

**Investigate the Major Factors that Affect the Performance of Short Distance Athletes in the
Some Selected First Division Clubs in Addis Ababa**

Asefa Bekele Dibaba

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This is to certify that the thesis prepared by Asefa Bekele, entitled:

Investigate the Major Factors that Affect the Performance of Short Distance Athletes: In the Case of Some Selected First Division Clubs in Addis Ababa and submitted in partial fulfilment of the of the requirement of Degree of Master of Science in Sport Science complies with regulation of the university and meets the accepted standards with respect to originality and quality

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ACRONYM/ ABBREVIATION

EAF= Ethiopia Athletics Federation

IAAF= International Amateur Athletics Federation

IOC= International Olympic Committee

MOYSC= Ministry of Youth, Sport and Culture

NSPE=National Sport Police in Ethiopia

TID = Talent Identification

SMART =Specific Measurable Adjustable Realistic and Time

SPSS=Statistical Package for Social Sciences

Abstract

The purpose of the study was investigating major the factors that affect the performance of short distance athletes in the case; some selected first division clubs in Addis Ababa. Data was collected through questionnaire interview and observation checklist. 63 respondents participated as the source of data. 44 Athletes, 9 coaches, 9 club administrators were participated in the study. The designee of the study was qualitative and quantitative and the descriptive survey method was used. The data collected were organized, analyzed, tabulated and interpreted using simple percentage. As for as major findings of the study are concerned, significant majority of the respondents stated their view that, It was found out that the availability, quality, and quantity of basic facility supplied for athletes not sufficient as replied by some athletes. The results indicate that identification of talented athletes in the clubs is based on observations by the coach. There is a great constraint of equipment and facilities, problems of budget, in availability of knowledgeable of coach. The study has showed that, law knowledge of coach in coaching the clubs Athletics team. On the bases of the findings of the study recommendations were drawn, Shortage of materials and training equipments were found among the main hindering factors in the clubs. Thus some should be done by club itself and concerned bodies to allocate enough budgets to buy at least basic athletics equipments for trainee athletes. Again, the clubs should work jointly with athletics federation, private sport and fitness centers, sport Medias, governmental and non-governmental organization...etc so as either to get donations or generate incomes. The selection of Athletes is very important factor that influences the effectiveness of performance development level. Therefore, coaches of the Athletics club should develop, scientific, systematic and appropriate ways of selecting and measuring performance.

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CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Athletics is an exclusive collection at sporting event that involve competitive running, jumping and throwing. The most common types at athletics competition are track and field, road running, cross-country running and race walking. It is a part of general education that has been playing at race in achieving the objective of general education and developing students in physical, mental, emotional and social aspect within its particular objectives.

Athletics is mostly an individual sport with the exception at relay races and competitions which combine athletic performance for a team score. Such as cross-country running, the simplicity at the competitions and the lack at a need for expensive equipment make athletics one of the most commonly imputed sports in the world (available online at <https://en.wikipedia.org>).

Through the past 60 years, the Ethiopian Athletics Federation had many great achievements in the athletics sport fields. So, the federation can be nominated as one of the best performing member countries of the International Association of Athletics Federation /IAAF/. Globally, the Ethiopian Athletics Federations, one of the leading member federations of IAAF especially in long and middle distances. Continentally, in recent times, the Ethiopian athletes are appearing in short distances and field events with medals.

Now a day, the Ethiopian Athletics Federation is giving more and more attention to the short distances and field events of athletics sports, by recruiting and hiring an international coach from US. In doing so, the federation started to reap the fruits from short distance and field events continentally. In addition, their vision, as a national federation, is to be active participant and successful competent in the world. In order to enhance and develop the succeeding athletes of the future, the national federation of athletics of Ethiopia has exceedingly built and plant athletics sport training centers in different area (available online at <http://www.eaf.org.et>).

Therefore, if Ethiopian competes in short distance running, the countries were benefited from the area in a number of ways. Sports from long distance running, in which Ethiopian has been effective, short distance running has not been effective still now. Therefore, the main goal of

this study is to investigating the major factors that affect the performance of short distance athletes in the case; some selected first division clubs in Addis Ababa. The need to study is that the area of short distance running has many prospects for participants consequently. If we want Ethiopian to be benefited from short distance runner, it is important to increase public expectation from sport sectors; great change in the sport policy, what and how sport training could be delivered, consequently, these changes will have effect in the development of sport for a country.

The national sport policy of Ethiopia (NSPE, 2004) puts, "... Organize special training and completion forums for talent youth in various types of sports and recruit the gifted ones by working in conjunction with sports clubs and federations."

The primary objective of athletics training clubs is to help athletes improve their athlete's performance by developing factors of physical fitness such as strength, speed, specific power, nutrition, education and confidence. In conformity with this world assertion, the same is true for Ethiopian short distance runners if they could be world-class athletes. The ministry of youth and sport, which is recently named as Ethiopian sport commission, has the mission in general to work on all athletics disciplines in particular focusing on the event that the country has been well known. That is, sprint races, jumping and throwing events to represent Ethiopian in international competition and to share the culture of Ethiopian over the world. In order to improve and keep the performance of the Athletes, we need to have different performance strategies. William J. Kraemer and Ana L. Gomez (1997) stated that, each athlete brings to the specific sport completion a set of physiological and psychological strategies. A performance strategy includes attributes that the Athlete brings to the competition, (e.g. body mass, height, muscle fiber type, and anxiety levels). Genetic inheritance, along with training, contributes to the status of the available strategies.

In Ethiopia, modern sport is still at the infancy level. The causes for these are organizational and Economical problems. As the leadership in sports lacked a popular base in this country, it has been undergoing a series of continuous reorganization. The focuses are events more given to limited sports, like football, athletics, volleyball etc. Yet as this intent on gaining victory lacks broad base that would replenish about sport persons, the results registered have been declining as well. The shortage of sport facilities, sport wear, equipment as well as lack of trained personnel in the sphere have also made the problem more complex (National sport policy, 2005).

There is no question that the availability of qualified facility is necessary for proper training; where this does not exist apparently; it is intended ahead of time (Judith, 1998). In a nuts shell, this is actually a severe challenge that developing countries face. The facilities and training for athletics are scarce in Ethiopia. In the whole country, there are only two tartan tracks: one in Addis Ababa Stadium, and another one in the American School, near Sarbete- Addis Ababa. Due to the generosity of the American community school, some known athletes have access to the track in the school.

The Ethiopia Athletics Federation (EAF) uses the Stadium 8 lane tartan track, built in 1989 to replace an old sandy track. Normally, only the athletes of the national team have access to this facility, except during competitions when it is open more broadly. The Stadium also comprises a lawn football field, an area for the jumps (long jump, high jump and vault jump), but no proper throwing equipment. In Addis Ababa, the Ethiopia Athletics Federation also uses a former horse racing field, in Jan Meda, which is located in the northern part of the town, to organize competitions for cross-country races. The same of Addis Ababa first division clubs' athletics competitions; it is deprived of any changing-room, shower and even toilets rooms. Competitors get dressed and warm up among their supporters, in the middle of the crowd. The majority of the Addis Ababa clubs' runners train in the forests, mountains, grassy land or on the main roads. As most of the world-be professional runners have in the capital of the country, the training sites are nearly everywhere in Addis Ababa, inside the town like Meskal Square, 70 daraja and Jan meda. Those who train for the marathon sometimes go further up in the mountains surrounding the capital, in the villages of Oromia, which are found around Addis Ababa like Sululta, Chanco, Laga Tafo and Burayu. Not only this some Addis Ababa athletes haven't enough sport shoes and clothes, did not yet succeed in having a training center(available online at <http://www.eaf.org.et>).

1.2 Statement of the Problem

Short distance running is the one that needs a proper psychological readiness to Athlete, the attention of all stockholders and the necessary facilities for the training. As result, some Addis Ababa athlete's team is not productive. Taking there are all things in to account, the problem facing administrators, coaches and athletes in short distance event. Due to various factors, such as training related environmental, personal, social, psychological and physical character.

The researcher was interested to conduct this research on clubs because the first division clubs are the main sources of talented sprinters for the country. Most of the time many clubs mainly give due emphasis to middle distance and long distance to keep previous results of the former races, but also to add more track race on the international competitions. *Therefore, this study was conducted to find it timely and crucial to question, how do practice and what are the major challenges encountered administrator, coaches and athletes.* The study were focus on the current status, challenges & prospects of short distance runner in specific reference to prison athletic club, federal police athletic club and Defense athletics club. To study the sustainability of the clubs and the following basic questions were answered this study: -

1.3 .Research Questions

1. How is the Professional status of the coaches?
2. To which extent coaches give due attention to the athletes talent identification process?
3. What are the major challenges and influence on the participation of short distance running?
4. What possible solutions should be carried out to solve the problems?

1.4. Objectives of the Study

This research has its own general and specific objectives: -

1.4.1. General Objective: -

The sole purposes of the study was attempt to investigate major the factors that affect the performance of short distance athletes in the case; some selected first division clubs in Addis Ababa

1.4.2. Specific Objectives: -

1. To identify the current professional status of the coaches.
2. To examine coaches attention toward talent identification process
3. To examine the major challenges and influence on participation of short distance running
4. To identify the mechanism of possible solution of short distance running

1.5. Significance of the Study

This research would have numerous important findings to investigate the status to investigate major the factors that affect the performance of short distance athletes in the case with specific reference to prison athletic club, federal police athletic club and Defense athletics club. Therefore, the results of this study were having Significance.

The Significance of the study includes the following;

- ❖ To improve the performance of the athletes.
- ❖ To give clue for other researchers on this topic.
- ❖ To offer valuable lesson to other newly established clubs.
- ❖ To indicate the major factors this affects the performance of short distance runners.
- ❖ It provides favorable ideas and facts that will help for the development of athletes' performance and scale up the performance of coaching short distance.
- ❖ For different clubs managers, coaches and athletics federations.

1.6. Delimitation of the Study

The researcher was challenged and unmanageable to deal with the whole part. This study was delimitating to study research title, to investigate major factors that affect the performance of short distance athletes in the case of some selected first division clubs in Addis Ababa. This selection would make on the consideration of accessibility and availability of information that the athletics clubs of selected athletes in Federal prison athletic club, Federal police athletic club and Federal Defense athletics Club to make the study manageable and feasible. The researcher used an athlete who contains 63 members (38 males and 24 females) in order to dig out full information about the major the factors that affect the performance of short distance athletes in the case; some selected first division clubs in Addis Ababa.

1.7. Limitation of the Study

During conducting this study, the researcher faced the following limitations, scarcity of reading materials in the area as a result; a few source materials have been repeatedly used. Lack of cooperation with coaches and administrative persons to get reliable information, financial problem and Shortage of time are the major limitations when conducting the study.

1.8. Definition of Operational Terms

Athletics- The collection of sports activities including track and field, cross country running, and road racing. The word is derived from the Greek Work “athlos.” meaning “contest.”

Short distance: Are all short distance up to and including 400m.

Club: - to join, as a number of individuals, to the same end; to contributes separate powers to one end, purpose, or effect usually with together.

Affecting: - Moving or stirring the feeling or emotions

Factor: -one of the elements is contributing to a particular results or situation.

Track event;-Is a sport, which includes athletic contents, established on the skills of running, jumping and throwing.

1.9. Organization of the Study

This study is organized in to five chapters. Chapter one deals with the back ground of the study. The basic questions of the research, statement of the problem, objective of the study, significances of the study, scope of the study, limitation and organization of the study and finally operational definition of key terms are included. In chapter two, review of the related literature is dealt. Research design and methodology with detailed explanation on procedures of sampling techniques, Instrument of data collection were included in chapter three. In chapter four, the data presentation and analysis were made. The summary, conclusions and recommendation are presented in chapter five. Finally bibliography, sample questionnaires, sample interview questions another relevant documents are attached to the last part of the thesis.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 HISTORY OF ATHLETICS

The beginning of the Olympic game back dated in 776 BC and started in the legendary city of Olympia, in the south west Greek. The game was part of the Greek religious festivity and held in honoring the king of The Greek Gods Called "Zeus ". The people in the city of Olympia used to run in group to honor the Gods and the present Olympic Games adapted and devoted to fortify this consecrated notion. The modern Olympic began in 1896 and the Game has been carried out for about 2,700 years.

Track and field is one of the oldest sports. Athletic contests were often held in conjunction with religious festivals, as with the Olympic games of ancient Greece. For 11 centuries, starting in 776 BC, these affairs for men only were enormously popular events. During the Middle Ages organized track and field all but disappeared. The true development of track and field as a modern sport started in England during the 19th century. English public school and university students gave the sport impetus through their interclass meets, or meetings as they are still called in Britain, and in 1849 the Royal Military Academy held the first organized track and field meet of modern times. Not until the 1860s, however, did the sport flourish. In 1866 the first English championships were held by the newly formed Amateur Athletic Club, which opened the competition to all "gentlemen amateurs"--specifically, athletes who received no financial compensation for their efforts. In 1896 the first modern Olympic Games were staged. Although initially of limited appeal, the Olympics captured the imagination of athletes and grew steadily, making track and field an international sport for the first time. In 1912 the International Amateur was formed by representatives from 17 countries. The IAAF was charged with establishing standard rules for the sport, approving world records, and ensuring that the amateur code was adhered to; it continues to carry out these duties today. The participation of women in track and field is a relatively recent development. In 1921 representatives from six countries formed an athletic federation for women, which merged with the IAAF in 1936. Participation by women has grown rapidly in many countries in recent years, particularly in the United States, where many schools have added women's track and field to their athletic programs (available online at <http://www.iaaf.org>).

Athletic Federation (IAAF) but what was the sport the IAAF was meant to govern? For participants, athletics was about enhancing the quality of life; it was something done for love and other noble principles. This permitted a limited group of athletes to achieve high-level performances by virtue of a privileged social and financial situation. Yet with the continual evolution of modern society came tremendous enthusiasm for sport. This growing interest and the improvement of individual performances boosted the stature of athletics. Beginning in the 1960s, TV coverage of athletics greatly increased and many companies began to see commercial value in the sport. It became harder to follow the amateur principle in the traditional sense, especially considering the time and resources needed to train and maintain elite athletes. Faced with this commercially demanding world, the IAAF made changes to benefit the athlete, spectators and all other members of the Athletics Family.

In 1982, the IAAF abandoned the traditional concept of amateurism and in 1985 created trust funds for athletes. The way to high performance was opened to larger groups of extremely talented athletes. Steadily, there has been a change from the so-called amateurs to financially motivated and secure athletes at the highest levels and this development has continued with the introduction of the IAAF Competition Awards in 1997, which offered prize money to successful athletes for the first time in the history of IAAF competitions.

The development of applied sports sciences, improved equipment and new training and competition techniques, brought even more changes to the sport. Sadly, performance enhancing drugs became more prominent at this time as well, jeopardizing the moral fabric of sport as well as the health and lives of young people.

The IAAF has subsequently led the sports movement worldwide in the development and application of an extensive anti-doping program involving testing both in and out of competition. Until the late seventies, athletics had its moment of glory every 4 years, at the Olympic Games. Today, the official IAAF Competition Program now includes World Championships, World Junior Championships, World Youth Championships, World Indoor Championships, Continental Cup, World Cross Country Championships, World Race Walking Cup, World Half Marathon Championships, the international Diamond League and World Challenge series, Combined Events Challenge Race Walking Challenge, Hammer Throw Challenge, Road Race Labels, and Permit circuits for indoor and cross-country competitions. In addition, a variety of major competitions at continental level reflect the expansion of the IAAF program.

Fourteen multi-sport and Area Games competitions, including the Olympic Games, are organized on all continents with athletics as the core sport. Added to this are thousands of other national and local area events. In 2003 the IAAF Congress approved the addition of Mountain Running to the list of disciplines governed by the IAAF. Mountain Running has its own World Championships and Grand Prix circuit. With regard to administration, the number of affiliated federations grew dramatically, from 17 in 1912 to 213 in 2008 and back to 212 in 2010 when Netherlands Antilles federation ceased to exist independently. All federations are invited to attend the IAAF Congress every two years with elections held during even-numbered Congresses. While once functioning in a way which favored the wealthier, developed nations through its voting system, the IAAF adopted the ultimate democratic system of one country, one vote in 1987.

The IAAF Council, which administers all IAAF affairs, consisted of seven members drawn from 16-member federations in 1912, and this has grown to 17 from 212 today.

In 1968, a representative of each area in the world was elected to the IAAF Council and in 1995 two women were elected for the first time. The IAAF now has six Area Group Associations. Council is assisted by six Committees and eight Commissions in the wide-ranging decisions it must make. These are manned by experts in the various fields.

The IAAF Headquarters, which was initially the study of the General Secretary, now consists of three fine buildings in Monaco. The organization now employs nearly seventy full-time multi-national professional staff.

This expansion and growth have only been possible due to a professionally planned marketing program. The IAAF has long accepted the need to embrace corporate sponsorship as a means to better promote and develop the sport worldwide.

In the early days IAAF income was restricted to membership fees paid by the affiliated member federations and additional sums from the selling of the IAAF publications. But in recent years, with the expansion of the competition program and the huge interest in athletics shown by TV and corporate partners, this income has increased dramatically. This move towards a more Professional sport was particularly recognized in 2001, when the IAAF Congress voted unanimously for the organization's name to be changed to the International Association of Athletics Federations (available online at <http://www.athleticscholarships.net>).

2.2. History Ethiopia Athletics

Although the exact roots of Ethiopian Athletics cannot be retraced accurately, it is widely believed that the sport was widely practiced in schools and military before 1897. The sport was limited to these parts of society only because others did not have access to equipment used for. Competition or was not organized in a manner that motivated progress. But after signs that the sport was increasing in popularity in many parts of society, a need to assemble these activities under one organizing umbrella quickly arose. It was in 1949 that the Ethiopian Athletics Federation (EAF) was formed and soon became a member of the International Amateur Athletics Federation (IAAF).

Since its inception, much of the federation's activities were carried with the help of amateurs. The first executive committee was headed by Colonel Getahun Teklemariam, the man official recognized as the first president of the EAF. This committee started a formalized program where athletes competed domestically and internationally. One of the first major competitions in the Federation's, the Shewa championships, was organized in 1966 and was a competition among various divisions of the military, schools, and clubs. The first ever edition of Ethiopian championships were held in 1971. In the late 70's, a new committee, headed by chairman Tesfaye Sheferaw, was formed to administer the federation. The major achievements of this era were the staging of the first Abebe Bikila Marathon and the national cross-country championships. Ethiopia also participated in the world cross country championships for the first time in 1984. This executive committee was also responsible for overseeing many developmental activities of the Federation. Construction of the first athletics track, education and hiring of coaches, and major improvement in working procedures were all hallmarks of the early 80's. Many years later, the EAF now has semi-professional organizational structure (Available online at <http://athleticsethiopia.org.et>).

2.3. Ethiopia and the Ethiopian Olympian Involvement in the Olympics.

Ethiopia made her first Olympic appearance in 1956 at Melbourne Olympic game, in Australia. Ethiopia first debut in the Olympic was in cycling and represented by the legendary cyclist Geremew Dimbaba and finished 24th which was an impressive result that paved the way the Ethiopian Olympic committee to be established. Gashaw and Birihanu participated in Marathon finished outstandingly 18th and 19th. Mamo Wolde and Abebe Bikila participated as 100 meters sprinting at Melbourne Olympic. During the Melbourne, Olympic a suggestion made Abebe

Bikila and Mamo Wolde to compete in Marathon. Taking in to account this proposal the two legendary athletes made themselves ready to race at the 1960 Rome Olympic in Marathon. Four Years later Abebe Bikila set a world record running in barefoot; this impressive achievement stunned the world and opens the eyes of all Ethiopians and the African at large to take part in the upcoming world Olympics passionately. From this time on words 12 years later in 1980 Moscow Olympic the legendary runner Mirus Yifter would make history in winning double gold in 5000 and 10,000 athletics races. In the 1988 Seoul Olympic Belaineh Densimo re-write history and set a world Marathon record that paved the way new talented runners like Hadush Abebe, Derartu Tulu, Haile Gebresilase, Abera Gezahign, Milion Wolde, Fatuma Roba, Elfinish Kidane, Gete Wami, Keneni sbekele and others to emerge and they fetched a lot of Gold's, Silvers and Bronze medals in Olympics and other international athletics competitions (Tezera Asegu, 2012).

2. 4. Sport Club System

As club members pursue their sport interest specific emphasis emerges including tournament participation, socialization interaction and skilled development or a combination of there. Factors that influence how the club evolves include tradition of the sport interests and abilities of the member capabilities of the leadership availability of facilities and equipment financial support and the proximity of opponents. The following decryption of each major club type may identify their characteristics (Richard F. Mull et al, 1983).

2.4.1. Athletic Club System

Clubs interested in scheduling and hosting tournaments, leagues, or structured events operate like athletic or professional sport team. Club members tend to be goal oriented and enjoy the rivalry and competition of structured tournaments consequently, clubs hold regular practice sessions, often hire a coach, and maintain an organized tournament schedule. Sometimes, clubs hold tryouts to select a traveling team or individuals to compete against other having a similar skill level. In some instances, club-sponsored teams or members participate in structure event through the organizing bodies of the competition. To maintain a recreations sport philosophy, however, member ship should not be denied if the participant does not have the interest or ability to play at a high skill level.

The biggest difference between clubs that focus on tournaments and athletic sport is the degrees of administrative support their operations. Clubs bear the responsibility for generating and

managing their finances, developing leadership and determining guidelines and activities. If these functions were being performed for the club, it would more closely resemble an athletics sport approach. In community youth sport programs, such as soccer, traveling teams are often selected, coached and financially supported to participate in scheduled tournament similarly commercial racquetball clubs may sponsor individual members to participate in tournaments on behalf of the club. Although enthusiasm and resolve for high-skill performance should be encouraged, this may lead to participation by too few club members. Because involvement in scheduled activity requires many found raising mechanisms to handle the costs of entry fees, uniforms, equipment travel and lodging officials and judged fees and so on each club members should help choose how the club resources meet such expenses (Ibid, 1983).

2. 4.2. Instructional Club System

Another popular type of club concentrates on instruction, knowledge, and skill development although some teaching takes place among the membership in every club learning is not left to chance or delta with in a haphazard way. Instructional clubs hire or recruit qualified personnel to stricture lesson or clinics at practice sessions appropriate for the interest and abilities of their membership. Some clubs will design testing situations and in-house tournaments so the members can see what they have learned and where they need improvement. Other avenues for diapering newly acquired or polished skilled include demonstrations clinics, and extramural participation.

- An instructional club may meet its finical needs through membership fees lesson charges and fines. The biggest expenses arise from instructors' wages and equipment purchase. If a club wants to support members or a team in tournaments ore rent a facility they may have to mount found raising effort (Ibid, 1983).

2.4.3. Social Club's System

- In social club settings, participants seek membership to meet others who enjoy the same sport. The major interest shared by members is a specific sport, but participation becomes more a means for socializing than learning, skill development, fitness, or tournament play. Enjoyment arises more from rapport and camaraderie among members than from performance or competition. The fun of participation may diminish if too much structure and competitive rivalry are presents, although some clubs maintain regular intramural tournaments for their members to encourage social interaction. Other social club activities include sponsoring clinics giving

demonstration or tournaments. Members of socially oriented clubs commonly provided their own equipment and support their activities through membership dues (Ibid, 1983).

2.5. Sport Club Sustainability

From a club sport organization continue operating, it must maintain its resources. Change in membership levels, interests founding facility availability, and leadership will influence its longevity consequently, an external, an external support system may reinforce the club internal leadership, helping provide continuity, organization, and programming assistance.

External administration for the club sport program should be centralized under one board department, unit or agency. (Where applicable the administration should be housed with the other recreational sport programming areas) central approaches maintain continuity, standardize operational procedures, establish equitable access to resources, allows an assessment of needs, and permits an evaluation of the total club program. Although external leadership supports is not always vital to the contributions to the stability and quality of club sport operations.

The degree to which external administration and program services exist depends on the philosophy of the institution, agency or board assuming administrative responsibility, as well as the potential of the setting for providing program resources. When the higher administrative levels decide the extent of support, they communicate this to the club sport programming staff as policy or procedure. The club sport programming staff and the administrative of the recreations sport program should seek an opportunity to influence these decisions.

While examining the type of program leadership and services to offer, consider possible legal restraints. At a minimum, a staff member should investigate the legal restraints of working with clubs within a particular setting and serve as a resources person to solve problems for the club sport program. Examples of additional services that can be provided to clubs include partial or total support for finances, instructional or coaching personnel, equipment, facilities, travel office space storage space, telephone access, clerical assistance, and publicity.

Because the program services provided to clubs vary, there are no established models dictating how to program a club sport. Two philosophical approaches to club programming exist: conservative approach, or formal; and liberal or informal. The major principle of conservative

approach is that the Members have little or no discretion in determining operational procedure (Ibid, 1983).

Characteristics of this approach include the following.

- Clubs receive financial support from the institution or agency having administrative responsibility.
- Club schedules and activities must receive administrative approval.
- Club travel must be approved. Properly insured vehicles must be used for travel, and approved supervisors must accompany the club.
- Clubs must have an approved advisor or coach (maybe a paid position)
- Club must maintain a formal document for example, a constitution or guidelines.
- Club financial transactions and purchases must be approved by a person within the administrative structure or a program staff person
- Medical or athletic training supervision may be provided at club events.

Common characteristics of the liberal approach include the following

Club members control operation such as funding, travel scheduling and purchasing. Clubs receive minimal or no external assistance in founding, equipment, facilities scheduling office use or medical supervision. Club members are responsible for their own insurance coverage and for knowing their own physiological limitations. Agencies that provide partial or complete founding and adequate staff supervision usually select the conservative approach. The liberal approach is most frequently used when founding and staffing are limited or unavailable. The greater the financial dependence on an agency, the greater the external leadership involvement in the clubs. Quality club sport programs may flourish under either approach. The liberal approach relies heavily on volunteer leadership and voluntary assumption of risk, and is more limited in the program services it can offer. When selecting a programming approach, make a firm decision to go in one direction or the other those who come approaches may find themselves faced with ability because of indecisive or inconsistent iterative decision-making incompatible with a relaxed atmosphere. Sports clubs are similarly independent and voluntary organizations; they are not connected with the school system as happens, for example, in North America. They examined a wide range of clubs-some having only ten members, others having more than 5,000.

Some are based on social considerations-social interaction, while some others are highly commercial organizations where the main concern Rodichenko, V (1991) Sport and the state.

2.6. Track Event

Athletics events are generally individual sport with athletes challenging each other decide a single victory. The racing events are won by the athlete or height in the contest. The running events are categorized as sprints middle distance events, relay and hurdling. The sprints are including 100,200,400 meters running and 110,100meter hurdle and 4x100m, 4x400m relay. (Thompson, 2009)

2.6.1. Short Distance Races

For the shortest running races, contestants must stay in lane at all times and will be disqualified if they change lanes. According to Ayalew Zeleke (1994) modern track and field KCTE Addis Ababa, Ethiopia, The short distance races consist of:

100m – The shortest running event in athletics, the 100m sprint requires the athlete to start well, leaving the block with immense power and speed. Record breakers’ men: Usain Bolt (Jamaica) - 9.58 sec at Berlin Olympic women- Florece Griffith Joyner (USA)-10.49 sec. 16/07/1998

200m- As with the 100m, the 200m requires instant acceleration but it also needs stamina to maintain the speed for duration of the race. Record breakers’ men Usain Bolt (Jamaica) Women- Florence Griffith Joyner (USA) - 21.34 sec. 29/09/1988

400m – The distance of one circuit around the track, the 400m requires the whirs maintain enough stamina and energy to make a sprinting finish at the end of the race (available online at <http://en.Talkathletics.co.UK>).

2.7. Factors in Performance of Short Distance Running.

2.7.1. Resources

Material Resources: these are the items you acquire to ensure effective and efficient administration practices in your organization. Even though sport in all countries is changing with times, but not uniformly for all. The gap in resources between wealthy and poorer countries is growing. Even once powerful nation states that strongly promoted sport have seen sport success erodes with decade. There is no question that the availability of quality facilities is necessary for proper training and where these do not exist, is becomes more difficult to excel. According to

Levinson and Christensen, 2005 availability of sport facilities and equipment's has a tremendous effect on the development and popularity of a given sport. Safe well-designed equipment is important in prevention and although it is clearly event specific. Take time to ensure that and equipment is safe and fit for use every time you come to use it. Damaged or faulty equipment frequently are causes of injury. Many different surfaces are encountered in athletics; some natural and other synthetic can cause problems. Whatever, the surface, be sure your athletes, choose the correct footwear to suit the conditions? Reduce the risk of injury by varying the surface for training when possible. Clothing is very much a matter of personal choice, but must be chosen carefully.

Facility Resources: it is important to pay close attention to needs of athletes and coaches. This may sound self-evident, but it is surprising how often sport administrators don't find out exactly what athletes and coaches needed and want. Listed below are some of the typical needs of coaches and athletes and coaches needed and want listed below are some of the typical needs of coaches and athletes.

Facilities needed by athletes are:

- ❖ Housing and foods close to training site
- ❖ Access to showers and transportation
- ❖ Access to appropriate educational opportunities
- ❖ Access to social, cultural, religious, and recreational opportunities other than sport
- ❖ Access to employment
- ❖ Community support, including that of the media

Facilities needed by coaches are:

- ❖ Access to sufficient resource personal such as assistants, managers, and medical specialists.
- ❖ Access to facilities and services for all, such as teaching and weight training areas and equipment (Suzie Bennett et al ,2007)

2.7.2. Genetics

Athletic records are broken year after year, and the limits of human performance continue to be debated. Most physiologists agree that the current limits have to do with our genetics – specifically, genes that regulate our cardiovascular endurance and muscle fiber type, but some

factors are much more variable. Things like nutrition, motivation, environment and advances in equipment all allow for dramatic improvements in athletic performance (Quinn, E. 2008).

Genetics and Sports Performance

Genetics shape us in many ways including our potential to excel in sports. Training, diet, and other factors play a large role in developing our potential, but our genes may also limit performance. You may have the genetic potential for being a champion athlete, but if you live a lifestyle of overeating and no exercise you are unlikely to achieve that potential. On the other hand, someone with limited genetic potential can find ways to compensate and become a solid performer. Genetics have a large influence over strength, muscle size and muscle fiber composition (fast or slow twitch), anaerobic threshold (AT), lung capacity, flexibility, and, to some extent, endurance. One major limitation for endurance athletes is cardiac capacity, or the heart's ability to deliver enough oxygen (via the bloodstream) to the working skeletal muscles.

This, too, is largely determined by genetics. The other limitation for endurance athletes is the ability of muscle tissue to effectively use oxygen and create ATP (adenosine triphosphate), the fuel that allows muscular contraction and movement. The efficiency of this process is measured by something called VO₂ max (maximum volume of oxygen) Ibid 2008, Karolidis, NJ & karolidis, M (1993).

How Genetics Influence Response to Training

Your genes may also determine how your body responds to training, diet and other external factors. Research on aerobic endurance shows that, some people respond more to training than others. So even if you have a low genetic potential for endurance, you may respond well to training and develop your potential more completely than someone with genetic 'talent' who doesn't respond to training. Training also increases cardiac efficiency, but the extent of this increase may depend upon genetics. Genetically gifted athletes will have a much greater response to training and will have a large increase in the number of mitochondria in cells. (The mitochondria are organelles in cells that produce the ATP (Ibid 2008, 1993).

2.7.3. Coaching

In regards to performance stressors, coaches can play a critical role in preparing athletes with the ability to overcome mental obstacles. Coaches have the greatest amount of influence and responsibility for every aspect of the athletic program (Johnson et al., 2011). Differences among coaching styles through the characteristics of personality, knowledge, experience,

communication skills, team leadership, and motivation methodology, can directly influence the same characteristics in the athletes (Barić&Bucik, 2009). Coaches who show sufficient knowledge in the technical skills of sport movements are better able to teach athletes correctly and decrease the amount of injuries from improper form and technique (Johnson et al., 2011). Another important factor in overall team performance is the ability of the coach to communicate. Coaches who do not communicate with the players, or who demonstrate poor communication skills, are more likely to mold athletes who feel less competent on the playing field. The athletes of these coaches also tend to maintain a business relationship rather than growing a personal, dynamic relationship with the coach (Barić&Bucik, 2009). Supporting and assisting with mental preparedness for game time is essential to the success of the team. An area of great interest concerning mental preparation is how a coach's leadership style influences self-talk in athletes. A 2010 study (Zourbanos, Hatzigeorgiadis, Tsiakaras, Chroni, &Theodorakis) found that positive coaching environments correlated positively with positive self-talk. Positive self-talk is known to incorporate confidence, anxiety control, and competency. Positive self-talk–cultivated by positive coaching relationships–also correlates with improved individual performance. As leaders, coaches are the primary facilitator in enhancing program effectiveness, team relations, and group and personal performance.

Philosophy and Coaching Styles

In the past the often accepted role of the coach was to be a dominant, authoritarian leader with the athlete as a disciplined follower. In the modern world the athlete is exposed to wider views and his vocabulary has expanded to include the word “why?” This should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete. Most coaches tend to coach in the style that they were coached themselves. This is sometimes effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms we can identify three distinct leadership styles, authoritarian, cooperative and casual.

The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching. The cooperative leadership style gives guidance and structure, but allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of athletes first, winning second”. Good coaches will be able to modify their style according to

the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style (The official IAAF Guide to coaching Athletics 2001).

Coaching Styles

One of the early attempts to highlight coaching styles was undertaken by Rainer Martens (1987). Martens divided coaching into two styles, command and cooperative, although he accepted that, to some extent; it is a command–cooperative continuum. The command style is characterized by the coach taking responsibility for all aspects of learning and performance. The athletes simply have to do what the coach tells them. The coach organizes practices, team tactics and motivation. Such coaches are thought to favor extrinsic motivation and use many reward and punishment systems. Also, they tend to place outcome as being the most important of their goals. Cooperative coaches are almost the opposite. They see their role as that of a facilitator, making it possible for the athletes to achieve their goals. They prefer to develop intrinsic motivation and put the athletes' welfare ahead of outcome. This does not mean that they are not interested in winning but that they see social factors as being the more important. A Marten believes that there are personality reasons for coaches adopting each of the styles. He believes that cooperative coaches are high in self-esteem and are able to empathize with their athletes. One would have to have high self-esteem to let the athletes have the major say in training and practice sessions, and team tactics. The coach, when using such a style, has to be willing to 'take a backseat' and not be in the limelight. To Martens, the command style coach is low in self-esteem, hence the need to be seen to be in control. Often such coaches will try to take the praise for performances. Also, they are low in the ability to empathize with their athletes. More recently, (John Lyle, 1999) has taken a similar stance to that of Martens. Lyle divided coaching styles into autocratic and democratic. He points out that we should not get mixed up between these styles and those of leadership. He claims that it is possible to be democratic with regard to communicating with athletes (the leadership role) while being autocratic during practice and training sessions (the coaching role). The autocratic style is like Martens' command style. The coach is 'in charge' of everything. Practice and training are organized by the coach and the coach tells the athletes what to do. They have no say in the matter. The democratic style is similar to Martens' cooperative style, with the coach involving the athletes in organization and decision making concerning what is to be done and even how it is to be done.

2.8. Leadership and Cohesion

As well as understanding, what we mean by the term ‘team’, we need also to know what we mean by team cohesion. Albert Carron, 1984 described team cohesion as being ‘a dynamic process that is reflected in the group’s tendency to stick together while pursuing its goals and objectives’. He divided team cohesion into group integration and individual attraction. Group integration refers to the way in which the group operates as a whole. Individual attraction explains how being a member of the group satisfies the needs of the individual and team. Carron further sub-divided each component into task and social aspects. Task aspects are concerned with the way the team performs, while social aspects refer to the rapport between team members.

Individuals differ in what they perceive as being the most important factors, depending on their motivation and personality. People with personality types that are independent will perceive social aspects as not being very important. Those high in dependence will view them as being vital. Similarly, those high in Ms will wish to join teams that are high in task cohesion and may care little about social cohesion. Most performers will perceive all of the factors as having some relevance.

2.9. Athletes Selection Criterion

Talent Identification (in the purest sense) assumes that there is a genetic basis underlying performance. That is, some individuals are born with innately better/higher capacities and/or trainability. There is good evidence for the genetic basis of performance in a number of areas relevant to sporting success. This includes kin anthropometry, physiological and motor attributes (Carter J.E.L. and Ackland, T., 1994). There is also strong support for the role that environmental and sociological factors play in the development of elite athletes. Indeed, some academics have hypothesized that as long as you are prepared to indulge in a pre-requisite level of ‘deliberate practice’ any person is capable of attaining excellence. Too often in the scientific literature, we place these extremes at opposite ends of a continuum. That is, some place emphasis on the genetics (nature) while others on the environment (nurture). The reality most likely lies somewhere in between; it is a combination of the two – nature and nurture - with the contribution of each varying according to the demands of the sport.

2.10. Stages of Athlete Development

According to (Thompson ,2009), Providing a uniform athlete development pathway within a “late specialization” sport like athletics means that we can recognize a five-stage athlete development model. The progressive nature of this five stage model guides athletes from the kids Athletics stage, Multi- Event Group Development, Specialization stage through to the performance stage.

Stage 1- The Kids Athletics Stage

This stage is bounded in between 5/7-11/12 optimal biological age and 0-2/4 training age range and is the first stage for athletes in the IAAF development pathway reflecting the well established IAAF Kids Athletics training and competition programs designed for young children (Ibid, 2009).

The Kids Athletics developmental stage should be a structured fun introduction to athletics like activities with an emphasis on developing basic fitness and foundation movement skill. It emphasizes such skills as the ABCs of movement: Agility, Balance, Coordination and speed. The ABCs of athletics walking, running, jumping and throwing and the movement skills related to body awareness and to hand –eye and foot-eye coordination (Ibid, 2009).

All these foundation skills and movements add together to provide a vocabulary of movement which are referred to as “physical literacy”. To develop this basic physical literacy, there should be participation in as many plays, or play like, games and movement patterns as possible. The annual plan should have no periodization structure but there should be a well planned program of basic conditioning with proper fitness and skill progressions that are monitored regularly. Competition can take place at any time but training is not structured for or specific to competition (Ibid, 2009).

Stage 2 – The multi – Events stage

This second stage of development is bounded in between 11/12-13/14 year’s optimal biological age and 2-4 years training age where all individuals learn how to train and develop their athletic skills. For young athletes this means participating in and learning all the events of athletics, along with basic technical competition and tactical skills. Although the focus is on training, competition can be used to test and refine skills at any time of the year. In this stage, training can begin to be placed in periodized way but because of the need to build a „solid base“ the training year should only have one macro cycle, making it a „single periodized“ year (Ibid, 2009).

Stage 3- The Event Group Development Stage

The third stage is the event group development stage and sometimes referred to as the stage for “building the engine”. This stage is bounded in between 14/15-16/17 year’s optimal biological age and 5-7 years training age range (Ibid, 2009).

During this stage, there is an emphasis on greater individualization of fitness and technical training. For young athletes, this is the time to begin to focus on an event group rather than all events. But they are a runner and walker rather than an 800m athlete a thrower rather than a javelin thrower a jumper rather than a triple jumper. As athletes enter this stage, some enjoy doing all events equally and may choose the combined events event group. The emphasis in this stage is still on training which is predominantly high in volume and low in intensity and the time commitment to training will increase for both athletes and Coach (Ibid, 2009).

There are now specific targets for each competition undertaken with a view to learning basic tactics and mental preparation. The reason that many athletes reach a performance plateau during the later stages of their careers is primarily due to an over emphasis on competition instead of training during this stage, which makes it a significant period in their athletic development.

The training year may be either a single or double periodization structure but the longer the single periodization is maintained, the better the athlete’s foundation for the future. Planned training and competition modeling is introduced toward the end of this stage. Programming becomes more structured with defined taper and peak periods, which requires ongoing evaluation and modification, introduction of event specific training begins at this time.

During this stage, over the course of 4 weeks to 10 months depending on the program, other sports are reduced to 1 or 2. Training should approach a total time of 12 hours per week towards the end of the stage, involving 4-7 sessions of physical training and activity. 3-5 of these sessions should be in athletics event specific areas (Ibid, 2009).

Stage 4- The Specialization Stage

This stage is bounded in between 16/17-18/19 year’s optimal biological age and 7-9 years training age range and is referred to as a „fine turning of the engine’. There is a continued emphasis on physical conditioning, maintaining high volume training but now with increasing intensity at appropriate time of the year. The athlete now will tend to focus on an event or a small number of events. Individual strengths and weaknesses are now more clearly identified and action can be taken to improve these (Ibid, 2009).

There is a gradual shift towards performing techniques and tactics in a variety of competitive conditions during training which increasingly model competitive environments. The coach will focus on optimizing preparation both physically and mentally. The training year again is a single or a double per iodized plan and for the first time, competition will influence the structure of the annual plan. The number of athletics sessions per week will increase to 5-9 as participation in other sports declines to 2 or less sessions per week. The practice to competition ratio is 90/10 and length of the athletics session can be anywhere from 8 weeks to 10 months. The number of competition opportunities in the season becomes event specific and dependent up on the type of per iodization. If single per iodization is used the number of competitions should be 10-15. If double per iodization is used the number would be 12-18 (Ibid, 2009).

Stage 5 – The Performance Stage

The final stage of preparation and participation in athletics is the performance stage that starts at the optimal biological age of 18/19 years and above & training age of above 10 years and lasts until the individual retires from actively competing.

The emphasis now is on further specialization, and where possible appropriate, performance enhancement. All of the athlete's physical, technical, tactical and mental capacities should now be fully established with the focus shifting to the optimization of performance, at whatever level. All athletes can be trained to peak for specific competitions and major events; whether these competitions be the Olympics, a regional competition or a local meeting or event, with each aspect of training individualized. An individual's annual plan may show either single, double or multiple per iodization, depending on the events being trained for and taking in to account the athletes' personal needs and circumstances (Ibid, 2009).

To sum up, Thompson 2009 while strength on the importance of each developmental phase states that even if an athlete misses the optimum biological ages for each development stage indicated for the five stages of the IAAF athlete's development pathway, the way should still apply. No matter what the athlete's age, following the stages of the athlete development pathway permits the progressive introduction to and development in athletics. For instance a 14-years old athlete with the biological of 16 years (early mature) and 3 years training age should be placed in the multi-event stage regardless of the biological age.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. THE RESEARCH DESIGN AND METHOD

The main objective of this study attempted to investigate the major factors that affect the performance of short distance athletes in the case; some selected first division clubs in Addis Ababa. Both qualitative and quantitative methods (approaches) were employed in this study. The study is a descriptive survey study as it provides the description of the existing conditions and about the problem under investigation. This method selected because they are helpful to identify present condition and point to present needs, immediate status of phenomenon and facts findings. Moreover, it was economical and rapid turnaround in data collection and identifying attribute of a large population. A quantitative method was used to get information from appointed athletes, coaches and club administrators. In the qualitative aspect interview was used to collect data from the selected athletics clubs, coaches and club administrators.

3.2. Population of the Study.

The study populations of the studies are all selected first division athletics clubs, coaches and club administrators present in Addis Ababa city administration. The total number of the study population were 175 athletes, 9 coaches and 9 clubs administrators in total populations were participated. The 'first division' of Ethiopian athletics is composed by the six best clubs of the moment. They are Defense (also known as 'Mekelakeya' or '20th Mechanised'), Federal Police ('Omedla'), EEPKO (Ethiopian Electric & Power Corporation, aka 'Electric'), Ethiopian Commercial Bank (or 'Negd Bank'), Federal Prisons ('Maremia') and Government House Agency ('Betch').

3.3. Sample size and Sampling Techniques

For the specific research, the following samples were selected using simple random sampling and purpose sampling techniques. From total selected 112 athletes, 9 coaches and 9 clubs administrators; the research were selected as sample 15 short distance runners, 3 coaches and 3 club administrators from each club were participated in the study. As it is state in above sample random techniques because to give equal opportunity to the participant, but for the coach and club administrators the research were used purpose sampling techniques.

Sample is determining by Yamane (1967) provides a simplified formula to calculate sample sizes. This formula was used to calculate the sample sizes in shown below. A 90% confidence level and Precision Level =0.1 are assumed. Where **n** is the sample size, **N** is the population size, and **e** is the level of precision.

$$n = N / [1 + N (e)^2]$$

When this formula applied to the above sample, we get.

$$n = 175 / [1 + 175(0.1)^2]$$

$$n=175/ [1+175(0.01)]$$

$$n=175/ [1+1.75]$$

$$n=175/2.75$$

$$n=63$$

3.4. Source of Data Collection

Both primary (questionnaire, interviews observation) and secondary data (books published, journals, reports, internet, articles.etc) sources was used in this research. The combination of the primary and secondary information from different sources or employing multiple instruments of data collection techniques increase the credibility of the research findings and minimize the risk of erroneous conclusion.

3.5. Instruments of Data Collection

The data for the study were collects using;-

1. Questionnaire
2. Observational checklists
3. Interview

One approach of collecting valid data employed is triangulating information of key items using various means. According to Hagan (2003: 277-78), triangulation assumes use of multiple methods to measure the same phenomenon. The purpose of triangulation “using different methods and/or techniques” (questionnaires, interviews and observation, is to ascertain the validity of data findings. Triangulation methods assume that it is relatively hopeless to attempt to demonstrate the validity or reliability of data using only one method. In the same vein, it is proposed that the study were conducted within the qualitative and quantitative approaches. There is a deep conviction that there is merit in using more than one instrument as they supplement

each other to generate credible data. Accordingly, the researcher employed questionnaires, structured interview, and observation checklist as tools of requisite information procurement. Questionnaires with closed ended and open –ended items are developing for the athletes, coaches and club administrators. To supplement information procured through questionnaires the researcher adopts a semi – structure interview for coaches and club administrators and the researcher adopts observation checklist.

3.5.1. Questionnaire

Questionnaire were developed, and administered for 45 short distance runners, 9 coaches and 9 club administrators. The questionnaire was administered to short distance running athletes involved, a total of 17 items 14 of them will be close ended and 3 of them were open ended questions, for the coaches 12 items 8 of them were close ended and 4 of them were open ended questions. And for club administrators also 6 questions are describes as interviews.

3.5. 2.Observation Checklists

The field observations were made to see their training and competition on the other hand; office observations were made to see the athlete’s profile and performance evaluation mechanisms.

3.5.3. Interview

An interview is a type of survey where questions are delivered in a face-to-face encounter by the interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic (Kumar, 1999). Accordingly, structured interview was designed to supplement and enrich the Information that was drawn by the questionnaire. To strength this point, I think quoting Korthari’s (2008) assertion unstructured interviews demand deep knowledge and greater skill on the part of the Interviewer. happens to be the central techniques of collecting information in case of exploratory or formulate studies, but in case of descriptive studies we quite often use the technique of structured interview because of its being more economical, providing a safe basis for generalization and requiring relatively lesser skill on the part of the interviewer. More information and that too in great depth could be obtained from these interviewees. Pertaining to the interview, every effort was made to create friendly atmosphere of trust and confidence in order the respondents would feel at ease while talking to and discussing with the interviewer. Hence, the interview was followed by probing a set of

predetermined questions and taking note, comments that were given by each interviewee after questions, jot down on the notebook until the last question ends. Soon after the interview was over, again the whole idea was restated in order to incorporate if there is any missed point. Beside this, Interview was held in Amharic language for ease of communication and clarity of ideas. Finally, the whole idea of the interview was summarized and analyzed from what has been written on the notebook during and after the discussion.

3.6. Data Collection Procedure

In conducting the current study, the following relevant procedures were used. Before distributing the prepared questionnaire to respondents it were tested as a pilot on the relevant respondents. Then the questionnaire was revised depending up on the suggestions collected during the try out and administer the concerned respondents so that they was fill and return them back. In administering the questionnaires, research assistant had the necessary orientation on how to distribute and collect questionnaire. Prior contacts were made with respondents to ensure willingness to participate in the study and to maximize the return rate of questionnaire. First, the study participants were informing about the purpose and benefit of the study. Then, the questionnaires were distributed to the study participants and were filled by them.

3.7. Method of Data Analysis

Data was compiled and analyzed by using SPSS version 24 software packages and were represented by different data presentation methods. Both qualitative and quantitative approaches were employed. Qualitative method were used to provide detailed description of the data to help the researcher explore and discover inherent facts, while quantitative approach was meant for quantifying data generated in terms of frequencies and percentages using tables.

3.8. Validity and Reliability of Instrument.

3.8.1. Reliability

The instruments were given to my advisor in order to comment the extent to which the items are appropriate in securing the relevant information for the research. Based on the feedback that was obtained from my advisor, amendments were made. Accordingly, based on the comments were obtained from my adviser and friends, the questionnaire and observation checklist were restated

as required. Instruments to the repeatability of findings, If the study were to be done a second time, would it yield the same results? If so, the data are reliable. If more than one person is use instruments or some event, all instruments should agree on what is being recorded in order to claim that the data are reliable.

3.8.2. Validity

The questionnaire and observation checklist were examined by University lecturer and friends to avoid errors related to language, ideas, and contents and to validate the frame items. Beside this, the questioners were again distributed to some Addis Ababa clubs those are previously in the short distance national team athletes. Finally, they suggest to any modification and determine whether it leads to certain conclusion for significance of the study.

CHAPTER FOUR

4 DATA ANALYSES, INTERPRETATION AND DISCUSSION

In the section the results obtained from the questionnaire, interview, observational checklists were analyzed by using frequency counts, percentage. To supplement and enrich the information that was drawn using questionnaire, the data from open-end-questions interview and observational checklist were analyzed and described qualitatively. All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentage. The information collected through interview and observation checklist is qualitatively described in order to give appropriate answers for the basic question set in the study.

At the beginning, the questionnaires were administered to 63 respondents (45 athletes, 9 coaches and 9 administrative); and 62 copies of completely filled questionnaires were returned; of these copies 45 copies were administered to short distance athletes. Similarly, 9 copies were administered to coaches of sprinters and 9 were administered to administrative staffs.

Table 1: Demographic characteristics of the respondents

NO	Variable	Athletes' category			Coaches' category		
		Characteristics categories	Responses		Characteristics categories	Responses	
			Frequency	Present %		Frequency	Present %
1	sex	Male	23	52.3		6	66.7
		Female	21	47.7		3	33.3
2	age	Under 20	20	45.5			
		20-25	20	45.5		1	11.1
		26-30	3	6.8		3	33.3
		Above 30	1	2.3		5	55.6
3	Education level	Grade 8-10	18	40.9			
		grade10 complete	23	52.3			
		Certificate	-	-			
		Diploma	-	-		3	33.3
		Degree	3	6.8		6	66.7
4	Work Experience	Less than 1 year	5	11.4			
		1-2 year	12	27.3			
		2-3 year	10	22.7		3	33.3
		above 3 year	13	29.5		5	55.6
		No experience	4	9.1		1	11.1
5	Work Type	Private worker	9	20.5			
		Civil servant	18	40.9		9	100
		Unemployment	17	38.6			

According to Table 1, as regard to sex, 52.3% of respondents were males and the 47.7% of the respondents were females. This indicates that, there is less involvement of females athletes in athletics sport in the clubs, similarly to this all coach also, 6(66.7%) and 3(33.3%) are females were male respondents. Regarding to age of respondents, 45.5% and 45.5% of the athletes were found in the age fewer than 20 and between 20-25 years old respectively, 6.8% the athletes were

found in the age between 26-30 years old and 2.3% of athletes are above 30 years old. In connection to this, 5 (55.6%) and 4(44.4%) coaches were range between the age of 26-30 and 30 and above respectively. With regard to their education level, out of the total 45 athletes, 40.9%, 52.3%, and 6.8% were of Grade 8-10, grade10 complete and degree complete respectively. Hence, most of them are found in Grade 8-10, grade10 complete, similarly to this coaches also, 6(66.7%) and 3(33.3%) are degree and diploma respondents. When it comes to year of experience of the respondents, 5(11.54%) of the Athlete have an experience less than 1 year. Respondents, whose year of experience range from 1-2 year were 12 (27.3%) of Athletes. And 10(22.7%) of the Athletes have 2-3 years experiences. Respondents whose year of experience above 3 years were 13(29.5%) athletes .The remaining 4 (9.1%) of the Athletes doesn't have experiences.

Table 2: Responses of Athlete's where they join this Club.

From where you join this team?					
Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Athletes	From school	6	13.6	13.6	13.6
	on road running	7	15.9	15.9	29.5
	from club	21	47.7	47.7	77.3
	from project	10	22.7	22.7	100.0
	Total	44	100.0	100.0	

Regarding Table 2, majority of the respondent athletes 21 (47.7%) replied, they were join the clubs team from different clubs, 10 (22.7%) of the respondent athletes replied they were join the club team from different athletics projects, 6 (13.6%) of the respondent athletes replied they were join the club team from different school and the rest 7(15.9%) of the respondents replied they were join the club team while running on the street. This shows the club and federation must be given prior to athletics clubs and projects to get the improving athletes.

Table 3: Responses of Athlete’s on the availability and quality of training field and truck

The availability and quality of training field and truck is:-					
Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Athletes	very good	16	36.4	36.4	36.4
	good	12	27.3	27.3	63.6
	satisfactory	12	27.3	27.3	90.9
	poor	4	9.1	9.1	100.0
	Total	44	100.0	100.0	

In the availability and quality of training field/truck, about 16(36.4%) of the respondents were also responded as it was good however, around 12 (27.3%) and 12 (27.3%) of athletes answered as it was good and satisfactory. 4(9.1%) of the respondents were also responded as poor.

Table 4: Responses of Athlete’s ways of selection to be the athlete of the club

How you were selected by the club to be the athlete of this club?					
Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Athletes	by resolute of one competition	26	59.1	59.1	59.1
	by taking previous year’s average performance	15	34.1	34.1	93.2
	by interest	1	2.3	2.3	95.5
	by taking iterance exam	2	4.5	4.5	100.0
	Total	44	100.0	100.0	

As depicted in table 4, slightly more of the respondents i.e., 26(59.1%) are responded as they were selected to be the athlete of their new clubs by resolute of one competition. On other hand, 15(34.1%) of the respondents responded as they selected by their previous year’s average

performance and 2(4.5%) of the respondents also responded as they selected by taking entrance practical exam (competition) and there is 1(2.3%) respondent who responded as they were selected by interest only. This implies that the clubs method of selection of athletes for competitions were clear for every athletes in the clubs. In fact, in this respect, William J. Kraemer and Ana L. Gomez (1997) stated that, each athlete brings to the specific sport completion a set of physiological and psychological strategies. A performance strategy includes attributes that the Athlete brings to the competition, (e.g. body mass, height, muscle fiber type, and anxiety levels).

Table 5: Interest of asking suggestions of athletes on coaching style of your coach

How much you interested by the coaching style of your coach?					
Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Athletes	Very high	13	29.5	29.5	29.5
	high	9	20.5	20.5	50.0
	medium	15	34.1	34.1	84.1
	Low	7	15.9	15.9	100.0
	Total	44	100.0	100.0	

As indicated in item Interest of athletes on coaching style 13 (29.5%) of athletes responded that the interest of the athletes on the club coaches is Very high, 9(20.5%) respondent athlete replied that they are high interested by the club coaches, 15(34.1%) respondent athlete replied that they are medium interested by the club coaches, 7(15.9%) respondent athletes replied that they are low interested by the club coaches. This shows more athletes were not satisfied on coaching style of their coaches. According to Johnson et al., (2011) a good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms we can identify three distinct leadership styles, authoritarian, cooperative and casual

Table 6: Responses of Athletes why join the club

Question	Respondents	Responses and number of respondents with percentage				Total
Do you believe that you came from this club to improve your performance	Athletes	Agree	disagree	Very disagree	not decide	
		19(43.2%)	21(47.7%)	1(2.3%)	3(6.8%)	44(100%)

Regarding Table 6, 19(43.2%) of the respondent athletes replied they joined the club that they are agreeing to improve their performance, 21(47.7%) of the respondent athletes replied they joined the club that they are disagree to improve their performance, 1(2.3%) and 3(6.8%) of the respondent athletes replied they were Very disagree and not decide to improve their performance respectively. This shows the club and federation must be given prior to athletics clubs and projects to get the improving athlete.

Table 7: Responses of Athletes training day per week

How many times you train per week in the club?					
Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Athletes	3 DAYS	6	13.6	13.6	13.6
	4 DAYS	1	2.3	2.3	15.9
	5 DAYS	22	50.0	50.0	65.9
	6 DAYS	15	34.1	34.1	100.0
	Total	44	100.0	100.0	

With this regard, the data from Table 7 indicated that 6(13.6%) Of the athlete response that three times per week, 1(2.3%) of the athletes' response that four time. From the information 22(50%) half of athletes over whelming majority admitted that they often go to training 5 time pee week. However, 15(34.1) athlete respondent agreed with six "sessions per week" which is at pre – competition and completion time.

Table 8: Responses of Athletes train per training session

How long you train per training session?					
Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Athletes	Below 30 mints	1	2.3	2.3	2.3
	from 30- 60 mint	5	11.4	11.4	13.6
	1- 1:30 hour	20	45.5	45.5	59.1
	1:30- 2; 00 hour	18	40.9	40.9	100.0
	Total	44	100.0	100.0	

Regarding to table 8, indicated 1(2.3%) of the athletes and 5(11.4%) of athletes replied that they are train below thirty mint from 30- 60 mint respectively, 20(45.5%) of the athlete replied that they are train 1- 1:30 hour and 18(40.9%) of athletes responded that they are train per training session two hour. No one of athletes responded that they are train above two hours, per training session.

Table 9: Responses of Athletes in Terms of Training and selection method

	Question	Respondents	Responses and number of respondents with percentage				Total
1	Do you think that the daily training secession is improving your performance?	Athletes	Agree	Disagree	Very disagree	not decide	
			6(13.66%)	11(25%)	17(38.6%)	10(22.7%)	44(100%)
2	To my knowledge our couch is qualified		18(40.9%)	14(30.1%)	6(13.6%)	6(13.6%)	44(100%)

3	When I join to the club, the coaches select me on the basis of talent identification procedures		27(61.4%)	17(38.6%)	44(100%)
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With this regard, the data from item 1 Table 9, indicated that 6(13.66% of the respondents said that Agree, the daily training secession is improving our performance and 11(25%) of the respondents said that the daily training secession does not help (disagree) them to improve their performance.17 (38.6%of the respondents replied that Very disagree and the remain10 (22.7%) of the respondents replied that not decide

According to the above table on item 2, 18(40.9%) of the respondents replied that they believe in their coach over all coaching ability, whereas, 14(30.1% replied that they don't believe (disagree) in their coaches over all coaching ability. 6(13.6%) replied that they Very disagree and not decide on their coach is qualified. Regarding to item 3, 27(61.4%) of respondents responded that of the athletes respondent based on selected based on their basis of talent identification procedures (agree) at all weather, 17(38.6%) of respondents responded that disagree.

The open-ended questions that have been delivered to the Athletes are interpreted in summarized manner as follows. The data obtained from an open-ended question shows that,

- There is no coach that train only short distance.
- In Ethiopiathereis no attention for short distance event.
- Lack of good training.
- Lack of educated and effective coaches.
- Enforcing coaches to live the club and lack of transportation service.
- Lack of assessment.
- In general the short distance coaches are not educated.
- They train us only running there is no gymnasium.
- Poor administrative system

There is a great constraint of equipment and facilities, problems of budget, problems of job integration between coach and office, in availability of knowledgeable coach, not participating on different competition organized at national level and finally the respondents agree on, no one

give attention for Athletics development in the clubs. According to, the problems mentioned above, the respondents suggests some sort of solutions for the problems, these are

Fulfilling sport equipments early before competition, properly assigning knowledge able coach, the regional concerned bodies of sport should give attention and find away to solve the problem of budget in order to support over all activities of sport training.

- ❖ If the clubs fulfill all Equipment and give support.
- ❖ Creating good administration in sport.
- ❖ The concerned body should discuss with the athletes.
- ❖ By providing enough nutrition by providing sufficient rest.
- ❖ By providing sport wearing
- ❖ If the administration is committed
- ❖ If the federation give attention.
- ❖ If the federation facility the external competition.
- ❖ Within the club if there is short distance coach.
- ❖ Opening clear discussion between the coach and athletes beside this doing what is given to us by our coach.

Table 10: Responses of Athletes in Terms of challenges and problems to improve performance

Question	Respondents	Responses and number of respondents with percentage		Total
		yes	No	
In this clubs, athletes we have challenges and many problems to improves our performance	Athletes			
		27(61.4%)	17(38.6%)	44(100%)

According to Table 10, 27(61.4%) of respondents were yes and 17(38.6%) of the respondents said that no, this shows there are problems in clubs the athletes have challenges and problems to improves their performance.

Table 11: Athletes Responses to Questions Related to Availability of Training Facilities

1	Question	Respondents	Responses and number of respondents with percentage				
			0	1	2	3	4
1	Training place (track)	Athletes					
	Field event area		11(25.0%)	17(38.6%)	3(6.8%)	3(6.8%)	10(22.7%)
2	Track and field equipment		2(4.5%)	11(25.0%)	10(22.7%)	3(6.8%)	3(6.8%)
3	Well equipped gymnasium			18(40.9%)	6(13.6%)	4(9.1%)	16(36.4%)
4	Medical service		6(13.6%)	16(36.4%)	8(18.2%)	6(13.6)	8(18.2%)
5	Recreational centre		5(11.4%)	4(9.1%)	23(52.3%)	10(22.7%)	2(4.5%)
6	Sufficient dormitories		4(9.1%)	10(22.7%)	17(38.6%)	2(4.5%)	11(25.0%)
7	Quality toilet for boys, girls and employees separately and Sufficiently		1(2.3%)	13(29.5%)	9(20.5%)	2(4.5%)	19(43.2%)
8	Drinking water, Electricity, telephone and internet supplies		10(22.7%)	8(18.2%)	14(31.8%)	2(4.5%)	10(22.7%)
9	Transportation		4(9.1%)	15(34.1%)	4(9.1%)	2(4.5%)	19(43.2%)
10	Changing room		14(31.8%)	9(20.5%)	14(31.8%)	4(9.1%)	3(6.8%)
11	Showers		2(4.5%)	19(43.2%)	3(6.8%)	7(15.9%)	13(29.5%)
12	Sport wear including shoes		1(%)	15(%)	13(29.5%)	12(27.3%)	3(6.8%)
13	Formal education		10(22.7%)	13(29.5%)	11(25.0%)	10(22.7%)	

14	Library		30(%)	4(9.1%)	2(4.5%)	8(18.2%)	
15	Cafeteria		10(22.7%)	3(6.8%)	14(31.8%)	8(18.2%)	9(20.5%)

As depicted in the table above, groups described their agreement in each section of the questions to what extent the training facilities are available. From the above facility description table 11 number 1, 2, 4, 11, 12 & indicated, athletes respondents responded as there were very inadequate training place (track), field event area, medical service, showers and sport wear including shoes; and table 11 item number 10 and 14, athletes respondents responded as no changing room and library were not present. As it indicated on the above table 11, items number 5, 6, 8, 10,13 & 15 athletes responded as there were inadequate recreational centre, Sufficient dormitories, drinking water, electricity, telephone and internet supplies, changing room, formal education & Cafeteria. On the other hand, some of athletes were respond as well equipped gymnasium, quality toilet for boys, girls and employees separately and sufficiently; and transportation were available in very adequate respectively, (from table 11 above, facility on number 3, 7 and 9).Among various factors that affect or impact of short distance runners' and challenge face administration and coaches are the availability of facilities, sufficient dormitories, training place, training equipments and recreational centers respectively are identified by many respondents as the major attribute. Many events of Athletics require numerous sporting equipments. It is important for athletes to be able to recognize and understand how equipment for the specific events works and impacts their performance. Have you athletes named each piece and equipment as you show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well Suzie Bennet et al, 2007.

Table 12: Factors Hindering Talent Identification in Sport

Question	Respondents	Responses and number of respondents with percentage		Total
During Inter- schools/ project competitions	Athletes	Agree	Disagree	
		34(77.3%)	10(22.7%)	44(100%)
Externally during village/estate/ secondary schools competitions		27(61.4%)	17(38.6%)	44(100%)
Through Observations during by school teacher/ coach during competitions		26(59.1%)	18(40.9%)	44(100%)
Through Measurement/ testing of my physical, physiological, psychological and social attributes as well as technical abilities		16(36.4%)	28(63.6%)	44(100%)
II. What are the factors that hinder identification of talented athletes?				
Absence of sport talent identification programs.		40(90.9%)	4(9.1%)	44(100%)
Financial support by the clubs and federation		37(84.1%)	7(15.9%)	44(100%)
Absence of coaches with knowledge on talent identification		37(84.1%)	7(15.9%)	44(100%)

Absence of necessary equipment to facilitate identification process		34(77.3%)	10(22.7%)	44(100%)
Absence of sport scholarship for potential talented student-athletes		38(86.4%)	6(13.6%)	44(100%)
Others (please list them.)				

The results shown in table 12 item 1, indicate that through observations during by school teacher/ coach during competitions were the most used mode of talent identification 26(59.1%) and it was done during inter During Inter- schools/ project competitions 27(61.4%) Contrary to identification during intramural competitions, most of the respondents were of the view that identification was done during Externally during village/estate/ secondary schools competitions 27(61.4%).Additionally, the most un-used mode of sport talent identification was through scientific methods of measuring and testing of physical, physiological, psychological and social attributes as well as technical abilities of the athletes 28(63.6%).

This study was designed to explore methods used in talent identification. The results indicate that identification of talented athletes in the clubs is based on observations by the coach.

From the results shown in table 12, most of respondents indicated that identification of talented athletes was inhibited by lack of scholarships for talented potential athletes 38(86.4%).The second most hindering factor was absence of sport talent identification programs at the clubs level 34(77.3%).Another large proportion of the respondents also indicated that absence of necessary equipment to facilitate identification process was a hindrance to talent identification 38(86.4%).Similarly, most respondents also identified limited financial support by the clubs 37(84.1%) and unavailability of knowledgeable coaches on talent identification 37(84.1%) as other factors that hinder identification of most talented athletes.

Table 13: Responses of athletes on the main problems improve their performance.

N o	Question	Respondents	Responses and number of respondents with percentage				Total
			Not decide	Very disagree	Disagree	Agree	
1	Lack of attention from the administrative persons.	Athletes	15(34.1%)	4(9.1%)	8(18.2%)	29(65.9%)	44(100%)
2	Shortage of nutrition.		4(9.1%)	1(2.3%)	14(31.8%)	20(45.5%)	44(100%)
3	Problems of modern training system and lack of coaches.		4(9.1%)		12(27.3%)	28(63.6%)	44(100%)
4	Lack of planned and coordinated training		3(6.8%)		9(20.5%)	32(72.7%)	44(100%)
5	Lack of initiation and motivation		3(6.8%)	3(6.8%)	10(22.7%)	28(63.6%)	44(100%)
6	Lack of evaluation and assessment.		5(11.4%)	3(6.8%)		36(81.8%)	44(100%)
7	Shortage of individual training.		6(13.6%)	3(6.8%)	3(6.8%)	32(72.7%)	44(100%)
8	Shortage of sport wearing and other equipments.		7(15.9%)	1(2.3%)	3(6.8%)	33(75.0%)	44(100%)
9	Environmental influences.		4(9.1%)	7(15.9%)		33(75.0%)	44(100%)
10	Lack of support from peer and family.		2(4.5%)	4(9.1%)	7(15.9%)	31(70.5%)	44(100%)

Regarding to item 1, of table 13, 16(36.4%) of the respondent said that Agree Lack of attention from the administrative persons.9 (20.5%) of the respondent said that disagree Lack of attention from the administrative person. 15(34.1%) and 4(9.1%) of the respondent said that on Lack of attention from the administrative person Not decide and Very disagree respectively. This shows that administrative person does not give attention for athletes.

Concerning to number item number 2 tables 20(45.5%) % and 14(31.8%) of the respondent said on shortage of nutrition is agree and disagree respectively, 4(9.1%) and 1(2.3%) of the respondent said shortage of nutrition is not decide and the same percent of the athletes responded that shortage of nutrition is very disagree. Hence most of the respondents showed that there is shortage of nutrition.

Concerning to number 3 above table, 28(63.6%) and 12 (27.3%) of the athletes responded that problems of modern training system and knowledgeable coaches is agree and disagree respectively, 4(9.1%) of the athletes responded that problems of modern training system and knowledgeable coaches is not decide. This shows that there are problems of modern training system and knowledgeable coaches.

Regarding to item number 4, table 13, 32(72.7%) and 9(20.5%) of the athletes responded said on that Lack of planned and coordinated training agree and disagree respectively, 3(6.8%) of the respondent athletes replied that on lack of planned and coordinated training they are not decide to improve their performance. This shows that there is a problem of planned and coordinated training in clubs. Regarding to number 5, 56.7% and 10(22.7%) of the respondent athletes replied that on Lack of initiation and motivation they are agree and disagree to improve their performance respectively, 3(6.8%) of the respondent athletes replied that on Lack of initiation and motivation they are very agree and not decide to improve their performance. This shows there is a problem of modern training system and lack of coaches, planned and coordinated training, initiation and motivation from coaches and administrative personnel.

Concerned to item number 6 of table 13, 36(81.8%) of the respondents responded that Lack of evaluation and assessment is very high they are agree on it, 5(11.4%) and 3(6.8%) of the respondents athletes responded that on Lack of evaluation and assessment they are not decide and very disagree to improve their performance respectively.

Regarding to item number 7 of table 13, 32(72.7%) of the respondent athletes replied that Shortage of individual training they are agree to improve their performance, 3(6.8%) of the respondent athletes replied that Shortage of individual training they are disagree and very disagree to improve their performance .6(13.6%) of the respondents responded said that shortage of individual training not decide.

with this regard, the data from item 8 table 13, indicated that 8,33(75.0%) of the respondents said that agree, the that shortage of sport wearing and other equipments the main problems not to

improve their perform and 7(15.9 of the respondents said not decide that shortage of sport wearing and other equipments the main problems not to improve their performance 1(2.3%) and 3(6.8%) the respondents responded that shortage of sport wearing and other equipments is not more; they respond very disagree and agree respectively.

Regarding to item number 9 of table 13, 33(75.0%) of the respondents said that agree environmental influences the main problems not to improve their performance, 4(9.1%) and 7(15.9 of the athletes responded that environmental influences the main problems not to improve their performance not decide and very disagree respectively.

Regarding to item number 10 tables 13, 31(70.5%) and 7(15.9%) of the respondents said that agree and disagree respectively that lack of support from peer and family, 2(4.5%) and 4(9.1%) of the respondents said that not decide and very disagree respectively that lack of support from peer and. Hence most respondents responded that there is lack of evaluation and assessment, shortage of individual training, shortage of sport wearing and other equipments, environmental influences and lack of support from peer and family. This shows that the above result is factors that affect improving the performance of short distance running. Well equipped gymnasium

4.2 Findings from Observation

In order to obtain information about availability of facilities on selected three sport clubs were used by the researcher observing, Training place (track), Field event area, Track and field equipment and Medical service the investigator has observed some athletics training fields are not available. As stated by concerned parties they use schools, woredas courts and they rent training field is because they have no their own training fields. Regarding to adequacy of basic training facilities and equipments like starting blocks, photo finish camera, cones, soft balls, whistle, stop watch and meters except few types of equipments, basic facilities in running events are scare for conducting training. Another problem observed from the miscellaneous facilities like dormitory, changing room, shower, athlete and coaches sport wear and shoes, clean water, Transportation, Cafeteria & clinics were partially not available. The other problem which the investigator has observed, there is no athletes recorded document profiles in correctly. As it was mentioned in the above section, observation was conducted for club's facility, which provided for athletes in selected clubs. The observation checklist involved facility required for athletes, track and field equipment; instructional materials, medical service and others were observed. As indicated in table 13, recreational centre quality toilet for boys, girls and employees separately

and sufficiently drinking water, electricity, telephone and internet supplies showers sport wear including shoes cafeteria was good, however the quality of residence that the athletes live in the clubs and the quality of sport closes that clubs give for athletes not good. However, training place (track), field event area, track and field equipment, well equipped gymnasium, sufficient dormitories, transportation, changing room, formal education, library and quality and quantity food provided for athletes in relation to training load was poor according to the observation. Therefore, these facilities are mandatory for athletes to be effective the club management never expect from athletes without fulfilling these for them.

Checklist observation

No	items	good	bad	reason
1	Training place (track)		✓	
2	Field event area		✓	
3	Track and field equipment		✓	
4	Well equipped gymnasium		✓	
5	Medical service		✓	
6	Recreational centre	✓		
7	Sufficient dormitories		✓	
8	Quality toilet for boys, girls and employees separately and Sufficiently	✓		
9	Drinking water, Electricity, telephone and internet supplies.	✓		
10	Transportation		✓	
11	Changing room		✓	
12	Showers	✓		
13	Sport wear including shoes	✓		

14	Formal education		✓	
15	Library		✓	
16	Cafeteria	✓		

Basic Material & equipments necessary to carry out daily field event training successful are established in short supply. This can be seen clearly from rating scales used to determine the availability of equipment and facility in training center. In the nutshell, to make the training activities more effective, it is necessary to have an appropriate physical environment with infrastructures and equipment, which facilitate the training program at large (IAAF track and field facilities manual 2008)

4.3. Responses of couches

Table 14: Responses of couches have coaching license

Do you have coaching license?					
Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
couches	YES	8	88.9	88.9	88.9
	NO	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

According to Table 14 shows that, all coaches which are asked replied that, 8(88.9%) of them, they have coaching license, 1 (11.1%) haven't coaching license

Table 15: response of couches type of level of coaching

If your answer for the above question is yes, what level?					
Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
couches	LEVEL 1	7	77.8	77.8	77.8
	LEVEL 2	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

According to Table 15 describe of respondents 7(77.8%) of them, have first level coaching license, where as 22.2%) among the respondent have level 2 coaching license. As we understand from this information, their level of license is not encouraging. For this reason some

respondents need additional coaching course to equip with the necessary knowledge of coaching Athletics.

Table 16: response of couches Type of event you are specialized

Type of event you are specializing:					
Respondents		Frequency	Percent	Valid Percent	Cumulative Percent
couches	on other events	1	11.1	11.1	11.1
	no specialization	8	88.9	88.9	100.0
	Total	9	100.0	100.0	

Question asked Type of event you are specializing of respondents replied that, 8(88.9%) they are No specialization and 1(11.1%) they are on other events specialization events

Table 17: response of couches on use performance tests to select athletes

Question	Respondents	Responses and number of respondents with percentage			Total
Did you use performance tests to select athletes?	couches	yes	no	I do not know	
		1(11.1%)	8(88.9%)		9(100%)

Question asked on performance test to select Athletes of respondents replied that, 8(88.9%) they should not use and 1(11.1%) they use performance tests to select appropriate Athletes for the regional team.

Table 18: response of couches on the basis of the standard criteria for section

Question	Respondents	Responses and number of respondents with percentage			Total
Do you think the athletes you have recruited were selected on the basis of the standard criteria for section?	couches	yes	no	I do not know	9(100%)
		1(11.1%)	8(88.9%)		

The above table described that majority 8(88.9%) of the coaches said that no criteria for identified the athletes 1(11.1%) of the coach said that there is a criteria for identified the athletes.

Table 19: response of couches on how many times they give training per week in the club

Question	Respondents	Responses and number of respondents with percentage				Total
How many times you give training per week in the club?	couches	3 days	4 days	5 days	6days	9(100%)
			1(11.1%)	5(55.6%)	3(33.3%)	

The above table described that of coaches 1(11.1%) admitted that they often go to training 4 days per week. However, 5(55.6%) coach respondent agreed with go to training 5 days per week and also 3(33.3%) of respondent said six day per week training in the club.

Table 20: response of couches on how long they are training program per training session

Question	Respondents	Responses and number of respondents with percentage					Total
How long you're training program per training session?	couches	below 30 mints	30- 60 mints	1-1:30 hour	1:30- 2; 00 hour	above 2 hour	
				4(44.4%)	5(55.6%)		44(100%)

Table 20 shows response on the question: on average for how long you do the exercise per session from the table it can be observed that there no numbers respondent of responses for below 30 mints, 30- 60 mints, above 2 hour. 4(44.4%) coaches opted to say 1-1:30 hours and 5(55.6%) of respondents say 1:30- 2; 00 hour, no respondents say training session is blow one hour. So it could be seen that the vast majority of coach's respondents training session is between 1-1:30 hour and 1:30- 2; 00 hour

Table 21: response of couches on how many mints they give recovery between two sets

Question	Respondents	Responses and number of respondents with percentage				Total
How many mints you give recovery between two sets?	couches	A. 1-3 mints	4-5 mints	6-8 mints	Above 8 mints	
		3(33.3%)	4(44.4%)	2(22.2%)		9(100%)

Concerning the record time between each set of exercise the majority 4(44.4) responded that 4-5 mints recovery between two sets respectively, The remaining 3(33.3%) and (22.2%) of the coaches replied that they use 1-3 minute and 6-8 minute mints recovery between two sets respectively.

Analysis of open ended Questionnaires for coaches

The open ended questions that have been delivered to the coaches are interpreted in summarized manner as follows.

What are the selection criteria of athletes?

- ✓ Some times by competition, by body type, by interest, by based on their physical activity and physical fitness.
- ✓ Based on their talent (their choose event), age, their running style and their interest on athletics.
- ✓ By his/her competition result and their health condition.
- ✓ Based on their future performance and current performance.

Write the problem that does not improve athlete's performance?

The data gained from an open ended question-show that, lack of equipment and facilities

- ✓ Insufficient incentive given to the coach
- ✓ Problem of upgrading level of coaches
- ✓ A great gap of job integration among coach and sport administrators,
- ✓ Problems of budget and
- ✓ Eventually not motivating or encouraging coaches and Athletes of the regional and international competition.
- ✓ Lack of planned and coordinated training
- ✓ without knowing the training system they do training together especially by the name of friends some athletes engaged in illegal sexual intercourse.
- ✓ performance of the coach and equipment are not fulfill.
- ✓ Lack of good social relation
- ✓ The over load of training and unbalanced nutrition.
- ✓ The absence of modern training system.
- ✓ Lack of continuous competition
- ✓ Lack of sufficient rest after training.
- ✓ Absence of support from concerned body
- ✓ Lack of sufficient transportation.
- ✓ Absence of educated and knowledgeable coach and good administrative person.

What is the solution of the above problems?

Some possible solutions are given from the coaches. These are:- the sport administrators should find stockholder, those who can sport in terms of finance and materials, the office should work with national federation in order to get different course that can improve our level of coaching, the office should stop working alone and work with all contributors for the sport progress and finally supporting coaches by giving sufficient incentives and motivating them for further achievement can help the development of sport in the clubs.

- ✓ Making the environment self and favorable and suitable for athletes
- ✓ Hire coach who is knowledgeable and who can coach athletes effectively and efficiently.
- ✓ Add salary of the athletes according to the life situation of the country to make happy in their life that makes athletes effective.
- ✓ Proper follow up of club training and all activities of athletes properly and giving sufficient encouragement and correcting if needed coach athletes and facility providers of the clubs
- ✓ Try to plan the way to gain another source of income by developing strategy with club management and involving athletes

4.3. Analysis Questionnaires Interview for Administrator

The student researcher conducted structured interview in face-to-face manner with clubs administrator in different time and Place in order to get additional information about the factors affecting improving the performance of short distance runners. Thus, the responses from the subjects summarized and presented in the following way.

The trainers and sports professionals of clubs carry out selection setting appropriate criteria when they are select at first time

Athletes are selected; the selection criteria of athletes to all events are the same.

It is depending on the competition that is prepared by the athletics federation or organization and the winners were selected for the clubs. Some times by competition, by body type, by interest, by based on their physical activity and physical fitness. Based on their talent, age, their running style and their interest on athletics. By his/her result and their health condition. Based on their future performance and current performance.

Do you think athletes (sprint runners) selection is depend on talent identification?

The selection criteria are depending on only the competition winners, so we are not seeing talent identification.

To their observation, talent identification, which is very good but this, is not specified.

They will try to insert talent identification in the selection criteria for short distance running.

If coaches are select athletes by their talent, they will not defend.

The sprinter runners get the necessary enough material & facilities

The clubs is trying to facilitate all the necessary materials as much as possible.

The selection criteria of athletes

Some times by competition, by body type, by interest, by based on their physical activity and physical fitness.

By their talent, age, their running style and interest on athletics.

Depend on their result of competition and health condition.

Based on their current performance.

The major factors that affect short distance athletes, coaches in your club

Personal training, without knowing the training system they do training together especially by the name of friend some athletes engaged in illegal sexual intercourse.

Their feeding style, track, performance of the coach and equipment are not fulfill.

- ✓ Lack of good social relation
- ✓ The burden of training and unbalanced nutrition before and after training
- ✓ The absence of modern training system
- ✓ Absence of continuous competition
- ✓ Absence of enough recovery after training
- ✓ Absence of supports from federation and concern body
- ✓ Lack of sufficient transportation specially after training.
- ✓ Lack of educated and knowledgeable coach and good administrative person
- ✓ Shortage of professionals, there are no well-qualified coach, all are under level one coaching license, incentive are insufficient, office supervision on coach and Athletics is poor, there is no coaching course given to upgrade the level of coaches and selection of Athletes is based on, results registered during competition and one's affinity or relative

Possible solution to tackle the problems related to the practice of the training.

The athletes showed emphasis athletics as his/her own work. Fulfilling nutrition, truck, knowledgeable coach and necessary sport materials such as shoes clothes and etc. Beyond the athletes the coach should understand and support his athletes. Bring foreign manager to support the athletes. Creating awareness among the community by using media, encourage government to support the athletics. The club must give sufficient support for his athlete.

Preparing and implementing the annual plan. Employing coach on each event, the coach must follow up modern coaching system, Employing professional expert that follow the activity and competition of the athletes, providing the necessary facilities

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the major findings of the study and then concludes on the base of these findings. Finally, feasible recommendations are suggested.

5.1 SUMMARY

Investigate Major the Factors that Affect the Performance of Short Distance Athletes: in the case of some selected first division clubs in Addis Ababa. The study was designed to answer the following research questions.

1. How is the Professional status of the coaches?
2. To which extent coaches give due attention to the athletes talent identification process?
3. What are the major challenges and influence on the participation of short distance running?
4. What possible solutions should be carried out to solve the problems?

In order to answer these questions, the descriptive survey methods were employed.

In order to carry out the study, qualitative and quantitative approaches were adopted. The data relevant to the study were gathered through sets of questionnaires, interview and observation checklist from 45 athletes, 9 coaches and 9 officers.

The data obtained were analyzed using statistical method such as frequency and percentage whereas that of open-ended questioners, interview and observation was described by using descriptive statements. Finally, in analyzing the data both qualitative and quantitative methods were applied based on the data gathered; the following major findings were obtained from the study.

- It was found out that the availability, quality, and quantity of basic facility supplied for athletes like food, sport wear, residences, training field/trackr elatively not sufficient as replied by someathletes.
- The club and federation must be give prior to athletics clubs and projects to get the improving athletes.

- The overall rating concerning the interests of the athletes towards the further success suggest that they are not satisfied by the training techniques and the services provider by their clubs
- The study also identified that, there is inadequate facilities and equipment and training areas
- The results indicate that identification of talented athletes in the clubs is based on observations by the coach.
- Athletes did not have enough training per week which was only three days per week. This is not meeting the progressive adaptation principle.
- The short distance coaches did not get the short distance specialization course.
- There is a great constraint of equipment and facilities, problems of budget, in availability of knowledgeable coach, not participating on different competition organized at national level and finally the respondents agree on, no one give attention for Athletics development in the clubs
- The study revealed that, there is no properly designed selection criterion of Athletes to join the clubs Athletics team.
- The level of coaching license is not encouraging. for this reason some respondents need additional coaching course to equip with the necessary knowledge of coaching Athletics.
- The trainees athletes have not under through consider talent identification procedure when entering in to the club. The selection criteria are Some times by competition, by body type, by interest, by based on their physical activity and physical fitness.
- The study has showed that, low knowledge of coach in coaching the clubs Athletics team.

5.2 CONCLUSIONS

Based on the data that the researcher obtained and analyzed, the following basic points were forwarded as a conclusion.

Athletes join in the clubs Athletics team without properly sated performance evaluation test. The consequence of not using performance evaluation test to select Athletes will lead to poor performance of the clubs Athletics team as well as it also leads to wasting resource, time and energy of Athletes. Coaches of the clubs in preparing scientific base training were completely week. The findings of the study also revealed that coaches of the clubs Athletics team have shown that they have problems of knowledge and skill in preparing scientific base training. It is

clear that working without using plan will affect negatively the overall activities of the team. It was indicated that the problem encountered in the clubs Athletics training program implementation according to the respondents response through close ended and open ended questionnaires, interview and observation there were a great constraint of facilities and equipment and insufficient training areas. The principles of training are the foundation of this complex process. Knowing the training factors will clarify the role each factor plays in training. The planning is the backbone to train athletes as a factor for the decreasing performance at the desired time. A training program must include regeneration and recovery between training lessons to ensure continuous improvements in the athletes' performance and the training plan must be prepared by three seasons and in modern way. It is better for the administrative staff to give more emphasis on feeding styles, performances of the coach, assessment and evaluation, selection criteria, equipment, necessary support and focus on supportive exercises like gymnastic activity. Because these are the main factors for decrease the performance of the athletes. The athletes do personal training without knowing the training system.

5.3 RECOMMENDATION

The researcher suggested the following recommendations in light of the summary and Conclusion made-

- Shortage of materials and training equipments were found among the main hindering factors in the clubs. Thus some should be done by club itself and concerned bodies to allocate enough budgets to buy at least basic athletics equipments for trainee athletes. Again, the clubs should work jointly with athletics federation, private sport and fitness centers, sport Medias, governmental and non-governmental organization...etc so as either to get donations or generate incomes.
- Clubs and athletics federation should arrange a training program for all Athletics coaches in the region on title how to prepare Specific, Measurable, Adjustable and Realistic (SMART) training plan.
- The selection of Athletes is very important factor that influences the effectiveness of performance development level. Therefore, coaches of the Athletics club should develop, scientific, systematic and appropriate ways of selecting and measuring performance.
- Most of coaches have 2nd level and below. So, the concerned body must facilitate for the coaches to the next level to increasetheirknowledge.

- By developing research, especially applied research, could enrich training knowledge how to improve methods of athlete evaluation, selection, peaking, recovery and regeneration following training and increase knowledge on how to cope with stress and how to get the successor athlete.
- Finally, the problem is not as such an easy one to be adequately studied by a bigger investigator. Thus, the researcher would like to recommend other concerned and interested individuals or groups to carry out deeper and wider research work on this issue, the problem on right and responsibility of athletes is a base for sustainability of athletics clubs prospect.

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APPENDIX A
ADDIS ABEBA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL AND COMPETITION SCIENCES
DEPARTMENT OF SPORT SCIENCE

Questionnaire filled by Athletes'

Dear respondents

The purpose of this questioner for studying first division athletics club to collect data short distance runner current status, training system, factors affecting improving the performance of short distance and their solution. There for your answer and comment, what you give have a great importance in this study. The study helps to bring up certain ideas suggestion to improvement, there for the following question is not meant for testing you. Then, place answer what you feel and think.

Thank you in advance for your cooperation

Direction

- No need of writing your name
- Put mark in the box

GENERAL INFORMATION

Instruction I: - indicate your response by putting a tick mark “√” under one of the alternative given.

1. Sex Male Female
2. Age below 20 20-25 26-30 and above 30
- 3 Educational level grade 8-10 grade10 complete certificate diploma degree
4. Work Experience in clubs: - Less than 1 year 1-2 year 2-3 year above 3 year
No experience
5. Work: - Private worker Civil servant Unemployment

Instruction II: - Indicate your response by circling “O” under one of the alternative given

1. From where you join this team?

A/From school B/on road running C/from club D/from project

2. The availability and quality of training field and truck is:-

A, very good B, good C, satisfactory D, poor

3. How you were selected by the club to be the athlete of this club?

A, by resolute of one competition B, by taking previous year's average performance
C, by interest D, by taking iterance exam

4 How much you interested by the coaching style of your coach?

A/Very high B/ high C/medium D/Low

5 Do you believe that you came from this club to improve your performance?

A/Agree B/disagree C/very disagree D/not decide

6 How many times you train per week in the club?

A/3 days B/4 days C/ 5 days D/ 6 days

7 How long you train per training session?

A/Below 30 mints B/from 30- 60 mint C/ 1- 1:30 hour D/ 1:30- 2; 00 hour E/above 2 hour

8 Do you think that the daily training secession is improving your performance?

A/Agree B/disagree C/very disagree D/not decide

9. To my knowledge our couch is qualified

A/Agree B/disagree C/very disagree D/not decide

10. When I join to the club, the coaches select me on the basis of talent identification procedures

A/Agree B/disagree

11. in this clubs, athletes we have challenges and many problems to improves our performance

A/ yes B/ no

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

13. Would you list major problems you face during training session?

14. What solutions would you suggest to solve the problems you listed above?

15. How could you rate the availability of training facilities? Please answer the following questions by putting “√” sign in one of the blank spaces provided in front of statements that you think describe your agreement.

PART III: FACILITIES.

None = 0, Very inadequate = 1, Inadequate=2, Adequate=3, Very adequate=4						
no	Availability of	None (0)	Very inadequate (1)	Inadequate (2)	Adequate (3)	Very adequate (4)
1	Training place (track)					
2	Field event area					
3	Track and field equipment					
4	Well equipped gymnasium					
5	Medical service					
6	Recreational centre					
7	Sufficient dormitories					
8	Quality toilet for boys, girls and employees separately and Sufficiently					
9	Drinking water, Electricity, telephone and internet supplies					
10	Transportation					
11	Changing room					
12	Showers					
13	Sport wear including shoes					
14	Formal education					
15	Library					
16	Cafeteria					

IV.TALENT IDENTIFICATION AND DEVELOPMENT

16. This section will ask you questions on sport talent identification and development.

Instruction: indicate whether you agree or disagree with each statement by *Circling* where applicable using the following code:

A. = Agree

B. = Disagree

I. Identification of talented athletes in my club is done.....

1	During Inter- schools/ project competitions	A	B
2	Externally during village/estate/ secondary schools competitions	A	B
3	Through Observations during by school teacher/ coach during competitions	A	B
4	Through Measurement/ testing of my physical, physiological, psychological and social attributes as well as technical abilities	A	B

II. What are the factors that hinder identification of talented student-athletes?

5	Absence of sport talent identification programs.	A	B
6	Financial support by the clubs and	A	B

	federation		
7	Absence of coaches with knowledge on talent identification	A	B
8	Absence of necessary equipment to facilitate identification process	A	B
9	Absence of sport scholarship for potential talented student-athletes	A	B
10	Others (please list them.)		

V. PROBLEMS NOT TO IMPROVE YOUR PERFORMANCE.

17. This section will ask you questions on the main problem not to improve your performance.

Instruction: -Put this mark on the table below that there are the main problem not to improve your performance

Agree=4 disagree=3 very disagree= not decide=1

NO	Item	1	2	3	4
1	Lack of attention from the administrative persons.				
2	Shortage of nutrition.				
3	Problems of modern training system and lack of coaches.				
4	Lack of planned and coordinated training				
5	Lack of initiation and motivation				
6	Lack of evaluation and assessment.				
7	Shortage of individual training.				
8	Shortage of sport wearing and other equipments.				

9	Environmental influences.				
10	Lack of support from peer and family.				

APPENDIX B
ADDIS ABEBA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL AND COMPETITION SCIENCES
DEPARTMENT OF SPORT SCIENCE

Questionnaire filled by coaches'

Dear respondents

The purpose of this questioner for studying first division athletics club to collect data short distance runner current status, training system, factors affecting improving the performance of short distance and their solution. There for your answer and comment, what you give have a great importance in this study. The study helps to bring up certain ideas suggestion to improvement, there for the following question is not meant for testing you. Then, place answer what you feel and think.

Thank you in advance for your cooperation

Direction

- No need of writing you name
- Put mark in the box

GENERAL INFORMATION

Instruction I: - indicate your response by putting a tick mark () under one of the alternative given.

1. Sex Male Female
2. Age below 20 20-25 26-30 and above 30
- 3 Educational levels PhD Master Degree Diploma Certificate
4. Work Experience in clubs: - Less than 1 year 1-2 year 2-3 year above 3 year
No experience
5. Work: - Private worker Civil servant Unemployment

Instruction II: - Indicate your response by circling under one of the alternative given.

1. Do you have coaching license?
A. Yes B. No C.
2. If your answer for the above question is yes, what level?
A. Level 1 B. Level 2 C. Level 3 and above

3. Type of event you are specializing: A. 100m B. 200m.C.400m D no specialization B. on other events

4. Did you use performance tests to select athletes?

A. Yes B. No C. I do not know

5. Do you think the athletes you have recruited were selected on the basis of the standard criteria for section?

A. Yes B. No C. I do not know

6. How many times you give training per week in the club?

A. 3 days B. 4 days C.5 days D .6 days

7. How long you're training program per training session?

A. below 30 mints B. from 30- 60 mints C.1- 1:30 hour D.1:30- 2; 00 hour E. above 2 hour

8. How many mints you give recovery between two sets?

A. 1-3 mints B. 4-5 mints C. 6-8 mints D.above 8 mints

9. What are the selection criteria of athletes?

10. Write the problem that does not improve athlete's performance?

11 what is the solution of the above problems?

12. as a coach please list down the major factor that affect short distance athletes in your club----

APPENDIX C
ADDIS ABEBA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL AND COMPETITION SCIENCES
DEPARTMENT OF SPORT SCIENCE
Interview Guide for Administrator (S)

Part I. Back Ground Information

1. Sex
2. Age
3. Educational qualification and major subject studied
4. Work experience
5. Position in the club

Part II. Main Questions

1. Do the trainers and sports professionals of your club carry out selection setting appropriate criteria? When you are select athletes at first time what are your criteria? How you are seeing their talents?
2. Do you think your club environment is conducive to conduct athletics sport training?
Are there enough material & facilities?
3. In your club is there enough athletics coach? If your answer is yes or no why ?
4. What do you think are the major hindering factors that affect coaches, administrators and athletes face respectively?
5. Could you suggest possible solution, if any to tackle the problems related to the practice of the training?
6. As administrator, what are the major factors that affect short distance athletes in your club?

APPENDIX D
ADDIS ABEBA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL AND COMPETITION SCIENCES
DEPARTMENT OF SPORT SCINCE

Observation of athlete's social situation

No items	good	bad	reason
Training place (track)			
Field event area			
Track and field equipment			
Well equipped gymnasium			
Medical service			
Recreational centre			
Sufficient dormitories			
Quality toilet for boys, girls and employees separately and Sufficiently			
Drinking water, Electricity, telephone and internet supplies			
Transportation			
Changing room			
Showers			
Sport wear including shoes			
Formal education			
Library			
Cafeteria			

Declaration

I, the undersigned, declare that this thesis is my original work done under the advice of Alemmebrat Kiflu (PhD) and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name Asefa Bekele

Signature _____

Date _____

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

Name Alemmebrat Kiflu (PhD)

Signature _____

Date _____