ASSESSMENT OF PRACTICE AND CHALLENGING PROBLEMS IN TRACK TRAINEE'S PERFORMANCE IN CASE OF DEBREBRIHAN, MEREHABETTE, CHACHA AND TARMABER WOREDAS ATHLETICS PROJECT

BY:

WONDIYE AYCHILUHIM

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

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Approved by the Board of Examiners

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Chairperson, Institute's Graduate	Committee Signature	date
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Advisor	Signature	date
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Internal Examiner	Signature	date

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Table of content

Contents **page**

CHAPTER-THRE

RESEARCH DESIGN AND METHODOLOGY

CHAPTER - FOUR
FINDINGS AND INTERPRETATION

CHAPTER- FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Reference

LIST OF TABLES

Table description number **Page**

LIST OF CHART

Chart description **page number**

ACRONYMS AND ABBREVIATIONS

EAF	Ethiopian Athletics Federation
IAAF	International Association of Athletics Federation
ARAF	Amhara Region Athletics federation
CECS	Coaches Education and Certification System
NGOs	Non-governmental organizations

ABSTRACT

The purpose of this study is to assess challenging problems and recommended possible solutions in track trainee's performance Debrebrihane, Merhabette, Chacha and Tarmaber worda Athletics project. The method of the study was descriptive survey method. The respective field selected by using random sampling method. The method of data gathering tools, questionnaire, and interview and document analysis were employed and used to generate information from the respondents. The primary sources of data for this study were 78 Track athletes, 4 coaches, 8 sport office experts and 4 administrators. The secondary sources of information for this study were legal documents, internets, relevant books of IAAF coaching manuals and some important and constructive materials that highly relates with the topic. The result indicated that the challenges that affect the Athletes performance also lack of adequate trained coaches, improper selection and recruitment criteria of athletes, improper teaching method, and inadequate use of nutrition, lack of facilities and equipment and lack of necessary support. Therefore, the researcher put the following possible recommendations, Regional, Zonal, Worda Sport offices and Athletics Federation must be integrated and cooperated jointly to establish facilities with necessary equipment, should upgrade coaching levels of coaches in order to fill the gap of coaches knowledge, Woreda sport officers and coaches should effectively carryout well organized recruitment and selection criteria in the training project and create good handling correspondence and arranging facilities.

Key words: - performance, training, talent, selection, trainees, project.

Part I- information about respondent

1. Sex Male ☐ Female ☐
2. Age A. 10-13 ☐ B. 14-16 ☐ C. 17-19 ☐ D. above 20 ☐
3. Experience at the training project
   - A.1 year ☐ B. 2 year ☐
   - C. 3 year ☐ D. 4 and above ☐
4. Educational background
   - Elementary 1 – 6 ☐
   - Junior 7 – 8 ☐
   - High school 9 – 10 ☐
   - Preparatory 11- 12 ☐
   - College ☐

Part II – Athletes related Questions

Instruction: circle the letter for the choices you select and write short for the blanks.

1. How do you join in this training project?
   A. By competition
   B. By the help of the coach
   C. By chance
   D. By different selection and recruitment criteria
2. Do you believe your coach have enough knowledge and skill for the development of your performance?
   A. Strongly agree B. Moderately agree C. not agree
3. To what extent your relation with your coaches in related to training issues.
   A. Very good B. good C. poor
4. Are you satisfied with the teaching method of your coach?
   A. High B. Moderate C. low
5. To what extent you know about proper usage of training Diet.
   A. Very high B. Moderate C. low
6. How many coaches do you have?
   A. 1 B. 2 C. 3 and above
7. Do you get sufficient and conducive training facilities?
   A. Very high B. Moderate C. low
8. What do you initiate to be a track athlete?
   A. With the help of my coach
   B. By my own choice
   C. By my friends advise
   D. By my family advise

9. How do you evaluate the training load is suitable to your current performance?

A. Very good B. Moderate C. Not related.

10. Do you think materials and training facilities could provide support to enhance your performance?

A. Yes B. No

11. How much do you train in a week?

A. 2 B. 3 C. 4 D. 5 and above

12. To what extent your coaches take and use your comments and feedbacks?

A. High B. Moderate C. low

13. Do you get and use enough meal always before going to your training program?

A. Yes B. No

14. Your answer may No on question number 11 what are the reason?----------

15. To what extent you get supervision and support from your Worda sport experts and Authorities.

A. Very high B. Moderate C. low

16. Do you get enough financial and material support from any concerned bodies?

A. Yes B. No

17. Your answer may "Yes" on Question number 16 what types of support did you get and whom did support? ----------

18. What are major challenging problems to hinder your performance?----------

19. What could advise to overcome the current challenges? ----------

20. What you want to add? ----------

APPENDIX-B

QUESTIONNAIRES TO BE FILL BY THE ATHLETICS PROJECT COACHES

Not: - Do not write your name on the Questionnaire

Part I: Information about respondents.

Instruction: - Circle the answers you choose and write in short for the blanks.

1. Sex A. Male B. Female
2. Age A, 20-25 B, 26-30 C, 31-35
   D, 36-40 E, above 41
3. Educational background
   A. 10/12 complete C. First degree
   B. College diploma D. masters and above
4. Coaching Qualification
   A. No coaching qualification D. Level II EAF
   B. Level, I EAF E. Level III & above IAAF
   C. Level, II IAAF
5. Years of experience in the training project

   A. 1 year B. 2 year C. 3 year D. 4 year and above.

Part II coach related Question

1. Do you believe that you have enough facilities and equipment for coaching track event training?
   A. Yes; can you mention some of facilities and equipment do you have?----------
   ---

   B. No, what facilities and equipment do not have? ----------
   ---

   ---

2. Do you follow and monitor the athletes have adequate sport nutrition during training program me?
   A. Yes; how----------

   B. No ; why not----------

   ----
3. Do you get the chance of sharing experience and improving coaching skill from other experienced athletics coaches?
   A. Very high B. Moderate C. low
4. Do you get adequate financial and material support to improve your trainee's performance?
   A. Yes B. No
5. If your answer "Yes" in question 4 List the types of support you get and its sources?------
   ----

   ----
6. Do you communicate with athlete's family on the area of diet and support?
   A. Yes B. No
7. Do you believe that you have a sufficient amount of budget to run track-training program efficiently and effectively.
   A. Yes B. No
8. How do you rate and evaluate the performance of your track athletes?
   A. High B. Moderate C. low
9. Do you communicate and interact with athlete family with regarding to nutritional status?
   A. High B. Moderate C. low
10. To what extent you are motivated and committed to teach and improve your athlete's performance?
    A. High B. Moderate C. Low
11. Does your athletics project produce talented and competent athletes to main athletics clubs?
    A. Yes B. No

12. How do you select and recruit your track trainees?----------
    ----

    ----
13. What are major challenging problems on track event trainee's performance?----------
    ----

    ----
14. What could advise to overcome the current challenge? ----------
    ----
    ----
15. What you want to add? ----------

APPENDIX-C

INTERVIEW FOR COACHES

- What problems did you face when applying your coaching methods?
- To what extent you are committed and motivated to improve your track trainee's performance?
- Are there conducive and favorable situation to improve your track trainees performance?
- Do you believe your track trainees show progress their performance? How?
- To what extent do you get any support for improving your athletes performance from concerned bodies (governmental and NGOs).
- To what extent you get benefit and the chance of sharing experience from other experienced coach.
- How do you follow and support your athletes on the area of sport nutrition?
- How do you select and recruit your track athletes in your training project center?
- What are major challenging problems and their solution in improving your track trainee's performance?
- What you want to add?

APPENDIX-D

INTERVIEW FOR SPORT OFFICE EXPERT AND ADMINISTRATORS

Place ----------

Position ----------

Date ----------

Educational background----------

- How match do you gives material, financial, technical support to your athletics project?
- To what extent supervise and monitor your athletics project?
- How do you select and recruit track trainees to the member of the training project?
- To what extent you work toward the development your coaches to get knowledge & experience.
- How do you follow and give feedback to your coach during training?
- To what extent you could adjust favorable situation to enhance training condition for track trainee's performance.
- What actions expected to be taking for improving the performance of track athletes in your project?
- What are major challenging problems on track trainee's performance in your athletics project?

APPENDIX-E

አዲስ አበባ ዩኒቨርስቲ የድህረ ምረቃ ትምህርት ኘሮግራም የስነ-ህይወት ፋካልቲ በስፖርት ሳይንስ ትምህርት ክፍል

ለአትሌቶች የተዘጋጀ መጠይቅ

የዚህ መጠይቅ ዋና አላማው በመም ተግባር ላይ የሚሰለጥኑ ሯጮች ያለቡትን የልምምድ ሂደቶችና ችግሮችን በተመለከተ መረጃ ለመሠብሠብና አስፈላጊ የሆኑ መፍትሄዎችን ለማስቀመጥና ለሚመለከተዉ አካል ለማመላከት ነው፡፡ አንተ/ቺ የምትሰጠኝ/ጭኝ መረጃ ከዚህ ጥናት ዉጭ ለሌላ አገልግሎት አይዉልም፡፡ ጥናቱም ከተጠናቀቀ በኋላ ማንም በማይጠቀምበት ሁኔታ ይቀመጣል፡፡ ስለዚህ በዚህ ጥናት ላይ የአንተ/ቺ ትክክለኛ መልስ መስጠት ለጥናቱ ከፍተኛ ጠቀሜታ ስላለው ትክክለኛ መረጃ በመስጠት እንድትተባበር/ሪ በትህትና እጠይቃለሁ፡፡

ማሳሰቢያ፡-

1. ለጥናቱ ጠቀሜታ ስለሌለው ስም መፃፍ አያስፈልግም፣
2. በተቀመጠው ክፍት ቦታ ላይ " √ " ምልክትና መልስዎን በተሰጠዉ ቦታ ላይ ይፃፉ፣
3. በተቀመጡት የመልስ አማራጮች የማይረኩ ከሆነ ከታች ባለው ክፍት ቦታ መልስዎን መፃፍ ይችላሉ፣

ክፍል 1፡- የአትሌቱ/ቷ ሁኔታ

1. ፆታ ወንድ ☐ ሴት ☐
2. ዕድሜ 10 – 13 ☐ 14 – 15 ☐ 16 -19 ☐ 20 እናበላይ ☐
3. በስልጠና ያለህ/ሽ የጊዜ ቆይታ

   ሀ. 1 አመትለ. ☐ 2 አመት ☐ ሐ. 3 አመት ☐

   መ. 4 አመት እና ከዚያ በላይ ☐
4. የትምህርት ሁኔታ

ሀ. 1ኛደረጃ (1 – 6ኛ) ☐ ለ. መለስተኛ (ከ7 – 8ኛ) ☐

ሐ. 2ኛደረጃ (9 – 10ኛ) ☐ መ. የመሠናዶ (11 – 12ኛ) ☐

ሠ. የኮሌጅ ☐

ክፍል 2፡- አትሌቶች የተመለከተ የተዘጋጀ መጠይቅ

<u>መመሪያ፡-</u> ምርጫ ላላቸው ጥያቄዎች መልስህን/ሽን በመክበብ መልስ ለሚሰጥባቸው ደግሞ አጭር መልስ በመስጠት መልስ/ሽ

1. ወደ አትሌቲክስ ኘሮጀክቱ እንዴት ገባህ/ሽ?

   ሀ/ በውድድር ሐ/ በአጋጣሚ

   ለ/ በአሰልጣኝ ምክር መ/ በተለያዩ የመምረጫ መስፈርቶች

2. አሰልጣኝህ/ሽ የአንተን/ቺን ችሎታ ለማሻሻል ምን ያክል ብቃት አለው ብለህ/ሽ ታምናለህ/ሽ?

   ሀ/ በጣም አምናለሁ ለ/ በመጠኑ አምናለሁ ሐ/ አላምንም

3. ከስልጠናው ጋር ተያይዞ አንተ/ቺ ከአሰልጣኝህ/ሽ ጋር ያለህ/ሽ ቀረቤታ ምን ያህል ነው?

   ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

4. በአሰልጣኝህ/ሽ የአሰለጣጠን ዘዴ ምን ያህል ትረካለህ?

   ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

5. ስለ ስፖርት ስልጠና ትክክለኛ የአመጋገብ ዘዴ ምን ያህል ታውቃለህ/ሽ?

   ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

6. ስንት አሰልጣኞች አሉህ/ሽ?

   ሀ/ አንድ ለ/ ሁለት ሐ/ሦስትእናከዚያበላይ

7. በቂ እና ምቹ የልምምድ ቦታ ታገኛለህ/ሽ?

   ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

8. ሯጭ ለመሆን ምን አነሳሳህ/ሽ?

   ሀ/ በአሰልጣኝ ምክር ለ/ በራሴ ምርጫ ሐ/ በጓደኛዬ ምክር መ/ በቤተሰቦቼ ምክር

9. የስልጠናው ጫና አንተ/ቺ ካለህ ወቅታዊ ችሎታ ጋር ምን ያህል ይዛመዳል?

   ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ አይዛመድም

10. የልምምድ ቦታ ናቁሳቁስ የአንተን/ቺን ችሎታ ያሻሽላል ብለህ/ሽ ታምናለህ/ሽ?

    ሀ/ አዎ ለ/ አላምንም

11. በሳምንት ውስጥ ስንት ቀን ትለማመዳለህ/ሽ?

    ሀ/ 2 ቀን ለ/ 3 ቀን ሐ/ 4 ቀን መ/ 5 ቀንናከዚያበላይ

12. አሰልጣኝህ/ሽ የአንተን/ቺን አስተያየት ለመቀበልና ለመተግበር ያለው ዝግጁነት?

    ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

13. ወደ ልምምድ ቦታ ከመምጣትህ በፊት ሁል ጊዜ ምግብ ትመገባለህ/ሽ?

ሀ/ አዎ ለ/ አልመገብም

14. ለጥያቄ ተራ ቁጥር 13 መልስህ አልመገብም ከሆነ ምክንያትህን ዘርዝር----------

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15. ከወረዳ ካሉ የስፖርት ባለሙያዎችና ኃላፊዎች ምን ያህል የክትትልና የድጋፍ መጠን ታገኛለህ/ሽ?

ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

16. በቂ የበጀትና የቁሳቁስ ድጋፍ ከማንኛዉም አካልታገኛለህ/ሽ?

ሀ/ አዎ ለ/ አላገኝም

17. ለጥያቄ 15 መልስህ/ሽ አዎ ከሆነ ምን አይነት እና ከማን ድጋፍ እንደምታገኝ/ኚ ዘርዝር/ሪ? ----------

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18. የአንተን/ቺን ችሎታ እንዳይሻሻል ያጋጠመህ/ሽ ችግሮች? ----------

---

19. ችግሮችን ለመፍታት የሚወስዱ የመፍትሄ ሀሳቦች? ----------

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20. ተጨማሪ ካለ? ----------

APPENDIX-F

CHECK LIST FOR OBSERVATION

Number	Observation focus area		Excellent	good	Poor
1	**Training**	Appropriateness			
		Intensity			
		Volume			
		Load			
		Athlete's response			
		Role of coaches			
		Follow up			
		Time availabilities			
		Coaches skill			
		Organization			
2	**Facilities and equipment**	Availability			
		Exploitation			
		Appropriateness			
		Athlete's accommodation			
		Organization			
3	**Training plans**	Specificity			
		Measurability			
		Attainability			
		Reliability			
		Time bounded			
		Validity			
4.	**Coaches**	Qualification			
		Experience			
		Manageability			
		Supportive training			
		Coaching courses			
		Communication			
5.	**Method of teaching**	Manageability			
		Commitment and motivation			
		Continuity			
		Correction of errors			
6	**support**	Financial			
		Administrative			
		Material			
		Technical			

DECLARATION

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

Name _____

Signature _____

Date _____

This thesis has submitted for examination with my approval, Addis Ababa University,

Advisor _____

Sign _____

Date _____

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Athletics comprises running for speed, jumping for height or distance activities- vital to ancient man for survival. These events make up the universal and most important sport intentionally. It is conducted almost exclusively on amateur basis, since the revival of Olympic Games in 1896. Track and field has been the major sport in this worldwide athletics competition programs. It was major sport in ancient Greece, where the Olympic Games originated and the champions were national heroes. When the Romans conquered Greece, they too, look up the sport. Track and field was introduced to England, where it come to known as `Athletics` in the 12th century (Goel; 1995). The name of the sport drives from the venue for the competition. A stadium, which has, features an oval running track surrounding grassy area. It comprises sprints, middle distance, long distance and hurdles are run on the track, which starts and finishes on the track except marathon running. The throwing and jumping events generally take place within the center-enclosed area. These affairs for men's only were enormously popular events (http://www.en.wikipedia.org/wiki/track and field).

The true development of track and field as a modern sport started in England during the 19th century. English public school and university students gave the sport impetus through their inter class meets. Making track and field an international sport for the first time in 1912, the IAAf (International Association of Athletics Federation), was formed by representative from 16 countries. The IAAF changed with establishing standard rules for the sport approving world records, and ensuring that the amateur code was adhered to, it continues to carry out these duties ever since. In further progression were made when women were allowed to take part in athletics competition for the first time in 1928. Today, there are numerous events, which combine to make up the sport of athletics (Library, think quest.org.5043 history.html).

Athletics is a multiple sport, which embraces many events quite different from one another in their method of execution in the physical characteristics of the participants. Because of its tradition, its universality and its prestige, as well as the wide range of skills and qualities that it encompasses, it is the basic sport ``par excellence``. In addition, it constitutes the most important elements of modern Olympic Games. It is practice in all countries for its educational value and its role in the improvement of physical condition, often providing the

necessary foundation for optimum performance in other sports. It frequently regarded as an example of country development. Apart from the maintenance a state of physical wellbeing and personal performance, Athletics offers a field of research and experimentation about the human being with the advantage that progress may be registered in an exact way time or distance(Ballesteros; 1992).

In our country Ethiopia, the exact root of athletics cannot be retracted accurately. It is widely believed that the sport was widely practiced in schools and military before 1897. The sport was limited to these parts of society only. Because others did not have access to equipment used for competition or not organized. In a manner that the sport was increasing in popularity in many parts of society, a need to assemble these activities under the organized umbrella quickly arose. It was in 1949 that EAF (Ethiopia Athletics federation) formed and soon become a member of International Athletics federation. Athletics in Ethiopia is well known for around the world the reputation started to build up back in the days of Abebe Bikila. Who stunned the world by winning the Olympic marathon gold medal for Africa and he opened new hope for Ethiopians and play for a great role for the development of athletics(EAF; 2007). Following his exemplary, many Ethiopians talented athletes have been arising in different worldwide competition. EAF seek different strategies for the development and promotion of Athletics sport. As part of its mission to, produce world class, talented runners that go on to represent Ethiopia in international competition. As a result, Ethiopia launched youth development project in collaboration with regional Athletics project for future to follow steps of existing once in quality and in number. The EAF has opened above 26 youth development project across all regions also open their own local Athletics projects. Debre Brihan, Chacha, Merhabette, and Tarmaber Athletics projects are out of these youth development athletic project centers.

North Shoa Athletics projects are found in Amhara Region, it comprises many and multiple event athletics training projects. Some of are Debre Brihan, Chacha, Merhabette, and Tarmaber Athletics projects. Its aim is to produce talented and competent athletes to main athletics clubs and representing our country in different worldwide Athletics competition programs for long term. In Ethiopia Athletics history, track event Athletics are more productive, successful, and included more number of male and female athletes when comparing with field events. Based on this, our country has designed to bring change and develop track event trainee`s projects for producing shinning substitute for shinning track elite athletes for the future. But those projects show less result and performance in different local

competition. Even they are not as expected to produce competent and talented track athletes to main athletics clubs and not achieving their goals. For this reason, the researcher has been initiated to conduct this study to asses and point out challenging problems that affect track trainee's performance and to recommend practical solution for the identified problems.

1.2 STATEMENT OF THE PROBLEM

Youth athletics projects are the most important program in which athletes acquire new knowledge and skills that enhance the development of athletic performance. The athletics projects are expected to produce competent athletes that can capable of modern athletics competition program. To train in athletics project program must have understanding of the best principle that govern a human beings physical mental response to training intelligently and systematically applying a basic knowledge of biomechanics and physiology helps to create good track athletes (E. Larkin, Jr. and DeFrantz,2008). In order to play roles and achieve their objectives, athletics project must be well organize in facilities, adequate human power, finance, support and the like…

However, most Athletics projects that are found in North Shoa Zone in a number of hindrances to the development of track trainee's performance. The researcher has had five years' experience in teaching physical education in high school and has four years' experience Athletics federation president in Amhara Region in North Shoa Zone. That is why the researcher gets the chance to observe closely the development of track trainee's performance in North Shoa Zone Athletics projects. The factors that challenges the development of track trainees performance are lack of adequate trained coaches, improper selection and recruitment of athletes, improper teaching method, inadequate use of proper nutrition, a lack of facilities and equipment and lack of support and so on…

Hence; in this study, the researcher will investigate those challenging problems particularly that affect track trainees performance. Then the study is expect to come with possible solutions.

1.3. RESEARCH QUESTIONS

- What factors are that challenges in track event training session?
- Does the training project contribute to produce talented and competent track event athletes to main athletics club?
- Are there Conducive situation for coaches and athletes to carry out sport training in proper way?

- What are coach related factors, which adversely influence athlete's development?
- Are coaches qualified to carry out a proper scientific method of training routine?
- Are there the selection and recruitment criteria of track event athletes to be athletics project member?

1.4. OBJECTIVE OF THE STUDY

1.4.1 GENERAL OBJECTIVES

The general objectives of the study are to investigate and assess challenging problems that affect on track trainees performance in case of Debre Birhan, Merehabette, Chacha and Tarmaber Woredas athletics project.

1.4.2 SPECIFIC OBJECTIVE

- To find out problems that is related to coaching and teaching methods.
- To identify challenging problem for track athletes performance?
- To search for problems related with adequate and proper nutrition for track trainees.
- To find out challenging problems related facilities and equipment of the training projects.
- To give favorable suggestion and solution for identified problems of the training projects.

1.5 SIGNIFICANCE OF THE STUDY

The study has many advantages after it has been completed;

- ❖ To provide accurate facts for the better method of coaching, training and support for track trainees.
- ❖ To find out problems that hinder track athletes performance in case of Debre Brihan, Merhabette, Chacha and Tarmaber Woredas Athletics projects.
- ❖ To give valuable feedback about the problems of this event for concerned bodies, such as Amhara Region Athletics federation, North Shoa sport office and Woredas sport office.
- ❖ To provide sufficient ground for further studying in the area broadly.

1.6 DELIMITATION OF THE STUDY

The study is delimited to assess challenging problems on the development of track trainees' performance in case of DebreBirhan, Merehabette, Chacha and Tarmaber Woredas Athletics projects and finding out possible solutions for those problems.

1.7 LIMITATIONS OF THE STUDY

- Financial problems to accomplish the research work.
- Shortage of reference materials in the working site of the reasearcher.

1.8. OPERATIONAL DEFINITION OF SOME TERMS

The meanings of some key terms are presented here under as used in study. These meanings are extracted from the relevant source in study.

Performance: - is an observable behavior that demonstrates skills or quality of performance (Marthens, 2004).

Learning:-is a relatively permanent improvement in performance capability (Marthens, 2004).

Competition: - is a rivalry in which components strive to gain some at the experience of each other (Siedentop, 1988).

Periodization: - It is the division of training in to distinct units that emphasize different methods and types of training(E. Larkin and L. DeFrantz, 2008).

Amateur:-someone takes part in sport, or any activity, as past time or hobby rather than for gain. They take part for enjoyment only, do not get paid and usually have a full time job (Bizley, 1996).

Assessment:-is the application of systematic processes to understand the performance of individuals or groups currently or in a predictive sense (Eden borough, 2005).

Training: any program of exercise designed to improve the skills and increase the energy capacities of an individual for particular activity (H.Ashel, 1991).

Talent: - a person or people with an exceptional ability (Encarta, 2009).

Selection: -is the combination of processes that lead to the choice of one or more candidates over others for one or more jobs or roles (Eden borough, 2005).

Par excellence: - being supreme example of its kind.

Club: - is an athletic organization that provides training and other benefits for the athlete.

1.9. Organization of the study

The study was organized in five chapters. The first chapter deals about back ground of the study, statement of the problems, objective of the study, significance, delimitation, limitation, operational definition and organization of the study. The second chapter attempts to forward the review of related literature. The third chapter deals about research design and methodology of the study. The next chapter deals with presentation data, analysis and interpretation of data. Moreover, the final chapter concerns with conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Athletics

Athletics is a natural sport per excellent constitutes, the most competitive physical training and allows the human beings to satisfy his basic primitive instincts for movement and subject to the discipline of the rule. The earliest form of athletics is organized bases, generally recognized as taking place during the years of classical antiquity notably in ancient Olympic Games. The first modern Olympic Games were hold at Athens in 1896 and the foundation of International Amateur Athletics federation was established in 1912. Since those days the athletics program has been continually modified and extended not always in an apparently rational way, since the event included in the Olympic program in the early days were based on those originated by British then further progression were made when women were allowed to take part in athletics competition for the first time in 1928. (Ballestrose, 1992).

Track and field events are generally individual sports with athletes challenging each other to decide a single victor. The track events are win by the athlete with the fastest time, while the jumping and throwing events are won by the athlete who has achieved the greatest distance or height in the contest. The running events are categorized as sprints, middle and long-distance events, relays, and hurdling. Regular jumping events include long jump, triple jump, high jump and pole vault, while the most common throwing events are shot put, javelin, discus and hammer.

2.2. Athletics in Ethiopia

Ethiopia has an extremely rich and long tradition of Athletics in Africa. Ethiopia synonymous with athletic victory and Olympic success story and not with some other negative aspects unlike others wants us to believe. Abebe Bikila, Mamo Wolde, MirusYefter and yes the incredible Haile Gebresellasie, Kenenisa Bekele, Seleshi Sehin, Derartu Tulu, Berhane Adere, Fatuma Roba, Meseret Defar, Turunesh Dibaba, Egegahehu Dibaba etc. are some of our incredibly talented and highly recognized world class athletes who made this nation and its people very proud time and time again. They are our heroes and heroines and they deserve our at most respect and admiration. Largely, the role of these unique and remarkable people and their contribution to the public at large has been deservedly acknowledged not only on a local

and national level but also on international level as well. As result, they are highly recognized and honored not only by the people and by the government of this nation, but by tens of thousands of people elsewhere. Many athletics fanatics even go further as to the extent of worshipping our heroes and that is no exaggeration at all. As Ethiopians, they made us proud time and repeatedly and we will always be proud of them.

On the other hand, Ethiopia has the tradition of winning in almost all athletic competitions and that includes the Olympic Games. In what can be signaled as a symbol of courage, strength and endurance, Ethiopian athletes made the Ethiopian flag and the Ethiopian national anthem synonymous with any international athletic victory including world and Olympic athletic competitions. Ethiopia stands at the top of the world in that regard. Ethiopia first caught the attention of the world and made apparent it`s great athletic potential during the Rome Olympic Games in 1960. When a previously unknown runner named Abebe Bikilla won the gold medal in the marathon race. A race he run barefoot and he was the first ever marathon gold medal for Africa. Since, then Ethiopia has produced countless heroes. In spite of it is back of trained manpower and adequate training facilities, Ethiopia continue to produce amazing athletes with a population of 74.2 million people. It is the third most populated nation Africa. The country has plenty of future athletes.

Ethiopia Athletics Federation, which receives some annual support from the Ethiopia Government, has also begun to shift its attention toward the younger athletics projects. Then expand their horizons and potentials in regional youth Athletics projects. As a result, more of the country`s top young athletes have begun to take part in various international youth competition.

2.3. The track events

At first, the lengths of the running track varied at the Olympics, the stadium was rectangular at 1904 Olympics in St. Louis, the 200 meter race was run on a straight track, as the sport developed the IAAF standardized the length of to 400 meters in oval shape and dedicated that the track. Running events up to 10,000m in distance are conducted on a 400m track, which is out doors during summer competitions and indoors during winter. The track is made with rubber surface to improve grip and lessen the risk of slipping in poor weathers condition. The track is an elongated oval shape, consisting of a semi- circle at both end and two straight segments going the semicircle together.

According to Matrahazi and Wilson, (2008) explained that the track is split into six to ten lanes which circle around an inner field used for throwing and jumping events. Each runner is

allocated alone at the beginning of the race, although whether athletes are required to stay in lane for the duration of the race depends on the distance being run.

The winner of all races conducted in the track is the first person whose torso crosses the finishing line. If hands, legs, head or feet cross the line before another contestant's torso a win is not counted. A runner is disqualified from a race if they make to false starts, which are counted if they leave the starting blocks before the starting gun is fired.

As Ballesteros,(1992) explains that running events are one component of athletics which are performed run on the track, except for marathon, which starts and finishes on the track. It included the following events

- Sprints /short distance 100 – 200m, sustained 400m/
- Middle distance /1800m and 1500m/
- Long middle distance /3000m, 5000m steeple chase /
- Long distance (10,000 and Marathon 42.195 km/
- Hurdles 100, 110 and 400m.

Their characteristics are sprints, including hurdles require neuromuscular ability. In middle and long distance, running events require cardio respiratory performance based on strength and endurance (aerobic and anaerobic) physical conditioning more important than techniques.

2.4. The Benefits of Athletics

According to Bennett and Bowler, (2007) the sport of Athletics encourages athletes of all abilities and ages to compete at their optimum level. Through the track and field based athletics-training program, participants can develop total fitness to compete in any sport. As with all athletics, training projects offers athletes the opportunity to learn through skill development and competitive settings and to be involved in large social settings. In essence, success in athletics depends on the athlete's determination and practice habits. Yet merely by participating in an athletic training program, the athlete can learn: self-discipline, the ability to make independent decisions, lifelong fitness skills that will help him or her lead a more productive and independent life. There are many different skill levels demonstrated by athletics projects, and the coach has the responsibility of learning the skill level of each athletes. Using that knowledge, the coach takes the resources provided in this guide and adapts the information as it applies to each athletes. Levels from basic to advanced are accommodated in the guide, giving the coach a range of skills and drills to choose from all information is a guideline, to be used by the coach in a way that works for his or her athletes.

If a skill or drill looks too difficult, the coach can simply modify it as required to help the athletes learn and perform. Keep in mind that to help athletes improve and grow, it is good for the coach to challenge them by continually observing and assessing their skills, providing new techniques and drills and giving positive encouragement, regardless of their skill level

2.5. Coaching

According to Thompson; (2008) the term Coaching is often used to cover a wide range of activities. Usually help to 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 abilities. Coaching involves teaching, training, instructing and more. It is also simply about helping people to learn sport skills improve performance and reach their potentials. 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 athletes and competition. A Good coach should have a code of ethics, which places the right, and needs of athletes before those of him. A coach need to develop a caring and continuing relationship with the athlete you coach. Participating in athletics is social process then coaching will have a great power to shape the lives of athletes.

2.5.1. Coaching philosophy

Frank Reynolds explains why formal coaching philosophy statement is essential for all coaches. Assuming that you are a coach you presumably carryout your role based on your experience, knowledge, values, opinions and believes. This in itself is a philosophy and you likely to do this unconsciously. A strong bond between coach and athlete lead to higher level of commitment and athletic performance with that in mind. The wise coach takes the time to think through and formalize his or her personal coaching philosophy. (http:www.en.wikipeda.org/wiki/frank/Reynolds).

The two most important considerations in developing a personal coaching philosophy are determining coaching objectives and coaching style. Coaching objectives could include improving the program's win or loss record, winning a league title, placing among the top five teams in the section or state championships, showing significant individual and team improvement, making the program fun for all the athletes, or teaching the athletes to compete well. Coaches often believe their first responsibility is to produce winning teams; however, winning should not be the single measure of success for the coach or the athletes. An

overemphasis on winning can produce such negative responses in young athletes as anxiety, fear of failure, reduced self-esteem and a loss of motivation.

Coaching success should be measured in a variety of ways other than a state ranking, win or loss record. The number of athletes attracted to the program, the athletes' enthusiasm for track and field, the improvement the team shows through the course of the season and the amount of parental/community/ school interest and support generated for the program are equally important measures success. Winning the majority of the meets during the season does not necessarily make any coach a good leader or positive role model for young athletes. A coach's actions speak louder than words, especially during competition. Coaches must teach respect for the rules, the opponents and the judgment and integrity of officials by example through their behavior.

According E. Larkin, Jr. and L. DeFrantz, (2008) the following are some suggestions that can help determine a sound coaching philosophy:

- Remember the athletes should be the center of attention. Sports were not created to glorify coaches.
- The simple objective of coaching is to help athletes shorten the trial-and-error process of learning and ease the trial-and-error experiences of competing.
- When coaching, focus on the skills needed, a method to teach and demonstrate them, and drills to practice and master them.
- Integrity, credibility and technical knowledge are the most important qualities of a good coach in that order.
- Every athlete deserves to be addressed by first name and treated with dignity.
- A coaching style must not isolate a coach from the athletes. There must be a forum for open communication or the coach will never be in touch with the athletes. Coaches need to be willing to listen to all the athletes, hear criticism and respond by acting rather than reacting.
- Coaches cannot talk about winning without talking about losing. Is placing second or third, or not placing but recording a personal best, considered a failure? How do the athletes behave when they finish races they lose? How does the team behave after a tough loss? How are athletes expected to bounce back after performing poorly?

Regardless of the style, coaches need to command their athletes' attention and respect. Coaches must continually and openly communicate, motivate, praise and discipline effectively

❖ Coaching objectives

Coaches often list many specific goals. As Martens; (2000) implies that they hope to achieve when coaching their athletes usually their goals fall under three broad objectives.

a. To have a winning team.
b. To help young people have fun.
c. To help young people develop: -

A. physically: - by leaning sport skills improve physical conditioning, develop good health habits and avoid injuries.

B. Psychologically: - by learning to control their emotions and develop feelings self-worth.

C. Socially: - by learning cooperation in competitive context and appropriate standards of behavior.

❖ Coaching style

Coaching style reflects how a person chooses to lead and interact with athletes. It is how coach wants to motivate and discipline and role, if any, athletes are permitted to have in making decisions that affect them. Each person must choose the coaching style is somewhat different combination of three approaches, authoritarian, cooperative and passive coaching styles. Every one new to coaching should take some time to consider what coaching style works best for that person. Experienced coaches should also periodically re-examine their coaching styles to ensure they are still following the path on to which they originally embarked (E. Larkin, Jr. and L. DeFrantz, 2008).

❖ Coaching process

The coaching process comprises three elements;

1. **Planning; -**developing short and long-term training programs to help you athletes to achieve their goals.
2. **Conducting**: - delivery of training program.
3. **Evaluating**: - evaluation of programs athlete development and coaching. This statement may result in adjustment of your athletes training program and coaching.

2.5.2. Coaching role

What exactly is the coach's role: recruiter, teacher, trainer, strategist, Personnel manager, administrator, promoter, communications expert, diplomat, Spokesperson, psychologist, impartial judge, disciplinarian, caring friend, counselor, parent substitute? To be a coach is to assume all of these diverse roles. For the coach, the greatest reward should not be the outcome of winning, but rather the process of training and competition that positively affects the personal development of young athletes. Great coaches use sport as a vehicle to enrich the lives and the futures of their athletes (Thompson; 2008).

The role of the sports coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. The role of the coach could be quite daunting since the above implies what could be construed as quite some responsibility, especially for the part-time non-professional. The roles that you will find you undertake as a coach will be many and varied and you will find at some stage in your coaching career that you will be, but not limited to:

- **Advisor**: - Advising athletes on the training to be conducted and suitable kit and equipment.
- **Assessor**: - Assessing athlete's 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.

2.5.3. Coaching skill

According to Burt-Reynolds implies as a coach one initially need to develop the skills of organizing, safety, building rapport, providing instruction and explanation, demonstrating, observing, analyzing, questioning and providing feedback. The skills are discussed below-

- **Organizing:** - in organizing the training session you need to plan in advance, how you will manage the athlete's equipment and area, athletes accordingly to numbers, ability and the activity. Continually check the plan is safe during the session.
- **Safety: -**In providing a safe environment for the athletes, you must assess the risk of: the area, equipment and athletes - continue to assess risk throughout the session - keep athletes on the set task and follow correct practice and progressions.
- **Building Rapport: -**In building rapport with the athletes learn and use their names, smile and make eye contact, coach the athlete rather than the sport, show interest in and respect for the athletes.

- **Instruction and explanation:-**In providing Instruction and Explanation you should think about and plan what you are going to say, gain the athlete's attention, keep it simple and to the point and check they understand by asking open questions.
- **Demonstration:-** In providing demonstration make sure you are in a position where the athletes can clearly see you, focus on only 1 or 2 key points, repeat the demonstration 2 or 3 times (side, back and front view), ask if they have any questions and check they understand by asking open questions. There are times when it might be more appropriate to use someone else to provide the demonstration.
- **Observation and Analysis:-** In observing and analyzing break the action down into phases, focus on one phase at a time, observe the action several times from various angles, compare the action with your technical model and if appropriate determine what corrective action is required. Remember your ears can also be used to observe e.g. listen to the rhythm of the feet of the hurdler.
- **Feedback: -** In providing feedback encourage the athlete to self-analyze by asking appropriate open questions, provide specific and simple advice, limit the advice to 1 or 2 points, check they understand what they will do next and make the whole process a positive experience for the athlete.
- **Developing a safe environment**; -As a coach you must be aware that each athletics event and training or competition situation contains an element of danger. It is important that you should have a good understanding of these inherent safety risks and wherever possible to remove or reduce these risks. Obviously, certain events place athletes at greater risk than others. Coaches have a duty to develop a safe environment for each athlete and to prevent injuries. But injuries and illness are an almost inevitable consequence of training and competition at some time, no matter how safe the environment and the coach must be able to manage them promptly and correctly (http://www.wikipedia.org/wiki/Burt-Reynolds).

2.5.4. Coach and Athlete relationships.

While the coach may be many things to the athlete teacher, trainer, manager, scientist, friend and so on at here must exist a certain space between athletes and coach. Familiarity is seldom and advantage to the coach athlete relationship. These especially, so where the coach is very young and must avoid situations which could be misunderstood. The coach should give equal attention to all athletes. The beginning and ending of the coach athlete relationship should be

a matter of agreement of coarse some coach athlete relationships may become lifetime friendship, but in the majority of cases athletes coach of some point in their career. It seems, reasonable to formalize things (Thompson, 2008).

2.5.5. Coach-parent relationship

When a coach agrees to provide services to several persons who have a relationship, such as parents and children, the coach attempts to clarify at the outset the relationship they will have with each person. This clarification includes the role of the coach and the probable uses of the services provided. As soon as it becomes apparent that the coach may be called on to perform conflicting roles (such as mediator between parents and children or sibling teammates), the coach attempts to clarify and adjust or withdraw from roles appropriately.

❖ Coach athlete-training role

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

- When an athlete first starts in sport /**Cognitive stage**/ the coaches 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 sports them gradually the coaches role change to one where the coach and athlete discuss and agree appropriate training requirements /involving coaching style/.
- As the athlete matures and demonstrate a sound understanding of training principles / **Autonomous stage**/ then the athlete will determine the training requirement. The coach role becomes one of a mentor providing advice and support as and when required (Thompson, 1991).

2.5.6. Coaches' communication skill

Derse and Stole, (1995) describes that Successful coach has the ability to communicate effectively and efficiently on training issues. Communication is a two-way process between the sender and receiver. It takes on many forms, some overt and others subtle. Coaches communicate with their athletes by what they say, how they say it, what they write, what they do and how they behave. To communicate effectively, coaches must also receive communication from their athletes in a word and coaches must listen carefully.

❖ **Guidelines to improve communication skills**

- Understand the primary burden of responsibility for any communication belongs to the sender, not the receiver. If it is important enough for a coach, to say or write something to an athlete, it is important enough to be repeated; reinforced and reviewed to be sure the message is understood. Communication must be an ongoing process, especially with high school athletes.
- Coaches must communicate with those under them with the same degree of respect as with those above them. Some coaches are unaware they may be communicating with younger athletes or athletes they perceive to be of lesser quality in a condescending or demeaning fashion. A coach should always ask himself or herself, if the choice of words, tone and style of delivery reflects, the attitude and respect that coach would like to receive in communication from an athletic director or principal.
- Communicate with athletes regularly, consistently and thoroughly.
- Make communication easier by having at least one team meeting a week so athletes come to anticipate and expect certain messages. Avoid just talking at the athletes. Ask for their questions and input.
- Instruct Constructively Too often, athletes are only told what they are doing wrong. It is more important and far more effective.
- Reinforce the positively.
- Praise what athletes are doing well, this prepares them to be receptive to the next instruction.
- Explain the cause of the mistakes and how to correct the mistake. Be specific and keep in short. Athletes can only process a limited amount of information at one time. Be patient and careful not to show any frustration.
- Use the "Sandwich" approach, "Sandwich" corrective instruction between two positive comments to take the sting out of continued corrections Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience. Coaches wish to motivate the athletes they work with and to provide them with information that will allow them to train effectively and improve performance. Communication from the coach to athlete will initiate appropriate actions. Then, the Athlete receives information from the coach, but also to understand and accept it. Interpersonal skills refer to mental and communicative algorithms applied during social communication and interaction to reach certain effects or results. Interpersonal skills are used often in business contexts to refer to the measure of a

person's ability to operate within business organizations through social communication and interactions. Interpersonal skills are how people relate to one another. Having positive interpersonal skills increases the productivity in the organization since the number of conflicts is reduced. In informal situations, it allows communication to be easy and comfortable. People with good interpersonal skills can generally control the feelings that emerge in difficult situations and respond appropriately, instead of being over whelmed by emotion. Coaches need to ask themselves:

- Do I have the athlete's attention?
- Am I explaining myself in an easily understood manner?
- Has the athlete understood?
- Does the athlete believe what I am telling him/her?
- Does the athlete accept what I am saying?

At first, it may appear that face-to-face communication consists of taking it in turns to speak. While the coach is speaking, the athlete is expecting to listen and wait patiently until the coach finishes. On closer examination, it can be seen that people resort to a variety of verbal and non-verbal behavior in order to maintain a smooth flow of communication. Such behavior includes head-nods, smiles, frowns, bodily contact, eye movements, laughter, body posture, language and many other actions. The facial expressions of athletes provide feedback to the coach. Glazed or down turned eyes indicate boredom or disinterest, as does fidgeting. Fully raised eyebrows signal disbelief and half raised indicate puzzlement. Posture of the group provides a means by which their attitude to the coach may be judged and act as pointer to their mood. Control a group demands that a coach should be sensitive to the signals being transmitted by the athletes. Their faces usually give a good indication of how they feel, and a good working knowledge of the meaning of non-verbal signals will prove invaluable to the coach.

❖ Effective Communication

Before communicating with an athlete, coaches should consider:

- Why they want to communicate**?**
- Whom they wish to communicate with**?**
- Where and when the message could best be delivered**.**
- What is it that they want to communicate?

When coaches provide information to the athlete that will allow them to take actions to effect change, it is important that they provide the information in a positive manner. Look for something positive to say first and then provide the information that will allow the athlete to effect a change of behavior or action. Coaches should:

- Develop their verbal and non-verbal communication skills
- Ensure that they provide positive feedback during coaching sessions
- Give all athletes in their training groups equal attention
- Communicate as appropriate to your athlete's thinking and learning styles.
- Ensure that they not only talk to their athletes but they also listen to them, as well-improved communication skills will enable both the athlete and coach to gain much more from their coaching relationship.

❖ **Communication blocks**

Difficulties in communicating with an athlete may be due a number of issues including the following:

- The athlete may jump to a conclusion instead of working through the process of hearing, understanding and accepting.
- The athlete may lack the knowledge needed to understand what you are trying to communicate.
- The athlete may lack the motivation to listen to you or to convert the information given into action.
- The coach may have difficulty in expressing what she/he wishes to say to the athlete
- Emotions may interfere in the communication process.
- There may be a clash of personality between you and the athlete.

These blocks to communication work both ways and coaches need to consider the process of communication carefully (Derse, and Stolley, 1995).

2.5.7. Helping athletes to reach for their best

The ability to teach, communicate and motivate athletes is the art of coaching. Coaches should teach their athletes to focus on things they can control, their own performance and readiness to compete. When athletes worry about their opponents instead of focusing on things they can control, they limit their ability to compete well. Athletes who tend to worry about performance must be taught to focus on what they want to do skill or strategy execution,

instead of how they are going to perform against their opponent, the watch or the tape measure. Athletes should also recognize that winning is some times sabotaged by external factors beyond their control, such as an oncoming cold, bad weather, or outright bad luck. Over time the things even out, and they will be the beneficiaries of such occurrences as often as they are the victims. Athletes should know it is all right to make mistakes. Many young athletes fear making mistakes because they have been ridiculed or punished for making mistakes in the past. Coaches must create a supportive atmosphere in which athletes view making and correcting mistakes as a natural part of the learning process. Some athletes become so frustrated and angry with themselves when they make a mistake during competition that they lose their composure and perform far below their abilities. Coaches should teach athletes that one of the things that separate champions from average athletes is the ability to let go of a mistake quickly and refocus on what needs to be done next.

Communicating is the most important thing a coach does. This fact cannot be overstated. Effective communication involves the explicit expression of instructions, expectations, goals, ideas and feelings. Doing so enhances mutual understanding and is the first step in meeting the athlete has and coach is needs. Communication is a two way street: both coach and athlete must listen and speak to make it work. A coach must be credible in the eyes of the athletes in order to communicate with them. Credibility is the perception of the trustworthiness of what is said and done. To be credible in the eyes of an athlete, a coach must be knowledgeable about track and field, enthusiastic about coaching well, and consistent and positive.

A positive coaching attitude a desire to understand athletes, accept them for who they are, and treat them with respect and affection. It requires refined listening, clear speaking and the ability to give feedback and constructive criticism in a non-personal and instructive manner. A positive approach is characterized by the liberal use of praise, encouragement and positive reinforcement. Constant criticism, sarcasm, or yelling at athletes will increase their anxiety over making mistakes, decrease their sense of self-worth, and discourage them from continued participation.

Another important component of a positive approach is empathy. It is not the same as sympathy. Empathy is being aware of the feelings and emotions of the athletes. Coaches who are empathetic listen to their athletes and try to understand what is going on in their lives outside of athletics. Praise must be sincere. When coaches are not sincere, they risk losing the respect of their athletes. It means little for athletes to hear “Good job” when in fact they know they have not done a good job. If the athletes or teams have not performed well, the coach

should be honest and acknowledge the fact they did not perform to their potential. However, athletes should also be complimented for things they have done well. Coaches should praise deserving efforts, not just final outcomes. Athletes should be taught the most important kind of success resides in their personal improvement, giving their maximum effort, being willing to take risks, and striving to do their best. A coach needs to be there at all times to reassure athletes they are never losers when they give their best effort, an important lesson that will see them through many of life's most difficult endeavors (Larkin, Jr. and DeFrantz,2008).

❖ Coach's Code of Ethics

- Show respect for athletes, officials, and other coaches.
- Respect the integrity and judgment of your officials.
- Establish standards, and be a model for fair play, sportsmanship, and proper conduct.
- Establish athlete safety and welfare as your highest priority.
- Provide proper supervision of your athletes at all times.
- Use discretion when providing constructive criticism and when disciplining athletes.
- Be consistent in requiring athletes to adhere to the rules and standards of the sport.
- Always instruct your athletes in the safe use of equipment.
- Do not exert undue influence on your student-athletes' decisions on which college or university they should attend.
- Avoid influencing student-athletes to take easier course work in order to be eligible to participate in high school athletics.
- Do not encourage or permit your athletes to use performance enhancing drugs (Derse,and Stolley, 1995).

2.6. Teaching and learning track event skills

Teaching represents what a coach provides student-athletes by way of instruction. The lessons a coach must teach include technical skills, positive attitudes about competition, the process of training and effective tactics and strategies. A coach must also teach athletes emotional, self-discipline, responsibility, self-esteem and how to maintain poise by focusing on the things they can control. No less important are social values such as appropriate behavior, fair play, good sportsmanship and the importance of working together to accomplish team goals and objectives.

Learning is the athletes' acceptance of what is taught. Learning is greatly influenced by the atmosphere a coach creates in helping athletes reach for their best. Effective learning requires

communication, motivation, feedback, cooperation and purposeful training. A positive approach to practice and training that emphasizes skill development, fitness, teamwork and fun will help to ensure athletes' learning experiences are positive (Larkin, Jr. and DeFrantz, 2008).

2.6.1. Method of teaching in track athletes

Teaching sport skills is the science and art of analyzing the scientific data and convert in to coaching and training programs to help and develop the athlete performance. From the study of sport pedagogy, we know better, how successful coaches organize for the season, select and sequence the specific skills they teach, and give feedback. Good coaching is good teaching and good teaching is the ability of good communication skills. Understanding athlete's motivation is all-important but in a knowledgeable way, motivated and empathic coach. These are to be a good teacher you need more, first you need to know your subject matter very well, there is no substitute for although understanding of the techniques, tactics and knowledge associated with your specific sport. But you need more than being able to apply these skills as an athlete. You need to be able to apply, adapt, integrate, and critically evaluate them for each athlete. Coaches who are master teachers do far more than just present the techniques and tactics, they provide their athletes with real understand, how each techniques and tactics fits in to provide them with insight so they can make intelligent decisions about how to perform with better understanding, athletes are able to take greater responsibility for their own learning(Marthens;2004).

❖ Determining what to teach

The number of events that you teach will depends up on the following factors.

- The time you have available.
- The age, ability and maturity or level of your athletes.
- Your knowledge and experience.
- Your ability establishes a level of control and discipline such that group activities can operate safely and successfully.
- Your number of athletes relative to the available equipment and space.
- The availability of assistant and the possibility of team teaching. There are four stages of teaching skills in track event athletics.

1. **Introducing the skill**

It expressed in actions and words speak clearly and use language your athletes can understand, the younger athletes the simpler your words need to be. Be brief too, say what you have to say in less than three minutes, avoid sarcasm, annoying mannerisms, and abuse language; they create a negative learning environment. Three events make up for introduction.

- **Get the team's attention: -** go to usual place to begin the session and give signal, such as blowing a whistle, to get athletes attention, position yourself to face the team when you speak to them. If a few athletes are in attentive, look directly at them, move closer to them and politely but family address them by name and ask for their attention. If this fails, have them move to where they cannot disrupt the session. Speak with these athletes either at an opportune time later during the practice or afterward.
- **Arrange the team so all can see and hear: -** when you speak to your athletes, be sure to organize them so they can see and hear. If they are milling around or crowding together, it will be harder for you to keep their attention.
- **Name the skill and give areas on for learning it: -** naming a skill is important so that you can make quick reference to them. If a skill is widely known by a certain name, use that one, if not select a short, descriptive title that is easy to remember.

2. Demonstrate and explain the skill

The skill should be demonstrated by someone who can perform it proficiently and whom the athletes respect for being good in the sport. If you cannot demonstrate a particular skill, you have several alternatives.

- Practice the skill until you are able to demonstrate it correctly.
- Ask someone who is skilled to demonstrate, perhaps amore able athletes on the team, an assistant coach or friend.
- Use a film or video to demonstrate the skill.

If none of these alternatives is possible and cannot give an adequate demonstration, seriously reconsider teaching the skill. If there is any risk of injury in learning the skill, you definitely should not teach it. An effective demonstration and explanation consists of a sequence of four steps.

- **Get athletes attention**: - prepare athletes for the demonstration by getting their attention. Tell them how the demonstration will be given and what to look for.
- **Demonstrate and explain: -** the following guidelines help full for demonstration.
  - Demonstrate the whole skill just as it would be performed in competitive situation.

- Demonstrate several times, showing how to do the skill from different angle.
- If the skill is performed rapidly, demonstrate it at a slower speed. So athletes can clearly see the sequence of movements.

During the demonstration, you should also explain the skill. Remember that it is harder for most athletes to convert words in to mental plan for performing the skill than, it is make use of the demonstration. Follow this guideline for your explanations.

- Before the demonstration, point out one or two important things to which the athletes should attend.
- Keep your explanations simple and brief.
- Make certain that the explanation agrees with what is being demonstrated
- Time the explanation either to prepare the athletes for what they will see or to reinforce what they just saw.

- **Relate to previously learned skills: -**after the skill is initially demonstrated, relate it to any previously learned skills. Because the motor program for a skills are generalized rules. Thus it is possible to transferred some of these rules for movement to the new skill being learned
- **Check for understanding:-**now check to see if your athletes understand how to perform the skill by inviting or asking questions. When question is asked repeatedly, it if necessary so everyone can hear, keeps your answer short and relevant.

3 Practice the skill

Athletes should begin practicing the skill as soon as possible following the demonstration and explanation. This brings to a critical decision, while the athletes practice the skill as whole or break it into parts (Marthens; 2004).

A. **Shaping a complex skill: making the whole action simpler: -** Shaping used to describe the way athlete learns to do wide verity of things. It is similar to the way sculpt on begins with a shape less lump of clay and gradually shapes it into figure. The form of a skill takes shape gradually in the same way .Example hurdling is usually seen as a complex skill because of the technical rules of the event and the fear and apprehension beginners have about hitting the hurdles. The essential thing in hurdling is rhythmic sprinting. Shaping the hurdles skill should encourage this rhythmic sprinting, remove any fear factor and gradually introduce the technical elements.
B. **Shaping the complex skill – Breaking a skill into simpler parts:-** Another way to approach the teaching of complex skill is to have athletes chain it together. A complex

skill is made up a number of simple distinct parts or links of the whole skills are learnt using the method of teaching simple skills. For chaining to be effective, the parts should be put together as soon as possible to form the whole skill. In the intermediate stage of learning the athletes may practice parts of the skill but should always finish the whole skill, putting the links back in to chain.

C. **Shaping vs. chaining: -** Chaining is quite different from shaping. In chaining each parts is practiced just as , it is performed in the finished whole skill .In shaping skill the first attempts of the athletes may be so rough that they hardly resemble the finished skill at all . Coaches find out through experience which method suites them and become and more able to decide whether the skill is simple or complex for a particular individual.

4. Reasons and faults.

Practice alone is not enough to learn a skill correctly. For practice to be productive, you must provide your athletes with two type of information to correct errors

- How the completed performance compared with the desired performance.
- How to change an incorrect performance to more closely approximate the desired performance (Thompson, 2008).

2.6.2. Planned performance training

Planning helps to save time later, and it will make you better coach. Season plan helps to ensure that you will have time to teach the key skills and strategies for the reason. If helps you to keep on track, as well as to keep in mind what is important not so important to do. A season plan also plays off the course of many seasons. It is a farm work for evaluating the past seasons and developing a better plan for next season. In preparation for developing a season plan, you need daily plan your situation (Martens, 2001). The primary purpose of training is to improve and plan the performance of the athlete. The systematic application of skill instruction, biomechanics, and the principles of training to the development of track and field athletes is planned performance training.

Planned performance training seeks to achieve maximum improvement in performance and is structured so that peak performance occurs at predetermined moments within the competitive season. That, after all, is the point of competition. Without such planning, the training of the athletes becomes haphazard and good results become a matter of happenstance rather than planning and prediction.

A. Assessment: -The first requirement of successful planned training. A coach must evaluate the athletes and their abilities, the level of competition and the time available for training and

competition. From this evaluation, the objectives and goals for individuals and the team are defined. A set of expectations for the athletes establishes direction and purpose for their efforts. Expectations frame the goals the coach and the athletes will have for the season. At the same time, though, goals must be realistic and open-ended. Goals that are too grandiose only serve to discourage performance. Goals that do not evolve inhibit the unseen abilities of the athlete. Goals are most often achieved when accompanied by the true expectation of success.

B. Planning: - The coach needs to create an overall plan for training the team and individuals. This plan should apply the fundamental principles of training to the expectations and goals that have been defined. If anything, this basic plan constitutes the foundation upon which the coach creates the structure of competitive success. Coaching without a plan for the season or phase of training is like navigating unfamiliar territory without a map. Too often athletes are kept ignorant of the course of their training. How can they possibly prepare mentally to train with commitment if their coaches do not demonstrate such preparation? Of course, training must be adapted to circumstance, but without a strategy, athletes are unlikely to experience success.

C. Construction and execution of daily, Weekly and cyclic training programme: - This constitutes the body of the training design.

D. Evaluation: - is not a final step, but an ongoing process that allows the coach's strategy to adapt to the changing demands of any training situation. Evaluation provides measurement and feedback that allows the coach and athlete to evolve over the course of the season (Larkin, Jr. and DeFrantz, 2008).

2.6.3. Periodization

Is the key to planned performance It is the division of the training in to distinct units that emphasize different methods and types of training. The aim of periodization prepares them for concentrated period of peak competitive activity. Good periodization of training results in good performances on track event. Devising a functioning plans that varies the mode, volume and available for training and competition, it enables positive progress to be the rule rather than the exceptions.

Dividing the Training Year

In terms of time, the training year can be divided into units that are known as cycles, phases, or periods. The concept of a training cycle is common language in discussing periodization.

For example, a coach might consider one training year as a macro-cycle and has the opportunity to train athletes year-round; however, the year could be divided into two mega-cycles. Within these larger cycles, micro cycles approximately a month long would become the basic unit time over which to construct a training plan.

Periodization of yearly training

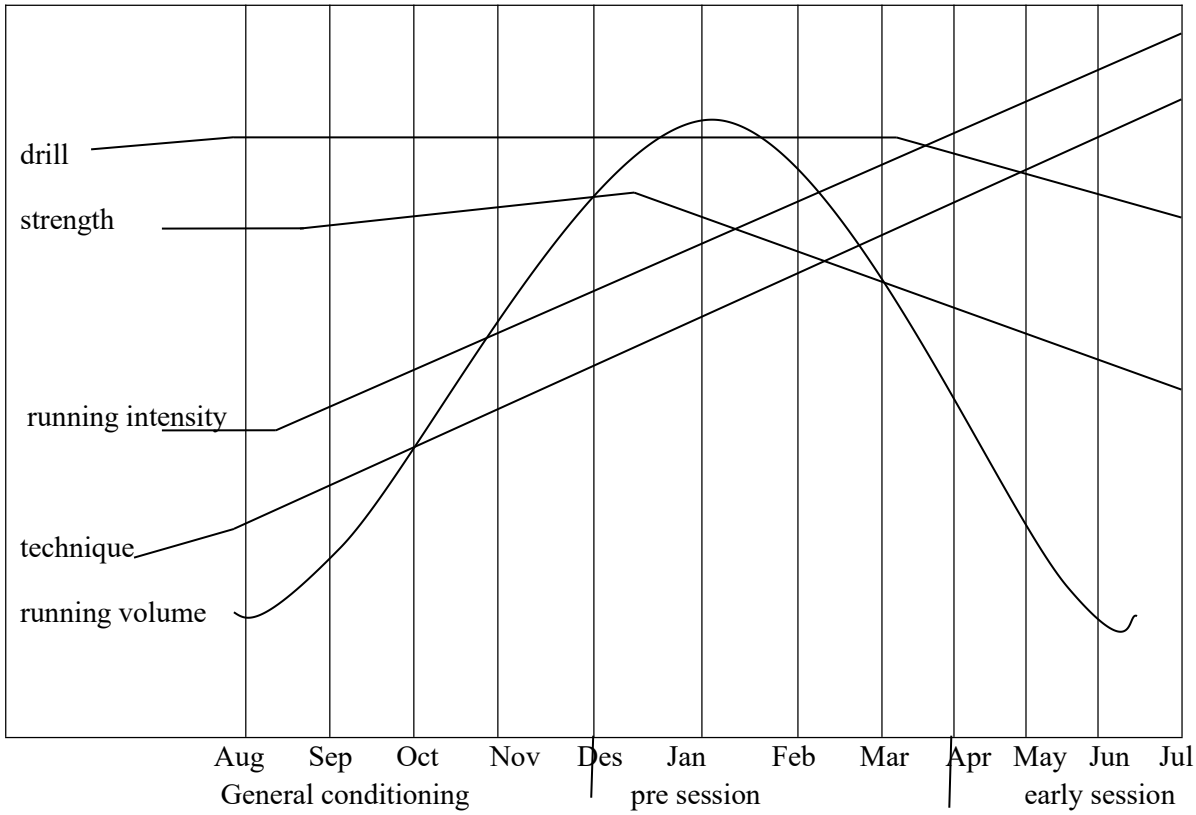

Chart.1 periodization of yearly training plan (Adopted from AAAF/CIF Coaching program, 1995).

By breaking down both work and time into these manageable units, a coach can then construct a general periodization scheme for the training year. (See chart.) By applying the principles of training to these time and work components, the degree of emphasis (volume and intensity) for any type of training throughout the year is determined. Of course, the art of coaching lies in adjusting such a general outline to fit individual and team circumstances (Derse, and Stolley, 1995).

2.6.4. Principles of training for running events

The aim of Training is carried out in order to improve the various qualities characteristics of the running events, like speed (capacity to run a distance in the shortest possible time), endurance, which can be of two types, aerobic (long duration but medium intensity) and an aerobic (shorter duration, but high intensity). In the first type, the energy used, is balanced by

the intake of oxygen. Whilst in the second type, the muscle have to work with less oxygen, thus incurring an `oxygen-debt`. Finally, competitive pace is essential in all types of running (Thompson, 2008). Coach must understand and apply the fundamental principles that govern any type of physical training. These principles derive from the human body's response to training, stress and skill acquisition. Not comprehending these basic tenants produce misinformed training and exposes athletes to the risk of injury. The following principles must be followed in any well-constructed athletic training program:

- **Overload**

The most important principle of training for athletics is that of overload. It should be the aim of coaches to improve their athletes' levels of performance and the capacity for work. In order to achieve this goal, a coach must cause his or her athletes to adapt to a higher level of physical and mental performance. Overloading is the essential mechanism, or tool, for creating this adaptation. Any new type of training subjects the body to greater or different stress than that to which is has become accustomed. When the load is greater than the normal level of exertion, that load becomes a stressor and stimulates a general adaptation process within the athlete. This process is explained in Hans Selye's concept of the general adaptation syndrome, which states that all Athletes respond uniformly to stress. When confronted with stressor, an athlete will initially respond with alarm. As the stress continues, the athlete will then resist in various ways. If the resistance is positive, the athlete is said to have adapted. If, however, the resistance to the stress is negative or the stress is unchecked, the athlete will degrade into a state of exhaustion.

Selye's Theory of General Adaptation

Stress

Stage 1: Alarm

Stage 2: Resistance Stage

Stage 3: Positive Adaptation or Negative Exhaustion

The general adaptation process causes the body to react in a predictable manner to stress. This predictability allows coaches to plan positive adaptation to overload by their athletes. Conversely, this process also explains the negative results that athletes experience when overload or stress is managed improperly.

- **Progression**

The logical consequence of adaptation to overload is progression. As an athlete adapts to a given training load, a progressive increase in load then becomes necessary to continue the process of adaptation to the next level of performance. In other words, as the system is capable of doing more, it requires progressive increases in training load for it to be stressed into a higher level of adaptation. For progress to be achieved, however, an accurate assessment of an athlete's capacity for training must be made. Athletes should be pre-tested and then periodically reassessed in terms of the physical requirements and skills demanded by their respective event(s). Some common measures of such testing are VO2 max muscular strength, muscular endurance, vertical jumping ability and flexibility. Such information becomes the foundation upon which a coach manages the progressive overload that improves his or her athletes. Without such knowledge, training becomes haphazard and often results in the frustration or injury of the athlete. There are four important measures of progressive overload: mode, frequency, intensity and duration. Manipulating these four parameters of training is the essence of the coach's role in directing the training of his or her athletes. A corollary to the principle of progression is variability. Varying the type of training done by the athlete becomes spurs adaptation. Any single type of training yields good improvement for a period of roughly four weeks. Beyond that amount of time, results diminish. Remember that one of the measures of overload is training mode; varying the type of training done works to fulfill this basic principle.

- **Specificity**

Our bodies adapt to exercise or physical stress in direct response to the nature of the demands imposed. This phenomenon is known as the specific adaptation to imposed demands therefore, training needs to address the specific requirements of an event. An athlete must train the skill or system that will be employed in competition. Distance runners must train to raise aerobic thresholds; jumpers must train for rhythm and explosiveness; 400m runners must train for lactate tolerance. Moreover, athletes need to train physically and mentally for not merely conditioning. A certain amount of training must mimic the specific nature of the competitive event. To achieve success, the coach must identify and heed the requirements of particular events.

- **Recovery**

All gains in training are achieved during periods of recovery. This fundamental fact of athletics is probably the most ignored. Recovery and restoration of the body are integral and active elements of training, not the absence of training. For the body to adapt positively to the

progressive overload of training, it must be able to recover adequately from the applied stress. The mantra “no pain, no gain” all too often runs the very thin line between maximum beneficial training and overtraining. The volume of training is far less important than its intensity and intelligent application. Training without proper rest yields poor results and, often, injury. Too frequently, coaches do not understand the physiological response generated by hard training. Generally, adequate recovery from a strenuous workout requires at least 48 hours. In any given week, no more than two or three intensive training days are recommended. Moreover, days of total or active rest are needed to relieve the accumulated fatigue of exercise. Without such recovery, chronic overtraining with significant risk of injury becomes likely. Coaches often view rest as wasted time in which they might be able to squeeze more preparation. This commonly seems to be the case near the end of season, when they should be doing just the opposite. Rest should be greatest during the championship phase of any season.

- **Individuality**

Every athlete has a different response to and capacity for training. Recognizing individual differences and adjusting expectations when designing and applying training programs for our athletes is exceedingly important. Size, age, strength, training age and even emotional maturity factor into the type and amount of training under which any athlete will thrive. At the high school level, especially, coaches often will find that many of their most talented athletes have a limited capacity to train hard, while less talented athletes can endure much more. While the overall design of a training program will most likely apply to all, volume and intensity must be specific to the individual. (Derse, and Stolle, 1995).

2.7. Factors affecting performance

According to Mackenzie.B, (1997) performance described it is an assessment of how well as a task is executed and the success of a training program is largely dependent up on satisfying the performance aims associated with it. There are so many things to affect the performance of athletes. According to Steben and Sarnbell (1978), the following pointes are the major performance hindrance factors.

- **Over-training**

The terms overtraining are consistently noted for competitive athletes and may apply to training as well. Overtraining is believed to result from too little recovery time in combination with too much training. Other factors or non-training stressors can also contribute to overtraining. A multitude of symptoms are associated with overtraining, including:-

Unexplained, persistently poor performance, Moodiness, general fatigue, depression, and irritability, Painful muscles, Elevated morning resting pulse, Insomnia, Weight loss and Overuse injuries, increased susceptibility to upper respiratory infections and gut problems.

- **Lack of sleep**

Tiredness can have a very bad affect on performance as it reduces level of concentration and coordination. Movement become sluggish and thoughts can often be confused, speech can even be slurred. There can be vicious circle if someone is nervous or worried before an important event, as this may lead to sleepiness nights and tiredness then affects the performance.

- **Fatigue**

Is one of the most serious and damaging factors which can affect performance, it occurs when the body or parts the body so tiered, though the amount of work they have been called on to do, that they stop working properly.

Fatigue can occur in the muscle so that they will not be able to carry on whatever work they are doing. As fatigue, starts to set in it will lead to a decrease in skill levels. More mistakes will made as the tiredness sets in and the effects get worse, not better. If the performer trays to get keep going without a rest the chance are, they will have to stop completely. The only solution if fatigue has really set in is for the performer to stop before they do themselves harm, it is important that coaches and managers of the teams can recognize the signs of fatigue and substitute an athlete if possible.

- **Illness or medical conditions**

According to Bizley, (1996) express that an illness is often something, which is only temporary, but medical conditions could be something, which a performer has to cope with permanently. If they are taking some sort of medicine or receiving some form of treatment, it will affect how well they perform even if it does not stop them taking part altogether

- **Psychological**

Many trainers and coaches feel that physical boundaries' of performance are stretched nearly to their limits. Times, distances and records are now more likely to be challenged by people breaking through psychological barriers and taking account of: tension, anxiety, boredom, stress, pressure, motivation, psyching up etc. There is often a great link between all of these factors, so an understanding of them is vital to a performer.

The effect of physical training to enhance the performance of track events is determined by certain factors:

- The intensity of the training season
- The frequency per week of the training season and the duration of the training program
- The type of training program
- The genetic limitation
- The mode of exercise used during the training
- The maintenance of training effects

2.8. Selection and Recruitment of track athletes

Selection can be defined as the combination of processes that lead to the choice of one or more candidates over others for one or more jobs or roles (Edeborough, 2005)**.** Athletic talent identification is approached from many different angles depending on which are looking at and the sport for which athletes are being recognized and recruited. There are two methods talent identification. The first being innate talent identification and prediction for future success. Secondary we will look at athletic development and the changeable aspects of young athletes throughout various stage of an athlete life (http: //www.shideshare. net/.../ the talent identification - process - United States). Contemporary performance demands are so high, track athletes with average ability are not going to succeed, even if the best training methods are employed. This emphasizes the importance of correct selection procedures for the track event. The height of an athlete is often important for selection. However, coaches, frequently prefer shorter athletes because they are usually better coordinated and produce better short-term results than their tall counterparts produce. If occurs regardless of the fact that the taller athletes may have a much better potential (htt://www.athletics-training.com/articles/talent-identification. html).

Usually, experienced coaches have developed their own subjective criteria to “eyeball” talent potential skills, i.e., one athlete seems more coordinated than other; appears faster or stronger than other and seems to have the right attitude. According to Mackenzie, B, (1997) testing and measurement are the means of collecting information up on which subsequent performance evaluation and decisions are made. The main benefits of testing athletes are predict future performance, indicate weakness, measure improvement, place the athletes in the appropriate training group and motive the athletes. Jackson, (2001) also describe Performance in competition usually provides this opportunity to evaluate talent. A coach may even have

developed asset of basic tests to help quantity the skills or attributes that are important. Example

- ❖ Body measurements, i.e. length of limbs, trunk, widths, girths, % fat, somatotype
- ❖ Physiological measures, i.e. maximal aerobic capacity, maximal anaerobic capacity, muscle fibers typing, strength, power, speed, flexibility.
- ❖ Psychological measures, i.e. an ability to handle stress coverage, commitment, goal orientation, willingness to work.
- ❖ Motor learning /perceptual measures/, i.e. coordination balance, kinesthetic sense, visual acuity.
- ❖ Performance measures e.g. running 100 meters, men's in national competition requires a performance of 10 seconds.
- ❖ Objective test e.g. strength can measured objectively via various system; body measurement can be easily obtained.
- ❖ Evaluate the success of predictive system you have established.

Two words of caution; before one plans a complex system of talent identification, there must be a training system in place that will nurture those individuals who were selected as the best prospects. There is no sense in identifying talented athletes, only to find there are in adequate facilities, equipment, coaching financial support and so on to develop and support the talent, so there must be a commitment to a systematic and long-term approach

2.8.1. Identifying potential track Athletes

Before event selection, the first calling is to recognize talent. Obliviously when looking for athletes for speed-oriented events; people who can run fast are the best candidates. According to Boo Schexnayder implies that when to find athletes for sprints hurdlers, and distance runners there are three key variables to look for.

1. The ability to produce force quickly: - A major clue in the search for talent in the speed and power is the ability to produce large force quickly. This shows the athletes power and elasticity.
2. The ability to move body parts (the limbs) quickly: - The ability to move the limbs quickly and generate high stride frequencies is an inherent gift. Conceder any one you see with good stride frequency in sprinting as potentially talented person. Sometimes we see youngsters who show high stride frequency, but they aren`t fast. They show poor mechanics, bad posture, or developed the strength levels needed to strike through the ground.

3. Body type: - Athletes who possess certain events body types have much greater chance for success in certain events that athletes who don`t. in most cases the body type will give you clues you need to determine where an athlete will eventually have the best chance to excel. The absence of a good body type for the event will eventually limit performance.

❖ Event selection

Once talent is discovered, the attention of the coach shifts to proper event selection. The following are some guidelines for event selection that might assist coaches in making good long-term decisions for with their athletes.

- **Sprinters**

Sprinters require Strong muscular body-types, self-assertive or having a reputation for outstanding sprint speed. Sprint is a power activity and has to be able to apply a great amount of force to the ground repeatedly, in very short moments of time, for 10 to 50 seconds. Most sprinters have either muscular body-types or a predisposition to become so with training. In scouting other sports for potential sprinters, you should realize the difference between "quickness" and speed. Height is a big advantage provided the athlete will commit to developing the strength levels needed to manipulate the longer limbs, the ability to start and run the first part of the race is primarily power dependent. Jumping ability is a good indicator of this ability. Of course, the importance and necessity of good stride frequency and fast limb movements are obvious (Boo Schexnayder, Sac speed. com).

- **Distance Runners**

According to Derse and Stolle, (1995) shows that Distance runners require small, lean body-types, tenacious workers good athletes. Small, lean body-types are not well suited for most other sports or track and field events, but they can develop into great aerobic athletes. It requires an extraordinary amount of persistent, dedicated training to become a good distance runner. Distance runners have to be self-motivated and able to see success at the end of a long path of development. Good athletes usually have all of those personality traits.

- **Hurdlers**

Hurdlers requires above average height, good sprinting ability, agility, aggressiveness and mental toughness: It require special athlete personalities. Male 110m hurdlers should be above average height or have a high split, but all hurdlers must have a mind-set to attack the hurdle, not merely negotiate it (Derse and Stolle, 1995). Hurdlers must have thrived on speed, elasticity, mobility and coordination, with the mobility and coordination element setting them

apart from long sprinters and jumpers. Good hurdlers can usually run the sprints, relays, or compete in the jumps as second events (Boo Schexnayder, Sacspeed.com).

2.9. Nutrition for track events

Nutrition is an important aspect of an athlete is training program. Although exercise and athletic training is considered to increase nutrient needs in some athletes, a balanced diet with adequate calories can potentially provide the necessary nutrients. It is likely, however, that for various reasons, not all athletes are able to consume a diet that meets their nutritional needs and thus resort to nutritional supplements with the intention of preventing deficiencies and even enhancing performance (McDowall,2007).Athletic performance improves with wise nutrition and crumbles with nutritive deficiency. In adequate water intake has by far the most immediate and serious debilitating effect on performance. An athlete's exploits can be not only improved through malpractices (Martens; 1971). Nutrition is also important for normal growth and development and for maintaining good health. A healthy athlete feels better, train harder, recovers more quickly, appositive influence on your athletes' attitude about nutrition as well as their eating habits. Young athletes, in particular, respect, admire and seek advice from their coaches. A well-chosen diet offers many benefits to all athletes irrespective of event sex, age or level of competition optimal gains from the training programmed.

- Enhanced recovery within and between workouts and events
- Achievement and maintenance of an ideal body weight and physique.
- A reduced risk of injury and illness
- Confidence in being well prepared for competition
- Consistency in achieving high level performance
- Enjoyment of good and social eating occasions
- Despite this advantage, many athletes do not meet their nutrition goals.

Common problems and challenges towards nutrition include.

- Poor knowledge of good and drinks and inadequate looking skills
- Poor choices when shopping or dinning out
- Poor or out dated knowledge of sport nutrition.
- Inadequate finance
- Busy lifestyle leading to inadequate time to obtain or consume appropriate foods.
- Poor availability of good food and drink choices frequent travel.

Athletes should:

- Understand the importance of, and practice proper hydration before, during and after practices and games.
- Be able to identify the appropriate amounts and types of food from the different nutrient groups in the food pyramid that comprise a healthful diet.
- Recognize the importance of selecting foods from all nutrient groups in the food pyramid when working toward, or maintaining optimal body weight.
- Be able to make wise decisions about what to eat before, during and after a game.
- Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance (Burke and Maugham, 2007).

2.9.1. Nutrition issues for sprinters

The goal of many sprint athletes is to enhance muscle mass and strength through specially designed resistance training program. In most cases, these athletes believe that their food focus should be on protein intake. It is likely that the best results are achieved through enhanced recovery strategies, such as providing a source of protein and carbohydrate immediately after the work out. Many power and sprint athletes forget to bring a drink bottle to training. However, workouts are best undertaken when the athlete is well hydrated and well fuelled. Fuelling with a sports drink can help the athlete to keep lifting or training with a good technique, right to the end of a long session. There are numerous supplements that are claimed to promote recovery, increase muscle mass, reduce body fat and enhance performance. These claims are attractive to all athletes.

Competition nutrition, most sprint events are conducted over a short time, with minimal impact on fluid and carbohydrate levels. However, competition can require the athlete to compete in a series of heats, semis and finals, or with long periods between rounds of a field event or multi-sport competition. This calls for special eating strategies to recover between events or to manage fluid and energy levels over a long day.

Strategies for high-energy eating are usually more efficient to increase the number of times that food is eaten each day, for example, a series of 5-9 meals and snacks than trying simply to increase the size of meals. Drinks such as fruit smoothies, liquid meal supplements and fortified milkshakes and juice scan provide a substantial source of energy and nutrients that are quick and compact to consume, and less likely to cause gastrointestinal discomfort than bulky foods. Sugary foods and specialized sports products (drinks, bars) can provide a compact form of carbohydrate and other nutrients, which is particularly useful when energy needs are high. A food record can identify the times in a busy day that are not being well used

for fuelling up. Athletes should use creative ideas and good planning to arrange a supply of portable snacks and drinks that can travel with them over their day. Adaptation to a resistance-training program may be enhanced by consuming “recovery” snacks providing protein and carbohydrate before and after each workout.

2.9.2. Nutrition issues for Middle distance running

The middle distance events cover races at distances from 800 m to 3,000 m, including the steeplechase. It faces special challenges in training and competition, requiring a unique combination of speed and stamina. Training issues for middle distance athletes implement a dynamic continuum in training volume, duration and intensity, which utilizes all energy producing pathways and muscle fibers types. At the center of this per iodized training regimen, should be a periodized nutritional approach that takes into account acute and seasonal nutritional needs induced by specific training loads. As athletes progress through a season of training and racing, from the endurance development phase towards peak championship racing, the relative contribution of carbohydrate to energy supply increases, while fat-derived energy decreases. A large part of the training load normally consists of intense interval sessions, which place particularly high demands on the body’s limited carbohydrate stores. The rate at which muscles use carbohydrate increases exponentially as the running speed increases, so a middle distance runner may use more muscle glycogen in an intense 30 min intervals session consisting of, say, 20 x 200 m with short recoveries, than a marathon runner uses in a two hour session. If there is another session later in the day, then recovery of the carbohydrate stores between sessions is a primary objective if training quality is to be maintained. High-intensity training is also especially likely to cause gastrointestinal problems. Athletes are therefore often reluctant to eat for a couple of hours before training and may not want to eat anything for a couple of hours afterwards. When hard sessions are close together, with only a few hours of recovery between, it is important to eat soon after the first session if recovery is to be optimized. Athletes must therefore sometimes eat even when they do not feel hungry. Carbohydrate drinks and high carbohydrate snacks or confectionery may be useful at this time to begin the refueling process. There is some evidence that middle distance athletes undertaking both endurance and resistance types of training should phase their daily exercise with at least several hours of recovery between the two differing stimuli. The evidence is very clear that eating some protein and carbohydrate soon after resistance training has potential benefits for promoting adaptations to training, but it is less clear that this A high aerobic capacity is especially important to middle distance runners: the VO2max of the top middle

distance runners is higher than that of the top marathoners. Iron stores are therefore vitally important, and athletes should ensure an adequate intake of iron by eating red meat, liver or seafood at least 2-3 times per week. If this is not possible, then a regular intake of iron-fortified breakfast cereals and green leafy vegetables advised.

Competition nutrition for middle distance Although it is clear that carbohydrate-loading will benefit the middle distance runner as it does the endurance athlete, it is very clear that an athlete who begins racing with low muscle glycogen will not perform well. They may be OK for the first part of the race, but will found wanting when the pace picks up towards the end. Supplementation of sodium bicarbonate may augment intra- and extracellular buffering capacities, which may in turn lead to a small, but significant, increase in performance. Although highly individual, data show that a given ingestion of 0.3 g of either sodium bicarbonate or citrate per kg of body weight administered approximately 1 to 3 hours prior to exercise may offer a small but very rear benefit. There is some risk that taking large amounts of these buffering agents will cause vomiting or diarrhea in some athletes and should be experimented with in training rather than in competition.

2.9.3. Nutrition issues for distance running and race walking

A demanding endurance-training program usually involves daily or twice daily workouts. Inadequate refueling leads to fatigue and ineffective training. Low body fat levels may benefit performance, and are pursuing obsessively by some distance runners and walkers. Severe restriction of energy intake and dietary variety can lead to fatigue, nutritional deficiencies, hormonal imbalances and disordered eating. Lengthy, high intensity workouts lead to high sweat losses, particularly in hot weather. A heavy training load may also increase requirements for protein, vitamins and minerals. The main factors causing fatigue during competition are fuel (carbohydrate) depletion and dehydration. Strategies for eating before, during and after the event are important to reduce these effects.

Competition is often undertaken in multiple stages, or as a series of heats and finals. Recovery between sessions can be important in determining the final winner. Eating strategies for the distance runner or walker When carbohydrate intake targets are high, meals and snacks should be based around nutritious carbohydrate-rich foods such as breads, rice, pasta, noodles and other grain foods, fruits and starchy vegetables, legumes, and flavored dairy foods. The addition of protein-rich foods and vegetables to meals will help to balance fuel needs and other nutrition goals. Sugary foods and drinks provide a compact form of carbohydrate, which is particularly useful when energy needs are high or in situations when it is impractical to eat

bulky foods. Drinks providing carbohydrate (sports drinks, soft drinks, juices, fruit smoothies, and milkshakes) also provide a compact way to refuel. Key strategies to achieve lighter a leaner physique include low-fat eating, and attention to portion sizes. Endurance athletes with very high-energy needs may find it valuable to spread their daily food intake over a series of meals and snacks. Even when energy intakes are modest, well-placed snacks may help prevent hunger and energy drain over the day, ensure adequate fuel for workouts, and prevent overeating at the next meal. Fluid and fuel replacement are key issues during most competitive events, and the athlete should prepare for competition by fuelling up in the day(s) leading up to the event and ensuring that they are well-hydrated. For marathons and walking events many, athlete's carbohydrate load, by tapering their training and increasing carbohydrate intake for 2-3 days prior to the race. The pre-race meal offers a final way to top-up fuel and fluid levels, and menu choices should be base around carbohydrate-rich eating. The ideal amount and type of foods and drinks, and the timing of this meal, will vary between athletes and should fine-tuned with experience to avoid gastrointestinal disturbances during the race. In running events of half-marathon and over, or in walking events of 10 km or more, there is an opportunity to refuel and rehydrate "on the run". Each athlete should develop a fluid intake plan based on knowledge of expected sweat losses and how much of this loss is practicable to replace. Fluid intake should not exceed sweat losses. In events of approximately 60 min or more, it is likely that carbohydrate intake will provide fuel for the muscle or brain and improve performance. New information has provided different recommendations according to the length of the event. Sports drinks, gels, confectionary and other everyday foods or drinks may be use in a fuelling plan. Race day strategies should try in training, both to enhance the session and to fine-tune the competition plan. After a race or workout, the athlete should eat and drink to promote quick recovery. Light and portable recovery snacks are a useful choice until the normal meal pattern is resumed (Burke and Maughan, 2007).

❖ Diet before activity

The primary purpose meal before activity is to provide fluid and energy for the athlete during the performance of his or her event(s). Since many athletes experience abdominal discomfort if they have food in their stomachs during competition, the timing of the pre-competition meal is important. In most cases, the athlete will feel quite comfortable if the meal is eaten 2-3 hours prior to competition. However, some runners find they need to eat something as close as 30 minutes prior to their event. Pre-competition eating requirements vary greatly from athlete to athlete. The pre competition eating guidelines assume the athlete have been a sound

diet throughout their training. Pre-event competition encompasses carbohydrate loading. The meal consumed the night before competition, the immediate pre event meal or snack and possibly the meal or snack chosen in between events. The primary requisites of the pre-competition meals should be:

- To consume easily and quickly digested foods and fluid, which are familiar to with the athlete's habit?
- That it consists of foods the athlete usually eats.
- That it includes the consumption of plenty of fluids.

When consumed food several hours prior to physical activity, will lead to "super" performance proper nutrition as emphasized throughout it is a year round task. However, there are certain foods that should probably avoid on the day of competition. E.g., fats and meats are generally digest slowly if consumed 3 to 4 hours or less before an athletic event, they may cause a feeling of fullness hindering performance.

Carbohydrates should be the major constituent of the pregame meal. In addition, should be consumed no later than 2 ½ hours before competition. The preseason for this are that carbohydrates are easily digested and help maintain blood glucose levels. The pregame meals can also include moderate proportion of such foods as fruits, cooked vegetables, fishes, lean meats provided given previously is needed (Derse, and Stolley, 1995).

❖ Diet during activity

The impact of nutrition will have during competition depends on the type of activity. Short duration events will not be severely limited by nutrition related factors, assuming good nutritional statues prior the event. However, endurance events can be influenced by fluid and carbohydrate intakes before and during the events (Jackson, 2000). It is common to find that athletes particularly endurance athletes ingest glucose (usually in liquid form) during prolonged exercise. It is generally agreed that ingestion of some liquid glucose during prolonged exercise will help spare muscle glycogen and delay or prevent hypoglycemic or low blood sugar levels. Both glycogen sparing effect and the deterrent effect on hypoglycemia should help reduce and /or delay fatigue.

Remember, when glucose is made available to an athlete during prolonged exercise it should be provided in low concentrations. The stomach can empty only limited amount of glucose in a short period of time. If too much glucose is present, the rate of gastric emptying is retarded and glucose is absorbed in to the blood more slowly. Thus, ingestion of high concentration of

glucose actually delays its utilization as metabolic fuel. The recommended concentration of glucose is 2.6 to 2.5 grams per 100ml of water (L. Fox. and Matheus, 1971).

❖ Diet following activity

For rapid exercise recovery, it is important to refuel immediately after the activity. Post event nutrition is particularly critical during consecutive days of competition or training. The goal is to replenish carbohydrate energy reserves, to replace fluid and electrolyte losses, and repair tissue damage from exercise (Jackson, 2000). Following endurance event, serious effort should be made to replace fats, proteins, carbohydrates, vitamins minerals, and water. One will be in better physiological before eating large meal; however, liquid nutrient may be consumed a few minutes following exertion in order to stabilize blood glucose. If competition is to be renewed the next day care must be taken to replenish the energy stores muscle and livers glycogen, easily digestible foods should be selected and may include cream and butter for fat content carbohydrates in the form of bread. Puddings rice, proteins such as fish, soft-boiled eggs, cheese and other milk products and fresh fruit and juice, which are excellent for vitamin c energy and liquid replacement (L. fox; 1971).

2.9.4. Athletes Eating Disorders

Athletes may be at a greater risk for developing an eating disorder. Many coaches impose weight restrictions on athletes because a lean physique often gives the athlete a distinct edge in performance. The problem is that some athletes can become obsessed with losing weight. This can lead to dangerous eating disorders such as anorexia nervosa and bulimia.

Eating disorders can be life threatening. Coaches, parents and health professionals have an important role to play in prevention, identification and treatment of eating disorders in Athletes. The intensity of training program me, physical and psychological stress may lead to the development of eating disorder. It is important to emphasize that the eating disorder is psychological problems, and not simply a problem with food itself, and can be caused by;

- Striving for perfection- the achievement orientation, obsessive, perfectionist nature of training and competition.
- Psychological stress of training and competition.
- Comments from others, such as coaches' judges, parents and team manager regarding the athlete's weight and body composition.
- Attributing poor performance in training and competition, the athlete or coach may attribute poor performance to the athlete's excessive body weight.

- Physical maturation; the athlete may be uncomfortable with their body composition changes which occur during adolescence.

In addition to this there are nutritional eating disorders, such as energy intake deficit, dietary fat restriction, excessive dietary fiber intake potential deficiency in dietary protein(fat, iron, Zink, calcium, and carbohydrate), excessive consumption of diet, excessive training beyond the training program me and the like..

Coaches need to know how to identify athletes who might be at risk and ensure they get the help needed. Although it is unknown whether the incidence of these eating disorders is higher or lower among athletes, it appears to be much higher in specific sports or events, such as distance running (Jackson, 2000).

❖ How to identify an athlete with eating disorder

There is a big difference between being thin and being anorexic. Abnormal eating patterns do not always mean that an athlete has an eating disorder. There is, however, cause for concern if an athlete shows the following signs or behaviors:

• Comments often about being or feeling fat and asks questions such as, "Do you think I'm fat?" When, in fact, his or her weight is below average.

• Strives to achieve a weight below his or her ideal competitive weight and continues to lose weight during the off-season.

• Often eats secretively.

• Often disappears immediately after eating, especially after a large meal.

• Avoids eating with the team, athletics are often accused of causing eating disorders. Fingers have been pointed at coaches who impose weigh-ins and weight restrictions for their athletes. These activities have become a normal part of many successful athletic programs. The cause of an eating disorder, however, is not athletics but underlying personal stress. At first, anorexia or bulimia is coping mechanisms. In advanced stages, they can be life threatening. Victims of eating disorders usually have a history of low self-esteem and difficulty solving problems and handling stress. While athletics do not cause eating disorders, it is possible for an eating disorder to be triggered by a single episode or comment from a person who is very important to the athlete. All members of the track athletes team family-coaches, trainers, athletic administrators, and especially teammate peers-are significant people in an athlete's life(Coyle and Maughan, 2003).

The treatment for eating disorders should be multi-disciplinary to include psychological, nutritional and physical intervention. It would be beneficial the athletics team members, in terms of training and competition demands. It may be the necessary that the athlete`s family members or coach attend the treatment sessions (Jackson, 2000).

2.10. Facilities and equipment for track athletics

Sport facilities for track athletics are generally used for daily training as well as for staging or local competitions. The staging competition at higher levels normally entails more extensive requirements for the sport facilities. Facilities for Track events include sprint, middle and long-distance, hurdle and steeplechase events. The direction of running is anti-clockwise. The 400m oval track usually forms the basis of a multi-sports arena. Its dimensions are, therefore, dependent on the requirements of other sports (Wilson; 2008).

Equipment might limit performance by failing to perform its appropriate function during competition. Similarly, athletes who do not use the appropriate safety equipment may limit their own performance through injury (Davis; 1986). Frequently, the lack of facilities or access to existing facilities and equipment is a limiting factor to sport development. Unless this problem is resolved, it will be difficult to develop athletes to higher levels .However, many athletics clubs have been successful despite substandard training facilities and equipment, because of their high motivation, their commitment to hard work to improve their ability, in order to create and adequate training environment. Sometime over coming difficult training conditions strengthens the athletes resolve and provides an advantage to him or her during tough competitions. However, it is important for sports administrators to try to improve training facilities and to create positive environment, which encourage proper training.

Below are listed some suggestions which may help in improving facilities and equipment. Clearly identify your facilities or equipment needed and its priority.

- Try to make your sports needed known to school officials, community officials or politicians, to the military, to business, to service groups or to government, see if they can help or provide advice.
- Join with other sports or community groups to develop a plan for Consider whether corporate support may be available to provide equipment or clothing under conditions that are reasonable.
- Consider entering sponsorship or licensing agreements for goods or cash, in return for corporations using your sponsor statement.

- Approach specific National sports Federations to determine if they can assist in providing assistance in designing sport facilities or providing equipment.
- Consider training for periods of the year in existing facilities in other location in order to improve the quality of training.
- Often staging major Games or competitions creates an opportunity for governments to provide facilities and equipment.
- Be sure you know all available training facilities in your community, it may be that your problem is in getting access to existing facilities and if this is the case you must consider what kinds of approach to the manager of those facilities could be successful(Jackson; 2005).

The many events athletics require a multitude of sporting equipment. It is important for athletes to be able to recognize and understand how equipment for the specific events works and influences their performance. The following pointes are the general athletics equipment list.

2.10.1. Organization of facilities and equipment for track event

According to Carr, (1999) shows the following points are described the organization and demands of sport facilities and equipment for track event athletics.

- **Running and walking events: -** Some track events, such, as hurdles require considerable organization and equipment particularly if you are setting out flights of hurdles in each lane. Other events, such as sprinting, relays, distance running and race walking do need so much organization or equipment. Begin with events that require little or no equipment and move later to those that require higher level of preparation.
- **Sprinting: - is** fundamental to track and field requires little more than a good running surface. Maximum activities come easily be achieved without the use of equipment. These characteristics can use sprinting as an introduction to track event program. However, remember that repetitive sprinting by itself can quickly destroy a young athlete's enthusiasm.
- **Relays: -** relay running is one of the most enjoyable activities in track events programme. It demands little equipment and adds the excitement of team competition to sprinting. There is a huge variety of relay racing means, which young athletes seldom get bored. Use relay as a means of adding spice to a worm up and to your workout is culminating activities.

- **Distance running, steeplechase and race walking**: -Distance running is an all year activity and like sprinting and relays, it requires only a good surface to run on variations in space, distance and terrain can make this activity ever enjoyable. It should be introduced early to young athletes and made a regular part of their training program. Race walking can introduce as leisurely walking over specified distances, when you make walking vigorous, it becomes "power walking "it is an excellent non conducive exercise with change in techniques. Power walking can become race walking; you can use walking as an active pause. When your athletes run distances or you can teach competitive walking as an event in its own right

2.11. Athletes support

According to Jackson; (2001) implies that Athlete's wishes to achieve reasonably high performance goals, an adequate support system must be created to provide that opportunity such as;

- ✓ Enough time away from school or work to train top-level athletes may have to spend more than three hours a day in serious training, seven day per week.
- ✓ Adequate rest and diet.
- ✓ Access to gain medical and physiotherapy support when needed.
- ✓ Continental stimulation and encouragement which creates appositive training environment and shows support for the aspirations of the athlete.

2.11.1. Administrative support for track athlete

In order to develop a well-organized training and competition programmed there must be good planning and affair degree of administrative support. Ideally a coach should coach, the athlete train and the administrators do all rest. Administrative support could include handling correspondence, travel arrangements, fund raising arranging training facilities, contact with media, promotion meetings and so on. It is extremely important that administrators realize that important focal point for their activities is the athlete and coach.

2.11.2. Financial support for athletes

All sports administrators learn that raising money for training and competition purpose in a major need and responsibility. Most often, it is necessary for government to provide the bulk of finances required. Finance may needed to

- Pay for travel and competition expense
- Defray athletes training living and educational expense.
- Compensate for time off from work
- Provide adequate coaching or access to facilities

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part emphasis is given to describe the participants information will use and procedures of data collection and method of analysis. Their for the method is particularly important for the study since it was intended to make detailed description and analysis of assessment and practices and challenging problems of track trainees performance in case of Debrebrihan, chacha, Merhabete, and Tarmaber worda athletics project.

3.1. RESEARCH DESIGN

The research method designed in this study was employed descriptive survey method. Because it helps to suppose and reveal the major challenging problems affecting the track athletes performance in some selected North Shoa Zone Athletics project. In this study researcher applied the qualitative and quantitative approach was designed to obtain the required information. In the quantitative approach, data was collected to determine and to assess challenging problems on track athlete's performance in the training projects. The researcher also used Qualitative study to supplement the quantitative study. It mainly involves a collection of cross sectional data on similar issues was addressed by the quantitative study.

3.2. SOURCES OF DATA

The type of data source in this study was employed both primary and secondary sources.

A. Primary data: - it was helped to gain information from Athletes, Coaches, Woreda sport office experts and Authorities. These sources are selected as a researcher presumed that they are core area of encompassing daily athletics practice in improving track trainees performance.

B. Secondary data: - it is other method, and helps to collect data from relevant manuals technical documents and prepared reports

3.3. RESEARCH PARTICIPANT

The target population for this study was Debre Birhan, Merhabette, Chacha, and Tarmaber Athletics project in North Shoa Zone, which launched challenging problems on track event trainee's performance. Accordingly, the total populations of the study were 78 track event athletes, 4 coaches, 8 Woreda Sport office experts and 4 Authorities in data collection procedures.

3.4. Sample and sampling techniques

Table 1.Information about population and respondents

Project center	Population				Samples			
	trainees	coaches	Sport office experts	Office Authorities	trainees	coaches	Sport office expertise	Sport office Authorities
Debrebrihan	30	1	4	1	23	1	3	1
Merhabette	25	1	4	1	20	1	2	1
Chacha	30	1	3	1	20	1	2	1
Tarmaber	20	1	2	1	15	1	2	1

For the specific research, the following samples were selected using probability (simple random) sampling. A total of 4 athletics projects are currently selected in north Shoa Zone, which four of them, are Merhabette, Chacha, Tarmaber and Debre Brihan WordaAthletics projects were selected. 78 Track athletes from each project, (probability) 4 of coaches from each project, 8 sport office experts and 4 Authorities, and North Shoa Zone Athletics Federation, were taken.

3.5. DATA COLLECTION INSTRUMENTS

In the study, the researcher has used major instruments like observation, questionnaires, interview and relevant document analysis. The questionnaires' translated in Amharic language based on their appropriateness for track Athletes.

3.5.1. **Observation**: - this instrument is appropriate to assess athlete's performance during training, the availability of facilities and equipment's, the teaching method of training,

usage of nutrition and supplements. Due to this the researcher using observation of training in all selected training centers

3.5.2. **Questionnaires**:-both closed ended and open-ended were administered data by athletes and coaches. It is appropriate instrument to obtain information about condition, practice and problems for relatively large sample studies (Lokesh Koul, 1988).

3.5.3. **Interview**: - is research instrument and was employed to draw ideas in relation to the challenging problems on track Athletes performance. For the purpose of getting rich and deep information through a direct interaction with Sport Office Authorities, Experts and coaches from each Woredas Athletics project. For this purpose, the same types of questions were presented to interview at different time. In addition to the data obtained through questioner face to face, unstructured interview also conducted with coaches, sport office expertise and Authorities. The researcher used paper and pencil for the recording of the interview. Before starting the interview, the objective of the interview and all necessary ethical consideration explained to the interviews for confidentiality.

3.5.4. **Document analysis**: - it was analyzed related documents at Woredas sport office and North Shoa Athletics federations as a source of information for study. For this purpose document like training plans, annual plans, reports, minutes of meeting, biography of athletes etc. was employed for the study.

3.6. METHOD OF DATA ANALYSIS

The data obtained through questionnaire, interview and document analysis analyzed, interpreted and discussed in order to arrive at the conclusion of the findings. The

questionnaire classified into two parts the first part deals with participant information and the second part deals with athlete's coaches, sport office and Authorities related questionnaire. Moreover, closed ended questionnaire were analyzed using frequency, percentages and descriptive statement. While, data obtained from interview, opened ended questionnaire, and document analysis were analyzed using descriptive statement.

CHAPTER FOUR

FINDINGS AND INTERPRETATION

This chapter of the study consists of two parts. The first part deals with the respondent's background, while the second part deals with presentation, analysis and interpretation of data and observation checklist are analyzed and interpreted separately based on the characteristics of questions.

4.1 PARTICIPANT'S INFORMATION

Based on the data obtained from the track Athletes, coaches, and sport office Authorities and experts analyzed in terms of their age, sex, education background, training experience in the training project and EAF, IAAF coaching level and coaching carriers.

Table 2. Participant information

	Athletes				Coaches			
No	Item	Choice	No	%	Item	Alternatives	No	%
1	Sex	Male Female	46 32	58.97 41.02	Sex	Male Female	4 --	100 --
2	Age	10-13 14-15 16-19 Above 20	2 31 45 --	2.5 39.74 57.6 --	Age	20-25 26-30 31-35 36-40 Above 40	-- 2 2 -- --	-- 50 50 -- --
3	Training experience	1 year 2 year 3 year 4 year and above	10 15 40 13	12.8 19.28 52.2 16.6	Coaching experience	1 year 2 -3year 4-6 year Above 7year	-- -- 4 --	-- -- 100 --
4	Educationa l background	1-6 7-8 9-10 11-12 college	5 25 42 6 --	6.41 32 53.8 7.7 --	Education al back ground	12 complete College diploma First degree Other	-- 3 1 -- --	-- 75 25 -- --
5					Coaching levels	No coaching license Level, I, EAF Level, II, EAF Level, II,IAAF Level, III,IAAF	3 -- -- 1 -- --	75 -- -- 25 -- --

The above table clearly explains respondent's information particularly those engaged on questioners namely track athletes and coaches. Moreover, their information was analyzed as

below shows regarding the sex of respondents 46(58.97%) of track, athletes and all of coaches are male. While the rest 32(41.02%) of athletes are females.

From the above table (item 2), shows that 45(57.6%) of athletes were the age between 16-19 years, 31(39.74%) and 2(2.5%) of athletes are between 14-15 and 10-13 years of age respectively. 2(50%) of coaches are the age between 26-30 and the rest 2(50%) of coaches are between 31-35 years old.

Regarding to experience at the training projects, 40(52.2%) of athletes were trained for 3 years and 15(19.28) of athletes were trained 2 years. The rest 10(12.8%) and 13(16.6) of athletes also were trained 1 and above 4 years. While all of coaches have 4-6 years coaching experience at the training projects.

Item 4, from the above table shows, 42(53.8%) of athletes were 9-10 grade levels, and 25(32%) of athletes were 7-8 grade levels. The rest 5(6.41%) and 6(7.69%) of athletes also the educational background between1-6 and 11-12 grade levels respectively. While 3 (75%) of coaches have college diploma and 1(25%) is first degree holder.

Moreover, the above table (item 5), shows that 1 (25%) of coach has level II coaching qualification. However, the rest of 3(75%) of coaches have no license of coaching qualification. From the above analysis everybody could understood that the majority of athletes and coaches are males. The majority of athlete's age also between 16-19 years old, coach's age were above 26 years old. The majority of Athletes also have 3 years' experience and coaches were 4-6 years' experience at the training project. This shows that they have different age group. The educational background of most athletes was between 9-10 grade levels and coaches were diploma and first-degree holders. Surprisingly the majority numbers of coaches have no coaching license or qualification. This implies the majority of coaches have no basic skills or knowledge to give scientific training to the trainees. The coaches must acquire knowledge about techniques, rules and tactics and the coach has responsibilities to ensure that he/she has adequate knowledge to meet the needs of the athlete. When to coach athletes without enough coaching knowledge, it greatly affects the development of their performance directly.

4.2. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

- **Analysis of athletes' response**

Table.3. Question related with selection and recruitment of Athletes.

No	Items	Alternatives	Response	
			No	%
1.	How do you join in this training project?	By competition By the help of coach By chance By standard selection and Recruitment criteria	50 9 19 --	64.1 11.5 24.3 --
2.	How do you initiate to be a track athlete	By the help of my coach By my own choice By my friends advise By my family advise	19 46 13 --	24.35 58.97 16.6 --

From the above table (item 1), clearly explains that more than half 50(64%) of respondents replied that to join in the training project is by competition. On the other way 19(24%) of respondents also by chance and the rest of 9(11.5%) are by the help of coaches advise to join in the training projects.

Item 2, of from the above table depicts that more than half 46(58.9%) of respondents initiated to be track athletes are by their own choice. While 13(16.6%) of respondents also by friends advise and 19(24.35%) are by the help of coaches advise initiated to be track athletes.

As far as the above analysis shows the majority of track athletes to join in the training project are only by competition. This shows that the selection and recruitment method is not completely correct. Because competition is one method to select talented athletes for competition and training purpose. However, it is not the only selection method to develop the potentials of athletes in the project centers. While large number of respondents are initiated to be track athletes are by their own choice. So this implies that the coach's role is very less. Jackson, (2001) explains that experienced coaches have developed their own subjective criteria to ``eyeball`` talent potential skills and developed asses of basic tests to help quantify the skills or attributes. Example we can use the body measurements, physiological measures, motor learning performance measures, objective test and so on…

Table 4.Question related to the teaching method of coaches.

No	Item	Alternatives	Response	
			No	%
1.	Are you satisfied with the teaching method of your coach?	High Moderate Low	10 41 27	12.82 52.56 34.6
2.	How do you evaluate the training load is suitable to your current performance?	Very good Moderate Not related	0 46 32	0 58.97 41
3.	How much do you train in a week?	2 3 4 5 and above	14 51 13 --	17.94 65.38 16.6 --

According to the above table on (item 1), 41(52.5%) of respondents that they are explains moderately satisfied with the teaching method of their coach, 10(12.8%) also explains highly satisfied. while the rest 27(34.6%) of respondents said that they did not satisfied with the teaching method of their coach.

From the above table on (item 2), 46(58.9%) of respondents explains that the training load is moderately suitable to their current performance. But the rest of 32(41%) of respondents shows that the training load is not related to their current performance. As indicated the above table for item 3 more number of respondents 51(65.38%) are trained 3 days per week, 14(17.94%) also trains 2 days per a week and the rest 13(16.6%) also trains 4 days per a week.

From the above analysis, everybody determines that there are some challenging problems that affect athlete's performance during the teaching method of coaching and the appropriateness of the training load. Majority of respondents responded that they are low and moderately satisfy with the teaching method of their coach. The training load also shows that they are moderately and not related to athletes' current performance. A vast number of respondents responded 3 days train per a week. This shows the majority of athletes train under load and to develop their health related fitness rather than to develop their performance. Because, it is not adequate training load and time to improve the performance of athlete within 3 days per a week. As athletes mature and gain experience, they are able to tolerate higher training loads. They may develop gradually over a number of years to where they can carry out sessions on 6-7 days a week, with the possibility of more than one session per day (Thompson, 2000).

Table 5. Questions related with coaching.

No	Item	Alternatives	Response	
			No	%
1.	Do you believe your coach have enough knowledge and skill for the development of your performance?	Strongly agree Moderately Agree Not agree	-- 42 36	-- 53.8 46.1
2.	To what extent your relation with your coaches in related to training issues.	Very good Moderately Good Poor	13 30 35	16.6 38.4 44.9
3.	To what extent your coaches take and use your comments and feedbacks?	High Moderate Low	7 30 40	9 38.5 52.6

According to the above table in (item 1), 42(53.8%) of respondents replied that they are moderately agree with their coaches have enough knowledge and skills for the development of their performance. While the rest 36(46.1%) of respondents explains they do not agree the coach have enough knowledge and skills for the development their performance. Regarding to relationship between coach and athletes on the area of training, 30(38.45%) of respondents said that they have moderate good relation with their coaches. 13(16.6%) respondents' also explains the athletes' are high relation with their coach. But 35(44.8%) of respondents explains that they have poor with the coach and athletes on the area of training.

As far as (item 3), in the above table 30(38.4%) of respondents said that the coaches are moderately take and apply athletes comment and feedback. 7(9%) also the coach are highly take and apply but the rest of 40(52.6%) respondents also replied that the coaches are not interested to take and apply athletes comment and feedback.

The above analysis indicates that the majority of athletes moderately agree with their coach have enough knowledge and skills for the developments of their performance. The relationship between coaches and athletes on the area of training is very poor. The coaches also do not have an interest to take and apply the athletes comment and feedback. A good coach must involve teaching, training, instructing and more helping athletes to learn sport skills, improve performance and reach their potentials. The coach also must develop familiarity and should develop a matter of agreement with athletes. While the coach to the athlete are teacher, trainer, manager, scientist, friend and so on, so the coach must use athletes

comment and feedback , because feedback encourage the athletes to become competent and productive for all direction.

Table 6. Question related with sport nutrition

No	Item	Alternatives	Response	
			No	%
1.	To what extent you know about proper usage of training diet.	Very high Moderate Low	-- 28 50	-- 35.9 64.1
2.	Do you get and use enough meal always before going to your training program?	Yes No	18 60	23.1 76.9

As indicate the above table in item 1. 50(64.1%) of respondents said that they didn`t know about proper usage of training diet. While the rest 28(35.9%) of respondent also moderately know about proper usage of training diet.

Item 2 in the above table shows that 18(23.1%) of respondents they use enough meal always before going to the training. But the majority of respondents 60(76.9%) are not use enough meal before going to the training program.

The above analysis indicates the majority of athletes did not have enough knowledge of training diet and they did not use enough meal before training. Athletic performance improves with wise nutrition and crumbles with nutritive deficiency. Good nutritional supplement with helps to the intention of preventing deficiencies and enhancing performance (McDowall, 2007). Athletes should understand the importance of selecting food from all nutrient groups in the food pyramid and to make wise decisions about what to eat before, during and after practice.

Table 7. Question related with support of the training facilities and equipment.

No	Item	Alternative	response	
			No	%
1.	Do you get sufficient and conducive training facilities?	Very high Moderate low	-- 18 60	-- 23.07 76.9
2.	Do you think materials and training facilities could provide support to enhance your performance?	Yes No	70 8	89.7 10.2
3.	To what extent you get supervision and support from Regional, Zonal and Worda sport experts and Authorities.	Very high Moderate low	-- 20 58	-- 25.6 74.3
4.	Do you get enough financial and material support from any concerned and voluntary bodies?	Yes No	6 72	7.7 92.3

As indicted in the above table (item 1), above average 60(76.9%) of respondents replied that they did not get sufficient and conducive training facilities. While 18(23.07%) of respondent replied that they have moderately get sufficient and conducive training facilities.

According to (item 2) from the above table almost all 70(89.7%) of respondents agreed with training facilities and materials which enhance their performance. But 8(10.2%) of respondents believed materials and facilities could not support their performance.

Result obtained from item 3, from the above table more than half of respondents 58(74.3%) said that they didn't get supervision and support from their Woreda sport office experts and authorities. While the rest of 20(25.6%) dedicates they get moderately support and supervision from Regional, Zonal and Worda sport office experts. Similarly from item 4, almost all 72(92.3%) of respondents said that they did not get any support from any concerned and voluntary bodies. While 6(7.75%) of respondents are gain enough financial and material support from any voluntary bodies. As indicated the above analysis almost all of respondents replied that they didn`t get sufficient and conducive training facilities. Similarly, all of respondents agreed with materials and training facilities could provide support performance. Davis, (1986) states that equipment might limit performance by failing to perform its appropriateness function during training or competition. Similarly, athletes who do not use the appropriate safety equipment may limit their own performance through injuries.

The majority of respondents also replied that they didn`t get any financial, material support from anybody. Since they didn`t get supervision or support from concerned bodies. Jackson, 2001 also states that in order to develop a well-organized training centers, there must be a good planning an affair degree of administrative support. Administrator support could include handling correspondence, travel, fund rising, arranging training facilities, contact with media, promotion meeting and so on. Athletes should gain an opportunity to support adequate rest and time, access to gain medical support, continual simulation and encouragements from administrators.

- **Analysis of Coaches Response**

Table 8. Questions related with support of the training, sport facilities and equipment.

No	Item	Alternatives	Response	
			No	%
1.	Do you believe that you have enough facilities and equipment for coaching track event training?	Yes No	-- 4	-- 100
2.	Do you get adequate financial and material support to improve your trainee's performance?	Yes No	--- 4	--- 100
3.	Do you communicate with your Athletes family on the area of support?	Yes No	1 3	25 75
4.	Do you believe that you have a sufficient amount of budget to run track-training program efficiently and effectively?	Yes No	--- 4	--- 100

According to the above table (item, 1), shows that all 4(100%) of respondents replied that they have not enough facilities and equipment for coaching track event training. On the other hand, from item 2, almost all respondents said that they did not get adequate financial and material support to improve the training performance.

From item 3, on the above table 75(100%) of respondents said that they didn`t communicate with athletes family on the area of support. But the rest of 1(25%) said that they are communicated with athletes family based on athletes support. Similarly from (item 4), all of 4(100%) of respondents replied they didn`t have sufficient amount of budget to run track training program efficiently and effectively. From the above analysis any one should understood that the training projects have not enough training facilities and equipment, since

they do not get financial or material budget from concerned bodies. The majority of coaches also do not have communication system for athlete's families. A good coach must have communicated and relationship between parents and athletes attempts with clarity and adjust or withdraw conflicting roles such as mediator between parents and children or sibling teammates.

Table 10. Question related with Nutrition.

No	Item	Alternatives	Response	
			No	%
1.	Do you monitor and follow the athletes have adequate meal during training program?	Yes No	1 3	25 75
2.	Do you communicate and interact with athlete's family with regarding to nutritional status?	High Moderate Low	-- -- 4	-- -- 100

As indicated the above table (item 1), shows that 3(75%) of respondents didn`t monitor and follow as the athletes have adequate meal during training program. 1(25%) of respondents said they monitor and follow.

More over (item 2), from the above table all 4(100%) respondents they didn`t communicate and interact with athletes family with regarding to nutritional status. As shows the above analysis anybody could understood that the majority of coaches do not monitor and follow up the athletes have adequate meal during training. Similarly, all of coaches do not communicate and interact with athlete's family with regarding to nutritional status.

Table .11. Question related with Athletes performance.

No	Item	Alternatives	Response	
			No	%
1.	How do you rate and evaluate the performance of your track athletes?	High Moderate Low	-- 2 2	-- 50 50
2.	Does your athletics project produce talented and competent athletes to main Athletics club?	Yes No	1 3	25 75
3.	To what extent you are motivated and committed to improve your athlete's performance?	High Moderate Low	4 -- --	10 -- --
4.	Do you get the chance of sharing experience and improve coaching skill from other experienced Athletics project coach?	High Moderate Low	-- 1 3	-- 25 75

According to the above table on (item 1), 2(50%) of respondents replied that they have moderate performance and 2(50%) of respondents also responded that they have low performance.

Regarding with (item; 2) from the above table 1(25%) of respondents replied that they have produce few talented and competent athletes to the main athletics club. But the rest 3(75%) of respondents they didn`t have produce competent athletes to the main athletics club.

From the above table (item 3, all of 4) (100%) respondents said that they motivated and committed highly to improve their athletes performance. While on item 4, 3(75%) respondents explains that they didn`t get the chance of sharing experience and improve their coaching skills. But 1(25%) of respondents said that they get experience and skills moderately from other experienced coaches.

Qualitative interpretation of data

The following interpretation was analyzed athletes and coaches response during open ended questionnaires.

Questionnaires for track athletes.

1. What types of support did you get and who did support? The majority of respondent replied that they didn`t get enough support from any concerned body. But a few of respondents get material and moral support from their family.
2. What are major challenging problems to hinder your performance? Most of the respondent replied that the major challenging problems to hinder their performance are:-
   - Lack of adequate sport nutrition before and during training.
   - Lack of proper rest after exhausted training.
   - Lack of material, technical and moral support from regional, Zonal or Woreda sport office, Federation and other concerned with and voluntary bodies.
   - Lack of suitable training facilities.
   - Lack of qualified or trained coach.
   - Negative attitude of some family towards sport, i.e., some family believed that sport may decrees academic performance of their children.
   - Presence of stress. i.e., some of respondents said that after training they have done hard work in order to support themselves and their families.
3. What could advise to overcome the current challenges? The majority of respondents replied to answer the above question are.
   - Regional, Zonal, Worda sport office or Athletics federation, family. Coaches, investors and other concerned bodies must follow and support financially, materially, morally and technically to improve the structure and organization of the training centers.
   - The coaches and sport office experts must create good communication channel between athletes and their families on the area of nutrition, material support etc.., for enhancing athlete's ability.
   - The coaches must create good coaching atmosphere, must committed, and motivated to increase the performance of athletes.
   - Sport facilities and equipment must fulfill and adjust for training.

- The number of local competition must be increased to and motivate their abilities and performance.

Questioner for coaches

1. The question rose based on what facilities and equipment don`t have? All of the project coaches said that they have not basic and simple athletics equipment like stop watch, rope, meter, starting block, hurdle, harness, resistance and power training equipment etc... This indicates none of the training projects centers have get necessary equipment and facilities to give scientific training skills for their athletes.
2. How do you to follow and monitor the Athletes have adequate meal during training program? The majority of respondents said that to the monitoring and follow up mechanism is asking question and observing athletes condition during training session. A vast number of athletes train without enough and adequate nutrition especially on the morning session the majority of athletes have not interested to take diet. Because of the majorities of athletes believed that taking nutrition before training make gastrointestinal disturbance and the incidence of vomiting. So as to the researcher understood that the majority of athletes always train without adequate nutrition and they have poor understanding about the importance of nutrition.
3. How do you select and recruit your track trainees? All most all of respondents said that the main selection criteria were only competition, and a few of respondents used to select based on athletes interests. This also implies that the scientific method of selection and recruitment criteria doesn`t apply on this training project, and this is the one cause of failure the athletes performance.
4. What could advise to overcome the current challenges? The majority of respondents answered the question as follows:-
    - Understand the problems of the athletics project from low up to high levels of athletics federation and sport commission.
    - Athletics federation must create or upgrade the coaching levels of all athletics project coaches
    - Athletes, coaches, families, athletics federation and sport office must clearly communicate in order to solve the athletics project problems.
    - ARAF and sport commission should give more emphasis and support to the training projects by technically, financially and materially.

- Worda and Zonal sport office should make fund rising proposal for voluntary and concerned bodies in order to obtain support to the training project.
- Worda sport office experts and Authorities give more emphasis to manage, follow and technical support to the training project.
- The negative attitude of athlete's family must change on the area of nutrition, follow up and support to their child.

Interpretation of interview

The interview that asked for Worda sport office experts and coaches have been given an appropriate answer.

- **Interviews for coaches**

- What problems did you face when applying your coaching method? The majority of coaches said that the main vehicle to apply teaching method are lack of enough and good sport facilities and equipment, less families support to their child, lack of financial, technical support from concerned bodies, less nutritional status of athletes.
- To what extent you are committed and motivated to improve your track trainee's performance? Few of coaches said that they are committed and initiated but the majority of coaches are not completely paying attention because coaches have not gain enough benefits, like, money, experience and sport wears.
- Are there conducive and favorable situation to improve your tack trainees performance? The majority of coaches replied that the training place is encouraging area, because the majority of the training centers that are found in North Shoa Zone originated above 2000 altitude above sea level. But all of the training projects have no appropriate training facilities, equipment and support from concerned bodies. Since the majority of coach's explain that, more number of athletes' have no gain any support from their families and other concerned involuntary bodies. Generally, all of training projects have no gain conducive and suitable condition to improve the performance of athletes.
- Do you believe your track trainees show progress their performance? Some of coaches said that they have shown progress but the change is not perfect as they expected.
- To what extent do you get any support for improving your athlete's performance from concerned bodies? A few of respondents said that they get a little financial support from north Shoa Zone sport office, and before 2 years ago Amhara Region sport commission

was given sport wears to some athletics projects. But the majority of athletics projects did not get enough financial, material, or technical support from any concerned body.

- How do you advise and support your athletes on the area of sport nutrition? The majority of coaches replied that they used advice all track athletes after the daily training session.
- What are major challenging problems and their solution in improving your track trainee's performance? The majority of respondents said that lack of training facilities, lack of material support, lack of technical and financial support, lack of family support to their children's, low relationship and poor communication between families, coaches and sport office and Federation.

- **Interview with sport office experts and Authorities**

The researcher raises some organized questions for both sport office experts and Authorities in different Woreda to the same questions. The first question raises based on the role of sport office to support the project materially, financially and technically. The majority responded that sport office have limited financial budget from government. They get scarcity money also various plans especially it allows competition expenditures. Because of these the athletics project couldn't get enough support as financially, materially or else, even if the sport office experts couldn't support always technically and follow up to give feedbacks to the coaches and trainers without wages. The other questions rose based on the area of selection and recruitment methods those used to know potential athletes to the project centers. As the researcher gain responded from them, all most all of said that that they used competition method.

The other interview based on effort to make the development of coaches' experience and knowledge in their project centers. They said that they could not have responsibility to improve the knowledge of coaches it needs the collaboration effort between Regional, zonal, Woreda sport office and federations.

The researcher also raised other question based on adjustment of favorable situation for improvement of track trainee's performance. The majority of respondents said that most of sport offices have low-income budget to fulfill the required materials for the project center. But they can pay pocket money (200 birr) per month to coaches based on their agreement. On the other hand, they can adjust and create competition program for athletes as outlined by zone Federation to gain experience and motivation.

The researcher raised the last question asked for both sport office and Authorities. What are major challenging problems to decrease the performance of athletes and what actions are expected to take for improvement of their track trainee's performance? The majority of respondents said that there are many problems that hinder the athlete's performance; these are lack of qualified/trained coaches, lack of means of communication between Woreda, Zonal, Regional sport office and athletics federation with the project coaches, Athletes and their families. Due to this reasons we could not provide all services to the trainees as needed. However to solve the problems in all levels of Governmental Sport office and athletics federation must work cooperatively and discuss with concerned bodies on the solutions. Finally, they said that we did all our bests to serve the needs of track trainees in the project center.

- **Interpretation of observation**

- Observation based on coaching

The researcher has been observed 8 training session on 4 Athletics projects. The majority of coaches have not qualified with coaching levels but they are doing with their long year experience. Some coaches have been less management of athletes and they were show less supportive training conditions. Similarly, coaches have limited communication ability, less follow up and less correction of errors and feedback.

- Observation based on training.

The majority of coaches were having no daily, weekly, or monthly plan that describes the training program frankly. It was very hard to know load, intensity and volume of the training during practice session. Similarly, the training was less appropriate to athlete's performance. I.e. the training load does not consider the age of athletes and their current performance. Because of this, the majority of athletes do not give considerable attention or response to the training. Some coaches were not act as a good leader. Because they did not have enough follow up, low time availabilities to lack of feedback and low skill demonstration.

- Observation based on teaching method.

The majorities of coaches were less commitment and motivated to apply their teaching method, because the majority coaches have limited coaching knowledge. Some coaches were show less interest, to take correction of errors, the manageability continuity and follow up is less appropriate to the trainer during the training sessions.

- Observation based on facilities and equipment.

The majority of the training project don`t have adequate facilities and equipment. Out of four training projects, 3 do not have any running track or line; they were doing simply unmeasured and uncomfortable area. Almost none of the training projects have equipment, like stopwatch, rope. Harness, starting blocks resistance and power training equipment and also have not running shoes and the like…

- Observation based on support

The majority training project don`t get enough financial, material, technical or moral support from Regional, Zonal, and Worda sport office and federation and the researcher doesn`t seen any voluntary support from anywhere.

- Observation based on the training plan.

During the time of observation on training session coaches don`t have any training plans. As the result, the research researcher fails to have an observation on training plans.

- **Document analysis**

The researcher has seen the qualification of coaches and their training experience, the majority coaches have not EAF and IAAF coaching certificate but one of respondents has level II EAF coaching certificate. The majority coaches have annual plans, but the plan didn`t have clear objectives, intensity, volume and do not include the essential material or they do not fully completed athletes profile completely. Some of the athletes have time trial test within a month. But the time test is not having continuity and it doesn’t show athletes progress frankly.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

The main objective of the study is assessment of practice and its challenging problems on track trainee's performance in case of Debrebrihan, Merhabette, Chacha and Tarmaber Worda athletics project, the study tried to answer the following basic question.

- What factors are that challenges in track event training session?
- Does the training project contribute to produce talented and competent track event athletes to main athletics club?
- Are there Conducive situation for coaches and athletes to carry out sport training in proper way?
- What are coach related factors, which adversely influence athlete's development?
- Are coaches qualified to carry out a proper scientific method of training routine?
- Are there the selection and recruitment criteria of track event athletes to be athletics project member?

To search for problem descriptive survey method is used. Open-ended and closed ended questioner, interview, observation and document analysis were employed by using random sampling of 78 track athletes, 4 coaches and 8 sport office experts and 4 Authorities. All of them also participated to give genuine response of the study. On the bases of interpretation made on the data secured through these instruments, the summery of the findings presented as follows.

- It has been found in the study most of track trainees have unbalance age group and different training experience in the training project. Due to this fact the training load that was to given to athletes were inappropriate in related to their current performance.
- The majority of coaches have no license coaching qualification knowledge, experience, and manageability and communication ability.
- Most of the project centers have not adequate training facilities, equipment accessibility exploitation, and its appropriateness.
- Most of the project coaches have use inappropriate training scheme or unsuitable or unrelated to athletes current performance.

- In most project centers the integration and collaboration effort between coaches, athletes, families and sport office experts and athletics federations are very poor.
- The majority of track athletes that were found in the raining project have low nutritional status and low utility of diet on the training program.
- Most of track athletes have not get necessary financial, material, technical and moral support from all levels of sport office, federation and other concerned bodies.
- It was found that the low performance of athletes in the project centers under the study coaches, sport officers and athletes as indicated by the majority of respondents, in short, the selection and recruitment criteria to join in the training projects is by only competition method.

The above pointes were found out being determinant to effectively and efficiently show the problems of the training process.

5.2. CONCLUSION

Based on the findings of the study the following conclusions were drawn:-

- As the background information of the track athletes, it was learnt they have different training experience and whose age lied between 10-19 years. In addition to this, more than half of athletes are male. This unequal training experience and age group can cause inappropriate training load. It is one of hindrance factors of athlete's performance.
- The majority of track trainees to join in the training projects are only by competition method. All of athletics project coaches' officers mostly use this method. As a result the low performance ability comes from improper talent selection and recruitment criteria.
- The basic and necessary sport facilities and equipment were help full for improving the performance of the track athletes. More specifically as the sport facilities were not adjust for training purpose, equipment are very few and bellow the required standard and cannot be found for training purpose. Beside in the majority of training centers is either inadequate or nonexistent.
- The lack of qualification and coaching knowledge of coaches were not helpful for the development of effective performance of track trainees. More specifically in the majority of the training projects` coaches, have no licenses of coaching qualification, coaching knowledge and skills.
- Coaches, families, sport officers and Athletics Federations have very limited integration and cooperation effort to support and improve the training project necessities. This is because majority of sport officers and coaches had either controlling or no instruction from their authorities to follow and communicate for solving problems in the training projects. Above all, poor interaction and collaboration of coaches, families and sport offices in all training projects are the major problem to improve the performance of all track athletes in the training projects.
- The monitoring and supervisory service provided from the governmental bodies at in the different levels of sport office and federation was significant. This is because of the experts who follow up and guide the implementation of coaching practice at the project centers. Furthermore, those experts who took the responsibility had limited concept about athletics projects. Hence, it is possible to say that little attention was

given from the concerned bodies for the implementation of coaching practice in the project centers.

- In general, the challenge that affect the performance of track athletes are lack of facilities and equipment, do not have appropriate number and qualified coaches, improper training plans, inappropriate teaching method of coach, lack of supervision lack of financial and material support, low nutritional awareness of athletes and coaches, and the like… So all of the training projects have under many problems unless immediate measures should be taken on barriers discussed in this study.

5.3. RECOMMENDATION

Based on the findings of the study, it seems reasonable to recommend the following by way of suggestions to improve and point out the challenging problems on track trainee's performance in Debrebrihan, Chacha, Merhabette, and Tarmaber Worda Athletics projects.

- The extent of gaining talented track athletes depends greatly on the available number of well-trained coaches. Who can effectively train it and have the ability to improve the performance of track athletes. Therefore, attention from regional sport commission and Athletics federation must be given in organizing in the training of Athletics project coaches. Moreover, in service -training is one way to improve the coaching qualification of coaches, hence Regional sport commission and Zone sport office jointly with Woreda sport office need to organize intensive trainings on the concepts coaching training and sharing experience programs, So as to equip them with new approaches of Athletics project trainees.
- Having adequate and appropriate training facilities and materials for athletics project is very crucial to improve the performance of trainees. Nevertheless, facilities and equipment have not seen in the training projects. Hence, Worda sport office should establish facilities with its necessary equipment. Furthermore, experts at all level must support with the technical know how they have, and create collaboration with Regional, Zonal Sport office and NGOs in their surroundings. So as to cooperate and show willingness to contribute their material and financial support.
- As it has been found in the study most of track trainees were joined in the training projects only by competition, and there is unbalance training experience and age group in the training centers. It means that it is inappropriate to gain and improve talented athletes and in order to give the same training for all trainees in a single coach. To alleviate this problems Woreda sport office and Coaches should effectively carry out well organized recruitment and selection criteria in all the training project centers.
- Lack of collaboration and integration system between Coaches, Athletes, Families and sport officers has one of major problems those athletes to gain necessary support. These also influence the performance of athletes in the training projects. To solve problems, the sport office experts at all levels should advise the mechanisms in communicating openly with concerned bodies on the area of financial, material, nutritional and arranging sport facilities for all training project centers.

- It has been pointed in the study that considerable numbers of track athletes have not gain financial, material, and moral support from their families and concerned bodies. These conditions restrict the track athlete's performance improvement in a comprehensive way. In order to solve problems meetings and conference should be organized jointly by zone and Woreda sport officers to raise the awareness of parents communities and new athletes on the real value and important of Athletics training as the beginning of success for athletes life.
- Woreda sport office experts and authorities should include handling correspondence, travel fund raising arranging facilities contact with media promotion meeting and so on. Athletics should gain an opportunity to support adequate rest and time, access to gain medical support, continual simulation and encouragement from administrators.
- Ethiopia athletics federation (1997) indicates the important of athletics project in producing shiny substitute to shiny elite athlete. There for EAF has to provide necessary supports for athletics project so as to enable them evaluate their performance and contribute and the development of Ethiopia athletics.
- Since the study is very limited in its scope to come up with all critical problems being presented in the assessment of challenging problems in track trainees performance in the listed project centers. Interested researcher in the field should conduct the study in order to investigate the problems uncovered in this study.

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