics club and coaches. That means the coaches are not motivated by their monthly payment.
- The support that athletics club was inadequate.
- From the finding, the major problems of Addis Ababa long distance athletes are lack of scientific method of training and the desired know how of the methodology of coaching. In addition to the quality and quantity of training track, the athletes lack qualified coaches, Injuries in relation to training, lack of psychological skill training.

5.2 Conclusion

In the light of the major findings those indicated above, the following conclusions are drowned.
The athletes are the immediate centers of the training program. Therefore, the interest of an athlete is a key factor for success in athletics.

Planning section shows how to train athletes to achieve maximum performance at the desired time. A training program must include regeneration and recovery between training sessions to ensure continuous improvements in the athlete's performance

Coaching is a craft that is best learned practical experience; develop effective relationships with athletes and coaching colleagues, and through application of knowledge.

Methodology of training is a vast area. By closely observing the information available from each science will make coaches more proficient in their training.

Training principles are the foundation of this complex process knowing the training factors will clarify role plays in training.

Sport psychological is necessary to ensure enhancing physical performance. Psychological training improves discipline, perseverance, power, confidence and courage.
Health is maintained by periodic medical examinations, a proper correlation of training intensity with individual effort capacity, and alternating hard work with an appropriate regeneration phase.

Following illness or injury, the athlete must begin training only when completely recovered, ensuring adequate progression.

In athletics, records are made to be broken continually due to improved performance of the athletes. These improvements in performance are generally a result of higher level of fitness. This fitness comes from an improved understanding by the coaches and athletes of training and its effects.

5.3 Recommendation

- A national sport system should consider the club, especially for young athletes.
- Creating a training system for a sport may generate from the general knowledge in the theory and methodology of training, scientific findings and the experience of the nation's best coaches.
- General preparation is one of the coach's main objectives. The coach can accomplish this by establishing harmony in the clubs' physical, technical, and strategic preparation. The coach must establish such a concord for psychological preparation, meaning sound relationships, friendships, and common goals among clubs.
- Training competitions and social gatherings consolidate the club and enhance the feeling to the nationality. The administrator must encourage and work for the club to act as a unit and should establish specific plans and roles for each athlete according to the need of the club felling of nationality what the people wanted.
- Each individual has a place within the system, and a coach may attempt to enrich the system through his or her talents.
- Developing research, especially applied research, could enrich training knowledge, how to improve methods of athlete evaluation, selection, peaking, and recovery and increase knowledge of how to get the successful athlete.

The concerned bodies should create wining sprites as it used to be the past. Club athletes made the Ethiopian flag and the Ethiopian national anthem synonymous with any international athletic victory including world and Olympic athletic competitions. Ethiopia stands at the top of the world in that regard.

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Appendix I

Addis Ababa University School of graduate study

Facility of life science Department of sport science

Written questionnaire prepared to be filled by the athletes

Dear athletes, the purpose of this questionnaire is to collect information about the current problems and challenges of some selected Addis Ababa long distance athletics club and to suggest affirmative solution and possible recommendation based on the findings. To get essential information, your honest and sincere cooperation in responding to each question is very important to meet the intended objective.

General direction

1. You do not need to write your name
2. Individual data will be kept confidential

Thank you for your heart felt cooperation in advance

Instruction

A. Fill in the given box by putting a symbol of right "√"

B. Choose the appropriate of your option from the given alternatives and circle if

C. For open ended questions, write brief and short answers

General profiles of the trainees

1. Sex Male ☐ Female☐
2. Age _____
3. Educational level

   Grad 12 complete ☐

   Grad 10 complete ☐

   Grade 8th complete ☐

   If any other, specify _____

4. Birth place _____
5. Height _____

Training

1. Who insist you to join the club of long distance run?
   A. Coach
   B. Parent
   C. Peer group
   D. The love of the game
   E. Media

   If any anther specify, _____

2. Do you have a piece of information about talent scouting process and selection criteria?

   A. Yes B. no

3. If yes for question 2; have you been identified as a "Talented" athlete?

   A. Yes B. No

4. If your answer is no for question no 2, what are the criteria used by the coach to select "Talented" athlete? Specify _____

5. from where you join this team?

   A .School
   B. While playing on the street
   C. From sport projects
   D. Other Clubs
   E. others

6. Are you interested the coaching style of your coach?

   A. Yes B, No

7. What are the benefit and support you get from the concerned bodies?

   A. Food and sport drinks
   B. Pocket money
   C. Medication
   D. Sport wear
   E. Psychological support

8. Have you ever got the opportunities to compete at different level?

   A. Yes B. No C. Sometimes

9. Does your coach motivate you to keep on training and improve your performances?

A. Yes B. Some times C. No

10. How do you gate the training methods of your coach from the point of your age level?

A. Excellent B. Very good

C. Good D. Poor

11 .How many times you train per week?

A. Four times C. Two times

B. Three times D. One times

12. How long you train per training session

A. Four hours C. Three hours

B. Two hours D. One Hour

13. Do your coaches motivate you to do your best?

A. yes B. no

14. Does your coach use mental skill training?

A. yes B. no

15. What are the possible solutions do you think to improve the performance of athletics club of long distance running

_____

_____

Appendix II

Addis Ababa University Faculty of life science

School of Graduate Studies Department of sport science

Questioners to be filled by coaches

The main objective of this questionnaire is to collect data from some selected Addis Ababa athletics club to dig out the current problems and challenges of long distance athletics club and to set possible solution for enhancement of the training program and to indicate the concerned body to give attention to the club, a piece of information that obtained from you with this questionnaire is important for the success of the study undertaking and for the remedy that will be taken for the improvement of the result of Ethiopian athletics.

I would like to extend my thanks for your cooperation in advance from the bottom of my heart.

General profiles of the coach

- You do not need to write your name
- Individual data will be kept confidential
- Put "√"mark on the box given for your answer
- For open ended questions, give short and precise response

General profiles of the coach

1. Sex Male ☐ Female ☐
2. Age _____
3. Marital status Single ☐ Married ☐ divorced ☐ widowed ☐
4. Educational background
   - 10 complete ☐
   - 12 complete ☐
   - Certificate in sport ☐
   - Diploma in physical education ☐
   - B.sc in physical education ☐
   - M.sc in athletics ☐

If any anther, specify _____

5. Have you taken any short term course in coaching athletics?

   A .Yes B. No

   If yes specify_____

   Coaching experience _____

Part 1

Professional question

1. What inspire you to become a coach of long distance running?

A. concern of nationality

B. employability

C. Affection to athletics sport

D. media

If any anther, specify _____

2 Is the short term course you attended relevant for coaching athletics?

A yes B No

3 Does the course you took incorporate the methodology of coaching athletics based on their ability?

A. Yes B. No

4 As a coach, do you follow talent scouting procedure in selection of athletes?

A. Yes B. No

5. If your answer for question number 4 is "yes" who develop the program

A. Athletics federation

B. Sport officers

C. Myself

If any other specify, _____

6. How long the scouting takes place

A. 5-10 days C. 30 days

B. 10-15 days D. Above 30 days

7. How scouting methods implemented?

A. Based natural methods

B. Based on scientific methods

C. Based on athletes demand

If any anther, specify _____

8. What are the major problems of long distance running?

A. quality of training infrastructure

B. Lack of resource

C. Lack of understanding

D. Lack of cooperation among the concerned bodies

E. Lack of scientific method of training

If any other specify _____

9. Do you have annual training plane which is allocated based on the period of training?

A. Yes B. No

10. Do you have the profound knowledge of per iodization to run the training program

A. Yes B. No

11. Have you taken upgrading course to improve your coaching competence?

A. Yes B. No

Part - 2 coaching manual

1. Do you have coaching manual which is provided from the concerned body?

A. Yes B. No

2. If your answerer for the above question is "yes", do you follow the manual while coaching

A. Yes, B. No

3. Does the coaching manual contain contents all of training?

A. Yes B. No

4. Does the coaching manual consist of the methods of coaching?

A. Yes B. No

5. On the basis of your experience do you use appropriate age related coaching system?

A. Strongly agree

B. Agree

C. Disagree

D. Strongly dies agree

Part 4 Training

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

A. One days
B. Two days
C. Three days
D. Four days
E. Five days

2. How long is each training session?

A. 1 hours

B. Two hours

C. Three hours

D. Four hours

E. It depends on the content

3. Do you use additional training aids like video, charts e.t.c for your coaching?

   A. Yes B. No

4. Do you incorporate the components of training during practice?

   A. Yes B. No

5. What is the problem that hinders the successfulness of long distance training?

   A. Lack of knowledge about the content

   B. Lack of Appropriate teaching material

   C. Ignorant to the methodology of coaching

   D. Lack of support from the concerned body

   If any, specify_____

6. Are the concerned bodies provides supervision service for the program?

   A. Yes B. No

7. If your answer for above question is 'yes', how many times per a year?

   A. One time C. Three times

   B. Two times D. Four times

Part 5 facilities and equipment

1. Do you agree that the training track is convenient to conduct the training program?

   A. Strongly agree

   B. Agree

   C. Disagree

   D. Strongly disagree

2. How do you rate the quality of training materials

   A. Very high B. High

   C. Low D. Very low

3. Does the coaching fee motivate you to do all your best?

   A. yes B. No

4. If your answer is no, what are the influences of it on the coaching process? Please list

   _____

5. Do you continuously assess the performance of your athlete?

   A. Yes B. No

   If your answer yes how do you assess (what methods do you use? _____

   _____

   If your answer no why? Indicate your reason_____

   _____

6. The Korea world athletics championship has turned out to be a sad story to the Ethiopian general public. How do you see it?

   _____

   _____

7. What are the main reasons for the low performance of our athlete?

   _____

   _____

8. What should be done to reverse the conditions?

   _____

   _____

Appendix III

Addis Ababa University School of graduate studies

Facility of life science Department of sport science

Questionnaire to be by the club experts

Dear Respondents!

The main objectives of this questionnaire is to gather data from some selected Addis Ababa athletics club experts to assess the current problems and challenges of some selected Addis Ababa athletics club long distance running and to suggest possible solution for the problems and improvement and to indicate the concerned body to give emphasis to the program. The data collected using this questionnaire is to be used only for academic purpose and all information gathered from the respondents will be helpful to get pertinent findings and to forward timely and sound recommendation. Your responses are confidential and are not used for any other purpose rather than this study. Therefore, in order to obtain relevant and reliable information that would contribute to the success of this study, I kindly request your cooperation to answer all the questions frankly as you fell.

Tank you in advance!

General direction

- You don't need to write your name
- Individual data will be confidential

Instruction

- Put the symbol of right "√" in the box given
- For open ended question, give short and precise response

General profile of club expert

1. Sex – Male ☐ Female ☐
2. Age_____
3. Marital status- single ☐ married ☐ divorced ☐ widowed ☐
4. Educational background
   A. Certificate
   B. Diploma
   C. B.sc
   D. No educational background

If any other Specify your field of study_____

Part one 1

2. Type of support from the club
    A. Facilities and equipment
    B. Provide pocket money for youth
    C. Financial support
    D. Technical support if any other specify _____
3. Do you think that the support you provide sufficient?
    A. Yes B. No
4. If your answer for question No 2 is 'No', what are the impacts of lack of adequate support on the program?_____

    _____
5. How many times you supervise the athletes to know their level of performance?
    A. One times per month
    B. Two times per six month
    C. Two times per a year
    D. No supervision

    If any other specify_____
6. What are the major problems that hinder the development of Addis Ababa long distance athletics club?
    A. Lack of good communication
    B. Low attention given to the projects
    C. Lack of joints support
    D. Knowledge of the coach.

    If any other specify_____

    _____

6. Do you agree that monthly payment for the coach is sufficient?
    A. Strongly agree C. disagree
    B. Agree D. Strongly Disagree

7 .Does the club facilitate upgrading course for the coach?

A. Yes B. No

8. Do you set scheduled meeting program with sport commission, sport experts, and journalists to evaluate the present level of club long distance athletics?

A. Yes B. No

9. Do you have any formal selection procedure adopted for coaches?

A. Yes B. No

10. If yes please specify_____

11. How do you supervise and follow up the training processes of long distance athletes

_____

_____

_____

12. What do you suggest to improve the performance of club long distance athletics

_____

_____

Appendix IV

Addis Ababa University School of graduate studies

Facility of life science Department of sport science

Interview questions for the club athletes

- How do you express the equipment and facility you provided from the concerned body?
- Does your coach organize theoretical session to improve your mental capacity?
- From your opinion what are the major problem of the clubs long distance running team?
- Are your coach and your club selecting the athletes by using the current performance of the athletes?
- How do you see the current status of Addis Ababa long distance running club?
- What do you attribute the failure?

Appendix V

Addis Ababa University School of graduate studies

Facility of life science Department of sport science

Interview guide for coaches

The main objective of this interview is to gather information about the current problems and challenges of the Ethiopian long distance running club. Therefore, the pieces of information you kindly and honestly give, help the researcher to reach on the conclusion of the main problems which hinders the some selected Addis Ababa of long distance runners.

I would like t express my thank for your cooperation in advance

- Do you have a coaching Manuel? Who prepared it?
- If your answer for question No 1 is yes. Is the coaching manual contains the main components of training and methodology of coaching?
- Have you attended up grading course that can improve your coaching competence? If your answer is yes, how is its relation with development of athletics?
- How do you see the professional support you get from concerned bodies?
- How do you see the supply of equipment and facility?
- What are the opportunities found for the development of athletics?
- What are the major problems of the training sites that influence the performance of long distance athlete?
- How do you select the athletes? Is there any interference of the others?
- Is your training session follows the scientific method of training?

Appendix VI

Addis Ababa University School of graduate studies

Facility of life science Department of sport science

Observation checklist

NO		Excellent	V. good	Satisfactory	Unsatisfactory
1	Voluntariness of athletes to the coach.				
2	Before or after practice, there is opportunity for exchange of ideas between athletes and coach				
3	The coach attends every practice				
4	Punctuality of coaches.				
5	Practice sessions are well organized and demanding-both physically and mentally.				
6	The coach treats each individual athlete				
7	Methodology of training				
8	Principles of training				

Appendix 1

Addis Ababa University School of graduate study

Facility of life science Department of sport science

በአትሌቶች የሚሞስ መጠይቅ

የተከበራችሁ አትሌቶች የዚህ መጠይቅ አላማ የሚሆነው በአዲስ አበባ ከተማ የሚገኙ ጥቂት አትሌትክስ ክለቦች ላይ መነሻ በማድረግ በረጅም ርቀት ሩጫ ላይ የሚታየውን ወቅታዊ ችግሮች ጥናትን መሰረት በማድረግ ለማወቅ ፣ስሚመለከተው ክፍል ችግሮችን ለመጠቆም እንዲሁም ትኩረት በመሰጠት ችግሮችን ለመቀነስ እና ለመፍታት እንዲችል ማድረግ ነው። ይህ መጠይቅ ከዚህ አላማ ሌላ የሚይውል መሆኑን ማሳሰብ እወዳለሁ። በመሆኑም የዚህ መረጃ መገኘት የናንተ ከውስጥ የመነጨ ትብብር ለአላማው መሳካት በጣም ጠቃሚ ነው።

ከልብ የመነጨ ምስጋና እያቀረብኩ ወደዋናው መጠየቅ እገባለሁ።

★ የግል መረጃን በተመለከተ በሚስጥር ይያዛለል።

መመሪያ

1. በዚህ መጠይቅ ስም መፃፍ አስፈላጊ አይደለም
2. በተሰጠው ሳጥን ውስጥ "✓" ምልክት አድርግ/አድርጊ
3. ከተሰጠው አማራጭ ውስጥ አንዱን በመምረጥ አክብብ/አክብቢ
4. ማብራራት ለሚጠይቁ ጥያቄዎች አጭርና ግልፅ መልስ ስጥ/ጭ

አጠቃላይ ግለ ታሪክ

1. ፃታ ወንድ ☐ ሴት ☐
2. እድሜ _____
3. የትምህርት ደረጃ

ሀ. አሥራ ሁለተኛ የጨረሰ/ች ☐

ለ. አሥር የጨረሰ/ች ☐
ሐ. ስምንተኛ ክፍል የተማረ ☐
መ. ተጨማሪ ካለ ይግለጹ_____

4 የትውልድ ቦታ _____

5 ቁመት _____

አሠለጣጠን በተመለከተ

1. የረጅም እርቀት ሩጫ እንድትሮጭ ማነው የገፋፋህ/ሽ?

   ሀ. አሰልጣኝህ/ሽ መ. የጨዋታው ፍቅር
   ለ. ቤተሰብህ/ሽ ሠ. የብዙሃን መገናኛ
   ሐ. ጓደኞችህ/ሽ ረ. ተጨማሪ ካለ ይግለጹ _____

2. ስለተሰጥኦ አመራረጥ መረጃ አለህ/ሽ?

   ሀ. አዎን ለ. አይደለም

3. ለጥያቄ ቁጥር ሁለት መልስህ/ሽ አዎን ከሆነ አንተ/አነቺ የተመረጥከው/ሽው ልዩ ተሰጥኦ ስላለህ ነው።

   ሀ. አዎን ለ. አይደለም

4. ለጥያቄ ቁጥር ሁለት መልስህ አይደለም ከሆነ የአንተ/የአንቺ አሰልጣኝ ምን አይነት ዘዴ በመጠቀም ነው አሰልጣኝ ተሰጥኦ የሚመርጡት?

   _____
   _____

5. ከየት ነው ይህን ክለብ የተቀላቀልከው/ሽው?

   ሀ. ከትምህርት ቤት ለ. ከስፖርት ፕሮጀክት ሐ. ከመንገድ ሩጫ (በግል)
   መ. ከሌላ ክለብ ሠ. ሌላ ካለ ይግለጹ_____

6. በአሰልጣኝህ/ሽ የአሰለጣጠን ዘዴ ደስተኛ ነህ/ሽ?

   ሀ. አዎን ለ. አይደለም

7. ከሚመለከተው ክፍል የምታገኘው ጥቅም ወይም ድጋፍ ምንድን ነው?

   ሀ. ምግብና የስፖርት መጠጦች ሐ. ሕክምና
   ለ. የኪስ ገንዘብ መ. የስፖርት አልባሶች ሠ. የስነ ልቦና ድጋፍ

8. በተለያዩ የውድድር አይነቶች የመወዳደር ዕድል አግኝተሀል/ሽ

   ሀ. አዎን ለ. አንዳንዴ ሐ. አይደለም

9. አሰልጣኝህ/ሽ በስልጠናህ/ሽ እንድትቆይ እንዲሁም እንድትበረቺ/እንድትበረታ ያደርጋል?

ሀ. አዎን ለ. አንዳንዴ ሐ. አይደለም

10. የአሰልጣኝህ/ሽ የማሰልጠኛ ዘዴ ከአንቺ/ከአንተ ዕድሜ ጋር እንዴት አገኝሽው/አገኝኸው?

ሀ. እጅግ በጣም ጥሩ ሐ. ጥሩ
ለ. በጣም ጥሩ መ. ዝቅተኛ

11. በሳምንት ምን ያህል ጊዜ ትሰለጥናለህ/ሽ

ሀ. አራት ጊዜ ሐ. ሁለት ጊዜ
ለ. ሦስት ጊዜ መ. አንድ ጊዜ

12. አንድ የሥልጠና ክፍለ ጊዜ ምን ያህል ሰዓት ይፈጃል

ሀ. አራት ሰዓት ሐ. አንድ ሰዓት
ለ. ሦስት ሰዓት መ. ሁለት ሰዓት

13. አሠልጣኝህ/ሽ በደንብ እንድትሰሪ/እንድትሰሪ ያበረታታል?

ሀ. አዎን ለ. አይደለም

14. አሰልጣኝህ/ሽ የአዕምሮ ክህሎት ስልጠና ይሰጣል?

ሀ. አዎን ለ. አይደለም

15. በክለቦች የረጅም እርቀት ሩጫ ብቃት ለማሳደግ አማራጭ መፍትሄዎች ምንድን ናቸው ብለህ/ሽ ታስባለህ/ሽ_____

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16. አሁን ያለው የረጅም እርቀት ሩጫ መውረድ ምክንያቱ ምን ይሆናል ብለህ/ሽ ታስባለህ/ሽ

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17. በኮሪያ በተደረገው የአለም ሻምፒዮና ላይ የተገኘው ውጤት አንተ/አንቺ ምን ተሰማህ/ሽ

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Appendix 2

Addis Ababa University Faculty of life science

School of Graduate Studies Department of sport science

በአሰልጣኞች የሚሞላ

የተከበራችሁ አሰልጣኞች የዚህ መጠይቅ አላማ የሚሆነው በአዲስ አበባ ከተማ የሚገኙ ጥቂት አትሌትክስ ክለቦች ላይ መነሻ በማድረግ በረጅም ርቀት ሩጫ ላይ የሚታየውን ወቅታዊ ችግሮችን ጥናትን መሰረት በማድረግ ለማወቅ ፣ለሚመለከተው ክፍል ችግሮችን ለመጠቆም እንዲሁም ትኩረት በመሰጠት ችግሮችን ለመቀነስ እና ለመፍታት እንዲችል ማድረግ ነው። ይህ መጠይቅ ከዚህ አላማ ሌላ የማይውል መሆኑን ማሳሰብ እወዳለሁ። በመሆኑም የዚህ መረጃ መገኘት የናንተ ከውስጥ የመነጨ ትብብር ለአላማው መሳካት በጣም ጠቃሚ ነው።

ከልብ የመነጨ ምስጋና እያቀረብኩ ወደዋናው መጠየቅ እገባለሁ።

★ የግል መረጃን በተመለከተ በሚስጥር ይያዛልል።

መመሪያ

5. በዚህ መጠይቅ ስም መፃፍ አስፈላጊ አይደለም
6. በተሰጠው ሳጥን ውስጥ "✓" ምልክት አድርግ/አድርጊ
7. ከተሰጠው አማራጭ ውስጥ አንዱን በመምረጥ አክብብ/አክብቢ
8. ማብራራት ለሚጠይቁ ጥያቄዎች አጭርና ግልፅ መልስ ስጥ/ጭ

ክፍል I አጠቃላይ ግለ ታሪክ

6 ፃታ ወንድ ☐ ሴት ☐
7 እድሜ _____
8 የጋብቻ ሁኔታ ያላገባ ☐ ያገባ ☐ የፈታ/ች ☐
9 የትምህርት ደረጃ
   ሀ. አሥራ ሁለተኛ የጨረሰ/ች ☐
   ለ. አሥር የጨረሰ/ች ☐
   ሐ. በስፖረት ሰረተፊኬት ☐
   መ. ዲፕሎማ በጤናና የሰውነት ማጎልመሰሻ ት/ት ☐
   ሠ. የመጀመሪያ ዲግሪ በጤናና የሰውነት ማጎልመሰሻ ት/ት ☐
   ረ. ሁለተኛ ዲግሪ በአትሌቲክስ ☐
   ሰ. ሌላ ካለ ይግለጹ _____
10 ለምን ያህል አመት የስራ ልምድ አለዎ፤_____

ሙያ ነክ ጥያቄዎች

1. የረጅም ርቀት ሩጫ አሰልጣኝ ስመሆን ምን አነሳሳህ

   ሀ. የሀገረ ፍቅር ሐ. የስራ ፍቅር
   ለ. የሰራ መስክ በመሆኑ መ. መገናኛ ብዙሀን

   ሠ. ሌላ ካለ ይግለጹ፤_____

2. ከአሁን በፊት የወሰድከዉ/ሽ የአጭር ጊዜ ስልጠና አትሌቲክስ ስማሰልጠን ጠቃሚነዉ ብለህ/ሽ ታስቢያለህ/ሽ ሀ. አዎ ለ. የለም

3. አንተ/ቺ የተማረከዉ/ሽዉ የአትሌቲክስ አሰልጣጠን ዘዴ ከአንተ/አንቺ ብቃት ጋር ይሄዳል ወይ
   ሀ. አዎ ለ. የለም

4. እነደ አሠልጣኝ አትሌቶችን የመምርጫ ዘዴ ተከተላለህ

   ሀ. አዎን ለ. አይደልመ

5. ለጥያቄ ቁጥር አራት መልስህ/ሽ አዎን ከሆነ የምትከተለው ዘዴ የማን ተሞክሮ ነው?

   ሀ. የአትሌቲክስ ፌደሬሽን
   ለ. የስፖርት ቢሮ
   ሐ. የራሴ ተሞክሮ በመጠቀም
   መ. ተጨማሪ ካለ ይጥቀሱ _____

6. ምርጫው ምን ያህል ጊዜ ይፈጃል።

   ሀ. ከ5-10 ቀናቶች
   ለ. ከ10-15 ቀናቶች
   ሐ. ለሠላሣ ቀናቶች
   መ. ከዚያም በላይ

7. እንዴት ነው ይህን ምርጫ ተግባራዊ የሚሆነው።

   ሀ. ተፈጥሮአዊ ዘዴ በመጠቀም
   ለ. ዘመናዊ ዘዴ በመጠቀም
   ሐ. ለአትሌቶቹ ፍላጎት
   መ. ከዚህ ተጨማሪ ካለ እዚህ ላይ ያስፍሩ_____

8. ለረጅም ሩጫ ዋነኛ ችግር የሆነው ምንድ ነው?

   ሀ. የስልጠና ጥራት ማጣት
   ለ. የግባት አለመሟላት
   ሐ. የሚመለከተው አካል ጋር ቅንጅት መጥፋት
   መ ዘመናዊ ስልጠና አለመኖር

ሠ. ተጨማሪ ካለ እዚህ ላይ ያስፍሩ_____

9. ከሥልጠና ጊዜ ጋር የተቀናጀ አመታዊ እቅድ አሎት

ሀ. አዎን ለ. አይደለም

10. ቅደመ የአሠላጣጠን እውቀት የሥልጠና እቅድ አሎት

ሀ. አዎን ለ. አይደለም

11. የአሠለጣጠንህ አቅም ለማሻሻል የአጭር ቀን ትምህርት ወስደው ያውቃሉ

ሀ. አዎን ለ. አይደለም

ክፍል II ስለማሠልኛ ማንዋል

1. በሚመለከተው አካል የተዘጋጀ ማሠልጠኛ ማንዋል አለህ/ሽ

ሀ. አዎን ለ. አይደልም

2. ለጥያቄ አንደ መልስህ/ሽ አዎን ከሆነ የማሠልጠኛ ማንዋሉን ተከትለህ ነው የምታሠጥነውን?

ሀ. አዎን ለ. አይደለም

3. የማሠልጠኛው ማንዋል የሁሉም የማሠልጠን ደዘት አለው?

ሀ. አዎን ለ. አይደለም

4. የማሠልጠኛው ማንዋሉ የማሠልጠኛ ዘዴን ይዛል?

ሀ. አዎን ለ. አይደለም

5. ከአንተ/ች ተሞክሮ የምትጠቀምበት የአሠለጣጠን ዘዴ ከአዕድሜ ጋር የሚሄድ ነው?

ሀ. በጣም አስማማለሁኝ
ለ. አስማማለሁኝ
ሐ. አልሥማማም
መ. በጣም አልሥማማም

ክፍል III አሠለጣጠን

1. በሣምንት ምን ያህል ቀናት ታሠጥናለህ/ሽ

ሀ. አንዱ ቀን መ. አራት ቀናቶች
ለ. ሁለት ቀናቶች ሠ. አምስት ቀናቶች
ሐ. ሦስት ቀናቶች

2. አንድ የሥልጠና ጊዜ ምን ያህል ደረዝማል

ሀ. አንድ ሰዓት ሐ. ሦስት ሰዓት

ለ. ሁለት ሰዓት መ. አታት ሰዓት
ሠ. እነደ ሥልጠናው ይዘት

3. ተጨማሪ የሚሠልጠኝ ዘዴ ማለትም እነደ የተቀርፀ ምስል ወይም ሰዕል ይጠቀማሉ?

ሀ. አዎን ለ. አይደለም

4. በተግባር ስልጠና ጊዜ ሁሉም የማሠልጠኛ ዘዴዎች የተቀናጁ ናቸው

ሀ. አዎን ለ. አይደለም

5. ለረጅም እርቀት ሩጫ ችግር የሆን ምንድነው ለውጤት ማጣት?

ሀ. በይዘቱ ዙሪያ እውደቀት አለመኖር
ለ. አሥፈላጊ መሣሪያዎች አለመኖር
ሐ. ለሥልጠናው ዘዴ ትኩረት አለመሥጠት
መ. ከሚመለከተው አካል ድጋፍ መጣት
ከዚህ ተጨማሪ ካሎት ያስፍሩ_____

6. የሚመለከተው አካል ክትትል ያደርጋል በፕሮግራሙ ዙሪያ?

ሀ. አዎን ለ. አይደለም

7. ለጥያቄ ቁጥር ስድስት መልስህ/ሽ አዎን ከሆነ ለአመት ምን ያህል ጊዜ

ሀ. አንድ ጊዜ ሐ. ሦስት ጊዜ
ለ. ሁለት ጊዜ መ. አራት ጊዜ

ክፍል IV አሥፈላጊ ማቴሪያሎች

1. የማሠልጠኛው ሜዳ ለሥልጠናው ምቹ ነው ብለህ ታስባለህ/ሽ

ሀ. በጣም እለማማለሁ ሐ. አልሥማማም
ለ. እለማማለሁ መ. በጣም አልለማማም

2. የማሠልጠኛ ማቴሪያሎች ጥራታቸው እነዴት ነው የምታያቸው?

ሀ. በጣም በከፋተኛ ሐ. ዝቅተኛ
ለ. በከፋተኛ መ. በጣም ዝቅተኛ

3. ለአሠልጣኞች የሚከፈለው ክፍያ በደንብ እንዲሰሩ የሚያነቃቃ ነው

ሀ. አዎን ለ. አይደለም

4. ለጥያቄ ቁጥር ሦስት መልስህ/ሽ አይደለም ከሆነ ምንድ ነው በስልጠናው ሂደት ችግር የሆነው?_____

5. የአትሌቶችህ ብቃት ለማወቅ ተከታታይ ምዘና ትጠቀማለህ

ሀ. አዎን ለ. አይደለም

ከተጠቀምክ ለምን አይነት ዘዴ_____

_____

ካልተጠቀምክ ለምን ? የራስህን ምክንያት ጥቀስ _____

_____

6. የዳጉ አለም አቀፍ አትሌቲክስ ሻምፒዮና ውጤት ማጣት አንተ/ቺ ምን ተሰማህ

_____

ለአትሌቶች ብቃት ማነስ ዋነኛው ምክንያት ምንድን ነው? _____

7. የረጅም ርቀት ሩጫ ብቃትን ለማሳደግ ምን ማድረግ አለብን ብለህ/ሽ ታስባለህ/ሽ ?

_____

_____

Appendix 3

Addis Ababa University School of graduate studies

Facility of life science Department of sport science

በክለብ ባለሙያዎች የሚሞላ መጠይቅ

የተከበራችሁ የስፖርት ባለሙያዎች የዚህ መጠይቅ አላማ የሚሆነው በአዲስ አበባ ከተማ የሚገኙ ጥቂት አትሌትክስ ክለቦች ላይ መነሻ በማድረግ በረጅም ርቀት ሩጫ ላይ የሚታየውን ወቅታዊ ችግሮችን ጥናትን መሰረት በማድረግ ለማወቅ ፣ለሚመለከተው ክፍል ችግሮችን ለመጠቆም እንዲሁም ትኩረት በመሰጠት ችግሮችን ለመቀነስ እና ለመፍታት እንዲችል ማድረግ ነው፡፡ ይህ መጠይቅ ከዚህ አላማ ሌላ የማይውል መሆኑን ማሳሰብ እወዳለሁ፡፡ በመሆኑም የዚህ መረጃ መገኘት የናንተ ከውስጥ የመነጨ ትብብር ለአላማው መሳካት በጣም ጠቃሚ ነው፡፡

ከልብ የመነጨ ምስጋና እያቀረብኩ ወደዋናው መጠየቅ እገባለሁ፡፡

★ የግል መረጃን በተመለከተ በሚስጥር ይያዛልል፡፡

መመሪያ

1. በዚህ መጠይቅ ስም መፃፍ አስፈላጊ አይደለም
2. በተሰጠው ሳጥን ውስጥ “✓” ምልክት አድርግ/አድርጊ
3. ከተሰጠው አማራጭ ውስጥ አንዱን በመምረጥ አክብብ/አክብቢ
4. ማብራራት ለሚጠይቁ ጥያቄዎች አጭርና ግልፅ መልስ ስጥ/ጭ

አጠቃላይ ግለ ታሪክ

1.ፃታ ወንድ ☐ ሴት ☐
2.እድሜ _____
3.የጋብቻ ሁኔታ ያላገባ ☐ ያገባ ☐ የፈታ/ች ☐
4.የትምህርት ደረጃ
ሀ. አሥራ ሁለተኛ የጨረሰ/ች ☐
ለ. አሥር የጨረሰ/ች ☐
ሐ. በስፖረት ሰረተፊኬት ☐
መ. ዲፕሎማ በጤናና የሰውነት ማጎልመሰሻ ት/ት ☐
ሠ. የመጀመሪያ ዲግሪ በጤናና የሰውነት ማጎልመሰሻ ት/ት ☐
ረ. ሁለተኛ ዲግሪ በአትሌቲክስ ☐
ሰ. ሌላ ካለ ይግለጹ _____

ክፍል I

1. ክለቡ ምን አይነት ድጋፍ አለው?

   ሀ. የማቴሪያል ድጋፍ
   ለ. የኪስ ገንዘብ ለአትሌቶች
   ሐ. የገንብ ድጋፍ
   መ. የቴክኒክ ድጋፍ
   ሌላ ካለ ይግለጹ _____

2. የመታደርጉት ድጋፍ በቂ ነውን?

   ሀ. አዎን ለ. አይደለም

3. ለጥያቄ ቁጥር ሁለት መልስህ/ሽ አይደለም ከሆነ ምንድ ነው ለድጋፉ ማነስ በፕሮግራሙ ላይ ምንተፅኖ ያመጣል_____

4. በምን ያህል ጊዜ ወቅታዊ ብቃታቸውን ትከታተላለህ?

   ሀ. በወር አንድ ጊዜ
   ለ. በስድስት ወር ሁለት ጊዜ
   ሐ. በአመት ሁለት ጊዜ
   መ. ምንም አይደረግም
   ሌላ ካለ እዚህ ላይ ይግለጹ_____

5. ዋናው የችግሩ ምክንያት ምንድ ነው?

   ሀ. መግባባት አለምቻል
   ለ. የትኩረት ማጣት
   ሐ. ያለመረዳት ችግር
   መ. የተቀናጀ ድጋፍ አለመኖር
   ሠ. የአሠልጣንነት እውቀት
   ሌላ ካለ እዚህ ላይ ይጥቀሱ_____

6. አሠልጣኞች በወር የሚከፈላቸው ክፍያ በቂ ነው ብለህ/ሽ ትስማማለህ?

   ሀ. በጣም እስማማለሁ ሐ. አልስማማም
   ለ. እስማማለሁ መ. በጣም አልስማማም

7. ክለቡ አሠልጣኞችን ለማሣደግ ስልጠና እንዲያገኙ ይጥራል?

   ሀ. አዎን ለ. አይደለም

8. ክለቡ ቋሚ የሆነ የስብሰባ ፕሮግራም ከስፖርት ባለሙያዎች፣ ከስፖርት ኮሚሽነሮችና ጋዜጠኞች ጋር የሚገናኝበት እንዲሁም የአትሌቶችን ወቅታዊ አቋም የሚገመግሙበት አለ?

ሀ. አዎን ለ. አይደለም

9. አካሄዱን የጠበቀ አሠልጣኞች የሚመረጡበት ሂደት አለ?

ሀ. አዎን ለ. አይደለም

ሌላ ካለ ይጨምረ_____

10. እንዴት ነው የስልጠናው ሂደት የሚከታተሉት ?

_____

_____

11. የችግረ መፍትሄ ምንድ ነው

_____

_____

DECLARATION

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

Declared by confirmed by

Name_____ Name _____

Signature_____ Signature _____

This thesis has been submitted for examination by my approval as a university advisor

Name _____

Signature _____

Date of submission _____