

**THE PRACTICE AND CHALLENGES OF COACHING
ATHLETICS: WITH SPECIFIC REFERENCE TO FEDERAL
PRISONS COMMISSION SPORT CLUB**

BY

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**THE PRACTICE AND CHALLENGES OF COACHING
ATHLETICS: WITH REFERENCE TO THE FEDERAL
PRISONS COMMISSION SPORT CLUB.**

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ABRIVATIONS

AAAF	Addis Ababa Athletics Federation
EAF	Ethiopian Athletics Federation
FPCSC	Federal Prisons Commission Sport Club
IAAF	International Association of Athletics Federation
IOC	International Olympic Committee
LTAD	Long Term Athletics Development
MYSCE	Ministry Of Youth, Sports and Culture of Ethiopia
NSPE	National Sport Policy of Ethiopia

ABSTRACT

Coaching effectiveness is a result of a coach getting the best out of the people and resources in their environment. For coaches, learning from experience is vital in a role that is a complex, dynamic and multifaceted process of balancing fun and winning where one cannot be sure if results will go according to plan. At the Olympic level, due to commercialization more money is being spent than ever before on developing more professional and effective training systems to maximize athletic performances. Medals won determine how a coach is evaluated and with more nations' competition at a higher level, success is becoming even more competitive.

The purpose of this study was to identify the practices and challenges of coaching athletics: with specific reference to federal prisons commission sport club, that can which reflect on the performance of athletes. The subjects in this study were 86(70%) trainee athletes; 19(66%) coaches of the respective field and 5(63%) administrative staff; selected from the total population of 123, 29 and 8 respectively. As a methods of data gathering tools; questionnaire, interview and observational checklist were employed. Analysis of the collected data, both qualitative and quantitative methods such as descriptive statements and frequency counts, percentage, means, standard deviation, Chi- square and t-test were on use respectively.

The result of the study revealed that trainee athletes' practice on average 3 days per week having one session per-day that runs 1:45 hrs. Besides, the major constraints associated with trainee athletes training are found to be lack of qualified coaches supported with related education, individualized training for different track and field events, be deficient in facilities, lack of incentive and motivation, and lack of adequate and balanced diet. At the same time, among various factors that impede trainee athletes training in the club well-equipped gymnasium not affordable, transportation in relation to the urban development, usual training areas are now part of the city recreational center and medical service were found to be the scarcest ones.

Key Words:- Challenge, Coaching, Club, Performance.

CHAPTER ONE

Introduction

This introduction presents a context for this dissertation and helps clarify to the reader how fulfillment of the research aims and objectives make a contribution to the practice and challenges of coaching athletics: with specific reference to The Federal Prisons Commission Sports Club. The discussion starts off with a background which introduces the subject area under study and current situation and justification of problem statement to be precise and focused, purpose of the research, and then it explains the research objective and gives a brief overview of the research questions as well as the (delimitation) scope of the study, gives the extent to which the study carried out follows the anticipated shortcomings (limitation).

1.1. Background

The sport of athletics encourages athletes of all abilities and ages to compete at their optimum level. Through track and-field-based on athletics training program, participants can develop total fitness to compete in any sport. As with all Special Olympics sports, athletics offers athletes the opportunity to learn through skill development and competitive settings and to be involved in large social settings.

In fundamental nature, success in athletics depends on the athlete's determination and practice habits. When all's said and done by participating in an athletic training program, the athlete can learn and develop: Self-discipline, The ability to make independent decisions, Lifelong fitness skills that helps him or her lead a more productive and independent life.

There are many different skill levels demonstrated by Special Olympics athletes, and the coach has the responsibility of learning the skill level and capacity of each athlete. Using that knowledge, the coach takes the resources provided in this guide and adapts the information as it applies to each athlete. Levels from basic to advanced are accommodated in the guide, giving the coach a range of skills and drills to choose from. All information is a guideline, to be used by the coach in a way that works for his or her athletes. If a skill or drill looks too difficult, the coach can simply modify it

as required to help the athletes learn and perform. Keep in mind that to help athletes improve and grow, it is good for the coach to challenge them by continually observing and assessing their skills, providing new techniques and drills and giving positive encouragement, regardless of their skill level and individual capacity. Special Olympics (2007)

An athletics coach or manager is an individual who involved in the direction, instruction and training of the operations of a team or an individual sports people. This type of coach gets involved in all the aspects of the sport, including physical and psychological athlete development. Athletics coaches train their athletes to become better at the physical components of the events. The coach is assumed to know more about the sports, and have more previous experience and knowledge. The coach's job is to transfer as much of this knowledge and experience to the competitors to develop their optimum performance. (LA84 Foundation, 2012)

In the second part of the 20th century, many of Ethiopia's proudest moments had come when one of its children won a major international athletics competitions. (International Olympic committee [IOC], 2010)

Since the glorious victory of Abebe Bikila, Ethiopian Athletes over the years have lit up and made major championships like Olympics ever memorable. After the Rome and Tokyo victories of Abebe Bikela, another brave Ethiopian Mamo Wolde showed the world another Ethiopian triumph. In 1992 (EOC: 2001) Derartu Tulu became the first black African women from Ethiopia to win gold in 10,000 meter in Barcelona Olympic, four year later in Atlanta another Ethiopian Fatuma Roba became legend in the history of Olympic games after winning the Marathon for the first time from Africa. a man declared by the world press as the best long distance runner that has ever lived on the planet, Haile Gebrselassie emerged from Ethiopia. As the legends continue Kenenisa Bekele, Tirunesh Dibaba, Meseret Defar, Almaz Ayana and many athletes seem to take Ethiopian athletics dominance in long distance running to new heights. The triumphs of these men and women over the years have brought pride and unforgettable moments to all Ethiopians and provided the country honor and glory at global stage. Explained "Ethiopia as one of the world's poorest countries (as an

example of Famine before 2006) but richest in terms of distance running at major championships". Henderson (2007) also mentioned a fact that Ethiopia is known by the rest of the world as 'Land of Runners'. Despite being ravaged by problems success in sports has played a pivotal role in showing the positive side of the country.

Likewise, when we mention athletics and Ethiopia, the large number of first-class distance runners' immediately comes to our mind. In fact, at this stage one could safely and justifiably come to an agreement that Ethiopia has some of the best middle and long distance runners in the world. Accordingly, the New York Times called Ethiopia "running Mecca" due to its historical successes. Since Ethiopia joined the Olympic Games in 1956 up to Rio Olympic Games 2016, as the country claimed 22 gold medals, 10 silvers and 21 Bronzes 53 overall". In line with, all medals were won in long distance running competition that long distance running has brought Ethiopians not only joy but also inspiration and courage to overcome the challenges of poverty.

Broadly speaking, one can be also safe to say and figure out that Ethiopians, Kenyans, Algerians, Moroccan, Ugandans and many other countries from third world has been and still are the icon of running events particularly in middle and long distance.

Typically, the rationale behind their achievement lies on: the practice of this event requires very little infrastructure, having, a 'door-opener' a role model, an engagement with manual work at early age, for instance, long distance round – trip to school, fetching water and collecting fire wood... etc. could be mentioned as some of main factors. At this juncture, it is also important to remain that this assertion is totally in favor of the above statement. (International Olympic committee [IOC] 2016)

From this perception, the researcher argues on the fact that Ethiopian Federal Prisons Commission sports club would repeat what has been achieved by track event athletes; provided that the journey of trainee athlete's preparation is conducted under organized and equipped athletics club, worked together in harmony with all stakeholders.

Again it is necessary to see establishment of the club and elite athletes of the club and their contribution to their Club, Nation, Continent and their contribution for development of athletics in the world.

The researcher's focus, Federal Prisons Commission Athletics Club is a club based in Arada Sub-City, Addis Ababa, Ethiopia, that competes in Ethiopian Athletics Championships and Addis Ababa clubs Athletics Championships, the top flight of Ethiopian athletics. The club was founded as "Wehni-betoch Sports Club" in 1984, changed its name to Federal Maremia Betoch Sport club in 1991 and moved from Kaliti Camp to its current Head Office, Arada Sub-City Around 3rd Police Station in 1995.

Federal Prisons Commission Athletics Club has won 6 Gold 2 silver and 4 bronze in Olympic Games, (record) and in World Champs 7 Gold 8 Silver 7 Bronze and more than 10 X-county championships Gold Medals and more indoor medals, By Derartu the first Ethiopian woman and the first black African woman to win an Olympic gold medal, which she won in the 10,000m event at the 1992 Barcelona Olympic Games, and Fatuma Roba the first African woman to win a gold medal in the women's Olympic Games marathon race at the Atlanta 1996 Summer Olympics and for winning three successive Boston Marathons, Tirunesh Dibaba is long distance track athlete and the outdoor 5000 meters world record holder. She is the current World champion. She has won in total eight world track titles (three Olympic Gold three Olympic Bronze medals and five World Championship Gold medals) five world-cross country titles (Gold), two African Championships titles (Gold) three world-cross country silver medals. and she is the third-fastest woman (next to Keitany and Radcliffe) in history in the women's-only world record* at the Virgin Money London Marathon, running 2:17:56 at the IAAF Gold Label Road Race in just her second marathon, She is nicknamed the "Baby Faced Destroyer." and the other man who is known with his nickname "Silver Man" Sleshi Sihin has 2 Olympic Silver and 3 World championships (W.C) Silver medals in addition to these the club produces a lot of elite athletes for Ethiopia, Africa and World. Such as, Dube Jillo, Kutre Dulecha, Moges Taye, Elflesh Alemu, Getenesh Urge, GeteWami, (later Police) Turbo Tumo, Belay Wolasha, Ayele Mezgebu, Habte Jifar, Abebe Dinkesa, Daniel Zegeye, Maru Daba, Nigusse Gechamo, Eyerusalem Kuma, Dejene Berhanu, Gelete Burka, Kalkidan Gezahegne, Merima Hashim, AbebaTola Genet Getaneh, Aberu Kebede, TadeseTola, Ehetu Wondimu,

Friehiwot Dado, Genet Getaneh, Teiba Erkeso, Tilahun Reggasa, Merima Mohammed, Fantu Migesso, Senbere Teferi and others just to name few.

1.2. Statement of the problem

In Ethiopia, coaching athletics presents a unique setting that is worth evaluating, particularly since it is given limited attention. It has a rich history and a complex array of factors adding to a context that is poised with the potential to show future success on the international Olympics Games and world stages.

Developing a broader and deeper understanding of predictors of coaches success is lack in the literature. Factors that predict coaching success need more attention specifically as they relate to practice and challenges of coaching athletics and past performances. Coaching effectiveness is defined and assessing coaching is significant aspect of maximizing coaching performance. Coaching expertise is another important aspect, in this context of sources of coaching knowledge acquisition and development profile of an elite coach. Formal, non-formal and informal learning strategies are explored including mentoring and self-reflection. Each affects coaching success and are critical for the development of future coaches athletics and for the profession of coaching.

In the implementation of modern athletics coaching approach this student researcher has seen the practice and challenges of coaching athletics: with specific reference to The Federal Prisons Commission Sports Club, Due to lack of attention the coaching practice and results are going down, the club does not have on in depth understanding about modern coaching approach and lack of proper education of coaches and integrity that enables them to properly accomplish their mission. This shows that there are some problems which faced a club to implement effectively proper training.

To this effect, appropriate implementation can favor. Competently influences the overall developments of the countries athletics in many aspects, if clubs and training centers contribute and effectively organized ... etc are precondition.

Taking there are all things in to account, the problem facing administrators, coaches and trainee athletes during the course of training. Due to various factors, such as

training related facilities, training related seasonal situations, urban development, environmental, personal, social, economical, technological, psychological and physical character ... etc. therefore the researcher found it timely and crucial to question, how do training would practice and what are the major challenges encountered coaches and trainee athletes?

Basic Research Questions

In order to meet the objective of the study the following research questions addressed as a guide for treating the problems.

- In what approach the actual coaching is practicing in Federal Prisons Commission Sports Club?
- What are the major hindering factors that affect coaching process?
- What methods are used to categorize athletes and their training programs?
- To what scope facilities and equipment are available?
- What are the major challenges that affect the coaching activity in Federal Prisons Commission Sport Club?

1.3. Purpose of the study

The purpose of this study was to explore practice and challenges of coaching athletics: with specific reference to the Federal Prisons Commission Sports Club. Coaching success was examined in the context of the hypothesis: Coaching success is a function of higher levels of self-reflection and experiences from past performances (in terms of experience as both an athlete and coach). Brewer and Jones (2002) found that little research exists on the required knowledge/ expertise for effectual sports coaching practices. Colclough (2008) and Gilbert, Lichtenwaldt, and Côté (2009) recommended further attention is required to determine what specific activities contribute to the elite coach development by exploring how coaching knowledge influences athlete outcomes within the coaching context.

1.4. Objectives of study

1.4.1. General objective

The general objective of this study is to examine the practice and challenges of coaching athletics: with Specific reference to the Federal Prisons Commission Sport Club.

1.4.2. Specific objectives

The specific objectives of the study are to

- Identify the actual coaching practice in the club.
- Find out the hold-back factors that coaches and trainee athletes face during the course of coaching.
- Explore the procedure of categorized Athletes and the methods used to training them.
- Provide suggestion to improve the practice of coaching athletics.
- Assess the major challenges that affect the practices of coaching athletics in the Federal Prisons Commission Sport Club.

1.5. Significance of the study

The findings of this study will be important for different concerned sports partners that are found at various levels. Higher officials who involve in the training (coaching) process, club administrators, Coaches and the athletic community. Therefore, the study provides an insight to higher officials and policy makers about the current practices of coaching athletics and the areas to will be considered in the process of planning coaching. It will give information to club officials on how coaching is being carried out in their particular club, the ways to make improvements and to achieve good performance in the area. Moreover, the study will create awareness to coaches, athletes and the officials about the existing problems and to resolve problems and to share responsibilities for the practice of coaching. Furthermore, it will suggest alternative solutions to be used by coaches, athletes and club officials to minimize the problems in coaching athletics practices and to assure quality of coaching.

1.6. Delimitation of the study

In order to make the study more specific and manageable, this study mainly focuses on identifying the practice and challenges of coaching athletics with specific reference to the Federal Prisons Commission Sport Club.

1.7. Limitation of the study

There were not easy to get literature references regarding local context of Ethiopia on coaching athletics, the researcher tried to seek out in the libraries of Addis Ababa University, Federal Prisons and Sport Commission. Hence, the researcher was forced to depend much on searching foreign books and journals. Besides, unavailability of a few respondents to fill the questionnaire and return back on time; and the shortage of time to collect the data, and to finalize the deskwork were the constraints which encountered the researcher. However, the researcher had done all the possible efforts to complete this study successfully.

1.8. Organization of the Study

The study has five major parts. The first part of the study is the introduction: containing the background of the study, statements of the problem basic questions of the study, objectives of the study, significance of the study, delimitation of the study, limitation of the study.

The second chapter of the study is the review of related literatures which contains the coaching athletics definition, coaching theories, Understanding Sport Coaching, Defining Coaching athletics, Physical abilities, Knowledge (mental abilities), Ability to transfer the knowledge, Ability to manage different age groups, Pedagogy, To support the athletes, Motivation, Behavior.

The third chapter replies about research design and methodology which consists the research design, subject and sampling techniques, source of the data, instruments of data collection, procedure of data collection and methods of data analysis.

The fourth chapter deals with presentation and analysis of the data. The fifth chapter is concerned about summary conclusion and recommendations. This part focuses on the

discovery of the research and the possible solution for already stated problems based on the results of the study.

1.9.Operational Definition of Terms

In order to avoid misunderstanding (ambiguity) and to have a clear meaning throughout the study, the following operational definitions of terms are given as they will be used throughout the entire research.

- 1) **Club:** - a team that plays in a league. It is a team which competes in a sports competition (Collins cobuild English dictionary).
- 2) **Coach:** - is someone who trains a person or team of people in a particular sport (Collins co build English dictionary).
- 3) **Coaching:-** is the term covering involved in the work of the coach, training, and development, directing, advising and correcting players and helping them to progress.
- 4) **Challenge:-** is something new and difficult which requires great effort and determination.
- 5) **Effective Coaching:-** is un cocking a persons' potential to maximize their own performance. It is all about helping the athletes achieve their dream (Whit more, 2002).
- 6) **Performance:-** is an observable behavior on the play ground. It is the fact or action of doing a task (Collins Cobuild English dictionary).
- 7) **Style:-** is the general way in which it is done on presented, which often shows the attitudes of the people involved (Collins Cobuild English dictionary)

CHAPTER TWO

Literature review

2.1. Introduction

Athletes first learn basic movement patterns such as running, stopping, jumping and throwing. Coaches help athletes refine these movements into sport specific skills. A skill such as high jumping can then be refined into a competitive technique like the Western roll or the Fosbury Flop.

An individual's expression of a technique is often called a style; while various competitive swimming strokes are also called styles. Team sports often develop and practice plays or strategies where players carry out specific tasks to coordinate a team effort of attack or defense. La84 foundation (2012)

Technical training may also include teaching the rules and restrictions of a sport or game.

Elite athletes and teams require high-level of coaching. A coach is often associated only with an athlete's technical development; however, a coach should likely play all the roles of mentor, physical trainer, therapist, medical responder, technical trainer and performance facilitator. Coaches may or may not involve sportsmanship in their program. Coaching typically signifies a quadrennial, ongoing mentorship for athletic development, as opposed to a clinician who might only assist for a short period of time.

Not only must coaches be able to teach technical form, but recognize and correct problems with a teams' or an athlete's technique and conditioning. Recent advancements in video technology can provide accurate biomechanical data to optimize the form, precision, timing, efficiency and power of an athlete's movements. Special Olympics (2007)

Critical to a team's or an athlete's success is a winning attitude. Inherent in the drive to win is the ability to remain relaxed and focused under the pressure of competition. Modern athletic coaches employ the use of sports psychologists to help athletes

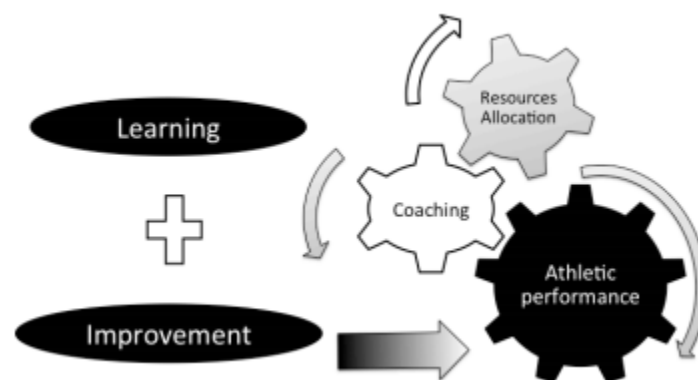
organize themselves through visualization, relaxation techniques, self-talk, concentration, etc. Peter J L Thompson (2009)

2.2. Understanding Sport Coaching

This section attempts to identify some of the key aspects of the literature in defining and conceptualizing coaching athletics. Both have received much attention in the literature. This review of the literature attempts to give more clarity and structure to the literature. In the context of this study, the complexity of the role of the coach and the balance between winning and participation can be often overlooked and oversimplified in some areas of the literature.

2.3. Defining Coaching athletics

Defining coaching athletics has received much attention in the literature with no consensus about a common definition evident (Côté, Salmela, Trudel, Baria & Russell, 1995; Fairs, 1987; Jones & Wallace, 2005; Knowles, Borrie & Telfer, 2005; Launder, 1994; Lyle, 2002; Parsloe, 1999; Saury & Durand, 1998; Webster, 1938). Coaching athletics is a process of learning and development to facilitate improvement of an athlete's performance (Fairs, 1987; Lyle, 2002; Parsloe, 1999; Schempp, Webster, McCullick, Busch & Sannen Mason, 2007; Webster, 1938). Great coaches like John Wooden, Vince Lombardi, and Phil Jackson get the most out of their athletes, their staff and the resources around them, this interrelated process is illustrated in Figure 1 (Mielke, 2007).



The ancient Greeks defined a sport coach as a person requiring considerable knowledge in anatomy, heritage and nutrition like a medical doctor or psychiatrist (Bompa, 1983; Gardiner, 1930; Philostratus, 1964). A “*gymnastes*” or a coach, was a retired athlete and as a teacher of medical knowledge like a physician imparted their extensive athletic experience and understanding of the “laws of hereditary” to affect sport performance (Athenon, 1976; Gardiner, 1930; Yalorius & Andronicus, 1979). The “*paidotribes*” was the athletic trainer and the practitioner who applied the knowledge of beneficial training effects of sport to the prevailing medical theories where the “*gymnastes*” was the theorist and the teacher (Horstmanshoff, 1996).

According to the Online Etymology Dictionary, coach, as a noun, in 1831 was slang for a tutor who “carried” a student through an exam, and in 1861, a coach was first used in the athletic sense as sport trainer or instructor. MacMillan’s dictionary online defined coach as someone who trains a sports player or team. Trikojus (2003) wrote the root meaning of ‘coach’ is to transform a person from where he or she is to where he or she wants to be.

The rationalistic approach to the definition of a coach is one-dimensional, unrealistic, oversimplified and understates the role of the coach. Critics propose the ecological systems approach that coaching is a multidimensional, complex and continuous decision-making process (Bengoechea & Johnson, 2001; Côté, Salmela & Russell, 1995; Cushion, 2007; Gilbert, 2007;

Jones, 2000; Jones et al., 2002; Jones & Wallace, 2005; Kahan, 1999; Knowles et al., 2005; Launder, 1994; Lyle, 2007; Mallett, 2007; Saury & Durand, 1998; Thelwell, Lane, Weston & Greenlees, 2008). Coach, defined as a noun, is a specialist or expert based on previously defined technique, tactical or physical training. Lyle (2002) criticized this definition as being too general.

Of course, we should take into consideration, which the role of the coach changes over the time an athlete spends with the coach:- When an athlete first starts in a sport (cognitive stage), the main role is telling or showing coaching style, as the athlete develops (associative stage) the coach and athlete discuss appropriate training

requirements (involving coaching style), As the athlete matures (autonomous stage) the role of the coach is dominantly, providing support and advice.

In this paper the student researcher going to write about the requirements and concerning the characteristics of excellent coaches. Of course we do not have ideal coaches (only positive parameters), the coaches are always real human beings, having a combination of positive and negative peculiarities.

The Combination in different ratios of previously mentioned 3 types of human character.

But the goal is to be closer and closer to the ideal one, so sincerely hope that this work can help a little also in improvement and development of the coaches, and also in the self-appreciation.

The main requirements, concerning the role of the athletics coach in the following 10 different parameters, which are rather important if we would like to characterize the role of the athletics coach in the process of training, teaching and education. But there is a really important, highly dominant factor, which is absolutely essential and typical for the good and successful coach. This is the ability to have a strong impact on, the audience, on the competitors, players, on the team. With other words the coach has to have a charismatic personality! If the coach does not have this peculiarity, he/she will be never really accepted and acknowledged by the athletes. Of course the coaches should always consider their-own and competitors (athletes, players) limits! So, let us see the chosen 10 important parameters.

2.4. Physical abilities

The good coach is sometimes a demonstrator, as well. If necessary the coach should be able to show how to make e.g. a power jerk, a deep snatch or a dynamic shot-put. If the coach is fit and was a former competitor (it is not necessary to be a former top athlete) it is not too difficult to fulfill this simple requirement. But coaching without own experience as a competitor – it is really difficult, almost impossible. How to speak about the technique of butterfly stroke swimming if the coach cannot swim? How to

speak about the biomechanics of triple-jump if the coach cannot perform a hop-step exercise? La84 foundation (2012)

2.5. Knowledge (mental abilities)

The knowledge of the coach has to have 3 fundamentals:

- Special knowledge (detailed information e.g. about track and field sport)
- General sport knowledge (e.g. biomechanics, sport physiology, sport psychology)
- General knowledge about human culture (history, geography, arts, science etc.)

Of course nobody is perfect, nobody knows everything, and there are no universal coaches. But a good coach has to have a necessary level of knowledge in all these 3 fundamentals. La84 foundation (2012)

2.6. Ability to transfer the knowledge

A good coach has the ability to transfer his/her knowledge to the pupils, to the athletes. It means the coach has to have the communication skill, voice, enthusiasm, even sense of humor. The explanations should be always true and useful, but also interesting and not too long. Not only silent demonstration is necessary, but demonstration with instruction (verbal information) using voice with appropriate speed and volume. In case of teaching young athletes, beginners the use of anatomical terms, scientific language and other technical terms should be avoided, keeping description brief is important. E.g. if we teach the movement „press from behind the neck” a description such as following should be definitely avoided (Jones at al., 2010): „This progressive resistance exercise is termed the press from behind the neck. It stimulates development of the deltoids, trapezius and the outer head of the triceps. We are learning it not only as a method of increasing the force production and hypertrophy of these muscle groups, but also as a method of ensuring strength and confidence in the receiving position in the second phase of the second classical lift.” This explanation is good on the conference, concerning biomechanics, anatomy or exercise physiology or on coaching seminar for specialists in lifting, but not well for beginners. Sufficient information can be given by saying: „This lift is called the press from behind the neck. It strengthens the arms and shoulders for the jerk.”

2.7.Ability to manage different age groups

There are coaches who are specialized for young athletes (e.g. in sprinting even for youth!), and others for adults for a rather long period. But sometimes they have a change, and coaches of the selected teams (e.g. adult top athletes) will work later with beginners. This is completely other matrix, other requirement, and therefore we need completely other management, behavior, treatment, as well! A good coach is in the same time a good psychologist, having the capability to understand the athletes belonging to different age groups. Of course the coach must not only understand but also successfully manage the competitors of different age and not only during the training, but in stressful conditions (e.g. competition situation, after defeat), as well.

2.8.Pedagogy

The coach is a teacher, the coach is an educator, and he/she has to be a good specialist in pedagogy. He/she has to show a good pattern for the competitors, having discussions sometimes not only about sport, but real life, problems, school, family, social situations, etc. In other words, the coach has to be a good pedagogue, having also the capability to handle conflicts.

2.9.To support the athletes,

The coach is a supporter, helper, partner of the athletes. As a function of the age-difference between the athlete and the coach, he/she can be for the athlete a secondary grandfather /grandmother, a secondary father/mother or secondary brother/sister. The good coach is always a partner and a real friend. In industrial processing from point of view of quality and safety we use often the abbreviation CCP, which means critical control point. In sport CCP is also very important, but it means coach and competitor partnership. Yes, indeed the coaches and athletes are partners, sharing happiness together in case of success, but being partners and having common responsibility in case of failure, as well. Everybody knows the saying: a friend in need is a friend indeed. This is of course valid for the coach, as well: a coach in need is a coach indeed.

La84 foundation (2012)

2.10. Ready to help

The activity of the coach is mainly performed during the training time, but not exclusively. He/she should be always ready to help for the athletes, if necessary. To be a good coach means he/she is always ready to help. 24 hours per day readiness and 365 days/year readiness.

2.11. Motivation

A good coach is motivated. The motivation can be based on moral and material acknowledgement. Both are necessary. Without stable (acceptable) financial background the coach is not in the position to do his/her best as a coach for the athletes.

2.12. Outlook, appearance

Do not think that this parameter is negligible. The coach should be handsome, good-looking, nice, charming, having good appearance and a necessary level of personal hygiene. An uncared-for coach is a very bad pattern for the young athletes. Good health, healthy lifestyle, refusal of harmful habits is also important expectations. Smoking, alcohol-dependence, drug dependence or e.g. a very big stomach, obesity is also not the pattern, what the competitors have to copy.

2.13. Behavior

This peculiarity can be evaluated as one of the most important ones. This parameter, this pattern will have definitely a strong influence on the competitors from the beginning on. Is the coach angry or patient, kind or rigid, quiet or loud, polite or impolite, pleasant or unpleasant, what is the level of assertively and aggressively, what about self-confidence and self-knowledge, etc. these are really important effects on the athletes from the part of the coach. The emotional background is dominant in every case.

The real human beings are always combination of these 4 types, but in general one of these types is the dominant one. And this is valid in case of the coaches and in case of the athletes, as well. The problem is, that the coach should be able to manage

competitors not only his/her type. People are different, coaches are different, athletes are different, but a good coach is able to manage different people, because he/she has the knowledge and competence to perform it.

Of course the success or failure depends not only on the coaches, but the athletes, the players, as well. Every human being – as an individual person – needs a different treatment; the level of cooperation is a function of the character and the emotional type of the coaches and the athletes. In some cases this process – collaboration between the coach and the competitor – is without problems, in other cases it is extremely difficult.

Independently from the emotional type the coach belongs to, he/she has to be always frank, objective, disciplined, having true evaluation of the training and competition situations. And a good coach has the necessary sensitivity to the problems of the athletes, he/she never refuses, never rejects them. The coach has to work with high level of responsibility. Knowledge and right behavior together means intelligence. Intelligent athletes need intelligent coaches. La84 foundation (2012)

2.14. Some additional remarks

In this article the researcher made an attempt to analyze briefly some important parameters of a good athletics coach. It is of course possible that other coaches, other specialists have other opinion or they would be able to mention other important peculiarities, as well. Anyway, the role of the coach is important and the work of the coaching athletics is rather difficult. We can say that a good coach is for the present, but a great coach is also for the future. A great coach is sensitive to the newest achievements of the science and technology; he/she is ready to apply this up-to-date knowledge in the everyday practical trainings as well.

A really good coach is able to answer the question not only how, but the question why, (KNOW HOW and KNOW WHY). The difference between the normal and the excellent coach is like the difference in the industry between the technician and the engineer. To answer the question how (e.g. how to teach the technique for snatch in shot putting, the technique of footsteps in high jump or the technique of exchanging batons in relay) this is for the technician; this is the task for normal coaches. But the excellent coach (and the good engineer) can answer the question also why! E.g. why to

make just now 80 % intensity exercises and not 60 %, why to make 2 repetitions instead of 3, why to run 10x100 m and not 15x100m, why to run 4x400 m and not 8x200 m, why to perform back squat with 100 kg and not with 150kg, etc. A professional coach is a good lecturer; a professional teacher, and the clever, high level, professional athletes of course need professional answers to questions why, as well. La84 foundation (2012)

In the meantime here are a few tips for coaching success.

Know yourself:- why do you want to coach and what do you want to achieve?

A question of sport:- The better your understanding of the techniques and skills of a sport the better equipped you are to pass these on.

Be Positive:- Patience and praise work a lot better than criticism and shouting.

Variety is the key:- Avoid games where athletes have to sit out and don't make all your sessions competitive.

Teach skills and demonstrate:- Demonstrating a skill works much better than talking about it. If you can't do it, find someone who can.

Involve everybody:- Always make sure there's enough equipment or kit for all. Create small groups of athletes rather than one big group.

Communicate well:- Actions speak louder than words. Body language is important. Smiles and positive gestures work wonders.

Mind and body:- A grasp of how the body responds to exercise and training and an ability to adopt safe practices and prevent injury are important.

So too is confidence building, goal setting, emotional control, concentration skills - coaches work on the mindset as well as the body.

Sense and sensitivity: - Some children take longer than others to learn so adopt your style accordingly. To keep children motivated it helps to be consistent, set achievable goals and give frequent feedback.

Take it from the top:- Lead by example and gain trust and respect. Coaches of athletes are role models and this carries responsibility.

To conclude it a really good coach has a great, charismatic personality, demonstrating dominantly positive examples for the athletes. Unfortunately there are only a few coaches, belonging to this category. Not every outstanding athlete becomes a successful coach, in general the best coaches were not necessarily top competitors, athletes, players during their active own sport career. The role of the coach will be diverse and varied, from demonstrator, instructor and friend to mentor, adviser, motivator, organizer, leader, planner, decision maker and the fountain of all knowledge. The coach will need to be able: assist athletes to prepare different training programs, assist athletes to develop new skills, communicate effectively with athletes, use and create evaluation tests to monitor the training progress and process and predict sport performance, as well. You can see that it is a really difficult task and requires a very special, versatile person! So the role of the coach is not just simple coaching! We must state that the coach is not simply a professional sport educator. His/her role and tasks have to have a much wider field of influence! Of course coaches do not have universal competences, but successful coaches have to be exceptionally skillful when making decisions. The most important thing is the capability of the coach to influence the ones he/she trains. Coaching has a large element of teaching involved and this is especially true when introducing some new activities during the trainings to beginners. The coaches should create a positive learning environment, conveying information effectively and generating result producing activities. All coaches should attempt to ensure constantly progressing in a success-orientated environment. To do this successfully they must adopt strategies (e.g. verbal instruction, encouragement, criticism) that will ensure this result. bbc sport (2017)

2.15. Conclusion

Finally we should focus very shortly on the following topic: what is the main target, the main aim of the coaching athletics? To create national champions, to make world record holders, to produce gold medalists in Olympic Games or world championships.

To answer these questions is not too easy, but it is not extremely difficult. „You can't get always what you want" (Rolling Stones). Yes, you cannot do everything, but you – as a coach - can make strong, healthy, stabile and happy human beings, good

competitors, and good players. And this is the most important task of the athletics coach.

To make champions, world record holders, gold medalists, really elite athletes?

Yes, of course, you should try, but not by all means! The student researcher emphasize again, not by all means! We need healthy athletes; we need drug-free athletes! And wanted to give some useful information concerning the topic: what kind of food supplements to use instead of forbidden substances in top athletes.

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 Ethiopian Athletics Federation (EAF). This committee started a formalized program where athletes competed domestically and internationally.

One of the first major competitions in the Federation, Shoa 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 1970'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 in Jan-Meda. Ethiopia also participated in the world cross country championships for the first time in Madrid, Spain, at the Hippo dromo de la

Zarzuela on March 28, 1981 (Silver Medal by Mohammed Kedir). This executive committee was also responsible for overseeing many developmental activities of the Federation. Construction of the first athletics track in Addis, education and hiring of coaches, and major improvement in working procedures were all hallmarks of the early 1980's. Many years later, the EAF now has semi-professional organizational structure. Endalk (2004)

The quality of coaching and the athletes-coach relationship are the essential features of athlete development. The quality of coaching determines the quality of training environment. Athletes will not improve much without high quality coaches creating and directing an intelligent training plan. The coach's commitment to excellence and fixing of realistic goals set the tone of training. The time a coach has available is important for establishing adequate training. The time available often depends on the extent to which coaches can be paid for their coaching activities. The number of athletes a coach must train influences the quality of the training, the fewer athletes, and the better for those being coached.

The most essential requirement in developing top level athletes is the availability of a world class coach. While the coach may be many things to the athletes: - Teacher, trainer, manager, scientists, friend, and so on. If coaching is highly knowledgeable, motivated, intense, sensitive, to individual needs and successful in solving problems the training environment should generate much success for athletes. However if the coach has poor technical or theoretical knowledge lacks experience is unable to direct a comprehensive program, or is not motivated, or cannot spend their necessary time, the athlete will not reach his or her potential. From the above notion one can conclude the coach has a significant importance for an athlete in order to achieve his or her dream. La84 foundation (2012)

Considering their expertise and ability in training and practical techniques, tactics, and strategies, skillfully coaches must try to use the appropriate leadership style and increase team spirit and group cohesion among the sport teams. In addition, a coach must enhance his recognition of his athletes' characters, support them socially and emotionally, showing affection to them and at appropriate times admires their

contributions and efforts. In addition, he should employ his skills and knowledge to train and exercise techniques, tactics, and professional strategies, so that he could optimize individual and team performance and generate satisfaction in athletes as well.

The most important quality you need to coach is enthusiasm. People respond brilliantly to an eager, hard working leader.

It will take a number of years to build up coaching skills and experience and a good reputation, but help is at hand.

It is the job of Sports Coach to look after the development of coaching and coaches at every level.

There are plenty of opportunities to get involved in sports coaching often on a part-time voluntary basis.

To become a qualified coach in a particular sport, you will need to take the appropriate coaching qualifications offered by the national governing body of that sport.

CHAPTER THREE

Research design and methodology

3.1. Introduction

In the previous chapter, literature in the field of coaching athletics was explained in various angles. Athletes and coaches are deeply attached in a complex relationship, both becoming mutually dependent.

Research needs a foundation for its inquiry, and inquires need to be aware of the implicit world views they bring to their studies. In light of this, philosophical foundations of a research represent underlying assumption on the nature of reality (ontology), how we gain knowledge of what we know (epistemology), the role values play in research (axiology), and the language of research (rhetoric). (Creswell and Clark, 2007 as cited in Anduamlak, 2009).

The research design and method selected under here are, therefore, underpinned by the abovementioned basics.

3.2. Research site

Like other field of sport activities, Athletics sport club strives to achieve and perform optimal success, particularly the federal prisons sport club which is located in Addis Ababa, has a responsibility to lead such activities with its challenges. Therefore, this research conducted in consultation with athletes, coaches and staff involved in coaching athletics in the club with the data collection instruments.

3.3. Research design

Research design refers to the plan of action that links the philosophical assumptions to specific methods (Kumar, 1999). Thus, method which is strongly believed to be the most appropriate for addressing the intended purpose of this study, “The practice and challenges of coaching athletics with specific reference to the federal prisons sport club was employed.

In conformity to this, it may be safe if one consider Belay's (2007) summary, which reads, the goal of descriptive research is to describe some aspect of a phenomenon, involve a variety of research methods such as survey, observation, correlation and case study.

To make it more specific, the researcher further goes on to add that typically survey method is used to scan a wide field of issues, populations, programs...etc in order to measure or describe any generalized features.

To this end, among many designs of research survey method was employed in this research as it can provide sufficient information regarding the subject.

Survey questionnaire, semi-structured interview, observational checklists and document analysis were used to collect the data in the study.

Due to the sample size and the researcher's interest to create a deeper understanding on the field this study choose purposive sampling. Contacts with coaches and athletes were personally to identify the interviewees. It wasn't difficult in determining the subject due to the small number of participants.

3.4. Sampling techniques

Table 1: Summary of Population, Sample Size and Sampling Techniques

No	Types of	Population	Sample	%
1	Athletes	123	86	70
2	Coaches	29	19	66
3	Staff	8	5	63
Total		160	110	68.75

The area under study, which is prisons sport club, has five (5) teams. The classification of this teams are including, male handball, female volleyball, male volleyball, male boxing and athletics (track and field) team which what the student researcher was going to study.

The athletics team has different categories or events, throwing, (shot putting, Discus throw, Javelin throw and Hammer Throw), Jumping (Long jump, Triple Jump and

High Jump not applicable Pole vaulting), walk racing, Hurdling and Running (Sprinting, Middle and long Distance and Road Running) all categories have their own coaches. For the purposes of effective coaching administration and facilitating the guidance and support to coaching processes and other activities. Due to this fact, all necessary activities related to coaching process are anticipated to be realized in both cases.

To make the research more conclusive all events and categories which have particular coaches were joined in the research. Thus, for this study, from Athletes of all events, Sprinting coaches, Hurdling Coaches, Middle Distance coaches, Long distance Coaches, Road running or Marathon Coaches, Jumping event Coaches and staff officials were considered. In case, due to non-availability of pole-vaulting, either athlete or coach was not considered in the population. Hence, a total of 86 participants were incorporated in the study.

Likewise all the available number of coaches 29, (100%) athletes 123, (100%) staff 8 (100%), were included from the selected club.

The study is limited to employees that are directly involved in coaching athletics process of prisons sport club athletics team as a sampling frame. Such professionals include, office staff, Head coach, Assist. Coaches, and Athletes; In order to simplify the research, convenience sampling were employed followed by multistage cluster sampling using pre-existing clusters as a sampling frame. Accordingly, the federal prisons sport club classified into two clusters as Coaches and athletes. Further all positions and respective tasks listed involving, physiotherapy team, administration staff and deferent events.

3.4.1. Informant selection and profile

The federal prisons commission sports club athletics coaches are at different activities of their career. 29 coaches currently working as different events coaches and 123 athletes believed by the researcher that they could give rich information on the research questions. Some coaches are very experienced and had worked over 30 years, while some had worked five to ten years.

Their educational background ranged from higher education to elementary. 4 of them have BA degree in related fields; two with higher education institute diploma while two others finished high school the rest are not. All are employed on full-time bases because it's military firm. The researcher had also worked as a technical director in the club for five years.

This research design refers to the plan of action that links the philosophical assumptions to specific methods. Thus, a descriptive survey method which is strongly believed to be the most appropriate for addressing the intended purpose of this study, "The practice and challenges of coaching athletics: with reference to federal prisons commission sport club".

The goal of descriptive research is to describe some aspect of a phenomenon, involve a variety of research methods such as survey, observation, and case study.

The Methodology section should start with an introduction which specifies the subtitles of content covered. This Chapter highlights methodological details appropriate to the study. They include:

3.4.2. Subjects of the study

Table 2: sample selected from FPC sport clubs' trainee athletes, coaches and /staff/ administrators.

No	Team	Population						Sample Selected					
		Athletes			Coaches/Staff			Athletes			Coaches/Staff		
		F	M	T	F	M	T	F	M	T	F	M	T
1	T & F	61	62	123	11	26	37	42	44	86	8	16	24
	100%	49.6%	50.4%		30%	70%		49%	51%		33%	67%	
2	Box		16	16									
3	T. Handball		15	15									
4	Volleyball		13	13									
	Volleyball	15		15									

Source: Federal Prisons Commission Sport Club (2017).

Remark: of the population of trainee athletes 86 (70%), coaches 19 (66%) and administrative heads 5 (62%) were considered in filling out of questionnaire.

The participants of this study were athletes, coaches and staff of the federal prisons commission sports club athletics team. Since the study expected to investigate the abovementioned topic, it assumed that it would be quite appropriate to get the relevant data directly from the horse's mouth, that is, from trainee athletes and also from coaches respectively. From a total of 125 questionnaires were distributed to all.110 properly filled and returned. Accordingly, 86 trainee athletes, 19 coaches and from 5 staff were participated in filling the questionnaires.

To supplement and enrich the information that was drawn using a questionnaire, the data from opened questions, interview and observational check list analyzed and described.

3.4.3. Method

First and most important, this research paper aims to make a significant contribution to the existing knowledge of coaching athletics in the mentioned club. It also has a vital value, because there is no research conducted in the field. By examining the prisons sports club coaching system and its work practices in detail the researcher believes knowledge about this field increases and possibilities for further research created in the area. Interviews are adopted for this study. The method would help to come out with depth of responses, which is necessary to gain a detailed understanding of the beliefs and experiences of coaches on the practices of coaching athletics in their club. Explained individuals' interviews often provided more depth about a topic. In addition they noted depth interview is a powerful qualitative research tool when the focus of inquiry is narrow.

The other fundamental reason why the researcher chooses this method is that qualitative methods such as unstructured or semi-structured interviews and questionnaires, participant observation as explained by Lange (2002: 79) allows access to the meanings of individuals in the context of their environment. This study aims at explaining the coaching practices of the federal prisons sport club with the help of this qualitative research method. Analysis, description, and explanation of how prisons sport club coaches perform their job were discussed. Unstructured or semi-structured interviewing would be central in the process of conducting the research so as to understand individual meanings and definitions of coaches.

This data collection tool was appropriate while the potential respondents were familiar and comfortable with the interview as a communicative performance, if the study may exploratory and the goal is to discover and create individual perceptions and narrative understanding. This research was aimed to find out how coaching/coaches feel about their respected profession where they have been for many years. Coaches asked about their practices as athletics coach, their attitudes to athletes, their positions and opinions about good coaching style compared with their earlier experiences.

3.5. Sampling size

A total sample of 123 athletes and 37 coaching staff members working in the sport club and assumed to be good informants in providing important information regarding the practices in coaching athletics and the challenges faced to enhance them to realize the effectiveness of the club in related operations were selected as part of the research. 86 athletes selected from 123 athletes, while 24 coaching staff considered from 37 coaching staffs, respectively.

3.6. Source of data

Both primary and secondary data are collected and systematically presented and analyzed in this paper. Primary data are collected through; interview, observational checklists and questionnaire distributed to respondents and secondary data are obtained from some documents, unpublished research papers and published journals.

3.6.1. Primary Source

The primary data were collected through questionnaire, and structured interviews. Questionnaires: was employed to generate both qualitative and quantitative data relevant to the demographic, support and professional characteristics of the sample population. For this purpose, the questionnaire was designed comprising of both open-ended and close-ended questions, and observational checklists.

3.6.2. Secondary Source

The secondary sources of information were obtained from published and unpublished works or materials, documents, journals, books and articles.

3.6.3. Data collection instruments

The data for the study were collected using questionnaire, interview and observational checklists. With regard to documents, athletes' record sheets were consulted.

3.6.4. Interview

Interviews are a type of survey where questions are delivered in a face-to-face encounter by and interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic.

Accordingly, structured interview was designed to supplement and enrich the information that was drawn by the questionnaire.

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 it 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.

Assuming that, 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 which were given by each interviewee after questions, jot down on the note book until the last question comes to an end. 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 for each participant.

3.6.5. Questionnaire

Two kinds of questionnaires were developed in English and one was translated in to Amharic language to obtain information from trainee athletes' and coaches' of the respective track and field event. In order to explain the necessary information, both questionnaires were constructed based on the reviewed of related literatures; consisting of four main sub-topics under it:

Personal profile, Practice execution and methods of coaching athletes, major hindering factors and availability of facilities this was constructed in keeping with the main themes of research guiding questions as well.

To satisfy the need for confidentiality, respondents were not asked to put their names on the questionnaires. Instead, they were kindly requested to indicate their sex, age, qualification and experience as far as the background characteristics are concerned. For this study, questionnaire is the important data collecting tool. It aimed at getting sufficient primary data. Both open-ended and close-ended item were prepared for coaches, athletes and staff members. The questionnaire was selected not only because it is the most common data gathering tool, but also it helps to collect a great deal of information within the time limit and help to reach large group of research subjects. Thus, using questionnaire, data was collected from coaches, athletes and the staff members. To make necessary corrections and to maintain the reliability of instruments, pilot test was carried out in non-sampled team (Male Boxing Team) coaches and athletes before the final study was conducted. Face validity of the instrument was ascertained from experts in the field.

Which indicates the instrument is reliable to use for the actual data gathering activity and it was used for that purpose.

3.6.6. Observational Checklist

Basic materials and equipment necessary to carry out daily trainee athletes training session successful are established in short supply.

This can be also seen clearly from rating scales used to what extent these equipment and facilities are available in athletics club.

In the nut shell, to make the training activities more effective, it is necessary to have an appropriate the physical environment with infrastructures and equipment, which facilitate the training program at large.

3.7. Data analysis plan

In this section the results should obtain from the questionnaire, interview observational check lists and documents could be analyzed. Frequency counts, percentage, mean, standard deviation, and rank order was statistical methods to employ to present and analyze the structured in items of the questionnaire quantitatively.

Both quantitative and qualitative data analysis methods were used in the study. Quantitative data which was collected through questionnaire from Coaches, athletes and staff were organized, tabulated and described quantitatively; using frequency, percentage, The data which was collected from respondents through interview and open-ended questions or qualitative data was narrated in words in order to supplement the data gathered through other means (triangulation was made).

3.8. Validity

According to Roberts and Stark (2008), the factorial validity showed all items loading significantly on the expected factors with a good fit to the data. A weak significant correlation ($r = 0.22$) between age and insight was found (Roberts & Stark, 2008). A statistically significant relationship was found for male students ($p=.002$). The male students appeared to have more insight than females but no difference in engagement in, or need for, reflection was found. A statistically significant difference in insight was found ($p = .007$) for those who had undertaken a previous degree. A very weak relationships between sub-scales and preferred learning methods for professionalism was found between the need for positive role modeling with need for reflection ($r = 0.23$) and engagement in reflection ($r = 0.23$).

Content validity for this had been established by using three content experts to construct a pool of items designed to assess each of the domains. A typical item is: 'I am very interested in examining what I think about.' In order to discourage respondents from making automatic Yes responses, several of the items were reversed in the questionnaire. The scale was initially validated on two separate occasions amongst groups of psychology students at an Australian university. Their responses ($n = 123$, $n = 110$) had been analyzed using exploratory factor analysis (EFA) (principal components extraction with a varimax rotation) to reduce the number of variables from

30 into a simpler structure so that the final scale consisted of the 20 items used in this study (Roberts & Stark, 2008).

3.9. Reliability

The total score, which measures overall self-reflection and self-insight, has a reported Cronbach alpha of 0.81 and a test-retest reliability of 0.78 (Grant et al., 2002). Each subscale had internal reliability (> 0.8). A strong relationship between the need for reflection and those who kept diary entries ($r=0.77$) was found. Insight was weakly related to the need for reflection (0.22) but not to the process of engaging reflection (0.06). Insight was related to the motive or need for reflection, but the process of reflection did not lead to insight—indicating that strategies to develop insight are needed (Roberts & Stark, 2008).

Table 3: Reliability variables

S N	Variables	No. Items	Cronbach's Alpha
1	To what extent do coaches identify the strengths and limitations of coaching in the particular club?	6	.893
2	To what extent do coaches design various technical and tactical training plans so as to improve their athletes' performance?	5	.900
3	To what level do athletes gained professional support from their coaches in order to improve their performance and skills?	4	.894
4	To what point coaches/ staff liaise their respected club with various organizations and stakeholders?	4	.886
5	What are the major challenges that athletics come across while applied coaching practice?	8	.809
	Total Reliability Coefficient	27	.876

3.10. Pilot testing

Pilot study was conducted in the same club but different team boxing team for 13 boxers and a coach to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the

validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides, the purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing is statistically computed by the SPSS computer program. The Cronbach's Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated.

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew Endawok, 1998, and Daniel M., 2004). To ensure the face validity, senior colleagues and experienced instructors of Addis Ababa University were personally consulted to provide their remark. The participants of the pilot test was also taken as firsthand informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and many unclear items were made clear.

The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha (α) to be 0.876, which is regarded as strong correlation Coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, and also suggested that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and <0.5 poor.

3.11. Ethical consideration

The purpose of the study was explained to the participants and the researcher has asked their permission to answer questions in the questionnaires or interview guide, and informed the participants that the information they provided was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and

threatening the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by secured participant's privacy.

Why does a research participant require ethical approval?

Ethics approval for research with human participants is needed for the following reasons: -to protect the rights and welfare of participants and minimize the risk of physical and mental discomfort, harm and/or danger from research procedures, to protect the rights of the researcher to carry out any legitimate investigation as well as the reputation of the University for Research conducted and/or sponsored by it, to minimize the likelihood of claims of negligence against individual researchers, the University and any collaborating persons or organizations.

CHAPTER FOUR

Data presentation, analysis and interpretation

This chapter deals with the presentation and analysis of data gathered from groups of participants using questionnaire, interview and observational checklists. The questionnaire was administered to coaches and to athletes, whilst the interview was conducted with staff members at office level. The first part of this chapter deals with the personal information of participants whilst the second section deals with the analysis of the findings of the study in line with basic research questions. The data that gathered through different means triangulated as to create holistic (integrated) picture of the issue under study.

4.1. Background and characteristics of respondents

In general, 123 questionnaires were distributed to the groups of participants. Out of these questionnaire 110 (88%) filled out and returned. Out of the total 110 questionnaire, 86 (78%), 19 (17%) and 5 (4.5%) distributed to Athletes, coaches and office staff respectively. and filled out, returned and used for the analysis. All the groups of participants of the club were asked to indicate their personal information in the questionnaire. Their responses were summarized as follows.

Table 4: Track and field event athletes and coaches involved in the study by sex, age, marital status, qualification and experience in the athletics clubs.

No	Variable	Athletes					Coaches				
		Charac	Responses			Char	Responses				
				%	M		S		%	Mean	SD
1	Sex	Male	44	51			Male	16	67		
		Female	42	49			Female	8	33		
		Total	86	100			Total	24	100		
2	Age	19	12	14	21.3	±1.5	32	2	13.	39.7	±1
		20	16	18.			35	3	20		
		21	26	30.			46	5	33.		
		22	8	9.3			55	2	13.		
		23	14	16.			58	2	13.		
		24	10	11.			61	1	6.7		
		Total	86	100		Total	24	100			
3	Marital Status	Single	62	72			Single	4	17		
		Married	22	26			Married	18	75		
		Widowed	-	-			Widowed	-	-		
		Divorced	2	2			Divorced	2	8		
		Total	86	100			Total	24	100		
4	Educational Background	Elementary	9	10			Certificat	13	54		
		Junior H.	22	26			Diploma	6	25		
		H. School	41	48			(BA)	5	21		
		College/uni	14	16			(Msc)	-	-		
		Total	86	100			Total	24	100		
5	Training days per month	3-5	23	27			3-5	-			
		6-10	35	40			6-10	7	29		
		11-15	17	20			11-15	12	50		
		16 and	11	13			16 and	5	21		
		Total	86	100							
6	Year of Experience, Coaching in a particular club/Staff/						3	2	8		
							3-5	5	21		
							6-10	12	50		
							11 and	5	21		
							Total	2	1		

A breakdown of the study population in terms of gender as indicated in item 1 of table 4, in both case-athletes and coaches males constitute an over whelming majority 44 (51%) and 16 (67%) respectively. At the sometime, however, the finding shows that there are a sizeable number 42 (49%) and 8 (33%) respectively female respondents in the first case.

This may not far female respondents in between male and females. In fact, in this respect, Webster (2001) made it explicit that women generally in any society have often dictated which sports they could participate in and often denied the chance to take part in those sports which are considered 'unsuitable' the 'considering' probably being done by men.

Beside this, men have consistently controlled the dominant governing bodies of sports and promoted sport as to male activity could be mentioned as some among many factors for imbalance presence of women in general sport sector and in particular athletics.

Regarding the age group of respondents in item 2 of the above table, the age of 86 trainee athletes' and their respective 24 coaches' were reported.

In view of this fact, one can easily reduce that the largest portion of both groups of athletes and coaches in the sample population belongs to the youngest age groups, except a few coaches.

With respect to marital status in item 3 of table 4 all athletes 62 (72%) and 4 (17%) coaches are single. Conversely, the vast majority of coaches 18 (75%) are married, and only 2(8%) coaches are divorced.

In addition, with regard to educational background in item 4, more than 48% of athletes are attending high school /preparatory/ between grades 9-12. The rests are 2nd cycle grade (5-8) students each comprises 22 (26%) and 14 (16%) are college university students. A lion's share of coaches, however, 13 (54%) certificate, 6 (25%) diploma holders and 5 (21%) BA Degree.

From this motion, one can easily understand that new trainee athletes are not being injected in to the club like before. Besides this, as indicates item 6 table 4 indicates 7 (29%) of coaches do have coaching experience between 3-5 years; while most of them have coaching experience between 6-10 years 12 (50%) and the rest 5 (21%) of coaches do have coaching experience more than 11 years.

At this stage, therefore, if one is to draw a profile of what may be characterized as a typical trainee athlete and coach of the club are represented; one could come up with is

attending high school education and young married male with diploma holder having here years of experience in coaching respectively.

In general, it is possible to say the characteristics of the respondents have positive implication on the research activity in that it helps the researcher to get the necessary data from different age group and work experiences.

The Current Status of coaching athletics practice of Federal Prisons Commission Sports Club. It was expected that coaching athletics was implemented in sport clubs through providing proper courses, proper selection and assignment of coaches and trainees; setting their plan frequency and preparing the training plan where all concerned body takes part.

Respondents Orientation and Prior Knowledge on Coaching Athletics

As indicated in the review literature coaching develops people through improving their performance helping others to achieve best performance and enhance their professional role and skill. Furthermore, research indicates that professional development of coaches occurs for most well beyond their first year in teaching. Feiman-Namser and Remiland, (1991) suggest that coaching experience is not achieved until the first two to three years of service.

4.2. Finding and discussions

Practical Execution

Table 5: Trainee athletes have taken medical examination before entering this club. Trainee athletes and their respective coaches' responses; on observed frequency (O) expected frequency (E) and calculated chi – square (X^2) value

No	Subject	Responses			Total	Chi-Square	Remark
		Yes	No	I Don't			
1	Athletes	21	60	5	86	$X^2 = \sum(O-E)^2$ E $X^2 = 55.791$	
		49.1	0	0			
2	Coaches	9	12	3	24		
		6.67	0	0			
	Total	30	72	8	110		

$P < 0.05$; $df = 2$, number in parenthesis are expected frequencies, critical value = 5.991

Chi-square test of significance was computed in order to see whether the two groups have different or similar responses on the given statement. Since the calculated value x_2 (55.791) is much greater than the critical value (5.991) at the alpha 0.05 level, and consequently. We can therefore conclude that trainee athletes' have not undergone through medical examination test before entering in to the club.

Table 6: How many rest days do you have per week?

n	Question	Responde nts	Responses and no. of respond ants with percentage			Total
			2days	3days	4days	
1	How many rest days do you have per week?	Athletes		16 (19%)	70 (81%)	86 (100%)
		Coaches	4 (17%)	18 (75%)	2 (8%)	24 (100%)

In the above mentioned table considerable number of trainee athletes and their coaches in drifted 70 (81%) and 2 (8%) respectively that they are free from training four day

per week. This finding was also consistent with the results obtained during interview with administrative heads and technical directors.

However, from what has been stated above 16 (19%) of athletes and only 18(17%) coaches agreed that they do have three free days per week. But 4 (17 %) coaches have only two free days per week as they engaged in the National Team the rest days.

Table 7: Exercise Frequency - How often can you training/workout per day?

	Reponses and no of Respondents With Percentage		
Subject	once	twice	Total
Athletes	72 (84%)	14 (16 %)	86 (100%)
Coaches	5 (21 %)	19 (79%)	24 (100%)

From the informant most athletes 72(84%) and some coaches 5(21%) admitted that they often go to training only once per-day. However, 14(16%) athletes and 19 (79%) coaches responded and agreed with twice per day during pre – competition and competition period.

Table 8: Response on how long spent in training per session.

	Reponses and no of Respondents With Percentage					
Subject	45min	60min	90min	120min	remar k	Total
Athlete s	13 (15%)	29 (34%)	23 (27%)	21 (24%)		86 (100%)
Coache s	2 (8%)	8 (33%)	11(46 %)	3 (13%)		24 (100%)

Table 8 shows response on the question: on average for how long they do the exercise per-session from the table we can observe, that the number of responses for 45 minutes

13 (15%) under 19 athletes and 2(8%) their coaches, the next 60 min 29 (34%) and 8 (33%) for athletes and coaches respectively on the other hand 90 minutes of 23 (27%) athletes and 11 (46%) coaches, Similarly, the marathon team has also 21 (24%) athletes and 3(13%) coaches for about 120 minutes. So it could be seen that the vast majority of athletes and coaches respondents training session is between 45 min – 120 min. it could be then deduced on the acreage most of the subjects are engaged in training activates.

Table 9: To what extent the training program is related to each specific event.

No	Responses	No of respondents with percentage			
		Athletes		Coaches	
		No	%	No	%
1	Very High	29	34	5	21
2	High	36	42	10	42
3	Medium	14	16	9	37
4	Low	5	6	-	-
5	Very low	2	2	-	-
	Total	86	100	24	100

Asking track and field athletes and their respective coaches’ to what extent the training program is linked with specific athletics events, the following results were obtained of the total 86 athletes who responded to the item, 29 (34%), 36 (42%) and 14(16%) said that it was “very high”, “high” and “medium” respectively.

The remaining 5(6%) and 2 (2%) respondents were, however, in the position of “low” and “very low” respectively.

This response clearly implies that the training program is going hand to hand with specific qualities which each events training requires.

Taken together, however, it can be discerned that the majority of athletes 79 (92%) believed that the training is related with specific events. On the other hand, the picture

seems same in the case of coaches that 5(21%) and 10(42%) said that “very high” “high” and Medium respectively. As the result, at this stage one can be safe to say that all coaches are in close proximity of, “high” agreement as the training program is related with specific athletics event training requirements.

Table 10: The training program is classified according to ability, and experience of competitive events.

Chi – square (X^2) trainee athletes and their respective coaches.

No	Subject	Responses			Total	Chi-Square
		Yes	No	I Don't		
1	Athletes	63	16	7	86	$X^2 = \frac{\sum(O-E)^2}{E}$
2	Coaches	18	6	-	24	
	Total	81	22	7	110	$X^2 = (5.013)$

$P < 0.05$; $df = 2$, number in parenthesis are expected frequencies, critical value = 5.991

Both trainee athletes and their respective coaches’ were asked whether the training program is classified according to ability and experience within competitive units, 63 (73%) of athlete and 18(75%) coaches respondents said that it is classified and the remaining 16(18%) of athletes and 6(25%) coaches said, it is not. Nonetheless, only 7(29%) athletes selected to say, “I don’t”. Besides, the analysis of chi-square showed the calculated value of ($X^2=5.013$) is not greater than the critical value 5.991, with an alpha level 0.05 and 2 degree of freedom. So, we fail to reject the null hypothesis and to accept the alternative hypothesis. Therefore, it is possible to say that there is no significant different between athletes’ and coaches’ responses. This implies that the training is classified according to ability, age and experience with in competitive units.

Table 11: Records of athletes profile are kept carefully and progressively.

Trainee athletes' and their respective coaches' responses; on observed frequency (O) expected frequency (E) and calculated chi-square (X^2) value.

No	Subject	Responses			Total	Chi-Square
		Yes	No	I Don't		
	Athletes	12	64	10		$X^2 = \frac{\sum(O-E)^2}{E}$
	coaches	5	6	4		
		17	70	14		$X^2 = (69.85)$

$P < 0.05$; $df = 2$, number in parenthesis are expected frequencies, critical value = 5.991

Chi-square test of significance was computed in order to see whether the two groups have different or similar responses on the above given statement.

Since the obtained value 69.86 of x^2 does not exceed the critical value 5.991 of x^2 $df = 2$, 0.05 alpha level of significance. Surprisingly, there is no statistical significance difference between the two responding groups. Therefore, it can be argued that the records of athlete profiles are not kept in the club carefully and progressively.

In line with this point, it is also indicated in the table 9, 64 (74.42%) and (53.33%) of athletes and their coaches affirmed respectively that records of athletes profiles are not kept carefully. However, 10 (11.63%) of athletes and 2 (13.33%) of coaches opted not to respond to this item.

Table 12: Athletes have obtained benefits from the club.

No	Subjects	Response				Total
		Poor	Fair	Good	Excellent	
	Athletes	7 (8%)	49 (57%)	13 (15%)	17 (20 %)	86 (100%)
	Coaches	1 (7%)	6 (40%)	8(53%)	0	15 (100%)

As it was also indicated earlier in table 10, 62 (72.09%) of the athlete respondents ranked their agreement between good and fair, that is 45 (50%) good and 19 (22.09%)

fair to what extent that athletes have benefited out of the clubs. Similarly, 14 (93.33%) coach respondents rated (53.33% good and 40% fair) to show their agreement to what extent athletes have benefited from athletics clubs. In a border sense, we can deduce from these two statistical analyses that athletes have benefited from training very much but still have a few reservations. Moreover, 17 (19.77%) of athletes and nonetheless coaches excellent response to what extent the benefit from the club. Finally, 7 (8.14%) of athletes and 1 (6.67%) of coaches have poor responses to what extent the benefit from the club. The majorities of respondents are argued that the benefit from the club is almost good.

Table 13: When the trainee athletes selected for any discipline, is it appropriated to their personal capacity, for that of specific event.

Trainee athletes and their respective coaches' responses on observed frequency (O) expected frequency (E) and calculated chi-square (χ^2) value.

No	Subjects	Response			Total	Chi-Square
		yes	No	I don't		
	Athletes	27 (31 %)	21(25%)	38(44%)	86	$X^2 = \frac{\sum(O-E)^2}{E}$
	Coaches	7(20%)	8(33%)	-	15	$X^2 = 49.9$

$P < 0.05$; $df = 2$, number in parenthesis are expected frequencies, critical value = 5.991

Chi-square test of significance was computed in order to see whether the two groups have different or similar responses on the given statement. Since the calculated value χ^2 (49.91) is much greater than the critical value (5.991) at the alpha level 0.05, and consequently, the null hypothesis can be rejected. We can therefore, conclude that trainee athletes have not undergone through consider talent identification procedure when entering in to the club.

This finding was also consistent with the results obtained during interview with administrative heads and technical directors.

4.2.1. Discussion in the practical execution

The analysis of the questionnaire and interview indicates that to practice with large number of athletes and coaches are a big challenge. Emphasizing on this issue, one of the informants says,

“I am a short distance runner it requires perhaps more speed work than other track and field event athletics. But I am now working with other middle distance and long distance runners.”

From broader perspective, performance improvements occur in almost all athletics competitions. These advances generally related to increase opportunities from participation individuals with “natural endowment” more likely become exposed to particular sports”. Besides, improved nutrition and health care, better equipment and more systematic and scientific approaches to athletic training contribute to superior performance.

The quote chosen above were representative of widely expressed responses of trainee athletes’ and their respective coaches. Moreover, it concisely summarized what can effective and efficient sport training path should include as a bench mark opportunities of participation, talent identification, individualized training, nutrition, health service, availability of training equipment, and having competent coaches of the respective event.

Yet again, at the very outset of this chapter, trainee athletes’ and their respective coaches’ revealed that they are engaged in training 3 days per week having one sessions per day that runs on average 1: 45 hours.

So, it is evident the above description that unless the training intensity is reconsideration,

and also the session allotted per week requires reconsideration. To strength the above point, I think quoting Faye’s, et. al., (2005) assertion is appropriate that if you train too much or too intensely you are more likely to suffer injuries or become over trained, a condition characterized by look of ornery, aching muscles and joints and decreased physical performance.

As rule of thumb, for vigorous exercise program of strength training (4-5 days per week); and stretching exercise (3-5 days per week) is recommended (Daryl, 2007).Above all, it is advised coaches should take in to account the development needs of the athlete directing, coaching, supporting and counseling, especially around training program per week and session allotted per week and session allotted per week are highly reconsideration.

4.2.2. Major hindering factors

Trainee athletes' and their respective trainers' ranked in an ascending order factors that are thought to be affecting their training.

Table 14 Major hindering factors that affect training

No	Possible factors	Athletes		Coaches		D*	D2
		Score	Rank	Score	Rank		
1	Lack of qualified and competent coaches	88	10th	44	9th	1	1
2	Lack of adequate facilities	34	2nd	12	1st	1	1
3	Lack of well designed training program	82	9th	36	7th	2	4
4	Lack of adequate and balanced diet	52	4th	27	2nd	2	4
5	Personal factors relationship, living condition	88	8th	31	4th	4	16
6	Lack of proper supervision	71	7th	42	8th	-1	1
7	Lack of communication among staff members	68	6th	35	6th	0	0
8	Lack of sufficient incentives and motivation	35	3rd	28	3rd	0	0

9	Environmental factors	54	5 th	49	10 th	-5	25
1 0	Lack of individualized training for different track and field events	21	1 st	32	5 th	-4	16

Total $\sum d=0$ $\sum d_2=68$

D = different in ranks, correlation coefficient = 0.59, 86 trainee athletes and 15 coaches participated in filling the questionnaire.

N.B. ranks, are 1st for the higher hindering factor and 10th for the least contribution. The coefficient of correlation computed by spearman rank order method between these two sets two sets of score is $r = +0.59$. In line with this, Kothari (2008) disclosed that for small values of n (i.e., n less than 30), the distribution is not normal and such we use the table showing the values for spearman's rank correlation to determine the acceptable and rejection regions.

In the case, a two tailed test is appropriate and in the table (value for spearman's rank correlation = r) in row for n=10 and column for a significance level of 0.05 and found that the critical value for (r) are ± 0.6364 i.e. / and the upper limit of the acceptance region is ± 0.6364 and since the calculated $r = +0.59$ is inside the limits of the acceptance region, we accept that there is moderate correlation between those two group on the ranked data.

Furthermore, the above table vividly indicate that as athlete ranked the most hindering factors in ascending orders from the 1st most hindering factor to the least 10th that is lack of individualized training program for different track and field events, lack of adequate facilities and lack of sufficient incentives and motivation... etc.

In the same manner, coaches ranked and found that lack of adequate facilities, lack of adequate and balanced diet and lack of sufficient incentives and motivation ... etc is the most hindering factors accordingly.

From this assertion without going in to greater detail, one can easily deduce that two of the most ranked hindering factors are in the first three front lists of both groups, i.e.,

lack of adequate facilities and shortage of sufficient incentives and motivations (see table 14).

Furthermore, the above table vividly indicate that as athlete ranked the most hindering factors in ascending orders from the 1st most hindering factor to the least 10th that is lack of individualized training program or application for different track and field events, insufficient facilities and lack of incentives and motivation methods... etc.

4.2.3. Discussion on hindering factors

As indicated in the above respondents were asked to rank the possible hindering factors that trainee athletes' face in the club from the most serious to the least once. As the result, trainee athletes ranked the most top three serious problems as lack of individualized training for different track and field events, followed by lack facilities and lack of incentive and motivation. On the contrary to this respondent coaches' ranked lack of facilities followed by lack of balanced diet and lack of incentive and motivation.

Yet, quite many respondents in one way or other expressed their idea in open ended and interview in favor of the above view. In the same vein, the result of correlation analysis explicitly depicts that there is high relationship between the responses of athletes' and respective coaches on these possible hindering factors.

From this notion, it is so easy to understand that there was consistency of views on the part the respondents. At the juncture, it is also important to remind that considerable numbers of respondents were complaining about the lack of individualized training for different track and field events in which they are now working, for example, many informants expressed it; we are done training with mixed short distance, middle distance and long distance trainee athletes. Not sufficient coaches and assistance coaches in each club, for that matter all athletes are do training together.

The physiology of training (2006) indicated that physical fitness is served by individual sciences such as Pediatric and adult physiology, biochemistry, biomechanics and sports medicine and it can be defined as the individual's ability to meet the demands of a specific task. It primarily consists of elements of aerobic and an

aerobic fitness, muscular strength and flexibility. Regardless of the performance level, sex and age, all competitors use one or more of these elements of fitness during their daily practice. For example, in an endurance event such as the marathon, aerobic capacity is the most important element for success, whereas in springing events, such as the 100m, anaerobic power predominates. Consequently, training program has to address the most important elements of physical fitness for each individual sport & athletes.

The other major possible factor which has got quite a significance number of respondent's attention was, "lack of adequate and balanced diet". Related to this, Jackson (1986) underscored that energy intakes peaked between age 16 and 29 years and then decline for succeeding age groups. The above mentioned statement is quiet sounding when one looks the age category of trainee athletes, that is, 19-24 years, which is by now on the ladder of peak energy intakes stage as it is described above. In relation to this, one of the respondents has this to say:

Per day are training sessions that is early in the morning look, the tasks we are engaged in, "Training and school works". Absolutely, it takes much of your energy unless you get adequate and sufficient diet. But, the question lays on about what amount and quality? We do not select food items; but we are looking food items containing carbohydrate, fat and proteins ...etc with sufficient amount. So far it is regarded by administrators as unreachable issue. While asked practically speaking the problem becomes worsen when one think of the fraud in the purchasing process and the current economical circumstance.

The last but not least hindering factor was found to be, "Lack of sufficient incentives and motivation". Well, motivational role could not be neglected. This is also indicated by many respondents' that rewards such as badges, medals prize money... etc should be accessible for those athletes who perform well in the training and completion by classifying them, "Athlete of the month, champion athlete of the race...etc"

The Availabilities of Facilities and Equipment

Table 15: Summary of Athletes and Coaches Responses to Questions Related to Availability of Training Facilities

No	Questions	Athletes n=86	0(None)	1(VI)	2(IA)	3(AD)	4(VA)	Sam Total	Mean	SD
		Coaches N=15								
1	Training place (track)	Athletes	45	25	17	-	-	59	.63	0.03
		Coaches	5	6	2	2	-	16	1.07	0.5
2	Field event area	Athletes	62	18	5	1	-	31	0.34	0.1
		Coaches	5	4	4	2	-	18	1.2	0.6
3	Track and field equipment	Athletes	44	28	14	-	-	56	0.65	.42
		Coaches	7	4	3	1	-	13	.87	.45
4	Well-equipped gymnasium	Athletes	80	6	-	-	-	6	0.07	0.03
		Coaches	10	5	-	-	-	5	.3	0.01
5	Medical service	Athletes	-	41	39	16	-	167	1.94	0.8
		Coaches	-	5	4	6	-	31	2.1	1.0
6	Recreational center	Athletes	60	26	-	-	-	26	0.30	0.1
		Coaches	7	5	3	-	-	11	0.73	0.31
7	Sufficient dormitories	Athletes	86	-	-	-	-	-	-	-
		Coaches	15	-	-	-	-	-	-	-
8	Quality toilet for boys girls and employees	Athletes	-	38	28	20	-	154	1.79	0.76
		Coaches	4	7	3	1	-	16	1.1	0.62
9	Tap-water electricity telephone and internet	Athletes	26	20	28	12	-	112	1.30	0.71
		Coaches	-	4	5	6	-	32	2.13	1.02
10	Transportation	Athletes	-	38	42	6	-	140	1.63	0.8
		Coaches	-	7	6	2	-	25	1.67	0.81
11	Changing room	Athletes	34	28	24	-	-	76	0.88	0.6
		Coaches	4	2	4	5	-	25	1.67	0.81
12	Shower	Athletes	36	26	24	-	-	74	0.86	0.5
		Coaches	-	6	6	3	-	27	1.8	0.9
13	Sport wear including shoes	Athletes	-	28	38	20	-	164	1.91	0.96
		Coaches	4	5	5	1	-	18	1.2	0.41
14	Formal education	Athletes	-	26	37	23	-	167	1.94	0.86
		Coaches	-	4	6	5	-	31	2.1	1.02
15	Library	Athletes	26	34	26	-	-	86	1	0.3
		Coaches	4	5	2	4	-	21	1.4	0.4
16	Cafeteria	Athletes	29	36	21	-	-	78	1.91	0.52
		Coaches	4	4	4	3	-	21	1.4	0.4
	Aggregated mean	-	-	-	-	-	-	1.07	-	

Very adequate (VA) = 4, adequate (AD) = 3, inadequate (IA) = 2, very inadequate (VI) = 1, none = 0.

As depicted in the table above, groups described their agreement in each section of the questions to what extent the training facilities are available.

Taken together the table lists of the facility in table 15, number 1, 2, 3, 4, 6, and 7 training

place (track), field event area, track and field equipment, well equipped gymnasium, recreational center and sufficient recreational place found not in abundant as asserted by both groups of respondents. This can be also seen vividly from the aggregated mean values that the mean values of these items are very much lower than what is expected as cut of point, 1.07 aggregate mean.

On the other hand, athletes totally agree against coach respondents on the medical service response which is indicated of in number 5 table 15. Similarly, on the category of internet service and transportation in the same table number 9 and 10 respectively coaches are found in different position.

Table 16: The t-test, means, and SDs facilities are available of athletes and coaches response

No	Responses	N	Mean	SD	T-
	Athletes	86	17.16	7.76	T=- 0.648
	Coaches	15	20.74	9.27	

$P < 0.05$: two – tailed, $df = 101$ critical value = 2.13

The computed, t-test value in the above table shows that $t = -0.648$ which is less than critical value 2.13 (at $df = 101$ with and alpha level 0.05 and two – tailed test). Hence, there is significant similarity between athletes' and coaches' responses pertaining to the availability of training facilities. Therefore, we can conclude from this assertion that there is a shortage of equipment and basic facilities for conducting training in many of track and field athletics events, since they are not sufficient in terms of number and qualities.

4.2.4. Discussion on the availability of facility and equipment

Among various factors that affect or impede the performance of trainee athletes and challenge face administration and coaches are the availability of well-equipped gymnasium, sufficient dormitories, training place, track and field equipment and recreational centers respectively are identified by many respondents as the major attribute. In line with this, one of the informants in open-ended questionnaire is quoted to have said. “More technical event by its nature, requires very fine body movements, rapidly changing direction, neuromuscular coordination and like physical qualities unless we do have various types of and gymnasium machines or equipment with sufficient number and qualities..., it is hard to think to track and tiled event accomplishment..., even putting aside the lower status of sprinting and field event has in the club compared to middle distance and long distance event ”Similarly responses were repeatedly given interview and open ended questions. Regarding this, one of the informants, not necessary to mention his name, is worth mentioning. He rightly put it.

“Look, the fitness components to be improved, energy system involved, main muscle groups. Employed and specific movement patterns /modes perfumed... etc. to see or monitor progress of these staffs, the availability of various types of rating gymnasium machines have great significance.”

Above all, to maintain the training load, specificity, progression and to make it more individualized. In fact, in this respect, from 10 possible factors that are believed to be the hindering factors of trainee athletes’ and coaches; “well equipped gymnasium” is rated by many respondents as the most hindering factor since the mean values computed 0.07 and 0.3 for athletes’ and coaches’ respectively are by far below the aggregated mean value 1.07 which indicates the cut – off point (see table 15 No. 4)

The above idea, through expressed by a single coach it was shared by almost all coaches and administrative heads. When we look in to the above responses in depth, it is not hard to understand that there is shortage of gymnasium equipment in terms of number and qualities. This is also confirmed by researcher during the time of observation.

Many part indicants also pointed out that transportation as the common denominator, which impedes their training. In relation to this, one of the respondents commented the problem as follows.

“Not originally constructed as a training center, and dormitories they are living in different area in Addis Ababa city municipality, is far from the area where we can get transportation. On the top of this, the training program is scheduled early before 7:00 AM at the time you could not get taxi. The only chance that we do have in our hand is “stand at early morning before 5:00AM and waiting a first bus to travel to “Lege Har” where our transportation waits us.”

Besides, quite as number of respondents explained that there is no recreational center and changing rooms. One research participant commented particularly on the absence of recreational center as follows.

After this all training load, had it been need creational center, we would not have gone to any recreation center around our club just to take a cup of tea and to use internet service.

Look on the days where there is no school and or training. Another participant commented in open ended question on the issue that he believes very important.

“We have well organized referral hospital in our organization (Kaliti) but it’s far from the base of the club (Arada), when you faced injury / illness/ they will send you to nearby the governmental or private clinics /hospitals, unless it happened in the national stadium as a chance Dr. Ayalew Tilahun is there (the one and only Physician for all federations) if not...no one is here who follows your case and both about your immediate recovery. This is also frightening to perform confidently as far as sport is not free from injury.”

This all explanations at least give us a bird’s eye view to what extent the availability of facilities and equipment have affected trainee athletes and coaches.

4.2.5. Researcher’s Analysis on the observational checklist.

Basic materials and equipment necessary to carry out daily trainee athletes training session successful are established in short supply.

This can be also seen clearly from rating scales used to what extent these equipment and facilities are available in athletics club.

In the nut shell, to make the training activities more effective, it is necessary to have an appropriate the physical environment with infrastructures and equipment, which facilitate the training program at large.

Table 17: Observational checklist for track and field events of prisons sport club equipment facilities.

Note: AV= Available, PV = partially Available NA = Not Available

N	Checklist for track	AV	P	N	Remark
	Track for running event	√			National Stadium, Addis Ababa university stadium, Kenenisa Holistic Stadium and Jan- Mada
	Equipment		√		
	starting black			√	
	Photo finish camera			√	
	Hurdle		√		
	Steeplechase hurdle		√		
	Relay baton			√	
	Water jump for			√	

For Field Events

Table 18: Observational checklist for track and field events of prisons sport club equipment facilities.

No	Checklist for	AV	PV	NA	Remark
	fields for	√			National Stadium, Addis Ababa university stadium, Kenenisa Holistic Stadium and Jan- Mada
	fields for	√			
	Javelin	√			
	Pole vault			√	
	Long and Triple	√			
	High Jump			√	
	Shot put	√			
	Discus	√			
	Hummer			√	
	Posts and bar (s)	√			
	Meters	√			

Gymnasium facilities

Table 19: Observational checklist for track and field events of prisons sport club equipment facilities.

No	Checklist for Gymnasium	A V	PV	NA	Remark
	Miscellaneous	√			National Stadium, Addis Ababa university stadium, Kenenisa Holistic Stadium and Jan- Mada
	Tap water access		√		
	Dressing room			√	
	Shower		√		
	Clinics		√		
	Sport suits		√		
	Cafeteria		√		
	Transportation		√		
	Other(s)		√		

Observation takes place at FPC athletics club at National Stadium, Jan-Meda, Addis Ababa University Stadium (main campus), and Kenenisa Holistic Stadium when athletics club trainee athletes are engaged in training. As indicated at the table above, except very and few types of equipments, basic facilities in many track and field events are not enough or not available for conducting training it's either not prepared by the club or by the place owner.

CHAPTER FIVE

Summary, conclusion, and recommendation

5.1. Summary

The purpose of this study was to identify the practice and challenges coaching athletics with specific reference to the federal prisons sport club administrators, coaches and athletes.

In order to answer these questions, descriptive survey research method was employed. The data relevant to the study were gathered through two sets of questionnaires, interview and observational checklist from 86 trainee athletes, 19 coaches and 5 staff members of federal prisons sport club.

The data obtained were analyzed using descriptive statements and various statistical methods such as frequency, percentage, mean, standard deviation, rank order. Finally, based on the review of related and the analyzed data, the following major findings were obtained from the study.

The study revealed that athletes' and their respective coaches' are engaged in training on average 5 days per week having one session per day that runs about 1: 30hrs.

It is reported in the study, about 46 percent of coaches have not obtained high level coaching course. However, 54 percent of coaches do have.

The study disclosed that trainee athletes have not undergone through medical examination test before entering in to the club.

It was admitted by athletes that the training program is linked with specific athletics event 55 percent "very high", 22 percent "high" 13 percent "medium", 3 percent "low" and 7 percent "very low" respectively. On the other hand, a very high percentage 75 "very high" and 25 percent "high" is rated by coaches.

The study revealed athletes training is classified according to ability, age and experience. But a significant number of respondents agreed that it is not in individualized base.

Beside this 76 percent athletes and 55 percent coaches affirmed respectively that records of athletes profile are not kept carefully and progressively. However, significant percentage of athletes' 12 and 14 percent coaches opted not to respond to this item.

Regarding the response of athletes on the question: the benefit trainee athletes' have obtained from the club, 71 percent were found in between "good and fair." Likewise, 94 percent coaches response relay in between "good and fair". On the other hand, 21 percent athletes and nonetheless coaches "excellent" responses to what extent the benefit from the club. Moreover, 9 percent athletes and 7 percent coaches have "poor" responses.

The result of correlation analysis on table 15 explicitly depicts that there is moderate relationship between the responses of athletes and respective coaches on the lists of possible hindering factors. The research study showed major problems that affect athletes and coaches. The following were found to be the first four most hindering factors: lack of individualized training for different track and field events, lack of adequate facilities, lack of sufficient incentives and motivation and lack of well adequate facilities at all as ranked by athletes. In the same manner, coaches ranked too. And personal factors relationship living condition... etc.

Among the different facilities and equipments; it was found out that sufficient dormitories, well equipped gymnasium, recreational center, training place and track and field equipment respectively were found not in abundant as asserted by both groups of respondents. On the other hand, shortage of medical service was identified by athletes.

The same is true for coaches while the issue of sport kits including shoes and transportation was concerned.

Finally the number of coaches and athletes ratio in the club has around 4 of 1 (4:1). This ratio is very nice but, to give modern way of coaching system the qualification of individuals must need focus. If it has improved by concerned bodies should be highly recommended. In addition to this, if the structure of athletics club should be planned and organized is recommended.

5.2. Conclusions

Based on the data collected and the discussions undertaken, trainee athletes in the club are engaged in training on average (sum of all events) 5 days per week having one session per day, some of them are found to be regular students either in elementary or high school.

The major constraints associate with their trainee athletes training are lack of individualized training for different track and field events factors which the training has given together for different individuals who has different capacities, the lack of adequate facilities, lack of adequate and balanced diet and lack of sufficient incentive and motivation.

In this respect, participants indicated that order effectively trainee athletes training to be carried out in the club the joint hands between concerned governmental bodies are completely necessary to minimize and solve their challenges.

At the same time, among various factors that impede trainee athletes and respective coaches training in the club, dormitories, well equipped gymnasium (have only for sprinters and throwing event athletes), recreational center, transportation (a big issue) training place and medical service were found to be the scarcest ones.

1. In light of the findings, the following conclusions were drawn. There is no doubt that well practiced coaching have a valuable asset to the club and thereby increases the athletes' performance by providing necessary information about their progression. With this understanding, the club understudy has practiced coaching. The club could not strictly follow all the methods of practicing coaching. The implementation of these processes is shown as follows: The orientation so far provided have to some extent created limited awareness about the purpose and importance of coaching but not enough to create strong perception and commitment among participants that enable them to run the program in a successful manner.
2. Matching coach and athlete is the crucial step in coaching process. The effectiveness of coaching practice is based on how well the coach and athlete

matched together for the professional development of both parties. But in case of this research there is no similar and consistent matching of coach and athlete in the club.

3. Planning of coaching activity should mainly made by coaches without involving staff and athletes.
4. The coach and athlete relationship is the very crucial issue that facilitates mentoring practices. There is a healthy relationship between coaches and athletes.
5. Coaches and athletes attitude towards coaching program seems positive as it was understandable from the data. But from the open ended questionnaire it was frequently reported that because of facilities, lack of athletes' incentives, shortages of facilities and lack of training materials' commitment, coaches and athletes have no such good attitudes towards the current practice.
6. Coaches, athletes and support staff were executing their roles and responsibilities below the expectation of coaching activity and it seems these groups work for the formality of fulfilling the requirement for career development rather than for continuous and lifelong professional development of commutative performance as world class.
7. Challenges of coaching activities agreed up on were: work load pressure, absence of incentives for athletes and coaches, lack of awareness and facilities, inability of coaching in communicating expectation to athletes, and lack of follow up and support from higher officials on coaching activity in club.

5.3. Recommendations

The researcher suggested the following recommendations are in light of the summary and conclusion made.

The club should re-examine the training days, sessions, time spent in each training session, training place and number of qualified coaches.

The club highly advanced to work with regional sport commission, federal sport commission, other clubs, training center, and sport organizations etc... so as to identify

early and inject talented young trainee athletes in to the club. Moreover, it should be given due emphasis in requirement of considerable numbers of female athletes. Concerned bodies are expected to assignee enough budget in order to provide athletes with adequate and sufficient facilities.

To have acquaintance with the ever growing scientific training coaches should get training on regular bases either on-job training or off seasons.

Shortage of materials and training equipment were found among the main hindering factors in the club. Thus some should be done by club itself and concerned bodies to allocate enough budgets to buy at least basic track and field equipment for trainee athletes.

Again, the club should work jointly with the national federation, Olympic committee, and other governmental and non – governmental organizations... etc.

The club should open its door by reducing qualified personal and crucial resources shortage to train individuals, training centers and others with a reasonable cost in order to generate its internal income.

It is the concern of the federal prisons sport club leaders to create favorable condition for the good implementation of modern coaching in the club. This study on the coaching practice will contribute to the effective implementation of coaching. Taking the findings of this study and conclusions made into account, the following recommendations were forwarded to the concerned body and stakeholders.

1. Because of lack of adequate facilities for training, coaches and athletes are not sufficiently aware of the purpose and importance of coaching program. Therefore, it would be appropriate to establish a system of training and upgrading mechanism to raise the proficiency of mentors so that they can contribute to the success of the program and create quality professionals. This may solve problems like absence of planning and lack of support and facility.
2. Coaches should motivate morally or materially. So, a mechanism of reward should be arranged for the work done to improve coaches and athletes commitment.

3. The effectiveness of coaches practice is based on how well the coaches and athletes matched together for the professional development of both. So, this step should get the priority than any other activity in coaching. The mechanism of helping coaching should base on the agreement of the participants.
4. An attitude is important since it is assumed that there is a relationship between attitude and behavior. To rise the overall positive attitudes of coaches and athletes towards coaching activity, there should be continuous training and efforts made on creating conducive environment for modern coaching activity.
5. Coaches and athletes are the key persons in the process of coaching program implementation. It is advisable that the coaching plan should be done by the involvement of all coaches and technical director.
6. The challenges of coaching program that the groups of the respondents in the research seem to agreed up on are: absence of incentives for athletes, lack of awareness, inability of coaches in communicating club expectation to athletes, and lack of follow up and support from higher officials, and work load pressure are the major challenges that hinder the practitioners from implementing coaching program properly. Efforts should be made by the concerned body to alleviate those problems.
7. Finally the concerned body of the club should become conscious about necessary facilities:- trained or competitive coaching staff, transportation, medical, nutrition, and kit.

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7. Appendixes

APPEDIX -1

Addis Ababa University

Faculty of life science

Department of sport science

Interview Guide for FPCSC Administrators (Staff)

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

6. How do you see the practice of athletics events training?
7. Do you think that the problem is varying from event to event? Which means running, jumping and throwing events?
8. Do you think your club environment is conducive to conduct Coaching athletics? Do you believe that your club has enough materials & facilities?
9. How is the relationship among coaches, athletes and office staffs?
10. When you are select athletes to hire what is your criteria?
11. Do you believe you have skilled and enough athletics coaches? If your answer is yes, explain how?
12. What do you think about the major hindering factors that affect coaches, administrators and athletes faced, respectively?
13. Could you suggest possible solutions, if any to tackle the problems related to the practice of the training?

APPEDIX-2
Addis Ababa University
Faculty of Life science
Department of sport science

Questionnaire to be filled by selected FPCSC athletes.

The purpose of this questionnaire is to obtain information about the practice and challenges of coaching athletics with reference to the federal prisons commission. Thus, the study is purely an academic and in no way affects the respondent's personality or the organization.

It kept confidential so that your genuine view, frank opinion and timely responses are very valuable in determining the success of the study. Therefore, you are kindly requested to extend your cooperation honestly by providing relevant information and filling out the following questionnaire that are prepared for this intention.

Thank you in advance for your cooperation!!

General Direction

The questionnaire consists of mainly four parts:

I Personal profile,

II Practical execution,

III Major hindering factors

IV Availability of Facilities and equipment as well as training related factors.

- No need to write your name
- Try to answer every question according to the instruction provided.
- If you want to give additional suggestions, Use the attached blank page with questionnaire.

General information

Part I: personal profile

Please, circle your responses

1. Sex

A. male B. Female

2. Age (in years)

A. under 20 _____ B. 21-30 _____ C. 31-40 _____ D. 41 and above _____

3. Marital status

A. Single B. Married C. Divorced D. widowed

4. Educational Background

A. Read and write (1-4) B. Primary (5-8) C. High School (9-12) D. collage /university_

5. How long have you been trained in prisons sport club?

A. 1-6 Months B. 7-12 Months C. 1-2 years D. more than 3 year

Main Data

Part II: practical execution of the training program.

1. Have you taken medical examination before entering to this club?
A. yes B. No C. I don't know
2. How many free days do you have in a week?
A. 1 day B. 2 days C. 3 days D. 4 days
3. How often do you exercise per-day?
A. Once B. Twice C. Three times D. If any other (specify) _____

4. On average for how long you do the exercise per-session?
A. 60 min. B. 90 min C. 120 min D. if any other (specify) _____

5. To what extent the training program is linked with specific Athletics' event you are contending?
A. Very high B. High C. Medium D. Low E. Very low
6. Is the training program classified according to ability, age, and experience? Within competitive units
A. Yes B. No C. I don't know
7. If your answer for question No 11 is "No or don't know" what is (are) your reason(s) _____

8. Do you periodically evaluate the effectiveness of the training program?
A. Yes B. No C. I do not know
9. If your answer for question No 8 is "No or Do not know" Why (What) your Reason (s)? _____

10. Do records are carefully and progressively kept about each athlete?

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

11. How do you rate the benefit that you have obtained from the club?

A. poor B. Fair C. Good D. Excellent

12. After you are selected for this club you are done on your best talent discipline?

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

13. If your answer for question no 12 is “ no or do not know ” what (why) your reason (s) _

Part III: Major hindering factors

14. What do you think about the major problems that affect your coaching?

(Rank order from the most serious barrier to the least by giving 1/one/ for the most hindering factor to 10 /ten/ for the least one)

_____ A. Lack of qualified and competent coach

_____ B. Inadequate facilities

_____ C. Lack of well-designed training program.

_____ D. Lack of sufficient and balanced nutrition.

_____ E. Personal factors, relationship, living condition, change in residence.... etc

_____ F. Lack of proper supervision.

_____ G. Lack of communication among staff members and athletics coaching staff.

_____ H. Lack of sufficient incentives and motivation.

_____ I. Environmental factors

_____ J. Lack of individualized training programs for different track and field events.

15. Please write from your personal experience if there is (are) any barrier(s)

Other than listed above _____

Part IV: Facilities

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

None = 0, Very inadequate = 1, Inadequate=2, Adequate= 3, Very adequate=4

Subject	No Availability of None (0)	Very inadequate (1)	Inadequate (2)	Adequate (3)	Very adequate 4)
Training place (track)					
Field event area					
Track and field equipment					
Well equipped gymnasium					
Medical service					
Recreational center					
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 If other please state:					

17. In executing your daily training program, what was your major success? And challenges? Please list down point by point:

A. Success _____

B. Challenges _____

18. What do you suggest, at least to minimize the challenges you have mentioned above?_

19. Please use the space below to offer further comments you may wish to make on the training practice and challenges of the field event trainee Athletes'? _____

APPEDIX -3

Addis Ababa University

Faculty of Life science

Department of sport science

Questionnaire to be filled by coaches.

The purpose of this questionnaire is to obtain information about the practice and challenges of coaching athletics with reference to the federal prison commission sport club. Thus, the study is purely an academic and in no way affects the respondent's personality or the organization.

It will be kept confidential so that your genuine view, frank opinion and timely responses are very valuable in determining the success of the study. Therefore, you are kindly requested to extend your cooperation honestly by providing relevant information and filling out the following questionnaire that are prepared for this intention.

Thank you in advance for your cooperation!!

General Direction

The questionnaire consists of mainly four parts:

I Personal profile,

II Practical execution,

III Major hindering factors,

IV Availability of Facilities and equipment as well as training related factors.

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

General information

Part I: personal profile

Please circle your responses

1. Sex
A. male B. Female
2. Age (in years)
A. under 20 ____ B. 21-30 _____ C. 31-40 _____ D. 41 and above
3. Marital status
A. Single B. Married C. Divorced D. widowed
4. Educational Back ground
A. Certificate B. Diploma C. degree (BA, BEd, BSc) D. Master (MA, MEd, MSc)
5. How long have you been trained in this club?
A. 1-6 Months B. 6-12 Months C. 1-2 years D. more than 3 year
6. How many years of experience do you have in coaching athletes?
A. below 1 year B.1-5 years C.6-10 years D.11 years and above

B. Main Data

Part II: practical execution of the training program.

7. Did club trainee athletes take medical examination before entering to this club?
A. yes B. No C. I do not know
8. How many rest day you have per week?
A.1 day B. 2 days C. 3 days D. 4 days
9. How often do you go to training per day?
A. Once B. Twice C. Three times D.
10. If any other (specify) For how long you train per session?
A. 60 min. B. 90 min C. 120 min D. if any other (specify) _____
11. To what extent the training program is linked with specific Athletics' event you are coaching?
A. Very high B. High C. Medium D. Low E. Very low
12. Is the training program classified according to ability, age, and experience? Within competitive units
A. Yes B. No C. I don't know
13. If your answer for question No12 is "No or don't know" what is (are) your reason(s). _

14. Do you periodically evaluate the effectiveness of the training program?
A. Yes B. No C.I do not know
15. If your answer for question No 14 is "No or Do not know" what is (are) your Reason (s)? _____

- 16.** Do records are carefully and progressively kept about each athlete?
A. Yes B. No C. I do not know
- 17.** How do you rate the benefit that field event trainee athletes' have obtained? From the training center
A. poor B. Fair C. Good D. Excellent
- 18.** When you are select athletes for any discipline, have you consider their talent?
A. Yes B. No C. I do not know
- 19.** If your answer for question no 16 is "no or do not know" what is (are) your reason (s) _

Part III: Major hindering factors

20. What do you think about the major problems that affect your coaching athletics?

(Rank order from the most serious barrier to the least by giving 1/one/ for the most hindering factor to 10 /ten/ for the least one)

- _____ A. Lack of qualified and competent coach
- _____ B. Lack of adequate facilities
- _____ C. Lack of well designed training program.
- _____ D. Shortage of sufficient and balanced nutrition.
- _____ E. Personal factors, relationship, living condition, change in residence etc.
- _____ F. Lack of proper supervision.
- _____ G. Lack of communication among staff members and coaches
- _____ H. Lack of sufficient incentives and motivation
- _____ I. Environmental factors
- _____ J. Lack of individualized training for different track and field events.

21. Please write from your personal experience if there is (are) any barrier(s)

Other than listed above _____

Part IV: Facilities

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

None = 0, Very inadequate = 1, Inadequate=2, Adequate=3, Very adequate=4

Subject	No Availability of None (0)	Very inadequate (1)	Inadequate (2)	Adequate (3)	Very adequate 4)
Training place (track)					
Field event area					
Track and field equipment					
Well equipped gymnasium					
Medical service					
Recreational center					
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 If other please state:					

23. In executing your daily training program, what were your major successes?
And challenges? Please list down point by point

A. Success _____

B. Challenges _____

24. What do you suggest at least to minimize the challenges you have mentioned above?

25. Please use the space below to offer further comments you may wish to make on the training practice and challenges of the trainee Athletes? _____

APPENDIX- 4

Addis Ababa University

Facility of Life Science Department of sport Science

1. Observational checklist (Facilities)

Note: AV= Available PV = partially Available NA= Not Available

Checklist for track event	AV	PV	NA	Remark
Track event equipments				
Starting black				
Lap Counters				
Hurdles				
Steeplechase barriers				
Relay batons				
Water jumps				
Lane Markers				
Athletic Track Cones				
Track Stopwatches				
Track Coach Sign Flags				

2. Checklist for field event

Check list for field events (equipments)	AV	PV	NA	Remark
Javelin				
Pole vault				
Long and Triple Jump				
High Jump landing system				
Shot put				
Discus				
Hummer				
Mattress				
Posts and bar (s)				
Meters				
Jump boards and Pit Accessories				

3. Gymnasium facilities

Miscellaneous facilities	AV	PV	NA	Remark
Tap water access				
Separate latrine (sex)				
Dressing room				
Shower				
Lounge				
Bed rooms				
Clinics				
Sport suits				
Library				
Cafeteria				
Transportation				
Other(s)				

DECLARATION

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

Name: Medhin Goyteom

Signature: _____

Date: _____

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

Name: - Aschenaki Taddese. (PhD)

Signature: _____

Date: _____