

**THE MIDDLE DISTANCE ATHLETES' IN OROMIA POLICE
CLUB: PRACTICE AND CHALLENGES**

TEKALIGN KIFLE YIRGATE

**A THESIS SUBMITTED TO
THE DEPARTMENT OF SPORT SCIENCE**

**PRESENTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE DEGREE OF MASTER SCIENCE
IN SPORT SCIENCE**

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

JULY 2018

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIE

This is to certify that the thesis is prepared by Tekalign Kifle, entitled:

The Middle Distance Athletes' in Oromia Police Club Practice and Challenges submitted for in partial fulfillment of the requirements of Degree of Master of Science in Sport Science complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by Examining Committee:

External Examiner

_____	_____	_____
Name	Signature	Date

Internal Examiner

_____	_____	_____
Name	Signature	Date

Advisor

_____	_____	_____
Name	Signature	Date

ACKNOWLEDGMENT

I give thanks to Almighty God who helped me in every attempts of my life. Next to that, I would like to express my real thank to my advisors Dr. Bezabih Wolde: for their comments, advice and inspiration starting from the proposal design to the final stage of the study.

I would like to articulate my positive reception to all who helped me in conducting this study. My parents: Mother Belayinesh Tefara together with my brothers and sisters: Yeshii Kifle and Abayinesh Boka, Terefe Getacho (Dr), Ebissa Enkosa (MA.), Marsimo'I Birhanu, Fikadu Boja; my much-loved wife Birhane Birhanu and my children Lati Tekalign for their endless moral, material, financial supports.

My thanks was also fluent to Ato Duguma Wegari, Mekonnon Dhibisa, Fikadu Gemachu, and other staff members for their encouragement and graduate school of Addis Ababa University and the department of sport science for financial support and facilitating the administrating work.

Fourthly, I would like to extend my gratitude to all Middle Distance Oromia Police Athletics Club Athletes, Coaches and Semi structure that provided me the primary information on different issues of the study. In addition these, I would like to acknowledge all secondary sources which I utilized in this study.

Last but not certainly least; I owe much thanks to my instructors. Thank you all.

TABLE OF CONTENTS

Contents	Pages
ACKNOWLEDGMENT.....	I
TABLE OF CONTENTS	II
LIST OF TABLES	IV
ACRONYMS & ABBREVIATION	V
ABSTRACT.....	VI

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Research Questions.....	3
1.4. Objectives of the study.....	4
1.4.1. General Objective	4
1.4.2. Specific Objectives	4
1.5. Significance of the Study	4
1.6. Delimitation/Scope/ of the Study.....	4
1.7. Limitation of the study.....	5
1.8. Operational Definition of Terms	5
1.9. Organization of the Study	5

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Background and Concept of Distance Running.....	6
2.2. Talent Identification	7
2.3. Principles of training and Structuring for Practice.....	11
2.4. Training program	12
2.5. Factors affecting performance of athletes	16
2.6. The Roles of a Coach.....	19
2.7. Influence of the Coach.....	21
2.8. Coaching Behavior.....	21

2.9. Coach-Club or Institutions.....	21
2.10. Philosophy and Coaching Styles.....	22
2.11. Coaching philosophy.....	22
2.12. Components of an effective coaching philosophy	23
2.13. Coaching Roles	26
2.14. Training philosophy	27
CHAPTER THREE	
RESEARCH METHODOLOGY	
3.1. Research Design.....	29
3.2. Method of Sampling	29
3.3. Population of the Study.....	30
3.4. Sample of the Study	30
3.5. Method (Source) of Data Gathering	30
3.5.1. Primary Sources of Data	30
3.5.2. Secondary Sources of Data	30
3.6. Instrument of Data Collection.....	30
3.7. Methods of Data Analysis	30
CHAPTER FOUR	
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	
4.1. Finding and Discussions	35
CHAPTER FIVE	
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
5.1. Summary	50
5.2. Conclusion	50
5.3. Recommendations.....	53
REFERENCES	56
APPENDIXES.....	60

List of Tables	Pages
Table 1: Sex of the Respondents/Coaches and Athletes/	32
Table 2: Age of the Respondents	32
Table 3. Weight and Height of the Respondents	33
Table 4: Educational Level of the Respondents.....	34
Table 5: Years of Work Experience of the Respondents	34
Table 6: Talent Identification Criteria to Join Athletics Club	35
Table 7 Sources of Limiting Factors that Determine Talent Identification.....	36
Table 8 Limiting Factors in Talent Identification	37
Table 9 The Motivation to Choose the Discipline	38
Table 10 Factors Affecting Performance of Athletes	39
Table 11: Roles of Coaches that are Given Less Attention.....	40
Table12: Lack of Using Effective Coaching Components.....	41
Table 13: Challenges that The Athletes Encounter in the Club	42
Table14. Possible Solutions for Coaching Problems	44
Table 15: Whether or not Components or Dimensions of Training Programs Included in Middle Distance Running	46
Table 16: Benefit Obtained from Joining the Club.....	47
Table 17: Athletes Participation in Planning the Training Program.....	48
Table 18: Periodic Evaluation of the Effectiveness of the Training Program.....	48

ACRONYMS & ABBREVIATION

ATP	Adenosine Tri-phosphate
EAF	Ethiopian Athletics Federation
GYM	Gymnasium
IAAF	International Amateur Athletics Federation
NGB	National Governing Body
PE	Physical Education
SASHED	Sleep Attitude Smoking Hygiene Environment Diet
TID	Talent Identification

Abstract

Athletics is an exclusive collection of sporting events that involves competitive events like walking, running, jumping, and throwing. The most common types of athletics competitions are track and field, road running, cross country running and race walking. Thus, the main purpose of this study was to investigate the middle distance Athletes' in Oromia Police Club practice and challenges in line with talent identification, the major challenging factors and possible solutions of coaching middle distance runners in Oromia Police club. To achieve this goal the researcher used descriptive research design depending up on the research questions and the objectives set in this study. To conduct this study, descriptive type of research design and purposively used census sampling techniques were used. The data were collected through questionnaire, semi-structured interview and document review. The samples were 4 coaches and 33 athletes altogether 37 target groups were selected purposively in census since the number of the staff were small in number. Data analysis was made using frequency counts, percentages and analysis of documents by both quantitatively and qualitatively. The findings (result) of the study indicate that proper facilitations and practices for middle distance runners resulted in good performance in the club. However, the practices and performances of the athletics club were challenged in a number of problems like coaching problems, giving constructive feedbacks, lack of effective communication skills, understanding the context of athletes, lack of conducive environment, lack of qualified and experienced coach and lack of training. So, possible and relative solutions supposed to lessen the problems are dealing with the concerned bodies and stakeholders by increasing the commitment of the athletes, scaling up best practices, prepare ways of own talent identification criteria, club manager ought to be given duty and professional freedom, coaches and managers need to work together to bring national sprite, up gardening the coaches level, financial support (incentive), and providing medical support.

Key words: Middle distance, challenges, athletes, athletics, club

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

As to Tsehaynew (2010), cited in Gizaw.G (2016) in African countries such as Ethiopia, Kenya, Algeria, Morocco, South Africa, Uganda, and Eritrea and many others have been and still are the icons of running events, particularly in the middle and long distances. Typically, the rationale behind their achievement lays on that, the practice of this event requires remarkably little facilities, having a door - openers/ a role models, an engagement with manual work at the early age, for instance, long distance round-trip to school, fetching water and gathering fire wood could be mentioned as some of the main factors.

Distance runners develop gradually, often taking years to reach their potential. But like all athletes, distance runners must train not only for fitness but also to compete (Young & Farrow, 2006). Middle-distance running is categorized under track events. It includes races from 800m to 3000m steeplechase. Athletics is the natural pursuits of human beings. Some of the usual activities like walking, running, jumping and throwing are the movements, which we learnt first as small children (Thompson, 2009). Athletics is an exclusive collection of sporting events that involves competitive events like walking, running, jumping, and throwing. The most common types of athletics competitions are track and field, road running, cross country running and race walking (Arefayne, 2017).

There are factors such as physical qualities, technical, and psychological abilities that determine the achievements in running performances. This has a great diverse effect on all spheres of athletes development, and to be a better competent; performance related components of fitness, running economy, tactical ability, maximum speed for the finishing of the desired running track as well as mental skills are common factors contributing to the successes of the all running events. It is obvious that athletes should possess abilities in a maximum and effective ways possible, as the best and the only mentioned way by which an athlete achieve those significant

building bricks of success in middle distance running (Tshehaynew, 2010).

Even though track events have been widely practiced sport activities in Ethiopia, particularly in Oromia and famous world class athletes exist in, it is not free of problems. Athletics coaching in Oromia has its own way and possible outcomes, which are dependent on the coaching conditions and the athletes attitude, devotion to the program and trust to their coaches as well as the service provided by the clubs. The case is rather breath taking when it gets to athletics club of Oromia Police Club, especially in middle distance races. Although, it is true that few athletes are showing good performances due to their devotion, hard working and coaches help, it doesn't mean that the coaching process (training process) and club services is free from problems, or cannot be improved and fined any further. This problem requires special forms of practicing that demand a special attention to training and competition at Oromia Police Athletics Club (Ibid).

1.2. Statement of the Problem

Ethiopia started participating in international athletics competitions as early as the 1950s. It was one of the first African countries to take part in the Olympic when participating in 1956. Melbourne games from these past years up to this day Ethiopia is famous in the world by middle distance and long distance but through the year Ethiopia is not yet satisfactorily registered in middle distance running competition.

Although Ethiopia is known in athletics, its current position is inconsistent in terms of all kinds running races. Ethiopian athletes' performance slides back in the competition of results. Opening modern athletics training center and widening national athletic competition has significant contribution to improve the current Ethiopian athletics sport. Hence, it is important to widen the potential areas of athletes at least to keep its current position for many years by increasing the number and its quality athletes toward the existing country's clubs (Arefayne, 2017). Similarly, Oromia Athletics Club specifically the Oromia Police Athletics Club is without exception.

There are a number of inherent features to sport that make athletics very unique. The middle distance Athletes in Oromia Police Club Practice and Challenges that helps to identify the strategies to enhance performance. Accordingly, the current challenging

factors that confront the club as to the knowledge of the researcher that require investigation and possible recommendation are insufficient funding, qualified coaches, lack of practice and training. The training approach is highly affected by the shortage of qualified personnel, lack of appropriate training equipment, lack of facilities to a given training standard and insufficient materials for training. Therefore, the lack of this situation finally creates a difficulty on trainers and trainee in terms of delivering the training program and achievements of their objective.

There are vast literatures existing in the issues under study. Some of the researches that exist in this concept are (Dereje, 2012 , Tesfaye. 2012, and Zegaw Tadele in, 2012) came up with the finding of scarcity of facilities and equipment, shortage of incentives for Coaches and Athletes from sport administrators and problem of selecting athletes to enter into club as a factors that affecting middle distance athletes. However, the researcher's intention in line with these problems the Oromia Police Athletics Club doesn't perform its actions (less performance) as per their plans.

Therefore, the rationale behind this research is to fill the gap that the middle distance runners club have in order to be competent enough for the achievement of middle distance in Oromia Police Athletics clubs.

1.3. Research Questions

This study attempts to answer the following leading research question:

1. What are the identification criteria for the athlete to join in Oromia Police Athletics club?
2. What are the challenging factors of coaching middle distance in Oromia Police Athletics club?
3. What are the possible practices applied to improve the challenges of coaching middle distance event in Oromia Police Athletics club?

1.4. Objectives of the study

1.4.1. General Objective

The main purpose of the study is to investigate the middle distance Athletes' in Oromia Police Club Practice and Challenges

1.4.2. Specific Objectives

The specific objectives of the study are:

1. To assess the criteria for the athletes to join the Oromia Police Athletics club,
2. To identify the major challenging factors of middle distance runners performance in the Oromia Police Athletics club,
3. To investigate the possible remedies to be applied for the mitigation of the challenges of coaching middle distance runners in Oromia Police Athletics club,

1.5. Significance of the Study

The research supports and enriches the proper and better coaching methods in middle distance athletes and coaches. The significance of the study helps to incorporate the new result of the research findings in to the system of the Oromia Police Club middle distance race method of coaching. It investigates the problems of middle distance running result of the Oromia Police Athletics club. It also provides favorable ideas and facts that would help for the development of athletes' performance and scale up the performance of coaching middle distance. So, the result of this study would also support to improve the performance of athletes in terms of giving clue for other researchers on related topics by offering valuable lesson to other newly established clubs and indicating the major factors this affects the performance of middle distance runners.

1.6. Delimitation/Scope/ of the Study

To make the study manageable and feasible it will be conducted in the Oromia Police Athletics Club. The researcher will use all athletes that contain 33 members and four coaches in order to get information about the Oromia Police Athletics Club of middle distance athletes. The study is delimited to assess the current practices and challenges of

middle distance running only at Oromia Police athletic club because of time, money, and other constraints.

1.7. Limitation of the study

This study encountered limitations like material, time and cost. It might also face insufficient literature and biased responses from the target respondents.

1.8. Operational Definition of Terms

Athlete: is one who takes part in any sport of contest involving physical activity.

Athletics: Track and field sports which embrace events in jumping, running and throwing.

Challenge: stimulating test of abilities or a situation that tests some body's abilities in a stimulating way (Encarta: 2009).

Club: is an athletics organization that provides training and ether benefit for the athlete

Middle distance running: Events of this distance are not beyond the capabilities of young athletes provided a correct and sensible training process is applied (Queensland, 2013).

Coach: to train and instruct (athletes, actors, etc) (websites new twentieth century dictionary).

Practice: is an occasions when you do something in order to become better at it, or the time that you spend doing. (<http://www.macmillan dictionary. com>)

1.9. Organization of the Study

The study is organized in to five chapters. Chapter one consists of introducing the background of the study, statement of the problem, research question, objective of the study, delimitation (scope) of the study, limitation of the study, significance of the study and operational definition of terms. Chapter two contains the review of related literatures. Chapter three provides research methodology. Chapter four contains data presentation, analysis and interpretation. Finally, chapter five summarizes the findings, concludes the work of the research and gives appropriate recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Background and Concept of Distance Running

Although the exact roots of Ethiopia Athletics cannot be traced accurately, it is 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 formal and soon become a member of the international Amateur Athletics federation (IAAF) since its inception. Much of the federations activities were carried with the help of amateurs the First executive committee was headed by Colonel Getahun Teklemariam, the man officially recognized as the first president of the EAF (Berehanu, 2012).

This committee started a formalized program where athletes competed domestically and internationally. One of the first major competitions on the federation's the Shaw championships, was organized in 1966 and was a competition among various divisions of the military, schools, and clubs, the first ever edition of Ethiopian championships were held in 1971. In the late 70's a new committee, headed by chairman Tesfaye Sheferaw was formed to administer the federation the major achievement of this era were the staid of the first Abebe Bikila marathon and the national cross country championships. Ethiopia also participated in the world cross country championships for the first time in 1984. Competitive side, Ethiopia started participation in international athletics competitions as early as the 1950. It was one of the first African countries to take part in the Olympics of participating the 1956 in Melbourne. Ethiopia also becomes the first African country to win Olympic gold when Abebe Bikila took victory in the 1960 Rome Olympics marathon. Since then, Ethiopia has won a total of 30 Olympic medals (Berehanu, 2012).

As to (IAAF guide, 2002), cited in Sahilu (2012) middle distance is part of track events,

which is found in between the short distance and long distance as its name implies specifically, middle distance running are 800m to 3000m. This field requires both aerobic and anaerobic capabilities of an individual physical quality, i.e. speed, strength, speed endurance, endurance.

2.2. Talent Identification

In considering the conceptual definition of talent identification some of the views and findings of related literature have been taken in to consideration. As to Booyesen (2002), cited in Sahilu (2012) defines talent identification as identifying those individuals who possess a quality of execution or ability, with the intention of future development and nurturing of this talent to the benefit of the individual as well as country. Identify or detect, means to discover something which is hidden, in order to know, among a large population of youngsters, those who have a greater possibility to achieve, in the long term, the required capacities to reach top performance at the moment when his/her capacities will be optimal.

There are two interdependent actions that should be considered and distinguished:

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

2.2.1. Mechanism of Talent Identification

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

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

The discovery of talent is never due to chance but comes from a precise policy of a certain sport organization which needs a process which includes a program of evaluation this process needs clear answer to questions concepts like the reason why establishing a talent identification process and the way to organize it (Sahilu, 2012).

2.2.2. The limiting Factors in Talent Identification

The limit can be originated from differentiated levels like ethical and social level which reflects mainly on the future fate of the athlete. Technical level can also be taken as the other means of limits and focuses on the technical aspects that the athlete need to acquire or develop as an aspect for the formulation of prediction. In general the limit has/have several consequences (Sahilu, 2012).

2.2.2.1. Nutrition

According to Bezabe (1997), Carbohydrates are a major energy source during intense training for whatever type of physical activity. Every field of activity requires energy to fulfill the desired goal. The amount of calories lost by training must be gained by having appropriate type of food, unless it may cause negative effect up on the athlete during each season of the task. A middle distance runner must keep careful watch on his diet, avoiding fatty food, starches and fries dished on the day of the meals, he/she should eat a substantial, energy producing meal five or six hours before he runs, then eat very lightly food two hours prior to the race.

Carbohydrate is certainly a major source of energy or it is a fuel for energy production and the oxidization of glycogen which is the storage product of carbohydrate that do not require much oxygen in produce ATP when compared with fatty acids. An important limiting factor in middle distance runners is the oxygen supply to the muscles, but oxidation of fatty acids requires almost ten percent more oxygen to produce the same amount of ATP when compared to the oxidation of glycogen. Less glycogen would be oxidized, the rate of ATP production would fall and the pace would drop. Fatty acids should, therefore, not be used by middle distances runners. Even though carbohydrate is the known fuels of energy, it has a negative effect on middle distance runners in case the food is taken (had, close to the event. The glucose in food will cause the release of insulin which prevents the mobilization of fatty acid from adipose tissue by suppressing fatty

acids mobilization and it also decreases glycogen break down in the muscle and lower the blood glycogen is the major source of energy for the athlete in middle distance and server. Hypoglycemia can cause fatigue; the carbohydrate food must not be taken too close to the event. The level of glycogen in the muscle is critically important for athletes who runs distances for 800m upwards for middle distance runners, the greater the glycogen store, the greater the amount of fuel depleting but oxygen saving and ATP producing anaerobic metabolism that can be allowed (Eric New Sholme, et al. 1994).

There are food substances necessary for the runner. Even though the percentages of proteins and fats are not as high as carbohydrate for athletic performance and for good health sport scientists recommend a diet that includes more carbohydrate, less fat and less protein (65%, 20% and 15%) respectively are the high performance diet carbohydrate are the leading source of energy in the high performance diet, such as potatoes, corn, beans, rice, and whole grained cereals, breads and pastas (Marthen R 1997).

- **Developing a healthy diet**

Diet like the world nutrition; means all the food a person eats and drinks. Diet directly affects the performance and health of each athlete. Coaches should be aware that athletes' eating and drinking pattern influence how well they can train and whether they are able to compete at their best. As well chosen diets offer many benefits to all athletes, regardless of events, gender, age or level of competition. This benefit includes optimal gain from training program, enhanced recovery within and between training sessions and competitions, achievement and maintenance of any optimum body weight and physiques, reduced risk of injury and illness, confidence in being well- prepared for competition and enjoyment of food and social eating situation. Despite these advantages many athletes do not meet their nutritional goals. The reason for this can include: poor knowledge of food and drinks, coaches having poor and outdated knowledge of sport nutrition, poor choice when buying food, inadequate cooking skills, inadequate finances, a lifestyle leading to inadequate time to obtain prepare or consume appropriate foods, poor availability of good and drink choice, frequent travel and indiscriminate and incorrect use of supplements and sport foods. All coaches and athletes are cautioned against the indiscriminate use of

nutritional supplements and young athletes are actively discouraged from supplements use (Thompson, P.L. 2000).

- **Pre and post Performance Nutrition**

Energy level in the body should be high before performing in either training or competitions. The recommended athlete's diet shown earlier will normally supply this energy. The meal itself will not produce higher performance but it can reduce performance. Eating a small amount of solid food immediately before competition is much better than eating too much. Each individual will be different in what works well for them, but in general: eat a small, easily digested meal high in carbohydrate, eat about 2 to 3 1/2 hours before competing, restrict fats and protein since they are slowly digested, avoid foods which form gas in the digestive system drink small amount of water often, before and after competitions, and during if it is a prolonged endurance competition or has several efforts in a single day such as in the combined events (Thompson, P.L. 2000).

- **Post training and post competition Nutrition**

Recovery after a training session or a competition is the beginning of the process of adaptation and becomes part of preparation for the next training session or competition. Replacement of sweat losses is an essential part of this process. Both the water and the salts lost in the sweat must be quickly replaced. The athlete should aim to drink 1.2-1.5 liters of fluid for every Kg of weight lost in training or competition. If sweat lost is high then sports drinks containing sodium can be used, if no food is taken at this time. It has been found that small amount of high quality protein combined with carbohydrates helps the adaptation to training, if took after the training session. Special sports food such as sports bars and liquid meal supplements can provide a compact and convenient way of consume carbohydrate and protein everyday foods are unavailable or are too bulky and Based on the above statements, performance is the product of heredity and to some extent, experience of the individual athlete even though the percentage of genetic contribution for best result is high (Thompson, P.L 2000).

2.2.2.2. Attitude of the coaches and the athletes

Attitude is to any habitual mode of regarding anything, any settled behavior or conduct, as indicating opinion or purpose regarding anything that a person who has a certain attitude toward something is reacting to his conception of those things rather than to its actual state. Attitudes are closely related to opinion and formed as a result of some kind of learning experience (Thompson, P.L. 2000).

2.2.2.3. The effect of training

The aim of training is to enable the athletes and coaches of sport science, to acquire knowledge of contemporary issues concerning in physical preparation necessary for participation in middle distance events. Physiological mechanisms those underpin middle distance running performance, stimulating, reflection on current training strategies in light of new knowledge and insights. In this way a more informed self critical. It is to say that, training must be specific to seasons and the amount if training program should be based on the ability of the athlete he/she can resist. If not so, it can cause damage on the individual's performance, health condition and outcome became non progressive. For any training program to be effective the coach or the athlete must follow a specificity principle. There should be a train of the muscles energy systems and skills that are specific to sport for which one is are training. Fitness is specific to the type of exercise being performed. For instance, weight training develops strength, but continuous running develops aerobic capacity. Specific exercise produce special biological response for instance weight training increase recruitment and fiber size in the muscles being exercised. Specific individuals respond differently to the same exercise and specific sports demand specific types of fitness (Davis, 1989).

2.3. Principles of training and Structuring for Practice

2.3.1. Principles of Training

Stimulating structural and functional adaptations that improve performance in specific task in the major objective of exercise training, these adaptation require adherence to carefully planned programs, with attention focused on frequency and level the of workouts, type of training ,speed, intensity, duration and repetition of the activity, rest

intervals and appropriate competition. Application of these factors varies, depending on the performance and fitness goals. However, several principles of physiological conditioning are common to improve performance in the diverse physical activity (IAAF 2001).

2.3.2. Principles for Structuring Practice

It is easier to make big movements which require less accuracy than it is to carry out small accurate movements. So big movement are easier for learn. When coaching the beginner it is better to get the big movements of a skill correct before worrying about the precision of advanced technique (Drnhelim, D.D and Prentice, W.E 2000).

2.4. Training program

According to Dick (1997) stated, scientific based and systematic training program is a fundamental to the athlete fitness. Training provides the athlete with the basic means to adapt to his particular stressors through controlled exercise the principles of training which apply in designing fitness programs apply equally to elite performers, recreational, performers developing performers and those whose live are not oriented towards sport or physical recreation. The interpretation of specificity is clear when one considers the type of fitness required for a given lifestyle. Whereas the athlete works to increase fitness towards some level of excellence .Thus, the lorry driver slumped at his wheel uses few abdominal or back muscles and should therefore attempt to improve muscle tone in these areas.

2.4.1. Levels of Effects of training

Training is considered as having three level of effect.

- Immediate: the immediate effect of training is the body's reaction to the stressor of the training stimulus's they include increased heart rate, perspiration, increased blood locates, high endocrine system involvement and fatigue.
- Residual: the residual effect of training is what might be considered as the body's recovery and preparation response. The recovery response is seen in raised general metabolism of sometime after exercise is concluded. During this time the body's resting state is restores with the waste products of energy expenditure

removed, and are stressors related effects gradually eliminated. The preparation response is seen in the heightened level of adaptation to future trainings stimuli. Having been stressed by the training stimulus, the body organizes itself to ensure that next time it will not be stressed so much by the same stimulus! Put another way, this effect of training ensures that the body is prepared for a greater training stimulus next time.

- Cumulative: the cumulative effect of training is the body's progressive adaptation through the preparation response. This is what is measured in fitness monitoring tests are over a period of months or even years (Drnheim, 2000).

2.4.2. Points on Fitness and Training in Practicing

The following are some general points on fitness and training for athletes:

- Before beginning any exercise program, athlete should have a full medical check-up it is good practice to make this the start of regular annual check-ups. Some medical conditions may suggest a modified program.
- Nor is there an upper age limit for exercise. The right exercise program supported by relevant medical advice will keep the heart and muscle healthy to provide and use every required to enjoy one's lifestyle.
- The starting focus of all exercise programs is low intensity training to develop heart endurance
- Stiffeners following exercise are natural and not serious. Sharp pain rather than discomfort during the next bout of exercise may be cause for alarm. It might be due to slight muscle strain and rest followed by low intensity exercise and gentle stretching or a prescribed rehabilitation program should return things to normal. If the pain persists a physiotherapist must be consulted.
- Too much training does not shorten life, but too little may. It cannot be that training will necessarily lengthen life, but it will help make one's 'allotted sprain' 'more enjoyable.
- There is no such thing as 'over training'. Physical, mental or emotional 'burn out', is due to the cumulative effect of all the stressors in one's life rather than compromise the training program, the overall picture must be reviewed with

objectives and tasks prioritized to create space for adaptations to take place.

- Athletes don't 'go to fat' when they finish serious training. The fact is that their appetites often stay high while their energy expenditure is now low and consequently, weight increases. Such athletes should maintain a program of lighter training as part of their personal fitness program and review eating habits. This approach will also help maintain general muscle tone.
- Training does not make people muscle bound. This is an obscure expression which reflects the fact that certain types of strength training will cause considerable increases in the size of the muscles, for example in body building. This will only happen if this is the objective of training and specific diets or exercises are pursued to this end. Normal exercise programs do not have this effect. In fact, by reducing fat around the muscles, and improving muscle tone, a more attractive definition of the limbs will result.
- Exercise machines are sound and safe to use provided their use is properly explained by a qualified instructor.
- Because fitness is specific, so also are fitness programs. The objectives of each phase of a training program should be clearly defined and the program planned to meet those objectives.
- Personal fitness programs, athletes must on the one hand set out details of physical activity and regeneration, nutrition, sport psychology and sport medicine relevant to the individual's needs (Gerr 1999).

2.4.3. Planning the Training Program

One of the most important responsibilities of the coach is planning the athlete's training program. Planning is a long term process since elite athletes may not reach their full performance capabilities until 24 years of age or older. In this long term planning the coach usually looks at what the athlete wants to achieve for a particular year and divides this year into a number of periods. For younger, inexperienced athletes performance targets may need to occur at more frequent intervals, such as the immediate season ahead. This is because young athletes are often unable to work towards objectives that they think of as being too distant. The term 'periodization' is used to describe the

division of the training program into a number of periods of time. Each of these periods will have specific training objectives (Getachew Z., 2012).

The major objective of any plan is to bring the athlete to the most important competitions of the season, fully prepared and in a physical and mental state to perform at a level never previously achieved. Achieving optimum performance at the right place and time is called “peaking”. Planning for the year or season a head is done backwards. The coach and athlete decide what, where and when the major competitions will be for the season a head. The next task is to work back in time through the early season competitions and the training periods until arriving at the beginning of the training year. All training plans should be simple and flexible as the plan will be modified according to the athlete’s progress and improvements in the coach’s knowledge and experience (Getachew Z., 2012).

2.4.5. Development of an effective training program

According to Mahmud (2008) explains the steps involved when developing a training program. The process of creating a training program to help develop and individual’s level of fitness comprises of 6 stages. These stages are: gather details about the individuals identify the fitness components to develop, identify appropriate tests to monitor fitness status, conduct a gap analysis, compile the program, monitor progress and adjust program.

Stage1 The first is to gather details about the individuals age, reasons for wanting to get into the training, current or recent injuries, Health problems, the sports they play and how often, their dislikes and likes with regards training, and sports facilities they have access to gym, sports centers... etc. this is not an exhaustive list.

Stage2- The second stage is to determine which components of fitness they need to improve this could depend up on what the individuals wants to get fit for.

Stage 3- the Next stage is to identify appropriate tests that can be used to initially determine the individuals’ level of fitness and then to monitor progress during the training. Identified test should be conducted and the results recorded.

Stage 4- we now know the individual’s background, objectives and current level of

fitness. We now need to conduct a gap analysis of the individual's current fitness (from test results at stage 3) and target fitness levels (identified at stage 2) the results of this analysis will assist in the design of the training so that desired level.

Stage 5: The next stage is to prepare a training program using the results of the gap analysis what exercise or training activity will help achieve the individual's fitness goals? Plan the program in four week cycles where the work load in the first three weeks increase each week (easy, medium, hard) and the fourth week comprises of active recovery and tests to monitor training progress.

Stage 6- The program has now been agreed and the individuals can undertake the program. Every 4 weeks meet and discuss with the individuals how the training has gone, the test results, progress towards target fitness levels, and adjustments to the training program.

2.5. Factors affecting performance of athletes

2.5.1. Diet and Exercise

Not all diets are healthy. The food taken in must provide all the nutrients for body growth and the energy for exercise. A balanced diet must contain all the nutrients you need in the current amount. Involvement in hard physical exercise does not seem to have any long- term effects on the digestive system however during hard exercise blood is diverted from the stomach to the working muscles, this means that any food in the stomach cannot be absorbed during the exercise often the body tries to get rid of this food during exercise by vomiting (Drnheim, 2000).

Diet is a major importance to the sport person. Different performers require different types of food, reflecting the different types of physical activity that are undertaken. In addition, a person's diet may change prior to competition. The aims of the re-competition diet may be to:

- Build up stores of carbohydrates-so that energy can be produced for longer period of time.
- Enter the competition with as little in the stomach as possible this helps the breathing process

- Prevent gastric disturbances-the competitor should avoid gas -making foods onion, baked beans and cabbage.
- Provide positive psychological attitude- if a good diet is followed it helps to develop sense wellbeing, both before and during completion.
- During physical activity food stuffs must be avoided but sports people should drink Liquid especially water to replace losses brought about by sweetening and energy production, and to help maintain body temperature. After hard physical activity it is important to continue replacing lost fluid and eating food replaces depleted energy stores. However, eating should be delayed from between one to two hours after competition.

2.5.2. The environment and performance

The main factors to be considered are discussed below:

- The weather it can be too hot, cold humid or windy for a person to produce a high level performance. Few athletes can produce their best performances when it is raining or very cold. The training program should reflect the anticipated conditions that will prevail when the competition is due to take place.
- The state of the sports area the track or the sports field can influence performances. Pitches with long or wet grass slow players down. Long grass can also affect the movement of a ball in a game. Artificial surface will also affect performance, if the player is used to grass. Inside, a dusty or wet floor in a gymnasium can be slippery and is, therefore, very dangerous.
- The venue- the training program should take in to account where the event will be held. This is specially so if the event is to take place at altitude (Getachew Z., 2012).

2.5.3. Lifestyle and Performance

The way we live affects our performance. Training for fitness not only includes doing the correct physical work, but also means generally living our lives in a healthy way. It is not possible for burn the candle at both end and produce a good class of performance. So, the meaning of one's well being covers:

- Physical well being: a body working well, free from illness and injury.
- Mental well being: a relaxed attitude, a mind free from stress and worry
- Social well being: a warm, contented, well fed existence in a settled social environment.

Athletes with a healthy lifestyle could be said to have a ‘SASHED’ approach to life:

- Sleep sufficient good quality sleep is an essential part of any training program.
- Attitude a positive attitude is desirable in all people. But essential in sportsperson’ attitude’ includes having respect for one’s opponents and fellow players. Like a positive approach to competition, respect, for others is essentially and it can help, indirectly, to produce a better individual performance.
- Smoking: smoking tobacco makes you smell, can ruin your health and can eventually kill you.
- Hygiene- good personal hygiene helps you to avoid infection and makes you feel good. For athlete, good foot care inessential.
- Environment-living in a pollution free situation can help to void respiratory illness. Also, climate and the weather can affect performance.
- Diet- a currently balanced diet can help you cope with the everyday stresses of life (Webster, 2000).

2.5.4. Age and Performance

Age does affect performance in a number of ways:

- Strength- full strength is not attained until a person is in their early 20s and muscular strength can be improved rights though a person’s 30s.
- Injury:-order people are more prone to injury than young people. They often take longer

- Flexibility- the very young are very flexible and his continues with women in to their teens. By their 30s men in particular tend to have lost much of their flexibility
- Reaction time:-this shows down with age.
- Experience- older people tend to make up for their reduced physical capabilities by using their skill levels to better effect (Birtukan K. 2016).

2.5.5. Injury and Performance

Being fit does not prevent illness although it is true that a fit person should recover from both illness and injury more quickly than an unfit person. Injury is one of the biggest problems that can face a sports person. It is often the single most limiting factor relating to performance.

Prevention of injury is better than cure .injuries are best avoided by:

- Training correctly and with the aim of developing those factors that are important for the event.
- Doing sufficient warm-up activities, including flexibility and stretching exercise to help prepare the body for work, and warming down.
- Using protective equipment, such as mouth guards, shin pads and helmets which are designed to protect the players, as well as enhance performance.
- Wearing the correct clothing for the sport concerned, as ill fitting shorts can chafe the inside of the leg and poorly fitting footwear can lead to a host of leg and foot injuries.
- Playing to the rules of the sport. Rules are not just about fair play but were also devised with the safety of the individual in mind. Referees and umpires are duty bound to enforce the rules to help protect players.
- Checking that the environment is safe (Getachew Z., 2012).

2.6. The Roles of a Coach

The term “coaching” is often used to cover a wide range of activities usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve.

Many people would claim to help in this way, for example, parents, teachers, officials and sponsors. So coaching involves teaching, training, instructing and more. It is not simply about helping people to learn sports skills, improve performance and reach their potential. It is also about recognizing, understanding and providing for the other needs of athletes. These needs are many and cover a wide range such as social and emotional needs, as well as the more obvious needs related to athletics and competition. As a good coach you should have a code of ethics which places the rights and needs of your athletes before those of yourself. You will need to develop a caring and continuing relationship with the athletes you coach. Participation in athletics is a social process. Your coaching will therefore have great power to shape the lives of the athletes (Peter J L Thompson, 1991).

Jobs of coaches:

As a teacher – imparting new knowledge, skills and ideas,

As a trainer – improving fitness,

As an instructor – directing activities and practices,

As a motivator – generating a positive and decisive approach,

As a disciplinarian – determining a system of rewards and punishments,

As a manager – organizing and planning,

As an administrator – dealing with the paper work,

As a publicity agent – working with the media,

As a social worker – counseling and advising,

As a friend – supporting,

As a scientist – analyzing, evaluating and problem solving,

As a student – willing to listen, learn and look for new knowledge.

Most coaching situations any or all of these roles are combined, and in all these situations you will need to make decisions. Your philosophy of life guides everyday decisions, while your coaching philosophy guides all decisions with which you are faced

as a coach. So coaching calls upon many skills that are gained by experience and knowledge. This knowledge can be learnt on courses like this, but means little without practical application (Peter J L Thompson, 1991).

2.7. Influence of the Coach

Coaches can develop very close relationships with young athletes and become very important to them. Because they teach new and exciting activities, and reveal new abilities, they can assume significance in children's lives second only to that of the family. This may be particularly true where athletics becomes especially important to the child and the coach-athlete relationship continues for a long time (IAAF, 2008).

2.8. Coaching Behavior

Coaching demands a high level of professionalism, even when you are working as a volunteer. As a coach you must not only have high personal and professional standards, but also live by them. The coach-athlete relationship is not only a matter of preparing for achievement in the stadium. It is also a matter of shaping attitudes and being an educator in the broadest sense. Through your work and how it is carried out you project an image of coaching to athletes, to other coaches and to those who are not involved in coaching. Athletics has a place above all other sports. Its various skills are fundamental to most other sports and modern training theory owes its existence to athletics. It is probably the most international of all sports and is the centre piece of the Olympic Games. Coaches, because of their position in preparing several generations of athletes for their contribution to athletics, and because they enjoy a high profile as representatives of the sport, have an important role as ambassadors and guardians of the values of athletics (IAAF,2008).

2.9. Coach-Club or Institutions

Many coaches acquire their early experience and education through a club or similar institution. There should be some relationship between coach and club in those areas where clubs operate. It may be that this relationship should be formalized in some way, especially if the club has financed the coach's education. For these and other reasons there is at least the basis for a loyalty (Peter J L Thompson 1991).

2.10. Philosophy and Coaching Styles

In the past the often accepted role of the coach was to be a dominant, authoritarian leader with the athlete as a disciplined follower. In the modern world the athlete is exposed to wider views and his vocabulary has expanded to include the word “why” This should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete. The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching. The cooperative leadership style gives guidance and structure, but allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of athletes first, winning second”. Good coaches will be able to modify their style according to the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style (IAAF, 2001).

2.11. Coaching philosophy

According to Thomson, P.L (2000), coaches are not true to themselves for many reasons. These include the goal of winning at all costs, bowing to pressures from parents and other outsiders, or even attempting to mimic the supposed successful methods of other coaches. While many of these influences can result in positive coaching delivery, they have to be taken into the context of the coach's true experiences, values, opinions and beliefs. It is imperative to appreciate that the coach has a strong influence over the athletes he or she coaches. It makes sense, therefore, to formulate a philosophy based on the coach's aims, beliefs and personality. Therefore their methods are often inconsistent, reactionary and not directed toward an athlete first and performance based approach. A coaching philosophy that is well thought through clarifies many aspects of the coach's delivery and presents a consistent and positive message to the athletes being coached. One of the strongest benefits arising from a consistent and sincere approach to coaching is trust. A strong bond between coach and athlete leads to higher levels of commitment and athletic performance. With that in mind it is the wise coach that takes the time to think through and formalize his or her personal coaching philosophy. Therefore in developing a formal philosophy the coach can take three key components and to his or her best ability formulate a coaching philosophy document with the aim to be a better coach, to improve coach/athlete satisfaction and to achieve superior athletic results.

2.12. Components of an effective coaching philosophy

2.12.1. Know them self

The most effective coaches that the researcher personally know or have read about have an excellent understanding of their personality traits and habits. They are able to use their strengths and minimize their weaknesses. It takes honest assessment to admit to having weaknesses but we all have them. We just do not want them to interfere with good coaching judgment. By focusing on your strengths you will be able to identify consistent ways to coach that utilize those strengths. Know whether or not you are a good teacher, or motivator, or academic, or communicator or a former athlete (Tesfaye, 2012).

2.12.2. Know what you are up against - your coaching context

As important as it is to understand what makes you tick, it is equally important to understand the confines of your coaching context. By this to mean:

- A good understanding of the age, gender and training level of the athletes you coach
- The time you and your athletes have available to train and compete
- The development program based upon and how far can you take it by enhancing and incorporating other aspects such as sport psychology, nutrition education or sophisticated technique analysis.
- The funding, facilities, services and equipments at your disposal.
- And your short medium and long term goals for your athletes

There could be other restrictions that affect coaching delivery. These include laws or policies on safe practices, club or school rules of behavior, competition with other sports, school pressures and outside activities, parental interference, or performance standards to qualify for teams and competitions. Knowing what you are up against enables you to tailor your annual training program to the specific needs of the athletes you have under your charge. By understanding the outside influences that will affect your program, you can incorporate those that are good practices such as policies on safety and behavior, adapt to others that restrict your ability to be the 'do it all coach' such as lack of

funds, equipment or services, and minimize negative obstacles that will affect you personally or an athlete on your team or your team in general. Dealing with parents can be a stressful situation and a clear philosophy on how you will deal with an irate parent will minimize or avoid the knee jerk reaction that often makes matters worse. By adapting your coaching philosophy to reflect the coaching situation you are dealing with you become more effective and productive and you minimize obstacles and other difficulties (Getachew Z., 2012)

2.12.3. Understand the athletes, personalities, abilities, goals and why they are in the sport

A recent study done to determine why athletes participated in sport indicated that the athletes' primary reasons were to have 'fun' and learn skills. 'Winning', perceived by many to be likely the most important reason for participation ranked no higher than 7th even among the most competitive athletes. With this in mind you should ensure your program focuses on these critical areas in order to retain your athletes and recruit new ones. Communication is a vital aspect in coach/athlete relationships. It is very important to talk to your athletes individually to determine what their values and beliefs are, what their goals are and why they are participating. Without this knowledge you might be delivering a coaching bag of apples to athletes wanting a bag of oranges. The program just will not work properly. As a coach you are a powerful role model and can have a tremendous influence on your athletes if you and your athletes are on the same page. Take the time to get to know each of your athletes just like you examined your own values, beliefs and habits. Once you know and understand each of your athletes, their strengths, weaknesses abilities and skills (Tesfaye, 2012).

2.12.4. The Athlete, Coach Relationship

Both the athlete and coach need to have high levels of understanding, honesty, support, liking, acceptance, responsiveness, friendliness, cooperation, caring and respect for one another to have an effective relationship. In order to develop these characteristics it takes many interactions before, during and after training and competitions.

2.12.4.1. Coaching responsibilities

The roles that the coach finds the athlete undertake as a coach will be many and varied and athlete find at some stage in coaching career that the coach will be, but not limited to:

- Advisor - Advising athletes on the training to be conducted and suitable kit and equipment.
- Assessor - Assessing athletes performance in training and in competition
- Counselor - Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring.
- Demonstrator - Demonstrate to the athletes the skill you require them to perform.
- Friend - Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their problems or share their success with. It is important to keep personal information confidential because if you do not then all respect the athlete had for you as a friend and coach will be lost.
- Facilitator - Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year.
- Fact finder - Gathering data of national and international results and to keep abreast of current training techniques.
- Fountain of knowledge - This may be part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport.
- Instructor - Instructing athletes in the skills of their sport.
- Mentor - When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety whilst training and support them should they have any problems or sustain any injuries.
- Motivator - Maintain the motivation of all the athletes the whole year round.
- Organizer and planner - Preparation of training plans for each athlete and organize attendance at meetings and coaching clinics.

- Role Model - A person who serves as a model in a particular behavioral or social role for another person to emulate. The way you conduct yourself whilst in the presence of your athletes provides an example of how they should behave - what sort of example should we be providing to someone else's children? Perhaps one of the most important roles of a coach.
- Supporter - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a 'Friend' and perhaps 'Counsel or' come in here to (Tesfaye, 2012).

2.12.4.2. Coach/Athlete Training Roles

The roles of the coach and athlete in determining training requirements will change over the time an athlete is with a coach.

- When an athlete first starts in a sport/event (cognitive stage) the coach's role is to direct the athlete in all aspects of training (telling or showing coaching style).
- As the athlete develops and demonstrates a sound technical understanding (associative stage) of the sport/event then gradually the coach's role changes to one where the coach and athlete discuss and agree appropriate training requirements (involving coaching style).
- As the athlete matures and demonstrates a sound understanding of training principals (autonomous stage) then the athlete will determine the training requirements. The coach's role becomes one of a mentor providing advice and support as and when required (Tesfaye, 2012).

2.13. Coaching Roles

Many people will consider the role of a coach to be one of teaching the athlete the appropriate skills to succeed in their chosen sport or event. The roles that undertake as a coach will be many and varied and he may find at some stage in his coaching career that will be: instructor, assessor, friend, mentor, facilitator, researcher and many more. Each athlete's training requirements are unique and so a one to one relationship develops between the coach and athlete. As a coach we believe there are two things that we need to develop in our athletes in order to have a good working relationship/partnership which

will enable our athletes to develop to their full potential and they are: Trust and Respect. In working with an athlete we are a team and we should consider the athlete's partner, or parents in the case of young athletes, as being part of that team. They can provide valuable support to our athlete, which in turn can be very beneficial for us in our coaching role. Remember we also need to trust and respect the athlete as well as the partner/parents. The roles of the coach and athlete in determining training requirements will change over the time an athlete is with a coach (Tesfaye, 2012).

2.14. Training philosophy

We must always guard to gains training absorbing too much of an athlete's competitive fire some athlete (become workout centered, so that workouts take on more importance than actual racing. For this not to happen, we must address all facets of the athlete. People are three dimensional: with a physical side, a mental and emotional side, and a spiritual side. A proper training program must include components of all three dimensions. Training itself must be multifaceted. Keep in mind that everyone can dramatically improve his or her relative running speed, power, flexibility, endurance, strength, self image, and s'21f-confidence. Just think what the result would be if all of the components were improved, finally, as in most physical activities, Middle-distance training is a learning process. This learning comes from event-specific training, from training that involves all of the energy systems, and from training that teaches the mental aspects of toughness and competitive spirit (Sahilu M., 2012).

2.14.1. The physical side

The physical dimension involves not only proper training but understanding the race and the tactics specific to that race.

When planning race tactics, the factors should be considered are: distance of the race,

What you know about the opponents in the race, condition of the racing surface, weather, current physical condition, level of training of rivals, personal ability, strengths, and weaknesses, including pace judgment and ability to lead or follow, number of competitors in the race Remind your athletes of the following: Save about 40% of your energy for the last one-quarter of the race. Expect the unexpected. Never take the lead

unless you want to do something with it. You might wish to increase the pace, decrease the pace, or to gain tactical position. It is also critical to maintain contact if you are not. Reading, Contact refers to your effective striking distance or believable passing, distance. Other key components of training are recovery and proper rest. When training loads are applied, there must be sufficient recovery time for the body to adapt, resulting in greater fitness. Insufficient recovery will lead to physical break down, injury, or illness (Sahilu M, 2012).

2.14.2. The Mental and Emotional Side

On the mental and emotional side of training, you and your athletes must always have a plan or a road map of where you want to go. This should be supported by a set of vivid goals that provide for immediate, short-range, midrange, and long range planning. Remember, the greatest motivation is a series of achievements or accomplishment. The higher your athletes' performance goals are, the more subsidiary goals-they must have. These things happen; so there must be a plan to handle them (Sahilu M, 2012).

2.14.3. The Spiritual Side

The spiritual side of training deals with intangible qualities the athlete may not possess. For example, drive, desire, belief, confidence, and commitment are vital to success. Roger Bannister said, the better for the first sub 4 minute mile was fought in the mind, not in the body. The spiritual side of athletics finally comes down to the competitive spirit athletes can muster in important situations. Of all traits, this is the most internal generated. The athletics must have and inner resolve that sparks this dimension is also fed by the enthusiasm, emotion, and inspiration previous achieve and conquests. This spirit is continually fueled by the energy the athlete can draw from those around him or her. With awareness and understanding of this spirit, it can be heightened and improved. The correct belief system and environment can improve the oversell of the soul (Sahilu M, 2012).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The main goal of this study is to investigate the middle distance Athletes' in Oromia Police Club Practice and Challenges in terms of assessing the criteria to join the club, identifying the major challenging factors of middle distance runners' performance and proposing possible solutions against the challenges of coaching middle distance runners in Oromia Police Athletics club. To achieve this goal the researcher used descriptive research method depending up on the research questions and the objectives set in this study.

The descriptive type of research is appropriate for data collection techniques with questionnaires, interviewing and examination of records that the study directly focused. The theoretical arguments forwarded by scholars in favor of descriptive method (Kothari, 1990, Geoffrey, 2005, and Abiy, 2009, suggested that the major purpose of descriptive research is description of the state of affairs as it exists at present. The researcher has no control over the variables; he can only report what has happened or what is happening, and it can provide important information regarding the average member of a group or the average performance of a member of the particular group being studied. It also looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute the various fields of inquiry.

3.2. Method of Sampling

The sample size is determined from the whole population purposively selected club members of the Oromia Police Athletics purposively selected by using census method since these members are small in number and assumed to be rich in delivering the required information for the subject.

3.3. Population of the Study

The target population was determined from the population selected for the study. These were all the athletes and coaches.

3.4. Sample of the Study

Sample size of the club members and coaches i.e., the total population taken for the study were 37. From these athletes total population was 33 in number. The target athletes taken for the study were all 33 individuals. The coach's total population was 4. The target coaches taken for the study were all 4. Therefore, the sampling technique used in this study was the entire population by the method called census.

3.5. Method (Source) of Data Gathering

3.5.1. Primary Sources of Data

The primary data source was the Oromia Police club members and coach's purposively selected to respond to the distributed questionnaire and interview conducted.

3.5.2. Secondary Sources of Data

Secondary data source were books, and related previous research papers, various publications of the documents, journals, electronic websites, and by reviewing the literatures.

3.6. Instrument of Data Collection

The data from club members and coach's were collected through the use of both questionnaire and interview. Fifteen questions with both close-ended and open-ended were prepared for 33 athletes and 4 coaches. The semi- structured interview guide was conducted with 4 coach respondents.

3.7. Methods of Data Analysis

The data gathered consisted of both qualitative and quantitative which was collected through questionnaire and interview. It was analyzed systematically by both qualitative and quantitative descriptions. The qualitative data is used to support the quantitative data and provide a detailed explanation of the situation. The quantitative data that was

gathered using the questionnaire was presented through percentages. The raw or bulky data was condensed into a few manageable groups, coded, tallied and tabulated to suit for analysis. Then, the work after condensing was generally based on the explanations of the percentages from the tables, to clearly show the analysis of findings and conclusions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data which were collected from respondents using different data collection tools such as questionnaires, semi-structural interview and document review. Through these tools, different ideas, perceptions, attitudes and knowledge concerning the middle distance Athletes' in Oromia Police Club Practice and Challenges were gathered. The chapter primarily assessed the practice and challenges of middle distance in terms of criteria to join the club, the challenges that encounter the athletes in coaching middle distance and possible remedies to be taken to mitigate the problems.

1. Sex of the respondents

Table 1: Sex of the respondents/coaches and athletes/

S/N	Gender	Frequency	Percentage
1	Male	19	51.4
2	Female	18	48.6
	Total	37	100.0

Source: Own survey data (2018)

As indicated in table 1 above, 51.4% of the respondents were male and only 48.6% were female. This implies that both respondents are almost in equal proportion.

2. Age of the Respondents

Table 2: Age of the respondents

No	Target groups	Age of the respondents					
		16-18	19-22	23-29	30-39	40-49	50-59
1	Coach	-	-	-	2	-	2
2	Athlete	3	28	2	-	-	-
	Total	3	28	2	2	-	2
	Percentage	8.1%	75.67%	5.4%	5.4%	0	5.4%

Source: Oromia Police Athletics Club (2018)

According to table 2 above, most of (75.67%) of the target respondents' age group ranges from 19-22 years old. The rest 8.1% ranges from 16-18 years and the other age groups i.e., from 23-29, 30-39, and 50-59 years each account to 2 (5.4%).

Thus, the age of the target population shows that the participants are youngsters with age range of 19-22.

3. Weight and Height of the respondents

Table 3. Weight and Height of the respondents

No	Target groups	Weight and Height respondents					
		Weight			Height		
		40-45	46-50	51 and above	1.5m-1.55m	1.56-1.60m	1.61-1.70m
1	Athlete	6	19	8	-	27	6
	Total	6	19	8	-	27	6
	Percentage	18.2%	57.5%	24.3%	0%	81.8%	18.2%

Source: Own survey data (2018)

According, to table 3 above concerning the weight of the respondents 19 (57.5%) ranges from 46-50Kg, 8 (24.3 %) above 50kg and 6 (18.2%) 40-45Kg. This indicates that most of the athletes' weight is in between 46-50 Kilograms.

As to the height of the athletes' 27 (81.8%) were between 1.56 - 1.60m and 6(18.2%) were in between 1.61-1.70m tall. This shows that height of most of the identified athletes' is 1.56m-1.60m.

To come up with a sort of conclusion about the role weight and height in distance running, the positive relationship between mass, ground support force and speed implies that additional mass would allow sprinters to apply greater support forces and reach faster running speeds. Runners clearly have not reached an upper adaptive limit to either muscle or body masses. Thus, massiveness does not necessarily pose the performance disadvantages (Spent et al., 1993).

3. Educational level of the respondents of coaches and athletes

Table 4: Educational level of the respondents

S/N	Educational level	Frequency	Percentage
1	Primary school (1-8)	9	24.3%
2	Secondary school (9-12)	20	54%
3	10+3	4	10.8%
4	Certificate	1	2.7%
5	First degree	2	5.4%
6	MSc/ Second degree	1	2.7%
	Total	37	100

Source: Own survey Data (2018)

As indicated in table 4 above concerning the educational level of the respondents' about 54% were secondary school (9-12) where as 24.3% were primary school graduates. There are also some 10+3 holders and very few MSc/ second degree respondents respectively.

This indicates that the average educational level of the respondents were secondary school completers.

4. Years of work experience

Table 5: Years of work experience of the respondents

No	Work experience	0-5 years	6-10 years	11-15 years	16-20 years	≥ 21 years	Total
1	Coach	2	1	1	-	-	-
	Athletes	33	-	-	-	-	-
	Total	35	1	1	-	-	-
	Percentage	94.6%	2.7%	2.7%	-	-	-

Source: Own survey Data (2018)

As shown in table 5 above, 35(94.6%) of the career experience of the respondents are from 0-5 years. The rest together 1(5.4%) ranges from 6-15 years of experience. This indicates that the majority of the respondents were relatively young in their year of service which ranges from 0-5 years.

4.1. Finding and Discussions

5. Talent identification criteria to join Athletics Club

Table 6: Talent identification criteria to join Athletics Club

S / N	Talent identification criteria to join Athletics Club	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	Percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage
1	The status of development at a certain biological age	3	75	1	25	31	93.9	2	6.1	34	91.9	3	8.1
2	The rapidity of development of capacities giving favorable condition	4	100	0	0	32	96.9	1	3.1	36	97.3	1	2.7
3	The motivation showed to reach the top level in sports	3	75	1	25	28	84.8	5	15.2	31	83.8	6	16.2
4	The trainee interest	4	100	0	0	33	100	0	0	37	100	0	0
5	Winning the competition	4	100	0	0	33	100	0	0	37	100	0	0
6	The athletes physical status	3	75	1	25	29	87.9	4	12.1	32	86.5	5	13.5
7	Passing the test delivered	2	50	2	50	18	54.5	15	45.5	20	54.1	17	45.9

Source: Own survey data, 2018

Here, it is noted that the key informant's coaches and athletes (4) and (33) altogether 37 respectively responded concerning talent identification criteria to join Athletics Club that 37(100%) trainee interest and winning competition, 36 (97.3%) the rapidity of development of capacities giving favorable condition, 34 (91.9%) the status of development at a certain biological age, and 32 (86.5%) and 31 (83.8%) respectively dealt with the athletes physical status and the motivation showed to reach the top level in sports. Moreover, 20 (54.1%) passing the test delivered were the identification criteria.

This implies that the main criteria used by Oromia Police Athletics Club are trainee interest and winning competition, the rapidity of development of capacities giving favorable condition, the status of development at a certain biological age, the athletes' physical status and the motivation showed to reach the top level in certain sport.

6. Sources of limiting factors that determine talent identification

Table 7 Sources of limiting factors that determine talent identification

S/ N	sources of limiting factors that determine talent identification	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	Percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	Percentage
1	Ethical	3	75	1	25	29	88	4	12	32	86.5	5	13.5
2	Social	4	100	0	0	30	90.9	3	9.1	34	92	3	8
3	Technical	1	25	3	75	31	94	2	6	32	86.5	5	13.5

Source: Own survey data, 2018

As indicated in table 7 above the most possible roots that are sources of limiting factors to determine talent identification were the social factor 34(92%), technical and the ethical factors each 32 (86.5%).

This implies that the social factor plays the leading role to limit talent identification. Next

to social factor technical and ethical factors are also the root causes to confront talent identification.

7. Limiting factors in talent identification

Table 8 Limiting factors in talent identification

S/ N	Limiting factors in talent identification	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	Percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	percentage	Frequency	Percentage
1	Nutrition	3	75	1	25	26	78.8	7	21.2	29	78.4	8	21.6
2	Attitude of the coaches and the athletes	2	50	2	50	28	84.8	5	15.2	30	81	7	19
3	The effect of training	1	25	3	75	22	66.7	11	33.3	23	62	14	38

Source: Own survey data, 2018

According to table 8 above in line with the limiting factors in talent identification 30(81%) attitude of the coaches and the athletes, 29 (78.4%) nutrition and 23 (62%) the effect of training respectively.

This analysis shows that attitude of the coaches and the athletes mostly determine talent identification followed by nutrition and the effect of training.

8. The motivation to choose the discipline

Table 9 the motivation to choose the discipline

No	The motivation to choose the discipline	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage
1	Coaches	3	75	1	25	27	81.2	6	18.2	30	81.1	7	18.9
2	Role models	4	100	0	0	30	90.9	3	9.1	34	91.9	3	8.1
3	Economic reward of the discipline	2	50	2	50	25	75.7	8	24.2	27	72.9	10	27.1
4	Club office	4	100	0	0	31	93.9	2	6.1	35	94.6	2	5.4
5	External advisor	1	25	4	100	14	42.4	18	54.6	15	40.5	22	59.5

Source: Own survey data, 2018

As to table 9 above concerning the available motivation to choose the discipline the respondents responded that 35 (94.6%) club office coordination role, 34 (91.9%) by acting like the role models, 30(81.1%) the motivation from the coaches, 27(72.9%) economic reward in the course of the discipline, 15 (40.5%) external advisor respectively.

This implies that the club office coordination role, the role models, the coaches and economic rewards have significant role in motivating the participants to choose the discipline.

9. Factors affecting performance of athletes

Table 10 Factors affecting performance of athletes

S / N	Factors affecting performance of athletes	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	Percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage
2	The environment	4	100	0	0	30	90.9	3	9.1	34	91.9	3	8.1
3	Life style and performance	2	50	2	50	29	87.8	4	12.2	31	83.7	6	16.3
4	Age and Performance	3	75	1	25	27	81.8	6	18.2	30	81	7	19
5	Injury and Performance	2	50	2	50	25	75.7	8	24.3	27	73	10	27

Source: Own survey data, 2018

From table 10 above dealing with factors affecting performance of athletes in middle distance running 35(94.5%) diet and exercise, 34 (91.9%) the environment, 31(83.7%)life style, 30 (81%) age and 27 (73%) injury, respectively.

This indicates that the performance of athletes in middle distance running is mostly affected by lack of proper diet and exercise, lack of conducive play ground or environment, life style, age and injury that encounter of the athletes.

10. Roles of coaches that are given less attention

Table 11: Roles of coaches that are given less attention

S/ N	Roles of coaches that are given less attention	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage
1	Teaching	4	100	0	0	22	66.7	11	33.3	26	70.3	11	29.7
2	Instructing	3	75	1	25	23	69.7	10	30.1	26	70.2	11	29.8
3	Motivating	4	100	0	0	30	90.9	3	9.1	33	89.2	4	10.8
4	Monitoring	3	75	1	25	23	69.7	10	30.3	26	70.2	11	29.8
5	Managing	2	50	2	50	28	84.8	5	15.2	30	81	7	19
6	Administrating	3	75	1	25	26	78.8	7	21.2	29	78.4	8	21.6
7	Publicizing	2	50	2	50	20	60.6	13	39.4	22	59.5	15	40.5
8	Counseling and advising	2	50	2	50	25	75.8	8	24.2	27	73	10	27
9	Supporting	3	75	1	25	24	72.7	9	27.3	27	73	10	27
10	Analyzing and problem solving	4	100	0	0	30	90.9	3	9.1	34	91.9	3	8.1
11	Learning	4	100	0	0	20	60.6	13	39.4	24	64.9	13	30.1

Source: Own survey data, 2018

According to table 11 above concerning roles of coaches that are given less attention with respect to the responses of the respondents 34 (91.9%) lack of analyzing and problem solving, 33 (89.2%) lack of motivating, 30 (81%) lack of managing, 29 (78.4%) lack of administrating, 27 (73%) lack of counseling, advising and supporting together, 26 (70.3%) lack of proper teaching, instructing and monitoring all together; 24 (64.9%) lack of appropriate learning and lastly 22(59.5) lack of publicizing .

This implies that the roles of coaches like devising analysis and problem solving mechanisms, motivating, managing, administering, counseling, advising and supporting were given less attention.

11. Lack of using effective coaching components

Table 12: Lack of using effective coaching components

No	Lack of using effective coaching components	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	percentage	Frequency	Percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage
1	Know them selves	1	25	3	75	27	81.8	6	18.2	28	75.7	9	24.3
2	Understand the context of athletes	1	25	3	75	30	90.9	3	9.1	31	83.8	6	16.2
3	Relationship	1	25	3	75	29	87.8	4	12.2	30	81.1	7	18.9
4	Effective communication skills	2	50	2	50	30	90.9	3	9.1	32	86.5	5	13.5
5	Feed backs	2	50	2	50	31	93.9	2	6.1	33	89.2	4	10.8

Source: Own survey data, 2018

According to table 12 above about lack of using effective coaching components as to the responses both from coaches and athletes 33 (89.2%) lack of regular and constructive feedbacks, 32 (86.5%) lack of effective communication skills, 31 (83.8%) lack of understanding the context of athletes, 30 (81%) lack to stick on firm relationship and 28 (75.5%) lack of knowing themselves. This implies that lack of regular and constructive feedbacks, effective communication skills, understanding the context of athletes, and lack to stick on firm relationship are the main effective coaching problems.

12. Challenges that the athletes encounter in the club

Table 13: Challenges that the athletes encounter in the club

No	Challenges that the athletes encounter in the club	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequenc	percentag	Frequenc	Percentag	Frequenc	percentag	Frequenc	percentag	Frequenc	Percentag	Frequenc	Percentag
1	Insufficient facilities and equipments	2	50	2	50	30	90.9	3	9.1	32	86.5	5	13.5
2	Lack of conducive environment for the training of athletics	3	75	1	25	32	96.9	1	3.1	35	94.6	2	5.4
3	Insufficient athletics courts for training	4	100	0	0	33	100	0	0	37	100	0	0
4	Lack of positive relationship with	2	50	2	50	31	93.9	2	6.1	33	89.2	4	10.8
5	Lack of experience of training before joining the club	4	100	0	0	32	96.9	1	3.1	36	97.3	1	2.7
6	Lack of taking performance tests to join the club	3	75	1	25	30	90.9	3	9.1	33	89.2	4	10.8
7	Lack of qualified and experienced coach	2	50	2	50	29	87.8	4	12.1	31	83.8	6	16.2
8	In adequate dietary intake in terms of quality and quantity of food	4	100	0	0	33	100	0	0	37	100	0	0
9	Lack of payment from	3	75	1	25	31	93.9	2	6.1	34	91.9	3	8.1
10	Lack of support from families in the club	3	75	1	25	31	93.9	2	6.1	34	91.9	3	8.1
11	Lack of interest of the athletes during	2	50	2	50	26	78.8	5	21.2	28	81.1	7	18.9
12	Lack of training program classification according to age, ability, and experience	3	75	1	25	30	90.9	3	9.1	33	89.2	4	10.8

Source: Own survey data, 2018

In accordance with table 13 above on challenges that the athletes encounter in the club as forwarded by the respondents 37 (100%) insufficient athletics courts for training, 37(100%) in adequate dietary intake in terms of quality and quantity of food, 36 (97.3%) lack of experience of training before joining the club, 35 (94.6) lack of conducive environment for the training of athletics, 34 (91.9%) lack of payment from the club and lack of support from families in the club, 33 (89.2%) lack of positive relationship with coaches, lack of taking performance tests to join the club and lack of training program classification according to age, ability, and experience; 32 (86.5%) insufficient facilities and equipments, 31 (83.8%) lack of qualified and experienced coach, and 28 (81.1%) lack of interest of the athletes during training.

This shows that in the analysis the most alarming challenges that encounter the club are insufficient athletics courts for training, lack of experience of training before joining the club, lack of conducive environment for the training of athletics, lack of payment from the club and lack of support from families in the club, lack of positive relationship with coaches, lack of taking performance tests to join the club and lack of training program classification according to age, ability, and experience, insufficient facilities and equipments, lack of qualified and experienced coach, and lack of interest of the athletes during training.

13. Possible solutions for coaching problems

Table 14. Possible solutions for coaching problems

No	Possible solutions for coaching problems	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	Percentage
1	Discussion with stake holder that have a chance of competition	4	100	0	0	32	96.9	1	3.1	36	97.3	1	2.7
2	Looking for sponsors to assist the club	3	75	1	25	31	93.9	2	6.1	34	91.9	3	8.2
3	Providing medical support	4	100	0	0	33	100	0	0	37	100	0	0
4	Up gardening the coaches level	4	100	0	0	33	100	0	0	37	100	0	0
5	Financial support (incentive)	4	100	0	0	33	100	0	0	37	100	0	0
6	Club should find a way near to work with NGO to get material	3	75	1	25	33	100	0	0	36	97.3	1	2.7
8	Club manager should be given duty and professional freedom to athlete and coaches so that job interference will not be a problem	4	100	0	0	33	100	0	0	37	100	0	0
9	Coaches and managers need to work together to bring national sprite	4	100	0	0	33	100	0	0	37	100	0	0
10	Clubs should be prepare their own talent identification	4	100	0	0	33	100	0	0	37	100	0	0

Source: Own survey data, 2018

According to table 14 above on possible solutions for coaching problems that the athletes encounter in the club responded by the respondents 37 (100%) clubs should be prepare their own talent identification criteria, club manager should be given duty and professional freedom to athlete and coaches so that job interference will not be a problem, coaches and managers need to work together to bring national sprite, up gardening the coaches level, financial support (incentive), and Providing medical support; 36 (97.3%) discussion with stack holder that have a chance of competition and club should find a way near to work with NGO to get material, and 34 (91.9%) looking for sponsors to assist the club.

This shows that the possible and relative solutions presumed according to the responses are clubs should be prepare their own talent identification criteria, club manager should be given duty and professional freedom to athlete and coaches so that job interference will not be a problem, coaches and managers need to work together to bring national sprite, up gardening the coaches level, financial support (incentive), and providing medical support; discussion with stack holder that have a chance of competition and club should find a way near to work with NGO to get material, and looking for sponsors to assist the club.

14. Whether or not components or dimensions of training programs included in middle distance running

Table 15: Whether or not components or dimensions of training programs included in middle distance running

No	Whether or not components or dimensions of training programs included in middle distance running	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	Percentage
1	Physical side (understanding the race and the tactics specific to that race)	2	50	2	50	25	75.8	8	24.2	27	72.9	10	27.1
2	Mental and emotional side (have a plan or a road map of where you want)	2	50	2	50	14	42.4	19	57.6	16	43.2	21	56.8
3	Spiritual side (deals with intangible qualities the athlete may not possess)	2	50	2	50	18	54.5	15	45.5	20	54.1	17	45.9

Source: Own survey data, 2018

According to table 15 above concerning whether or not components or dimensions of training programs included in middle distance running 27 (72.9%) physical side (understanding the race and the tactics specific to that race), 20 (54.1%) spiritual side (deals with intangible qualities the athlete may not possess), and only 16 (43.2%) on mental and emotional side (have a plan or a road map of where you want to go) were included as to the responses of the respondents.

This indicates that the program coordinators used the components/dimensions inclusion in training program that were practiced are on physical side (understanding the race and the tactics specific to that race), spiritual side (deals with intangible qualities the athlete may not possess), and only on mental and emotional side (have a plan or a road map of where you want to go).

15. Benefit obtained from joining the club

Table 16: Benefit obtained from joining the club

N o	Benefit obtained from joining the club	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	Percentage
1	Very	2	50	2	50	16	48.5	17	51.5	18	48.6	19	51.4
2	High	3	75	1	25	21	63.6	12	36.4	24	64.8	13	35.2
3	Medium	2	50	2	50	26	78.8	7	21.2	28	75.7	9	24.3
4	Low	1	25	3	75	13	39.4	20	60.6	14	37.8	23	62.2
5	Very low	0	0	4	100	5	15.2	28	84.8	5	13.5	32	86.5

Source: Own survey data, 2018

According to table 16 above concerning the level of benefit obtained from joining the club, as to the responses of the target groups 18 (48.6%) very high, 24 (64.8%) high, 28 (75.7%) medium, 14(37.8%) low, and 5 (13.5%) very low.

This describes that the extent of benefit obtained from joining the athletics club is medium.

16. Athletes participation in planning the training program

Table 17: Athletes participation in planning the training program

No	Athletes participation in planning the training program	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	percentage	Frequency	Percentage	Frequency	Percentage
		2	50	2	50	15	45.5	18	54.5	17	45.9	20	54.1

Source: Own survey data, 2018

On the basis of table 17 above on athletes participation in planning the training program only 17 (45.9%) of the respondents indicated that the athletes participate in planning the training program.

This shows that the athletes' participation in planning the training program is limited.

17. Periodic evaluation of the effectiveness of the training program

Table 18: Periodic evaluation of the effectiveness of the training program

No	Periodic evaluation of the effectiveness of the training program	Responses of key informants											
		Coaches				Athletes				Total			
		Yes		No		Yes		No		Yes		No	
		Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	percentage	Frequency	Percentage	Frequency	Percentage
		2	50	2	50	12	36.4	21	63.6	14	37.8	23	62.2

Source: Own survey data, 2018

According to the analysis on table 18 above only 14 (37.8%) of the target groups indicated that the club coaches together with the office and the athletes held periodic evaluation of the effectiveness of the training program.

Thus, the analysis shows that there is less frequently periodic evaluation of the effectiveness of the training program.

18. Suggestions from the respondents (coaches) in conducted semi-structured interview

Encouragement deliverance for the athletes to draw their attention towards achieving optimal performances in middle distance athletics is the primary requirement and discipline in order to bring the desired result in running. Hence, the trainer is doing in favor of encouraging the athletes as much as possible.

The manner in which the coaches capacitate and fill the gaps of the athletes in the club is by grouping the athletes in accordance with their age groups so as to arrange programs for advising, teaching, giving modernized and scientific training to develop the physical and psychological abilities of the athletes. The major challenging factors that encounter in coaching the athletes were lack of furnished house to settle, transportation problems, lack of court, and lack of proper payment.

The major factors that confront in training the athletes are lack of court practice, lack of training equipments like close, balanced diet, environmental factors and lack of shelter. Possible remedies that should be taken to solve the problems were dealing the concerned bodies, increase the commitment of the athletes, scaling up best practices of other clubs and adapt it to one's own club.

19. Suggestions from the athletes in the administered questionnaire to mitigate the problems

The problems overload need to be solved just at its right time and program such as lack of court, lack finance, lack of understanding the interest of athletes, lack of balanced diet, lack of shelter, lack of regular meeting and reviewing, lack of openness, lack of gymnasium, lack of facility, low income, irregularities (nepotism), lack of respect, giving less attention education but experience, lack of interest of the coach, discipline of the coaches, corruption in selecting and requirement of athletes, monitoring and evaluation, lack self and club's work plan, lack of joint work, lack of role model and lack of scientific problem solving should be taken in to consideration to bring about improvements in athletics club.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this part of the thesis conclusions and recommendations were drawn based on the results of the data analyzed and presented on the the middle distance Athletes' in Oromia Police Club Practice and Challenges.

5.1. Summary

Based on the findings in the analysis of the study the following summary is drawn. The findings of the study indicate that proper facilitations and practices for middle distance runners resulted in good performance in the club. However, the practices and performances of the athletics club were challenged by coaching problems like lack of regular and constructive feedbacks, effective communication skills, understanding the context of athletes, and lack to stick on firm relationship. There are also factors that inhibit the performance of coaching middle distance runner such as lack of experience of training before joining the club, lack of conducive environment for the training of athletics, lack of payment from the club and lack of support from families in the club, lack of positive relationship with coaches, lack of taking performance tests to join the club and lack of training program classification according to age, ability, and experience, insufficient facilities and equipments, lack of qualified and experienced coach, and lack of interest of the athletes during training

5.2. Conclusion

The middle distance Athletes' in Oromia Police Club Practice and Challenges indicated considerable consequences on effective performance of the athletics. For instance, the main criteria used to identify talent are trainee interest and winning competition, the rapidity of development of capacities giving favorable condition, the status of development at a certain biological age, the athletes' physical status and the motivation showed to reach the top level in certain sport. On the contrary, the social factor plays the leading role to limit talent identification. Next to social factor technical and ethical factors are also the root causes to confront talent identification. Moreover, the attitude of the coaches and the athletes mostly determine talent identification followed by nutrition and the effect of training.

There are motivations that initiate the athletes to choose the discipline. These are the club office coordination role, the role models, the coaches and economic rewards have significant role in motivating the participants to choose the discipline. However, the performance of athletes in middle distance running is mostly affected by lack of proper diet and exercise, lack of conducive play ground or environment, lifestyle and age of the athletes. These problems stem from less attention given in terms of the roles of coaches like devising analysis and problem solving mechanisms, motivating, managing, administering, counseling, advising and supporting.

There are also coaching problems due to lack of regular and constructive feedbacks, effective communication skills, understanding the context of athletes, and lack to stick on firm relationship are the main effective coaching problems. Furthermore, the most alarming challenges that encounter the athletes are insufficient athletics courts for training, lack of experience of training before joining the club, lack of conducive environment for the training of athletics, lack of payment from the club and lack of support from families in the club, lack of positive relationship with coaches, lack of taking performance tests to join the club and lack of training program classification according to age, ability, and experience, insufficient facilities and equipments, lack of qualified and experienced coach, and lack of interest of the athletes during training.

The practices by program coordinators used the components/dimensions inclusion in training program that were practiced are on physical side (understanding the race and the tactics specific to that race), spiritual side (deals with intangible qualities the athlete may not possess), and only on mental and emotional side (have a plan or a road map of where you want to go). The athletes' participation in planning the training program is limited. There is also less frequently periodic evaluation of the effectiveness of the training program. Thus, the extent of benefit obtained from joining the athletics club is medium.

Encouragement deliverance for the athletes to draw their attention towards achieving optimal performances in middle distance athletics is the primary requirement and discipline in order to bring the desired result in running. Hence, the trainer is doing in favor of encouraging the athletes as much as possible. The coaches also capacitate and fill the gaps of the athletes in the club is by grouping the athletes in accordance with their age

groups so as to arrange programs for advising, teaching, giving modernized and scientific training to develop the physical and psychological abilities of the athletes.

The major challenging factors that encounter in coaching the athletes were lack of furnished house to settle, transportation problems, lack of court, and lack of proper payment. Training the athletes are lack of court practice, lack of training equipments like close, balanced diet, environmental factors and lack of shelter.

On contrary, the possible and relative solutions presumed are the athletics club should prepare their own talent identification criteria, club manager should be given duty and professional freedom to athlete and coaches so that job interference will not be a problem, coaches and managers need to work together to bring national sprite, up gardening the coaches level, financial support (incentive), and providing medical support; discussion with stack holder that have a chance of competition and club should find a way near to work with NGO to get material and looking for sponsors to assist the club. Possible remedies that should be taken to solve the problems were dealing the concerned bodies, increase the commitment of the athletes, scaling up best practices of other clubs and adapt it to one's own club.

The problems overload need to be solved just at its right time and program such as lack of court, lack finance, lack of understanding the interest of athletes, lack of balanced diet, lack of shelter, lack of regular meeting and reviewing, lack of openness, lack of gymnasium, lack of facility, low income, irregularities (nepotism), lack of respect, giving less attention education but experience, lack of interest of the coach, discipline of the coaches, corruption in selecting and requirement of athletes, monitoring and evaluation, lack self and club's work plan, lack of joint work, lack of role model and lack of scientific problem solving should be taken in to consideration to bring about improvements in athletics club.

5.3. Recommendations

In this part of the thesis, based on the findings of the study, the following recommendations are forwarded the middle distance Athletes' in Oromia Police Club Practice and Challenges to show ways of improving the challenges through the application of mitigation strategy in Oromia Police Athletics Club.

- There are major criterions used to identify talent. These are trainee interest and winning competition, the rapidity of development of capacities giving favorable condition, the status of development at a certain biological age, the athletes' physical status and the motivation showed to reach the top level in certain sport. Therefore, the club should make use of these criterions and other further creativity to get competitive athletes.
- There are factors that limit talent identification. These are social factor, technical and ethical factors, attitude of the coaches and the athletes, nutrition and the effect of training are root causes to confront talent identification. Hence, knowing these problems the club had better devise plan and implementation strategy to reverse the challenges by working jointly with other clubs and stakeholders.
- Some of the ways to arouse the interests of the athletes to join the club are the club office coordination role, the role models, the coaches and economic rewards have significant role in motivating the participants to choose the discipline. Therefore, the club should make the discipline attractive so as to facilitate for the creation of conducive atmosphere for ease joining.
- There are different ways by which the performance of athletes in middle distance running is affected. These are lack of proper diet and exercise, lack of conducive playing ground or environment, lifestyle and age of the athletes, lack of regular and constructive feedbacks, effective communication skills, understanding the context of athletes, and lack to stick on firm relationship are the main effective coaching problems that affect performance. So, the coaches and other respective bodies should give attention to devise analysis and problem solving mechanisms, motivate, manage, administer, counsel, advice and support the whole activities in the club.

- There are a number of challenges that come across the athletics club. These are insufficient athletes courts for training, lack of experience of training before joining the club, lack of conducive environment for the training of athletes, lack of payment from the club and lack of support from families in the club, lack of positive relationship with coaches, lack of taking performance tests to join the club and lack of training program classification according to age, ability, and experience, insufficient facilities and equipments, lack of qualified and experienced coach, and lack of interest of the athletes during training, lack of the athletes' participation in planning the training program, less frequently periodic evaluation of the effectiveness of the training program. Moreover, lack of furnished house to settle, transportation problems, lack of court, and lack of proper payment, lack of training equipments like close, balanced diet, environmental factors, lack finance, lack of understanding the interest of athletes, , lack of regular meeting and reviewing, lack of openness, lack of gymnasium, lack of facility, low income, irregularities (nepotism), lack of respect, giving less attention to education but experience, lack of interest of the coach, discipline of the coaches, corruption in selecting of athletes, monitoring and evaluation, lack self and club's work plan, lack of joint work, and lack of scientific problem solving should be taken in to consideration to bring about improvements in athletics club. Therefore, these dozen of problems should be mitigated for the club to sustain and show progress.
- Possible and relative solutions supposed to lessen the problems are dealing with the concerned bodies and stakeholders. These solutions are increase the commitment of the athletes, scaling up best practices of other clubs and adapt it to one's own club, prepare ways of own talent identification criteria, club manager should be given duty and professional freedom to athlete and coaches so that job interference will not be a problem, coaches and managers need to work together to bring national sprite, up gardening the coaches level, financial support (incentive), and providing medical support; discussion with stack holder that have a chance of competition and club should find a way near to work with NGO to get material, and looking for sponsors to assist the club. Therefore, the trainer or coach with other stakeholders should encourage the athletes to draw their attention towards achieving optimal

performances in middle distance athletics. The coaches also should capacitate and fill the gaps of the athletes' in the club by grouping the athletes in accordance with their age groups so as to arrange programs for advising, teaching, giving modernized and scientific training to develop the physical and psychological abilities of the athletes.

References

- Abyi Zegeye et.al, (2009).Introduction to Research Methods. Graduate Studies and Research Office, Addis Ababa University
- Arefayne Msfm, (2017).Factors that Affect Distance Runner Performance in the Case of Debre Berhan, AA, and Arsi Zone Asela, Bekoji,
- Berehanu Habtemarime, (2012). Challenge And prospects of short distance Runners In the case of three selected addis Ababa first Division Athletics
- Bezabih (1997).Applied Sport Medicine K.C.T.E (Unpublished).
- Birtukan K. (2016). An investigation the challenges that affect The success of short distance running; the Case of Ethiopian national team, Addis Ababa, Ethiopia, June, 2010.
- Davis (1989).Physical Education Theory and Practice.Macmillan Education-Australia.
- DerejeAdeme, (2010). Problems and Challenges of Injury on Ethiopian National Team of Long Distance Male Athletes (unpublished).
- Dick,F.W.(1997).Sport Training principles. London: Bell and Brain Limited.
- Drnheim,D.D and Prentice,W.E(2000).Principles of Athletics Training (10thed.) USA: The Mc Graw Hill Companies.
- Eric N.S etal (1994). Keep on running. The Science of Training and Performance.
- Geoffrey et.al.,(2005), Essentials of Research Design and Methodology. Published by John Wiley & Sons, Inc., Hoboken, New Jersey.
- Gerry Carr.(1999). Fundamentals of track and field (second edition) University of Victoria published company.
- Getachew Z., (2012). The practice and challenges of administration and coaching athletics:| Focusing on some Selected first division clubs in Addis Aababa
- Gizaw Gimbo, (2016). Factors affecting middle and long distance running: the case of sidama coffee athletics.

- IAAF (2001).Developing a Coaching Philosophy, The Official Guide to Coaching Athletics.
- IAAF, (2008).The official IAAF Guide to coaching athletics
- kothari, C.R, (1990). Research Methodology, Methods and Techniques. Published by New Age International (P) Ltd., Publishers
- Mahmud Reshad(2008).The Principles of Physical Fitness Training and their Application in Fitness Centers of Addis Ababa.
- Martens,R.(1997). Successful coaching United States: American Sport Education publication.
- Peter JL Thompson M.SC(1991).Introduction to Coaching Theory The International Amateur Athletics Federation.
- Queensland, (2013) .Little Athletics. Basic Coaching manual.
- Sahilu Mintesnot, (2012). Practice and challenges of coaches in Identifying Talent athletes of middle distance of Ethiopian athletics federation.
- Spent, L. F., Martin, A. D. and Drinkwater, D. T. (1993).Muscle mass of competitive male athletes'. *Sport. Sci.* 11, 3-8.
- Tesfaye Fisseha, (2012). The Current Practice and Challenges of Ethiopian National Team Short Distance Athletes. Addis Ababa University School of Graduate Studies (Unpublished).
- Thompson, P. (2009). Introduction to coaching athletics. The official IAAF coaching athletics. Bpn359,Mc 98007, Monaco. International Journal of Research in Engineering and Applied Sciences (IJREAS) ,February-2017,
- Thomson,P.L.(2000).IAAF an introduction to Coaching. The IAAF official guide to coaching athletics.
- Tsehaynew Getaneh (2010). Athletic Performance as a Function of Locus of Control and Personality Characteristics among Ethiopian Athletes. M.A Thesis Addis Ababa University (Unpublished)

Webster, D. (2001). *The Ultimate Study Guide, Revises GCSE Physical Education*.
London: Star fish Design for Print.

Young, W & Farrow, D. (2006). The effect of 40 m repeated sprint training on physical performance in young elite male soccer players *Strength and Conditioning Journal*.

Zegaw Tadele, (2012). Some factors affecting the performance of Gambella Athletics regional team. A thesis submitted to the school of graduate Studies of Addis Ababa University (unpublished)

Appendix I

Addis Ababa University
College of Natural and Computational Science
Department of Sport Science

Questionnaire to be filled by Middle Distance Athletes and Coaches

Dear Respondents,

In this questionnaire the researcher intends to the middle distance Athletes' in Oromia Police Club Practice and Challenges. It will be used as an input for a research study in a partial fulfillment of Master of Sport Science.

You have been purposively selected to voluntarily participate in this study and you are kindly requested to freely and objectively respond to the listed questions. For genuinely doing so your response is only used for academic purpose and the data will be treated utmost confidentiality. Devoting your time and exerting effort, the researcher really remains very grateful to your all verbal and written responses.

Thank you so much in advance for your kindly understanding and cooperation.

Tekalign Kifle

General instruction: Read the following items and respond to each question by putting a tick mark (“√” and leave for that you refuse) to your choice, or by providing a short answer where necessary. Please, do not leave the open ended questions unanswered.

On the middle distance Athletes' in Oromia Police Club Practice and Challenges

Respondent profile

Please use this mark in the box “√” Where it applies

1. Gender: Male Female
2. Age: 16-18 19-22 23-25 More than 25
3. Weight: 40-45 46-50 51 and above
4. Height 1.50m -1.55 1.56-1.60 1.61-1.70 and above
3. Educational qualification/Class attended_____
4. Years of being Athletics Member: 0-2 years 3-4 years, 5-6
More than 10 years

I. Questions related to the criteria of talent identification for the athletes to join the Oromia Police Athletics club

1. Among the following talent identification criteria (selection criteria) to join Athletics Club which of the following items are considered in Oromia Police Athletics Club middle distance running? (Hint: Multiple responses are possible)

- a. The status of development at a certain biological age
- b. The rapidity of development of capacities giving the possibilities to find favorable conditions
- c. The motivation showed constantly to reach the top level in a certain sport
- d. The trainee interest
- e. Winning the competition
- f. The athletes physical status
- g. Passing the test delivered
- h. Specify other criteria used

2. From the following sources of limiting factors that determine talent identification which of them are the alarming problems in your club? (Hint: Multiple responses are possible)

- a. Ethical
- b. Social
- c. Technical
- i. Specify other sources

3. Among the following consequences resulted from limiting factors in talent identification, which of these problems extraordinarily exhibited in your club? (Hint: Multiple responses are possible)

- a. Nutrition
- b. Attitude of the coaches and the athletes

- c. The effect of training
- d. Specify other sources

- 4. Who motivated you to choose the discipline you are competing?
 - a. Coaches
 - b. Role models
 - c. Economic reward of the discipline
 - d. Club office
 - e. Any external advisor
 - f. Specify any other factor that draws your attention?

II. Questions related to the major challenging factors of middle distance runners performance in the Oromia Athletes club

- 5. From the following factors affecting performance of athletes which items are overwhelming in the club? (Hint: Multiple responses are possible)
 - a. Diet and Exercise
 - b. The environment and performance
 - c. Life style and performance
 - d. Age and Performance
 - e. Injury and Performance
 - f. Specify other sources

6. Among the following roles of a coach which of these jobs are exhibited less in your club? (Hint: Multiple responses are possible)

- a. Teaching
- b. Instructing
- c. Motivating
- d. Monitoring
- e. Managing
- f. Administering
- g. Publicizing
- h. Counseling and advising
- i. Supporting
- j. Analyzing and problem solving
- k. Learning
- l. Specify other roles

7. From the following components of effective coaching which of them are less likely displayed by the coaches in your club? (Hint: Multiple responses are possible)

- a. Know themselves
- b. Understand the context of athletes
- c. Relationship
- d. Effective communication skills
- e. Feed backs
- f. Specify other components given less attention

8. From the list of challenges that the athletes encounter in clubs which of the following are devastating in your club?

- a. Insufficient facilities and equipments
- b. Lack of conducive environment for the training of athletics
- c. Insufficient athletics courts for training
- d. Lack of positive relationship with coaches
- e. Lack of experience of training before joining the club
- f. Lack of taking performance tests to join the club
- g. Lack of qualified and experienced coach
- h. In adequate dietary intake in terms of quality and quantity of food
- i. Lack of payment from the club
- j. Lack of support from families in the club
- k. Lack of interest of the athletes during training
- l. Lack of training program classification according to age, ability, and experience
- m. Specify other challenges

III. Questions related to the coaching middle distance runners in Oromia Police Athletes club

9. Among the following middle distance runners diet which of them are not sufficiently included in a moderate amounts in your club

- a. protein (e.g. fish, red meat, poultry, tofu);
- b. a variety of healthy fats (e.g. oily fish, olive oil, avocado, nuts and seeds),
- c. plenty of fresh fruit and vegetables to ensure sufficient energy, body function, muscle repair,
- d. an adequate supply of vitamins and minerals
- e. Specify other scarce diets

10. Among the following supposed solutions for coaching problems which of them are important in your club?

- a. Discussion with stake holder (like federation, other coaches...) have a chance of competition.
 - b. Looking for sponsors to assist the clubs
 - c. Providing medical support
 - d. Up gardening the coaches level
 - e. Financial support (incentive)
 - f. Club should find a way near to work with NGO
 - g. Club should ask NGO to get material
 - h. Club manager should be given duty and professional freedom to athlete and coaches so that job interference will not be a problem.
 - i. Coaches and managers try to work together to bring national sprite
 - j. Clubs should be prepare their own talent identification criteria
 - k. Specify other scarce diets
-
-

11. Among the following proper Middle-distance training program that must be include as components / dimensions which of them are taken into account?

- a. physical side,
 - b. mental and emotional side,
 - c. spiritual side
 - d. Specify other dimensions
-
-

12. How do you rate the benefit you obtained from joining the club?

- a. Very high
- b. High
- c. Medium
- d. Low

e. Very low

13. Does your athlete participate in planning the training planed program?

Yes No

14. . Do you periodically evaluated for the effectiveness of the training program?

Yes No

15. What are the possible measures to be taken for the challenges of the performances of middle distance athletes?

Appendix II

Addis Ababa University

College of Natural and Computational Science

Department of Sport Science

Semi-structured interview for Oromia Police Athletics Club Middle Distance Coaches

Dear Respondents,

This is a questionnaire the researcher intends to investigate the middle distance Athletes' in Oromia Police Club Practice and Challenges. It will be used as an input for a research study in a partial fulfillment of Master of Sport Science.

You have been purposively selected to voluntarily participate in this study and you are kindly requested to freely and objectively respond to the listed questions. For genuinely doing so your response is only used for academic purpose and the data will be treated utmost confidentiality. Devoting your time and exerting effort, the researcher really remains very grateful to your all verbal and written responses.

Thank you so much in advance for your kindly understanding and cooperation.

TekalignKifle

General instruction: Respond to provide a short answer where necessary accordingly assess the practices and challenges of middle distance athletes in Oromia Police Athletics Club

Respondent profile

Please use this mark in the box “√” Where it applies

1. Gender: Male Female

2. Age: 20-29 30- 39 40-49 50-59

3. Educational qualification_____

4. Major Field of study _____

5. Years of work experiences: 0-5 years 6-10 years 11- 15 years

16-20year Morethan21 years

1. Do you deliver encouragements for the athletes to draw their attention towards achieving optimal performances in middle distance athletics?
2. How do you capacitate and fill the gaps of the athletes in your club?
3. What are the major challenging factors that you encounter in coaching the athletes?
4. What major factors confront you in training the athletes?
5. What possible remedies should be taken to solve the problems do you suggest?

Appendix I

Addis Ababa University
College of Natural and Computational Science
Department of Sport Science

Questionnaire for Oromia Middle Distance Coaches and Athletes Afaan Oromo Version

Dear Respondents,

In this questionnaire the researcher intends to identify the middle distance Athletes' in Oromia Police Club Practice and Challenges. It will be used as an input for a research study in a partial fulfillment of Master of Sport Science.

You have been purposively selected to voluntarily participate in this study and you are kindly requested to freely and objectively respond to the listed questions. For genuinely doing so your response is only used for academic purpose and the data will be treated utmost confidentiality. Devoting your time and exerting effort, the researcher really remains very grateful to your all verbal and written responses.

Thank you so much in advance for your kindly understanding and cooperation.

General instruction: Read the following items and respond to each question by putting a tick mark (“√” and leave for that you refuse) to your choice, or by providing a short answer where necessary. Please, do not leave the open ended questions unanswered.

On the middle distance Athletes' in Oromia Police Club Practice and Challenges.

Respondent profile

Please use this mark in the box “√” Where it applies

1. Gender: Male Female
2. Age: 16-18 19-22 23-25 More than 25
3. Weight: 40-45 46-50 51 and above
4. Height 1.50m -1.55 1.56-1.60 1.61-1.70 and above
3. Educational qualification/Class attended_____
4. Years of being Athletics Member: 0-2 years 3-4 years, 5-6
More than 10 years

I. Gaaffiiwwan ulaagaalee filannoo atileettota qaxalee Kilabii (Gumii) Atileetii Polisiin Oromiyaaf dhihaatan

Gaaffiilee Qomaa Fiigicha gidduu galeessaa Atileettota gumii (Kilabii) Polisiin Oromiyaaf dhimma Qorannoo fi Qu'annoo *Xiinxala Shaakala, rakkoolee fi Carraawwan* Atileettota Gumii (Kilabii) Polisiin Oromiyaaf jedhuurratti Dhihaate (Barnootaafqofakanoolu)

1. Kanneen ulaagaalee filannoo atileettota qaxalee armaan gadii keessaa gumii atileettota polisiin Oromiyaatti dabalamuuf kan xiyyeeffannoon itti kenname kami? (Deebii baay'een ni danda'ama)

- a. Sadarkaa guddinaa umurii atileettii hojii ispoortii waliin
- b. Haala mijataa /carraa/ guddina dandeettii atileettii
- c. Kaka'umsa walitti fufinsaa taasifameen sadarkaa olaanaarra akka gahuu gochuu
- d. Fedhiileen ji'aa /atileetii
- e. Dorgomee moo'achuu
- f. Haala qaama atileetii
- g. Qormaata kenname darbuu
- h. Ulaagaa kan biraa haa ibsamu

2. Danqaawwan filannoo atileetii armaan gadii keessaa akka kilabi /gumii/ keetti kamtuurra caalaa rakkoo dha? (Deebii baay'een ni danda'ama)

- a. Amala
- b. Hawaasummaa
- c. Ogummaa/tekonokaawaa
- d. Kan biraa ibsaa

3. Filannoowwn atileettota qaxalee keessatti madda rakkoolee guguddaa kan ta'an kanneen armaan gadii keessaa isaan kami? (Deebii baay'een ni danda'ama)

a. Soorata /nyaata

b. Ilaalcha qindeessaa

c. Leenjii

d. Kan biro

4. Gara kilabi /gumii / kanaatti akka dabalantuuf kan si kakaase maal? (Deebii baay'een ni danda'ama)

a. Qindeessaa kilabii /gumii/ Coaches

b. Fakkeenummaa namoota biroo

c. Badhaasa /si'eessituu gumichaa

d. Hojjetoota waajjirichaa

e. Gorsaa alaa kan biroo

f. Kan biro haaibsamu

5. Gaaffiilee raawwii fiigicha gidduu galeessaa keessatti rakkoowwan Atileettota Kilabi i(Gumii) Polisii Oromiyaaf danqaa ta'an ilaalchisee qophaa'an

6. Raawwii fiigicha atileetota gumii kee kan fiigicha gidduu galeessaa keessatti kanneen armaan gadii keessaa rakkoo olaanaa kan ta'an isaan kami? (Deebii baay'een ni danda'ama)

a. HanqinaNyaataa fi shaakala

b. Haala naannoo bakka hojii

c. Haala jireenyaa

d. Umurii

e. Hir'ina qaamaa

f. Kan biroo

7. Hojiiwwan qindeessaa atileetota armaan gadii keessaa baay'inaan kan hojjiirra hin oole kami?

- a. Barsiisuu
 - b. Qajeelchuu
 - c. Jajjabeessuu
 - e. Hordofuu
 - f. Gaggeessuu
 - g. Bulchuu
 - h. Beeksisuu
 - i. Gorsuu
 - j. Deeggaruu
 - k. Qaaccessuu fi rakkoo hiikuu
 - l. Barachuu
 - m. Kanbiraa
-
-

8. Ulaagaalee qindeessuu bu'aa qabeessa atileettotaa armaan gadii keessaa kanneen xiyyeeffannoo xiqqaa qabanisaan kami? (Deebii baay'een ni danda'ama)

- a. Of beekuu
 - b. Haala atileetaa hubachuu
 - c. Walitti dhufeenya
 - d. Dandeettii waliigaltee bu'a qabeessa
 - e. Duub-deebii
 - f. Kanbiraa _____
-

9. Tarreeffamoota rakkoolee atileettota mudatan kanneen armaan gadii keessaa sadarkaa guddaan kan mul'atan kami? (Deebii baay'een ni danda'ama)

- a. Hanqina meeshaalee fi faasiliitiwwanii
- b. Hanqina haala mijataa iddoo hojii shaakalaa fi jireenyaa
- c. Hanqine dirree

- d. Hanqina waliigaltee qindeessaa atileetaa waliin jiru
- e. Hanqina muuxannoo fi shaakaladuraa
- f. Dhabinsa qormaata seensaaa
- g. Hanqina gahumsa qindeessa atileettotaa
- h. Hanqina nyaataa baay'inaa fi qulqullinaan
- i. Dhabinsa kaffaltii
- j. Hanqina deeggarsa maatii
- k. Fedhii dhabuu atileettotaa wayita leenjii
- l. Hanqina qoqqoodinsa sagantaa akkaataa umurii, dandeettii fi muuxannoo
- m. Kanbiroo

10. Gaaffiilee shaakala fi yaada furmaataa fiigicha gidduu galeessaa fooyyessuuf gargaaran:

11. Nyaata armaan gadii fiigdota gidduu galeessaaf dhihaachuum, alan keessaa kan hanqina qabanisaan kami? (Deebii baay'een ni danda'ama)

- a. Pirootiinii (fkn. Qurxummii, foondheedhii, lukkuu,)
- b. Nyaata coomaa adda addaa (fkn. Zayita qurxummii, sanyii raafuu, avokaadoo, ocholoonii)
- c. Kuduraa fi muduragahaata'e
- d. Albuudaa fi vaayitaaminoota gahaa ta'an
- e. Kanbiroo

12. Furmaatawwan rakkoolee qindeessa atileettota armaan gadii keessaa akka Kilabii (gumii) keetti hojiirra oolaa jiraa? (Deebii baay'een ni danda'ama)

- a. Maree waliinii
- b. Qaama deeggartootaa /fandii barbaaduu
- c. Gargaarsa yaalaa/fayyaa

- d. Sadarkaa qindeessaa atileettotaa ol guddisuu
- e. Deeggarsa maallaqaa
- f. Deeggarsa meeshaaleef kilabii /gumii/ mit-mootummaatti siqee hojjetu ta'uu
- g. Gaggeessaan gumichaa walabummaa ogummaa qabaachuusirriitti gaggeessuu
- h. Qindeessaan atileettii fi gaggeessaan gumichaa walitti dhufeenya gaariin hojjechuu
- i. Ulaagaa filannoo atileettii qaxalee of danda'anii qopheeffachuu danda'uu
- j. Kan biroo
-
-

13. Kanneen armaan gadii keessaa sagantaa shaakala figicha gidduu galeessaa keessaa xiyyeeffannoo adda kanitti kenname kami? (Deebii baay'een ni danda'ama).

- a. Damee fiizikaalaa /qaamaa,
- b. Damee xiinsammuu,
- c. Damee miiraa
- d. Kan biroo _____
-

14. Faayidaa kilabii /gumii / kana irraa argatte maal jechuu dandeessa?

- a. Baay'ee olaanaa
- b. Olaanaa
- c. Gidduugaleessa
- d. Gad annaa
- e. Baay'ee gad aanaa

15. Sagantaa leenjii karoorsuu keessatti ni hirmaattaa? EeyyeeLakki

16. . Bu'qabeessummaasagantaaleenjiiyerooyeroonnimadaaltu? EeyyeeLakki

17. Rakkooleefiigichagidduugaleessaakilabi /gumii/

keessaniittiwantootadanqaata'anfuruufhojjiwwanhojjetamuuqabujettanmaalmaalf
a'i?

Appendix II

Addis Ababa University
College of Natural and Computational Science
Department of Sport Science

Semi-structured interview for Oromia Police Athletics Club Middle Distance Coaches

Afan Oromo Version

Dear Respondents,

This is a questionnaire the researcher intends to assess the practices and challenges of middle distance athletes in Oromia Police Athletics Club. It will be used as an input for a research study in a partial fulfillment of Master of Sport Science.

You have been purposively selected to voluntarily participate in this study and you are kindly requested to freely and objectively respond to the listed questions. For genuinely doing so your response is only used for academic purpose and the data will be treated utmost confidentiality. Devoting your time and exerting effort, the researcher really remains very grateful to your all verbal and written responses.

Thank you so much in advance for your kindly understanding and cooperation

General instruction: Respond to provide a short answer where necessary accordingly the middle distance Athletes' in Oromia Police Club Practice and Challenges.

Respondent profile

Please use this mark in the box “√” Where it applies

1. Gender: Male Female
2. Age: 20-29 30- 39 40-49 50-59
3. Educational qualification_____
4. Major Field of study _____
5. Years of work experiences: 0-5 years 6-10 years 11- 15 years
16-20year Morethan21 years

1. Bu'a qabeessummaa raawwii fiigicha gidduu galeessaa ol kaasuu atileettota keessanni jajjabeessituu?
2. Qaawwaa garagaraa atileettotni keessan qaban duuchuu fi dandeettii isaanii ol guddisuuf hojiiwwan hojjettan maal fa'i?
3. Atileettota qindeessuu keessatti rakkoolee guguddoon isin mudate maalfa'i?
4. Kenniinsa leenjii atileettotaa keessatti wantootni danqaa isin itti ta'e maal?
5. Rakkoolee adda addaa mudatan kana furuuf tarkaanfiin fudhatamuu qabu jettan maa lmaal fa'i?

DECLARATION

I hereby that this honors thesis represents my own work and had not been previously submitted to this or other institution for a degree, diploma or other qualification. Citations from the authors were listed in the references.

A signature of confirmation by:

Name: Tekalign Kifle

Signature _____

Date _____

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

Advisor name: Bezabih Wolde (Dr.)

Signature _____

Date _____