



**CHALLENGES AND PROSPECTS OF UNDER-17 FEMALE
ATHLETICS PROJECT TRAINEES: A CASE STUDY ON
SOME SELECTED SUB-CITIES OF ADDIS ABABA**

BY

Hailemariam Tarekegn

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LIFE SCIENCE
DEPARTMENT OF SPORT SCIENCE**

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APPROVED BY THE BOARD OF EXAMINERS

1. _____ Chairman of department of graduate committee	_____ Signature	_____ Date
2. _____ Adviser	_____ Signature	_____ Date
3. _____ External Examiner	_____ Signature	_____ Date
4. _____ Internal examiner	_____ Signature	_____ Date

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Acronyms /Abbreviations/

The followings are some of the abbreviations

A.A.....Addis Ababa

A.A.U.....Addis Ababa University

EAF.....Ethiopian Athletics Federation

IAAF.....International association of athletics federation

IOC.....International Olympic Committee

U-17.....Under 17 age group of athletics project trainees.

Abstract

The main concern of this research is to investigate the challenges and prospects of U-17 female athletics project trainees in some selected sub-cities of Addis Ababa. The researcher used/applied/ descriptive method was employed because “descriptive research gathers quantifiable information that can be used for statistical inference through data analysis.”(Rick Penwarden July 18, 2014 Categories :) it enables to gather more data related to the problem under the study from a large population at a particular time. It describes what actually exist, such as the challenges and prospects of U-17 female athletics project trainees.

Then, the researcher distributed to randomly selected 39-trainees, 6-coaches 6- sub-city sport experts and 9- trainees‘ parents total 60 subjects who had willing to give answer or response to the questionnaire. And the questionnaires were 20 questions for trainees, 20 questions for coaches, 12 questions for sub-city sport experts and 10 questions for trainees‘ parents were prepared. The questions were close ended and open ended questions. There were also 9-structured interview questions and check list for observation. Out of these, 35 U-17 female athletics project trainees, 6-coaches 6- sub-city sport experts and 7- trainees‘ parents total 54 subjects were returned their response.

The study was used primary sources of data obtained directly from trainees, coaches, sub-city sport experts and trainees‘ parents of the representative sample of the population under study. Secondary sources of data from document review to support his arguments.

The researcher was tried to analyze the data based on the nature of the basic questions and the data collected through different instruments.

After an intensive analysis and interpretation on the response, the need of sufficient and balanced diet or food, the importance of enough and appropriate time, the scarcity of facilities and equipments to the projects and the necessity of stake holders concern to the projects. And finally based on the research findings, conclusions made and the researcher suggests to the different stake holders to fulfill sufficient and balanced diet or food, enough and appropriate time, facilities and equipments to the projects.

In general athletics projects should get attention and respecting by the different stake holders because, they are the main sources / feeders/ of tracks and field athletes for the different athletics clubs of the country by training starting projects from kids athletics stage specially at schools. In the absence of the above mentioned points result cannot be expected.

Key words: - Athletics, Project trainees, balanced diet or food, equipments, facilities

Chapter one

Introduction

1.1 Background of the study

Children are not just smaller versions of adults. They have very particular needs and capabilities. One of the major issues in children's sport can be a lack of knowledge on the part of coaches and parents about how children grow and develop. This ignorance places unrealistic expectations on the child and often causes them to give up the sport. Children have many sports that they can choose to do. That they choose to do sport at all, whether it is for recreation or competition, is a very positive thing. All coaches should work to ensure that the training programmes they plan are suitable for the long term, life-long physical and mental development of the athletes they work with. Good coaches know and understand the many changes that take place from child to adult and structure their coaching to best suit the needs of the young athlete. (Introduction to Coaching – The Official IAAF Guide to Coaching Athletics Peter J L Thompson p-39)

Female athletes have similar nutritional needs to male athletes but the minerals calcium and iron are particularly important in the diet of female athletes. Healthy bones need a good supply of calcium and Vitamin D. Calcium can be provided by a well-chosen diet containing at least three servings a day of calcium-rich foods and it is recommended that women eat more calcium than men, even though they generally eat less food.

Any female athlete who has a disruption of the normal menstrual cycle could suffer irreversible damage to their bones and should be referred immediately to a medical expert for investigation. Iron deficiency is a cause of fatigue and reduced performance for all athletes. Females are particularly at risk because of the increased iron requirements due to menstrual blood losses.

Routine use of iron supplements is not recommended for any athlete since too much is just as harmful as Carbohydrates Fat Protein Relative contributions of Carbohydrate, Fat and

Protein to the athlete's diet. (Introduction to Coaching – The Official IAAF Guide to Coaching Athletics Peter J L Thompson p-210)

According to sport policy of the federal democratic republic of Ethiopia puts, “Organize special training and competition forums for talented youth in various types of sport and recruit the gifted ones by working in conjunction with sports clubs and federations”. (Ministry of youth and sport, April 24, 1998 p-8)

Therefore, appropriate implementation of the different sport projects can influence the overall development of Ethiopia's sport in many aspects. Then, the preconditions to be athlete's source full projects are:- goal setting, proper recruitment procedure, scientific training, proper nutrition/food supply/, competent and effective organizational structure.

1.2 Statement of the problem

The main challenges for the development or improvement of athletics projects in one country are many. Among these the responsibility of the people, especially the educated person. Therefore, as we are the educated society we have to search the problem. Because generally speaking there are enumerable concepts and interpretations of its significance to explain about athletics projects in its broadest sense is very difficult. But, we can say something about the challenges and prospects of U-17 female athletics project trainees is due to the ignorance of their responsibility of the different stake-holders.

The researcher is interested to conduct this research on projects because they could not produce as they are expected as a source /feeders/ of talented track and field athletes for the different clubs of the country.

Thus, the purpose of this pieces of research was to elaborate the challenges and prospects of U-17 female athletics project trainees.

1.3 Research question

The research was focused at the following issues.

1. What are the major problems/challenges/ to effectively train the U-17 female athletics project?
2. What are the possible opportunities to use for improving the U-17 female athletics project?

1.4 Objectives of the study

1.4.1 General objective of the study

The main purpose of the study was to investigate the challenges and prospects of U-17 female athletics project trainees a case study on some selected sub-cities of Addis Ababa.

1.4.2 Specific objectives of the study

The specific objectives of the study were ...

1. To identify the major problems/challenges/of the U-17 female athletics project trainees.
2. To know the possible solutions and suggest observed means and ways to improve the major problems /challenges/of the U-17 female athletics project trainees if any.

1.5 Significance/justification/ of the study

Based on the findings the outcome may have the following benefits.

- It may help to appeal the major problems/challenges/of the U-17 female athletics project trainees.
- It may used to give an idea how to improve the problems /challenges/of the U-17 female athletics project trainees.
- It may point out the possible solution to the problem.
- The paper is hopped to be important to open a new door for those who are interested to study further on this problem.

1.6 Delimitation/scope/ of the study

Even though, it was possible to consider many things under this title with regard to athletics projects, the writer confined himself only on the challenges and prospective of U-17 female athletics project trainees which are found in Addis Ababa and focused only on coaches, trainees' parents sub-city sport experts, and U-17 female athletics project trainees.

1.7 Limitation of the study

Due to the constraints of time, money and other factors the writer was limited the study only on some selected sub-cities of Addis Ababa.

1.8 Operational definitions

The following are some of words which need operational definitions.

Athletics.....The collective name of sports including track and field, cross country running, and road racing it is derived from Greek word “Athlos” meaning ‘contest’.

Project trainees.....Kids who are taking training aimed in specific goals.

Sub-cities.....Administrative area found in A.A.

U-17.....Under 17 age group of athletics project trainees.

1.9 Organization of the study

This research contains 5 chapters. The first chapter deals with the background of the study, statement of the problem, research questions, objective of the study, delimitation, limitation, operational abbreviations and definitions and organization of the study respectively. The second chapter attempted to forward review of literatures. Chapter three covered the research design and methodology. The fourth chapter indicates the analysis and interpretation of trainees’, coaches’ sub-city sport experts’ and trainees’ parents responses. And finally chapter five presents summary, conclusion and recommendation.

Chapter two

Review of related literatures

This chapter discusses some review of related literatures written by different authors. It includes History of track and field, History of Ethiopian athletics, List of track and field events, Training Principles, coaching roles and skills, developing a plan, factors which affect women athletes and nutrition.

2.1 History of world track and field

The sport of track and field has its roots in human prehistory. Track and field-style events are among the oldest of all sporting competitions, as running, jumping and throwing are natural and universal forms of human physical expression. The first recorded examples of organized track and field events at a sports festival are the Ancient Olympic Games. At the first Games in 776 BC in Olympia, Greece, only one event was contested: the stadium footrace. The scope of the Games expanded in later years to include further running competitions, but the introduction of the Ancient Olympic pentathlon marked a step towards track and field as it is recognized today it comprised a five-event competition of the long jump, javelin throw, discus throw, the stadium foot race, and wrestling.

Track and field events were also present at the Pan-Hellenic Games in Greece around this period, and they spread to Rome in Italy around 200 BC. After the period of Classical antiquity (in which the sport was largely Greco-Roman influenced) new track and field events began developing in parts of Northern Europe in the Middle Ages. The stone put and weight throw competitions popular among Celtic societies in Ireland and Scotland were precursors to the modern shot put and hammer throw events. One of the last track and field events to develop was the pole vault, which stemmed from competitions such as the Fierljeppen contests in the Northern European Lowlands in the 18th century.

Discrete modern track and field competitions, separate from general sporting festivals, were first recorded in the late 19th century. These were typically organized by educational institutions, military organizations and sports clubs as competitions between rival

establishments. Competitive hurdling first came into being around this point, with the advent

of the steeplechase in England around 1850. The amateur athletics association was established in England in 1880 as the first national body for the sport of athletics and, under this grouping, track and field became the focus of the annual AAA Championships. The United States also began holding an annual national competition – the USA Outdoor Track and Field Championships – first held in 1876 by the New York Athletic Club. Following the establishment of general sports governing bodies for the United States (the Amateur Athletic Union in 1888) and France (the Union des sociétés françaises de sports athlétiques in 1889), track and field events began to be promoted and codified.

The establishment of the modern Olympic Games at the end of the 19th century marked a new high for track and field. The Olympic athletics programme, comprising track and field events plus a marathon race, contained many of the foremost sporting competitions of the 1896 Summer Olympics. The Olympics also consolidated the use of metric measurements in international track and field events, both for race distances and for measuring jumps and throws. The Olympic athletics programme greatly expanded over the next decades, and track and field contests remained among the Games' most prominent. The Olympics was the elite competition for track and field, and only amateur sportsmen could compete. Track and field would continue to be a largely amateur sport, as this rule was strictly enforced: Jim Thorpe was stripped of his track and field medals from the 1912 Olympics after it was revealed that he had played baseball professionally. That same year, the International Amateur Athletic Federation (IAAF) was established, becoming the international governing body for track and field, and it enshrined amateurism as one of its founding principles for the sport. The National Collegiate Athletic Association held their first Men's Outdoor Track and Field Championship in 1921, making it one of the most prestigious competitions for students, and this was soon followed by the introduction of track and field at the inaugural World Student Games in 1923. The first continental track and field competition was the 1919 South American Championships, which was followed by the European Athletics Championships in 1934. Up until the early 1920s, track and field had been almost exclusively a male-only pursuit. The women's sports movement led to the

introduction of five track and field events for women in the athletics at the 1928 Summer Olympics and more women's events were gradually introduced as years progressed (although it was only towards the end of the century that the men's and women's programmes approached parity of events). Furthermore, major track and field competitions for disabled athletes were first introduced at the 1960 Summer Paralympics.

With the rise of numerous regional championships, as well as the growth in Olympic-style multi-sport events (such as the Commonwealth Games and the Pan-American Games), competitions between international track and field athletes became widespread. From the 1960s onwards, the sport gained more exposure and commercial appeal through television coverage and the increasing wealth of nations. After over half a century of amateurism, the amateur status of the sport began to be displaced by growing professionalism in the late 1970s. As a result, the Amateur Athletic Union was dissolved in the United States and it was replaced with a non-amateur body solely focused on the sport of athletics: The Athletics Congress (later USA Track and Field). The IAAF soon followed suit in 1982, abandoning amateurism, and later removing all references to it from its name by rebranding itself as the International Association of Athletics Federations. The following year saw the establishment of the IAAF World Championships in Athletics – the first ever global competition for just athletics which became one of track and field's most prestigious competitions along with the Olympics.

The profile of the sport reached a new high in the 1980s, with a number of athletes becoming household names (such as Carl Lewis, Sergey Bubka, Sebastian Coe, Zola Budd and Florence Griffith-Joyner). Many world records were broken in this period, and the added political element between competitors of the United States, East Germany, and the Soviet Union, in reaction to the Cold War, only served to stoke the sport's popularity. The increase in the commercial capacity of track and field was also met with developments in the application of sports science, and there were many changes to coaching methods, athlete's diet regimes, training facilities and sports equipment. This was also accompanied by an increase in the use of performance-enhancing drugs, and prominent cases, such as those of Olympic gold medalists Ben Johnson and Marion Jones, damaged the public image and marketability of the sport.

2.1.1 History of Ethiopian athletics

Although the exact roots of Ethiopia Athletics cannot be traced accurately. It is widely believed that the sport was widely practiced in schools and military before 1897. The sport was limited to these parts of society only because others did not have access to equipment used for competition or was not organized in a manner that motivated progress.

But after signs that the sport was increasing in popularity in many parts of society, a need to assemble these activities under one organizing umbrella quickly arose, it was in 1949 that the Ethiopian Athletics federation (EAF) was formal and soon become a member of the international Amateur Athletics federation (IAAF) since its inception. Much of the federations activities were carried with the help of amateurs the First executive committee was headed by colonel Getahun Teklemariam, the man officially recognized as the first president of the EAF. This committee started a formalized programmer where athletes competed domestically and internationally.

One of the first major competition on the federation's the Shaw championships, was organized in 1966 and was a competition among various divisions of the military, schools, and clubs, the first ever edition of Ethiopian championships were held in 1971.

In the late 70's a new committee, headed by chairman Tesfaye Sheferaw was formed to administer the federation the major achievement of this era were the staid of the first Abebe Bikila marathon and the national cross country championships. Ethiopia also participated in the world cross country championships for the first time in 1984.

This executive committee was also responsible for overseeing many developmental activities of the federation. Construction of the first athletics track, education and hiring of coaches, and major improvement in working procedures were all hall marks of the early 80 any years later, the EAF now has semi-professional organizational structures it is headed by a seven-member executive committee which includes a president, vice president and an Honorary Trueborn. A full time General Secretary takes care of the day-to day activities of the federation which now includes four departments technical public relations. Development activities & Administration of finance.

On a competitive side, Ethiopia started participation in international athletics competitions as early as the 1950. It was one of the first African countries to take part in the Olympics when participating the 1956 Melbourne Games. Ethiopia also become to first African country to win Olympic gold when Abebe Bikila took victory in the 1960 Rome Olympics marathon. Since then. Ethiopia has won a total of 30 Olympic medals. Le of him being gold the country's top athletes have also won 35 world championship medals and many more titles at the world indoor championships, the world cross country championships, and various medals global, continental, and regional athletics competitions.

2.1.2 Track and field events

Track and field events are divided into three broad categories: track events, field events, and combined events. The majority of athletes tend to specialize in just one event (or event type) with the aim of perfecting their performances, although the aim of combined events athletes is to become proficient in a number of disciplines. Track events involve running on a track over specified distances and—in the case of the hurdling and steeplechase events—obstacles may be placed on the track. There are also relay races in which teams of athletes run and pass on a baton to their team member at the end of a certain distance.

There are two types of field events: jumps, and throws. In jumping competitions, athletes are judged on either the length or height of their jumps. The performances of jumping events for distance are measured from a board or marker, and any athlete overstepping this mark is judged to have fouled. In the jumps for height, an athlete must clear his or her body over a crossbar without knocking the bar off the supporting standards. The majority of jumping events are unaided, although athletes propel themselves vertically with purpose-built sticks in the pole vault.

The throwing events involve hurling an implement (such as a heavy weight, javelin or discus) from a set point, with athletes being judged on the distance that the object is thrown. Combined events involve the same group of athletes contesting a number of different track and field events. Points are given for their performance in each event and the athlete with the greatest points total at the end of all events is the winner.

Table 1. Official world championship track and field events

Track events					Field events		Combined events
Sprints	Middle-distance	Long-distance	Hurdles	Relays	Jumps	Throws	Pentathlon
60m	800m	5,000m	60m hurdles	4×100m relay	Long jump	Shot put	Heptathlon
100m	1,500m	10,000m	100m 110m hurdles	4×400m relay	Triple jump	Discus throw	Decathlon
200m	3,000m		400m hurdles		High jump	Hammer throw	
400m			3,000m steeplechase		Pole vault	Javelin throw	

2.2 Training Principles

Training is a systematic and long term process with the objective of improving an athlete's fitness in a selected activity to develop the qualities required for an athlete's development.

The process of training can be planned because training follows certain principles. These principles of training need to be fully understood before the coach can produce effective long term programmes.

To improve an athlete's performance obeys the principles of training such as: specificity, overload, adaptation, reversibility, Variation, Individual Differences and active involvement.

2.2.1 Specificity

To improve the range of movement for a particular joint action, you have to perform exercises that involve that joint action. It is quite possible for an athlete to have good

mobility in the shoulder joint but to have poor hip mobility. Conducting shoulder mobility exercises may further improve the shoulder mobility but it will not affect hip mobility.

Specificity is an important principle in strength training, where the exercise must be specific to the type of strength required, and is therefore related to the particular demands of the event. The coach should have knowledge of the predominant types of muscular activity associated with his/her particular event, the movement pattern involved and the type of strength required. Although specificity is important, it is necessary in every schedule to include exercises of a general nature (e.g. power clean, squat). These exercises may not relate too closely to the movement of any athletic event but they do give a balanced development and provide a strong base upon which highly specific exercise can be built.

2.2.2 Overload

When an athlete performs a mobility exercise, he/she should stretch to the end of his/her range of movement. In active mobility, the end of the range of movement is known as the active end position. Improvements in mobility can only be achieved by working at or beyond the active end position.

A muscle will only strengthen when forced to operate beyond its customary intensity. The load must be progressively increased in order to further adaptive responses as training develops, and the training stimulus is gradually raised.

2.2.3 Adaptation

The body will react to the training loads imposed by increasing its ability to cope with those loads. Adaptation occurs during the recovery period after the training session is completed.

If exercises lasting less than 10 seconds (ATP-CP energy system) are repeated with a full recovery (approximately 3 to 5 minutes) then an adaptation in which stores of ATP and CP in the muscles are increased.

This means more energy is available more rapidly and increases the maximum peak power output. If overloads are experienced for periods of up to 60 seconds, with a full recovery, it is found that glycogen stores are enhanced.

The rate of adaptation will depend on the volume, intensity and frequency of the exercise sessions. In the recent investigation 6 weeks of low-volume, high-intensity sprint training induced similar changes in selected whole-body and skeletal muscle adaptations as traditional high-volume, low-intensity endurance workouts undertaken for the same intervention period. The time of adaptation may be quicker for high-intensity sprint training when compared to low-intensity endurance training, but that over a longer period, the two training regimens elicit similar adaptations.

2.2.4 Reversibility or Detraining

Improved ranges of movement can be achieved and maintained by regular use of mobility exercises. If an athlete ceases mobility training, his/her ranges of movement will decline over time to those maintained by his/her other physical activities.

When training ceases the training effect will also stop. It gradually reduces at approximately one third of the rate of acquisition. Athletes must ensure that they continue strength training throughout the competitive period, although at a much reduced volume, or newly acquired strength will be lost.

2.2.5 Variation Principle

This principle has several meanings. After your athletes have trained hard for several days, they should train lightly to give their bodies a chance to recover. Over the course of the year use training cycles (periodization) to vary the intensity and volume of training to help your athletes achieve peak levels of fitness for competition. This principle also means that you should change the exercises or activities regularly so that you do not overstress a part of the body. Of course changing activities also maintains athletes' interest in training.

Perhaps you're thinking that the specificity principle and variation principle seem to be incompatible. The specificity principle states that the more specific the training to the

demands of the sport, the better; and the variation principle seemingly asserts the opposite-train by using a variety of activities. The incompatibility is resolved by the degree to which each principle is followed. More specific training is better, but it can become exceedingly boring. Thus some variety that involves the same muscle groups is a useful change.

2.2.6 Individual Differences Principle

Each individual is unique. Each individual brings to athletics his own capabilities, capacities and responses to training. Different athletes will respond to the same training in different ways. There is no such thing as an ideal training programme that will produce optimal results for everyone. You, as the coach, need to understand the principles of training and apply them with your knowledge of the individual athlete.

This knowledge should be of the many factors that affect the planning of the individual athlete's training programme. These factors include heredity, developmental age and training age.

Athletes inherit physical, mental and emotional characteristics from their parents. This is heredity. These inherited characteristics should be recognized by the coach. All athletes have the ability to make the most of what inherited potential they do have.

Our knowledge of growth and development tells us that young athletes of the same chronological age can be at very different levels of physical maturity. Individuals of the same chronological age can often be up to four years apart in their developmental or biological ages.

Athletes of the same chronological age, but different stages of athlete development and very different capacities for training. The athletes' capacities for work may be similar, but the individual responses to training will still need to be considered. Athletes of different chronological ages, but same stage of athlete development and similar capacities for training.

Every athlete is different and responds differently to the same training activities. Other factors that affect how athletes respond to training include their pre training condition; genetic predisposition; gender and race; diet and sleep; environmental factors such as heat,

cold, and humidity; and of course motivation. As discussed previously, it's essential to individualize training as much as possible.

2.2.7 Principle of Active Involvement

The performance of an athlete is a result of the combination of an athlete's efforts and the coach's skill.

The last principle we shall consider is perhaps the most important. Without it a successful training programme cannot be started. The principle of active involvement in training means simply that for a training programme to be fully effective the athlete must want to actively and willingly participate.

This participation and involvement should go beyond how an athlete behaves in the presence of the coach. It requires that the athlete's actions in all aspects of his lifestyle contribute to successful performance. This principle is sometimes called the 'principle of individualization' and the athlete will need to be educated in this responsibility and then encouraged to fully accept the responsibility for himself.

2.3 Coaching Roles and Skills

The United Kingdom Coaching Strategy describes the role of the sports coach as one that "enables the athlete to achieve levels of performance to a degree that may not have been possible if left to his/her own endeavors". Dyson speaking to the 19th session of the International Olympic Academy, Greece 1979, widened the horizon when he said that "the wise coach develops not only the fullest physical potential in his charges, but also those capacities and habits of mind and body which will enrich and ennoble their later years".

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 awesome responsibility, especially for the part-time non-professional.

2.3.1 Coaching Roles

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 athletes performance in training and in competition

Counselor - Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring.

Demonstrator - Demonstrate to the athletes the skill you require them to perform.

Friend - Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their problems or share their success with. It is important to keep personal information confidential because if you do not then all respect the athlete had for you as a friend and coach will be lost.

Facilitator - Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year.

Fact finder - Gathering data of national and international results and to keep abreast of current training techniques.

Fountain of knowledge - This may be part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport.

Instructor - Instructing athletes in the skills of their sport.

Mentor - When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety whilst training and support them should they have any problems or sustain any injuries.

Motivator - Maintain the motivation of all the athletes the whole year round.

Organizer and planner - Preparation of training plans for each athlete and organize attendance at meetings and coaching clinics.

Role Model - A person who serves as a model in a particular behavioral or social role for another person to emulate. The way you conduct yourself whilst in the presence of your athletes provides an example of how they should behave - what sort of example should we be providing to someone else's children? Perhaps one of the most important roles of a coach.

Supporter - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a 'Friend' and perhaps 'Counsel or' come in here to.

Coach/Athlete Training Roles

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

When an athlete first starts in a sport/event (cognitive stage) the coach's role is to direct the athlete in all aspects of training (telling or showing coaching style).

As the athlete develops and demonstrates a sound technical understanding (associative stage) of the sport/event then gradually the coach's role changes to one where the coach and athlete discuss and agree appropriate training requirements (involving coaching style).

As the athlete matures and demonstrates a sound understanding of training principals (autonomous stage) then the athlete will determine the training requirements. The coach's role becomes one of a mentor providing advice and support as and when required.

2.3.2 Coaching skills

As a coach you will initially need to develop the skills of: organizing, safety, building rapport, providing instruction and explanation, demonstrating, observing, analyzing, questioning and providing feedback.

2.4 Developing a plan

Good planning, organization and review are essential in whatever we do in our lives. Whether it is small things like arranging to meet friends, to bigger things like learning something new or to very big things.

Coaches should have the athletes they coach doing the right things at the right time. This is not possible without planning and review and the coach needs to take the time to develop the skills of effective planning and review. In the long term plan, all training should be planned so that it is suitable for the long term development of each athlete's potential.

2.4.1. Planning the Training Programme

One of the most important responsibilities of the coach is planning the athlete's training programme.

Planning is a long term process since elite athletes may not reach their full performance capabilities until 24 years of age or older. In this long term planning the coach has traditionally looked at what the athlete wants to achieve in competition for a particular year and has divided this year into a number of periods, structuring the year according to these competition needs. Now we know that this traditional approach to planning ignores the long term developmental needs of the younger and beginner athletes. There should be structure to the training and periods of differing activities but these should reflect the athlete's stage of athlete development, not the demands of competition.

The first thing that a coach needs to do in planning the training programme is to identify what stage of athlete development each athlete is in by looking at their chronological age, biological age and training age. In those situations where the coach uses competitions to determine the training structure for athletes in the Kids' Athletics, Multi-Events and Event Group Development stages, this is a clear sign that the coach has not understood long term development and is specializing too early.

Planning for the year or season ahead is done backwards. The coach and athlete decide how much time is available for training and then plan where they want to be at the end of this

time. This might be where and when the major competitions will be for the season ahead but for athletes in the Multi-Events and Event Group Development stages the coach should always remember that there will only be one 'peak' in the year. The next task is to work back in time through the training periods until arriving at the beginning of the training year. All training plans should be simple and flexible as the plan will be modified according to the athlete's progress and improvements in the coach's knowledge and experience.

2.5 Factors which affect women athletes

2.5.1 Gender differences (anatomic and physiologic) that may affect performance

Adult females, compared with their male counterparts, tend to have shorter stature and limbs, weigh less, and have smaller articular surfaces. These differences result in less power for striking, kicking, and throwing. Women have wider pelvis but also narrower shoulders and smaller thoraces than men. Their leg length per total height is less than men's and most of their subcutaneous fat is in their hips and lower body, resulting in a lower center of gravity and, hence, better balance.

Comparing equally trained and conditioned women and men, men have more muscle mass per total body weight and therefore can run faster, jump higher, and lift more weight. Female athletes are more buoyant and better insulated because they have a greater percentage of body fat per body weight and therefore may have an advantage in cold water sports.

Women have a smaller stroke volume because they have a smaller heart size and heart volume. This means that they have an increased heart rate for a given sub maximal cardiac output (cardiac output $\frac{1}{4}$ stroke volume \times heart rate). Because a woman's stroke volume is less, even with an increased heart rate, her cardiac output is approximately 30% lower than an equally trained man's cardiac output. Her systolic blood pressure is also lower than a man's. Because men have approximately 6% more red blood cells and 10% to 15% more

hemoglobin per 100 ml of blood than women, the blood of men has a greater oxygen-carrying capacity.

Compared with women, adult men, because of their chest size, have a greater vital capacity, which is the maximal volume of air that can be moved through the lungs from a maximal inspiration to a maximal expiration. A man's residual volume, the volume of air that remains in the lungs after maximal expiration, is also greater. Women have less total lung capacity because their smaller vital capacity and residual volume. Finally, an adult woman's breathing capacity is approximately 10% less than her age-matched male counterpart.

Women have a smaller tidal volume but a faster respiratory rate than men at the same sub maximal minute volume (tidal volume \times respiratory rate) Oxygen pulse (i.e. the quantity of oxygen used by the body per heartbeat), which is a measure of the efficiency of the cardiovascular and respiratory systems, is approximately three times higher in adult men.

Women mature physiologically earlier than men. The adolescent growth spurt, which precedes sexual maturation, occurs in girls at about 11 years of age; the adolescent growth spurt in boys does not begin until approximately 1 to 3 years later. Bone growth in girls ceases at about age 20 years, but in boys growth continues until the early 20s.

Hormones also play a role in the development of absolute strength in men and women. The androgens from the adrenal glands and ovaries are the hormones that influence strength. The most important androgens for strength development are testosterone and androstenedione. Average women have approximately one tenth the testosterone of men. Women who have higher testosterone levels may have a greater potential for strength and power development. Although hormones help in strength development, whether they are the reason for the differences in absolute strength is uncertain.

2.5.2. Endocrine or menstrual factors

The female athlete responds to a programme of regular exercise in a similar fashion to the male. Women show improvements in aerobic capacity, strength, and "speed" to the same qualitative degree as men. However, due to differences associated with in-utero hormonal effects on myocyte stem cell number, as well as those induced by estrogen vs. androgen,

women have a smaller skeleton, less muscle mass, lower hemoglobin levels, and a higher proportion of body fat. Thus, women's world records are 7–10% lower than those of men. Female athletes generally show training-induced structural changes of lower body fat and a higher percent of muscle than untrained women.

2.5.3 Body Types

Success as an athlete comes from a combination of athletic ability and our body build. The three components of body build are type, size and composition. A system, developed by W.H. Sheldon (c.1940), uses the terms ectomorph, endomorph, or mesomorph to describe the body type of an individual.(BEASHEL, P. & TAYLOR, J. (1996))

2.5.3.1 Ectomorph

A predominantly ectomorphic individual is long, slender and thin, and therefore power and strength sports are perhaps not suitable as their slight build leaves them susceptible to injuries. While they can easily get lean and hard, their lack of musculature severely limits their chances in sports requiring mass. Ectomorphs dominate endurance sports and gymnastics. They can archive low levels of body fat which can be detrimental to health and for females in endurance sports it can result in a cessation of periods and iron deficiency.

2.5.3.2 Endomorph

An endomorphic individual typically has short arms and legs and a large amount of mass on their frame. Their mass hampers their ability to compete in sports requiring high levels of agility or speed and perform sustained weight bearing aerobic activities such as running. Sports of pure strength, like power lifting, are perfect for an endomorph. They can gain weight easily and lose condition quickly if training stops.

2.5.3.3 Mesomorph

A mesomorphic individual excels in strength, agility, and speed. Their medium structure and height, along with their tendency to gain muscle and strength easily makes them a

strong candidate for a top athlete in any sport. They can sustain low body fat levels and find it easy to lose and gain weight.

2.5.4 Healthy Diet

Diet, like the word ‘nutrition’, means all the food a person eats and drinks. Diet directly affects the performance and health of each athlete. Coaches should be aware that athletes’ eating and drinking patterns will influence how well they can train and whether they are able to compete at their best. Coaches should work with athletes to develop healthy diets where they are individually aware of their personal nutritional goals and of how they can select the nutrition to meet these goals.

A well chosen diet offers many benefits to all athletes, regardless of event, gender, age or level of competition. These benefits include:

- Optimal gains from the training programme
- Enhanced recovery within and between training sessions and competitions
- Achievement and maintenance of an optimum body weight and physique
- A reduced risk of injury and illness
- Confidence in being well prepared for competition
- Enjoyment of food and social eating situations

Despite these advantages many athletes do not meet their nutritional goals. The reasons for this can include:

- ❖ Poor knowledge of foods and drinks
- ❖ Coaches having poor or outdated knowledge of sports nutrition
- ❖ Poor choices when buying food
- ❖ Inadequate cooking skills
- ❖ Inadequate finances
- ❖ A busy lifestyle leading to inadequate time to obtain, prepare or consume appropriate foods
- ❖ Poor availability of good food and drink choices
- ❖ Frequent travel
- ❖ Indiscriminate and incorrect use of supplements and sports foods

- Nutrition and the female athlete

Female athletes have similar nutritional needs to male athletes but the minerals calcium and iron are particularly important in the diet of female athletes. We have seen that calcium is important for healthy bones and disruptions to the menstrual cycle may mean that the athlete is not absorbing sufficient calcium.

Healthy bones need a good supply of calcium and Vitamin D. Calcium can be provided by a well-chosen diet containing at least three servings a day of calcium-rich foods and it is recommended that women eat more calcium than men, even though they generally eat less food. Vitamin D is formed during well managed exposure to sunlight such as spending a small amount of time in the sun during the morning hours before putting on sunscreen. Any female athlete who has a disruption of the normal menstrual cycle could suffer irreversible damage to their bones and should be referred immediately to a medical expert for investigation.

Iron deficiency is a cause of fatigue and reduced performance for all athletes. Females are particularly at risk because of the increased iron requirements due to menstrual blood losses. Eating foods rich in iron will help to reduce this risk. Ideally, females should consume moderate servings of red meats in 3-5 meals each week. They may choose to eat iron-enriched foods such as enriched breakfast cereals. They may also combine plant and non-meat sources of iron with foods that help with the absorption of the iron such as vitamin C.

Routine use of iron supplements is not recommended for any athlete since too much is just as harmful as too little. Self-medication with iron supplements may not address the real problem that is causing fatigue or solve the cause of low iron levels.

- Pre- and post-performance nutrition

Energy levels in the body should be high before performing in either training or competition. The recommended athlete's diet shown earlier will normally supply this energy. But when should we eat and drink before exercise, and how much and what kinds of food are best? The meal itself will not produce higher performance but it can reduce

performance. Eating a small amount of solid food immediately before competition is much better than eating too much. Each individual will be different in what works well for them, but in general:

- Eat a small, easily digested meal high in carbohydrate
- Eat about 2 to 3½ hours before competing
- Restrict fats and proteins since they are slowly digested
- Avoid foods which form gas in the digestive system
- Drink small amounts of water often, before and after competition, and during if it is a prolonged endurance competition or has several efforts in a single day such as in the Combined Events.

Recovery after a training session or competition is the beginning of the process of adaptation and becomes part of the preparation for the next training session or competition. Replacement of sweat losses is an essential part of this process. Both the water and salts lost in sweat must be quickly replaced. The athlete should aim to drink about 1.2 - 1.5 liters of fluid for every kg of weight lost in training or competition. If sweat loss is high then sports drinks containing sodium can be used, if no food is taken at this time.

It has been found that a small amount of high quality protein combined with carbohydrate helps the adaptation to training, if taken soon after the training session. Special sports foods such as sports bars and liquid meal supplements can provide a compact and convenient way to consume carbohydrate and protein when everyday foods are unavailable or are too bulky and impractical to consume. However, the additional cost of these products and the fact that they contain only a limited range of nutrients must be taken into account. (Introduction to Coaching – The Official IAAF Guide to Coaching Athletics Peter J L Thompson p-210)

2.5.5 Environmental factors

During an athlete's career numerous things happen which bring changes in her environment. In the early stages, the most common changes involve long, tiring journeys, sometimes combined with a stay for a number of days in an unfamiliar place. Later in the athlete's career, there are more serious changes to take note of, and to prepare for. There are

three environmental conditions which an athlete will have to learn how to acclimatize to, these are altitude, temperature and time change.

2.5.6 Psychological factors

It is as important for a coach to help individuals develop how they think, their mental skills, as it is to develop their physical skills. In this chapter you will be introduced to some of the factors that influence performance and how these factors may be controlled by the use of mental skills. This is a clearly psychological aspect of coaching, but it is also true that no part of coaching is without psychological aspects.

Mental Skills

Once you gain an understanding of how you can apply and develop mental skills you will find that the benefits will extend far beyond the world of athletics. These skills are of great benefit to coaches and athletes in everyday life. Mental skills are not just a means of avoiding or recovering from disasters. They also play a very important part in organizing practice and training effectively so that things go correctly in the first place. Remember that no matter what labels you apply to this aspect of coaching, the most important part of the coach's responsibility is getting to know your athletes. You can't help them to think without knowing how and what they think.

Most athletes and coaches recognize that physical development alone is no guarantee of success in athletics. An athlete must have the correct frame of mind. Psychological preparation is as important as physical conditioning. Getting both right together is what creates an excellent or peak performance rather than an average performance. It is important to emphasize that everything in this chapter relates to anybody who wants to be better at what they do. These skills can help your athletes become better athletes, and can also help you to become a better coach.

2.5.7 Resources

Material resources: these are the items you acquire to ensure effective and efficient administration practices in your organization. Even though sport in all countries is

changing with times, but not uniformly for all. The gap in resources between wealthy and poorer countries is growing. Even once powerful nation states that strongly promoted sport have seen sport success erodes with decade. There is no question that the availability of quality facilities is necessary for proper training and where these do not exist, is becomes more difficult to excel.

Safe well designed equipment is important in prevention and although it is clearly event specific. Take time to ensure that and equipment is safe and fit for use every time you come to use it. Damaged or faulty equipment frequently are causes of injury.

Many different surfaces are encountered in athletics, some natural and other synthetic. Can cause problems. Whatever, the surface, be sure your athletes, choose the correct footwear to suit the conditions? Reduce the risk of injury by varying the surface for training when possible.

Clothing is very much as matter of personal choice, but must be chosen carefully. Nylon is often cheaper than natural fiber, but is particularly bad in hot climates and heat generating activities shoe design has advanced greatly and better, safer shoes are now available. Particular care is necessary, however, to select footwear appropriate to individual events and, especially, appropriate to the surface.

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

Chapter three

Research design and methodology

The research was designed to conduct study on the challenges and prospects of U-17 female athletics project trainees: A case study on some selected sub cities of Addis Ababa. Under this chapter the research design, source of data, sample and sampling techniques, instruments and procedures of data collection and methods of data analysis was presented.

3.1 Study design

The study was aimed to investigate the challenges and prospects of U-17 female athletics project trainees in some selected sub cities of Addis Ababa. The researcher used/applied/ descriptive method was employed because “descriptive research gathers quantifiable information that can be used for statistical inference through data analysis.”(Rick Penwarden July 18, 2014 Categories :) it enables to gather more data related to the problem under the study from a large population at a particular time. It describes what actually exist, such as the challenges and prospects of U-17 female athletics project trainees. Therefore, the descriptive research method was used to collect data.

3.2 Study sample/source of data/population/

There are many Athletics projects in Ethiopia. To consider all, the sample could not be manageable. Therefore, the data was obtained from data collecting tools such as questionnaires, interviews and observations from the study sample. So, the main part of the study the population from which the study sample was drawn from 3-selected sub-cities include 13-trainees, 2-coaches, 2- sub-city sport experts and 3-parents each, generally=60 subjects were selected with simple random sampling technique from each 3-sub-cities of Addis Ababa. Because of the sub-cities' availability of Athletics projects.

3.3 Data collection

The study was used primary sources of data obtained directly from trainees, coaches, sub-city sport experts and trainees' parents of the representative sample of the population under study. Secondary sources of data from document review to support his arguments.

3.4 Procedures of data collecting and instruments

3.4.1. Instruments of data collecting

a) Questionnaire

The major technique of collecting data for this study was a questionnaire. The reason why the researcher chose this tool is that its appropriateness to collect information from a larger population. The other reason is it helps to secure relevant information without bias; moreover, it will help to obtain descriptive information to answer the basic questions of the study without confusion. The questionnaire was prepared. Then, the researcher distributed to randomly selected 39-trainees, 6-coaches 6- sub-city sport experts and 9- trainees' parents total 60 subjects who had willing to give answer or response to the questionnaire. And the questionnaires were 20 questions for trainees, 20 questions for coaches, 12 questions for sub-city sport experts and 10 questions for trainees' parents were prepared in Amharic language so, they can understand the contents of the questionnaire easily. Then it was translated to English to make the analysis easily.

b) Interview

There were also 9-structured interview questions for 15 U-17 female athletics project trainees, 6-coaches and 6- sub-city's' sport experts total 27 subjects were selected with simple random sampling technique.

c) Observation

Observation also was used as another means of data collecting for the challenges and prospects of U-17 female athletics project trainees as a main supportive tool to gather information with check list.

d) Document review

In order to get the necessary information in relation to the objective of the study to validate the information that was collected from the quantitative source of data and documents in the sub cities and coaches was reviewed.

3.4.2 Procedures of data collecting

- As indicated above, in the techniques of data collection part, first, the questionnaire was prepared. Then, the researcher distributed to randomly selected 39-trainees, 6-coaches 6- sub-city sport experts and 9- trainees' parents who had willing to give answer or response to the questionnaire.

Out of these 35-trainees, 6-coaches 6- sub-city sport experts and 7- trainees' parents total 54 subjects were returned their response.

- The researcher was used interview for data collecting to get more information from the randomly selected 15-trainees, 6-coaches and 6- sub-city sport experts total of 27 subjects by preparing structured questions.
- Observation also was used as another means of data collecting for the challenges and prospects of U-17 female athletics project trainees by preparing check list.

3.5. Methods of Data Analysis

The data was analyzed in the following ways. The questionnaires with their responses and the number of respondents were prepared in the form of tables. The number of respondents was putted within the table and their percentages were drawn. This means that the result of the respondents was changed in to percentages for the sake of analysis and together with the researchers observation and interviewee, analysis and interpretations was made to show the value of each responses of the concerned bodies. The researcher was tried to analyze and interpreted the data based on the nature of the basic questions and the data collected through different instruments.

Chapter four

Analysis and interpretation of data

Under this chapter, after the data is collected through questionnaires interview and observation from trainees, coaches, sub-city sport experts and trainees parents/family/ were analyzed and interpreted in tables as well as percentage and descriptive statements. The chapter presents the characteristics of the sample population involved in the study. The study includes 35-female trainees, 6-coaches 6- sub-city sport experts and 7- trainees‘ parents total 54 subjects.

Since the interpretation of findings is presented systematically like below the reader will understand the information without any difficulty.

4.1 Background/ demographic characteristics of participants

Based on the responses obtained from coaches, trainees, trainees‘ parents/family/ and sub-city sport experts background information are analyzed in terms of their sex, age, marital status and educational status as follows.

Table 2. Personal/Background/ information of U-17athletics project trainees and coaches participated in the study.

N ^o	Variables	Coaches			Trainees		
		Categories	Responses		Categories	Responses	
			N ^o	Percentage		N ^o	Percentage
1	Sex	Male	6	100	Male	-	-
		Female	-	-	Female	35	100
		Total	6	100	Total	35	100
2	Age	20-25	1	16.67	Below 15	9	25.71
		26-30	2	33.33	15	18	51.43
		31-35			16	6	17.14
		36-40			Above 16	2	5.72
		40 above	3	50	-	-	-
		Total	6	100	Total		100

According to the above table 2 in item 1 the breakdown of the study population the study is mainly focused on the U-17 female athletics project trainees all 35(100%) are females. According to the responses of coaches 6 (100%) of the respondents are males. Therefore totally coaching is controlled by males.

With respect to age in table 2 above in item 2; most of the U-17 female athletics project trainees 33(94.28%) are U-17 females and some of the athletics project trainees 2(5.72%) are above 16. This clearly shows that almost all of the athletics project trainees in this study are the necessary group for the study. When we see the responses of coaches, 1(16.67%) of respondent age is between 20 and 25, 2(33.33%) respondents age is between 26 and 30; 3(50%) of the respondents age is 40 and above. By this fact, the researcher assumes that the largest group of coaches is matured enough.

Table 3. personal/Background/ information of U-17athletics project trainees and coaches participated in the study.

N ^o	Variables	Coaches			Trainees		
		Categories	Responses		Categories	Responses	
			N ^o	Percentage		N ^o	Percentage
3	Marital status	Unmarried	3	50	Unmarried	35	100
		Married	3	50	Married	-	-
		Divorced	-	-	Divorced	-	-
		Total	6	100	Total	35	100
4	Educational status	Below diploma	1	16.67	1 st -8th Grade	28	80
		Diploma	-	-	8 th Grade completed	1	2.86
		Degree & above	5	83.33	9 th Grade completed	3	8.57
		-	-	-	10 th Grade completed	1	2.86
		-	-	-	Above 10 th Grade	2	5.71
		Total	6	100	Total	35	100

Regarding the marital status of table 3 in item 3; 35 (100%) of the respondent U-17 female athletics project trainees are unmarried. This shows that all of the U-17 female athletics project trainees are unmarried they can participate without any influence. Also 3 (50%) of the respondent coaches are married and 3 (50%) of the respondent coaches are married.

In addition, with regard to educational background of table 3 in item no 4; 28(80%) of the respondent U-17 female athletics project trainees are 1st-8th Grade; 1(2.86%) of the

respondent U-17 female athletics project trainees 8th Grade completed. 3(8.57%) of the respondent U-17 female athletics project trainees are 9th Grade completed; 1(2.86%) of the respondent U-17 female athletics project trainees are 10th Grade completed 2(5.71%) of the respondent U-17 female athletics project trainees are Above 10th Grade. This shows most of the trainees are at the same level. It is convenience to attend the training. And also 1(16.67%) of the respondent coaches are below diploma and 5(83.33%) of the respondent coaches are degree and above. It indicates they can understand what and why they train the project trainees.

Table 4. Personal/Background/ information of U-17athletics project trainee's parents/family/and sub-city sport experts participated in the study.

N ^o	Variables	Trainee's parents/family/			Sub-city sport experts		
		Categories	Responses		categories	Responses	
			N ^o	Percentage		N ^o	Percentage
1	Sex	Male	6	85.71	Male	2	33.33
		Female	1	14.29	Female	4	66.67
		Total	7	100	Total	6	100
2	Age	Below 31	1	14.29	20-25	-	-
		31-35	2	28.57	26-30	3	50
		36-40	1	14.29	31-35	2	33.33
		41-45	1	14.29	36-40	1	16.67
		46-50	1	14.29	40 above	-	-
		50 above	1	14.29	-	-	-
		Total	7	100.02	Total	6	100
3	Marital status	Unmarried	1	14.29	Unmarried	2	33.33
		Married	6	85.71	Married	4	66.67
		Divorced	-	-	Divorced	-	-
		Total	7	100	Total	6	100

According to the responses of the U-17 female athletics project trainee's parents/family/on the above table 4 in item 1; 6(85.71%) are males and 1(14.29%) of them is female. Therefore most of the U-17 female athletics project trainee's parents/family/ are males. And 2(33.33%) the sub-city sport experts are males and 4(66.67 %) of them are females.

With respect to age in table 4 above in item 2; most of the U-17 female athletics project trainee's parents/family/1(14.29%) under 31, 2(28.57%) are between 31- 35, 1(14.29%) is between 36-40, 1(14.29 %) is between 41-45, 1(14.29 %) is between 46-50, and 1(14.29%)

is above 50. This shows that almost all of the U-17 female athletics project trainee's parents/family/ ages are distributed between 31-50. When we see the responses of the sub-city sport experts, 3(50%) of respondent age is between 26-30, 2(33.33%) respondents age is between 31-35 and 1(16.67%) of the respondents age is between 36-40. By this fact, the researcher assumes that the largest group of Sub-city sport experts is matured enough.

Regarding the marital status of table 4 in item 3; 1 (14.29%) of the respondent of the U-17 female athletics project trainee's parents/family/ is unmarried. And also 6(85.71%) of the respondent of the U-17 female athletics project trainee's parents/family/ are married. This shows that most of the U-17 female athletics project trainee's parents/family/ are married. And when we see the responses of the sub-city sport experts, 4(66.67%) of the respondents are unmarried and 2(33.33%) of the respondents of the sub-city sport experts are married.

Table 5. Personal/Background/ information of U-17athletics project trainees' parents/family/ and sub-city sport experts participated in the study.

N ^o	Variables	Trainee's parents/family/			Sub-city sport experts		
		Categories	Responses		categories	Responses	
			N ^o	Percentage		N ^o	Percentage
4	Educational status	1 st -8th Grade	3	42.85	Below diploma	-	-
		9 th -10 th Grade completed	1	14.29	Diploma	1	16.67
		11 th -12 th Grade completed	1	14.29	Degree & above	5	83.33
		Certificate	-	-	-	-	-
		Diploma	-	-	-	-	-
		Degree & above	2	28.57	-	-	-
		Total	7	100	Total	6	100

In addition, with regard to educational background table 5 in item no 4; 3(42.85%) of the respondents U-17 female athletics project trainee's parents/family/ are 1st-8th Grade; 1(14.29%) of the respondent of the U-17 female athletics project trainee's parents/family/ is 9th -10th Grade completed, 1(14.29%) of the respondent of the U-17 female athletics project trainee's parents/family/ is 11th -12th Grade completed; 2(28.57%) of the respondents of the U-17 female athletics project trainee's parents/family/ are Degree & above. As the study reveals trainee's parents/family/ are low in their academic background to assist their

children. When we see the responses of the sub-city sport experts, 1(16.67%) of the respondents are below diploma and 5(83.33%) of the respondents of the sub-city sport experts are degree and above. This shows that most of the sub-city experts are professionals. Therefore, they can do a lot to the project.

4.2 Quantitative interpretations of U-17 athletics project trainee's response

The data gathered from U-17 athletics project trainees by distributing questionnaire to 39 U-17 female athletics project trainees in 3 selected sub-cities of Addis Ababa. The questionnaire contains both close ended and open ended questions. Close ended questions are analyzed using percentage and open ended questions are analyzed using descriptive statements.

Table 6. Why do you choose to take training athletics project training?

Item	N^o respondents	Percentage
A. Peer's pressure	2	5.71
B. By looking role model	32	91.43
C. Coach's pressure	1	2.86
Total	35	100

The above table 6 shows 32(91.43%) of the respondents answered by looking role model, 2(5.71 %) of the respondents choose to take athletics project training by peer's pressure and 1(2.86%) of them answered by coaches pressure. This shows that most of the U-17 female athletics project trainees choose by looking role model for their discipline to be like her role model.

Table 7. Do you like the discipline that you are taking training?

Item	N^o respondents	Percentage
A. Yes	35	100
B. No	-	-
Total	35	100

As we have seen on the above table 7; 35(100%) of the respondents responded yes. This indicates that all the U-17 female athletics project trainees like the discipline that they are taking training.

Table 8. Do you want to change/ shift/ your discipline?

Item	N ^o respondents	Percentage
A. Yes	7	20
B. No	28	80
Total	35	100

As we can understand from the table 8 above; 28(80%) of the respondents answered No and 7(20%) of them answered Yes. this shows that most of the U-17 female athletics project trainees do not want to change/ shift/ their discipline. And some of them want to change their discipline

Table 9. Is there athletics project training plan?

Item	N ^o respondents	Percentage
A. Yes	30	85.71
B. No	5	14.29
Total	35	100

As we have seen on the above table 9; 30(85.71%) of the respondents responded yes and 5(14.29%) of the respondents responded no. This indicates that most of the U-17 female athletics project trainees know the training plan.

Table 10. Do you get a chance to participate in planning the athletics project training program/ plan/?

Item	N ^o respondents	Percentage
A. Yes	16	45.71
B. Some times	13	37.14
C. Seldom	5	14.29
D. Never	1	2.86
Total	35	100

As we can understand from the table 10 above; 16(45.71%) of the respondents answered yes; 13(37.14%) of them answered some times; 5(14.29%) of the respondents answered seldom and 1(2.86%) of them is answered never. this shows that most of the U-17 female

athletics project trainees get a chance to participate in planning the athletics project training program/ plan/.

Table 11. What are the criteria's for U-17 female athletics project trainees to join the project?

Item	N ^o respondents	Percentage
A. Trainee's physical appearance	4	11.43
B. Trainee's interest	9	25.71
C. Trainee's victory during competition	22	62.86
Total	35	100

The above table 11 shows 22(62.86%) of the respondents answered by trainee's victory during competition; 9(25.71 %) of the respondents answered trainee's interest and 4(11.43 %) of them answered trainee's physical appearance. This shows that most of the criteria's for U-17 female athletics project trainees to join the project of the U-17 female athletics project trainees is trainee's victory during competition.

Table 12 Have you ever faced any problem related to menstruation?

Item	N ^o respondents	Percentage
A. Yes	4	11.43
B. No	31	88.57
Total	35	100

As we have seen on the above table 12; 31(88.57%) of the respondents responded no and 4(11.43%) of the respondents responded yes. This indicates that most of the U-17 female athletics project trainees do not faced any problem related to menstruation.

Table 13 Do you work your training during the first three days of your menstruation cycle time?

Item	N ^o respondents	Percentage
A. Yes	12	34.29
B. No	23	65.71
Total	35	100

The above table 13 shows; 23(65.71%) of the respondents responded no and 12(34.29%) of the respondents responded yes. This shows that most of the U-17 female athletics project trainees do not work their training during the first three days of their menstruation cycle time and some of the trainees do work their training during the first three days of their menstruation cycle time without any problem.

Table 14 How many days do you do your training per week?

Item	N ^o respondents	Percentage
A. 7 Days	-	-
B. 6 Days	-	-
C. 5 Days	1	2.86
D. 4 Days	8	22.86
E. 3 Days	26	74.28
Total	35	100

As we can understand from the table 14 above; 26(74.28%) of the respondents answered 3 days; 8(22.86%) of them answered 4 days; and 1(2.86%) of the respondents answered 5 days. This shows that most of the projects program is 3 days per week.

Table 15. Do you have enough and appropriate training time?

Item	N ^o respondents	Percentage
A. Yes	25	71.43
B. No	10	28.57
Total	35	100

The above table 15 reveals that; 25(71.43%) of the respondents responded yes and 10(28.57%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees have enough and appropriate training time and 10(28.57%) of the respondents replied they do not have enough and appropriate training time.

Table 16 During training sessions does your coach classify the trainees according to their chronological age, training age and experience?

Item	N ^o respondents	Percentage
A. Yes	27	77.14
B. No	8	22.86
Total	35	100

The above table 16 reveals that; 27(77.14%) of the respondents responded yes and 8(22.86%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees believed that; their coach classify the trainees according to their chronological age, training age and experience during training sessions and 10(28.57%) of the respondents replied that; their coach do not classify the trainees according to their chronological age, training age and experience during training sessions.

Table 17 Do your coach gives feedback to you at the end of every training sessions?

Item	N ^o respondents	Percentage
A. Yes, always	31	88.57
B. Yes, some times	2	5.71
C. Seldom	2	5.71
D. Never	-	-
Total	35	99.99

As we can understand from the table 17 above; 31(88.57%) of the respondents answered yes, always; 2(5.71%) of them answered yes, some times; and 2(5.71%) of the respondents answered Seldom. This shows; most of the U-17 female athletics project trainees revealed that; their coach give them feedback them at the end of every training sessions always and some of the U-17 female athletics project trainees said, their coach give feedback them at the end of every training sessions some times. On the other hand some of the U-17 female athletics project trainees told, their coach gives them feedback seldom at the end of every training session.

Table 18. Do you evaluate the effectiveness of the Annual program with your coach and the concerned body?

Item	N ^o respondents	Percentage
A. Yes	21	60
B. No	14	40
Total	35	100

The above table 18 reveals that; 21(60%) of the respondents responded yes and 14(40%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees believed that; they evaluate the effectiveness of the Annual program with their coach and the concerned body and 14(40%) of the respondents replied that; they do not evaluate the effectiveness of the Annual program with their coach and the concerned body.

Table 19 Do you get sufficient and balanced diet or food before, during and after training?

Item	N ^o respondents	Percentage
A. Yes	4	11.43
B. No	31	88.57
Total	35	100

The above table 19 reveals that; 4(11.43%) of the respondents responded yes and 31(88.57%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees believed that; they do not get sufficient and balanced diet or food before, during and after training and some of them said; they get sufficient and balanced diet or food before, during and after training.

Table 20. Generally how do you evaluate your and the project trainees initiation to the training?

Item	N ^o respondents	Percentage
A. Excellent	18	51.43
B. Very good	5	14.29
C. Good	6	17.14
D. Poor	6	17.14
Total	35	99.99

As we can understand from the table 20 above; 18(51.43%) of the respondents answered excellent; 5(14.29%) of them answered very good; 6(17.14%) of the respondents answered good and 6(17.14%) of the respondents answered poor. This shows; most of the U-17 female athletics project trainees revealed that; their evaluation to their project trainees initiation to the training is excellent and some of the U-17 female athletics project trainees said that; our evaluation to our project trainees initiation to the training is very good, others said our evaluation to our project trainees initiation to the training is good. On the other hand some of the U-17 female athletics project trainees told, their evaluation to their project trainees' initiation to the training is poor.

Table 21. Do you think the owner/ the concerned body/ of the project has Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective?

Item	N ^o respondents	Percentage
A. Yes	6	17.14
B. Partially	22	62.86
C. No	7	20
Total	35	100

As we can understand from the table 21 above; 6(17.14%) of the respondents answered yes; 22(62.86%) of them answered partially; and 7(20%) of the respondents answered no. This shows; most of the U-17 female athletics project trainees revealed as they taught that; the owner/ the concerned body/ of the project has Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective partially and some of the U-17 female athletics project trainees said, the project owner/ the concerned body/ of the project has Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective. On the other hand the owner/ the concerned body/ of the project does not have Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective.

Table 22. Do you think that the necessary materials/input /has fulfill at the right time for the project coaches and trainees?

Item	N ^o respondents	Percentage
A. Yes	13	37.14
B. No	22	62.86
Total	35	100

The above table 22 reveals that; 13(37.14%) of the respondents responded yes and 22(62.86%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees; do not believed that the necessary materials/input /has fulfill at the right time for the project coaches and trainees. And some of them believed that the necessary materials/input /has fulfill at the right time for the project coaches and trainees.

Table 23. Do you have any experience of negative interference by the concerned officials on the training process?

Item	N ^o respondents	Percentage
A. Yes	9	25.71
B. No	26	74.29
Total	35	100

The above table 23 reveals that; 9(25.71%) of the respondents responded yes and 26(74.29%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees believed that; they do not have any negative interference by the concerned officials on the training process and some of them said; they do have negative interference by the concerned officials on the training process.

Table 24. Do parents/ families/ show willingness to their children to participate in the U-17 female athletics project training?

Item	N ^o respondents	Percentage
A. Yes	32	91.43
B. No	3	8.57
Total	35	100

The above table 24 reveals that; 32(91.43%) of the respondents responded yes and 3(8.57%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees believed that; their parents/ families/ show willingness to their children to participate in the U-17 female athletics project training and some of them said; their parents/ families/ do not show willingness to their children to participate in the U-17 female athletics project training.

4.3 Quantitative interpretations of U-17 athletics project coaches' response

The data gathered from U-17 athletics project coaches by distributing questionnaire to 6 U-17 female athletics project coaches in 3 selected sub-cities of Addis Ababa. The questionnaire contains both close ended and open ended questions. Close ended questions are analyzed using percentage and open ended questions are analyzed using descriptive statements.

Table 25. Why do you choose to coach athletics coaching profession?

Item	N ^o respondents	Percentage
A. Economical benefit	-	-
B. By looking role model	3	50
C. Assigned by the sub-city officials	3	50
Total	6	100

The above table 25 shows 3(50%) of the respondents answered by looking role model and 3(50%) of the respondents assigned by the sub-city officials. This shows that half of the U-17 female athletics project coaches choose by looking role model for their athletics coaching profession and half of the U-17 female athletics project coaches assigned by the sub-city officials.

Table 26. Do you like the discipline that you are coaching?

Item	N ^o respondents	Percentage
A. Yes	6	100
B. No	-	-
Total	6	100

As we have seen on the above table 26; 6(100%) of the respondents responded yes. This indicates that all the U-17 female athletics project coaches like the discipline that they are coaching.

Table 27. Do you want to change/ shift/ your discipline? If your answer is A, what do you want to be I want to be?

Item	N ^o respondents	Percentage
A. Yes	2	33.33
B. No	4	66.67
Total	6	100

As we can understand from the table 27 above; 2(33.33%) of the respondents answered yes and 4(66.67%) of them answered no. This shows that most of the U-17 female athletics project coaches do not want to change/ shift/ their discipline. And some of them want to change their discipline. They want to be accountants and health officers.

Table 28. Is there athletics project training manual?

Item	N ^o respondents	Percentage
A. Yes	6	100
B. No	-	-
Total	6	100

As we have seen on the above table 28; 6(100%) of the respondents responded yes. This indicates that most of the U-17 female athletics project coaches have the training manual.

Table 29. Do you have or is there athletics project training plan?

Item	N ^o respondents	Percentage
A. Yes	6	100
B. No	-	-
Total	6	100

As we have seen on the above table 29; 6(100%) of the respondents responded yes. This indicates that most of the U-17 female athletics project coaches have the training plan.

Table 30. Do you give a chance for trainees to participate in planning the training program/ plan/?

Item	N ^o respondents	Percentage
A. Yes	3	50
B. Some times	2	33.33
C. Seldom	-	-
D. Never	1	16.67
Total	35	100

As we can understand from the table 30 above; 3(50%) of the respondents answered yes; 2(33.33%) of them answered some times and 1(16.67%) of them is answered never. this shows that most of believed that the U-17 female athletics project trainees get a chance to participate in planning the athletics project training program/ plan/.

Table 31. What are the criteria's for U-17 female athletics project trainees to join the project?

Item	N ^o respondents	Percentage
A. Trainee's physical appearance	2	33.33
B. Trainee's interest	4	66.67
C. Trainee's victory during competition	-	-
Total	6	100

The above table 31 shows 2(62.86%) of the respondents answered by trainee's interest and 4(66.67 %) of the respondents answered trainee's physical appearance. This shows that most of the criteria's for U-17 female athletics project trainees to join the project of the U-17 female athletics project trainees is trainee's interest.

Table 32. Have you ever faced any problem related to menstruation?

Item	N ^o respondents	Percentage
A. Yes	3	50
B. No	3	50
Total	6	100

As we have seen on the above table 32; 3(50%) of the respondents responded yes and 3(50%) of the respondents responded no. This indicates that half of the U-17 female athletics project coaches do not faced any problem related to menstruation and half of the U-17 female athletics project coaches faced problems related to menstruation.

Table 33 Do your trainees work their training session during the first three days of their menstruation cycle time?

Item	N ^o respondents	Percentage
A. Yes	3	50
B. No	3	50
Total	6	100

On the above table 33; 3(50%) of the respondents responded yes and 3(50%) of the respondents responded no. This shows that half of the U-17 female athletics project coaches believed the trainees work their training session during the first three days of their menstruation cycle time and half of the U-17 female athletics project coaches believed the trainees do not work their training session during the first three days of their menstruation cycle time.

Table 34 how many days do training the athletics project trainees per week?

Item	N ^o respondents	Percentage
A. 7 Days	-	-
B. 6 Days	-	-
C. 5 Days	-	-
D. 4 Days	2	33.33
E. 3 Days	4	66.67
Total	6	100

As we can understand from the table 34 above; 2(33.33%) of the respondents answered 4 days and 4(66.67%) of them answered 3 days. This indicates that; most of the coaches believed the athletics project trainees do training 3 days per week. And some of the coaches believed the athletics project trainees do training 4 days per week.

Table 35. During training sessions do you classify the trainees according to their chronological age, training age and experience?

Item	N ^o respondents	Percentage
A. Yes	6	6
B. No	-	-
Total	6	100

The above table 35 reveals that; 6(100%) of the respondents responded yes. This shows that almost all of the U-17 female athletics project coaches believed that; they classify their trainees according to their chronological age, training age and experience.

Table 36. Do you give feedback for your trainees at the end of every training sessions?

Item	N ^o respondents	Percentage
A. Yes, always	6	100
B. Yes, some times	-	-
C. Seldom	-	-
D. Never	-	-
Total	6	99.99

As we can understand from the table 36 above; 6(100%) of the respondents responded yes, always. This shows that almost all of the U-17 female athletics project coaches believed that; they give feedback for their trainees at the end of every training sessions.

Table 37. Do you evaluate the effectiveness of the annual program with your trainees, trainees' parents (families) and the concerned body?

Item	N ^o respondents	Percentage
A. Yes	3	50
B. No	3	50
Total	6	100

On the above table 37; 3(50%) of the respondents responded yes and 3(50%) of the respondents responded no. This shows that half of the U-17 female athletics project coaches believed they evaluate the effectiveness of the annual program with their trainees, trainees' parents(families) and the concerned body and half of the U-17 female athletics project coaches believed they do not evaluate the effectiveness of the annual program with their trainees, trainees' parents(families) and the concerned body.

Table 38. Do the trainees get sufficient and balanced diet or food before, during and after training?

Item	N ^o respondents	Percentage
A. Yes	-	-
B. No	6	100
Total	6	100

The above table 38 reveals that; 6(100%) of the respondents responded no. This shows that almost all of the U-17 female athletics project coaches believed; the trainees do not get sufficient and balanced diet or food before, during and after training.

Table 39. Generally how do you evaluate the project trainees' initiation to the training?

Item	N ^o respondents	Percentage
A. Excellent	5	83.33
B. Very good	-	-
C. Good	1	16.67
D. Poor	-	-
Total	6	100

As we can understand from the table 39 above; 5(83.33%) of the respondents answered excellent and 1(16.67%) of them answered good. This shows; most of the U-17 female athletics project coaches revealed that; their evaluation to their project trainees' initiation to

the training is excellent and some of the U-17 female athletics project coaches said that; our evaluation to our project trainees' initiation to the training is good

Table 40. Do you think the owner/ the concerned body/ of the project has Facilitate all the necessary facilities, equipment's, enough and appropriate time and training place to make the project trainees effective?

Item	N ^o respondents	Percentage
A. Yes	2	33.33
B. Partially	3	50
C. No	1	16.67
Total	6	100

As we can understand from the table 40 above; 2(33.33%) of the respondents answered yes; 3(50%) of them answered partially; and 1(16.67%) of the respondents answered no. This shows; most of the U-17 female athletics project coaches revealed as they taught that; the owner/ the concerned body/ of the project has Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective partially and some of the U-17 female athletics project coaches said, the owner/ the concerned body/ of the project has Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective. On the other hand they revealed that; the owner/ the concerned body/ of the project does not have Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective.

Table 41. Do you think that the necessary materials/input / fulfill at the right time for the project coaches and trainees?

Item	N ^o respondents	Percentage
A. Yes	1	16.67
B. No	5	83.33
Total	6	100

The above table 41 reveals that; 1(16.67%) of the respondents responded yes and 5(83.33%) of the respondents responded no. This shows that most of the U-17 female athletics project coaches do not believed that; the necessary materials/input /has fulfill at the right time for the project coaches and trainees. And some of them believed that the necessary materials/input /has fulfill at the right time for the project coaches and trainees.

Table 42 Do you have any experience of negative interference by the concerned officials on the training process?

Item	N ^o respondents	Percentage
A. Yes	-	-
B. No	6	100
Total	6	100

The above table 42 reveals that; 6(100%) of the respondents responded no. This shows that almost all of the U-17 female athletics project coaches believed that; they do not have any negative interference by the concerned officials on the training process.

Table 43. Do parents/ families/ show willingness to their children to participate in the U-17 female athletics project training?

Item	N ^o respondents	Percentage
A. Yes	6	100
B. No	-	-
Total	6	100

The above table 43 reveals that; 6(100%) of the respondents responded yes. This shows that almost all of the U-17 female athletics project coaches believed that; the trainees' parents/ families/ show willingness to their children to participate in the U-17 female athletics project training.

4.4 Quantitative interpretations of the sub-city sport experts' response

The data gathered from the sub-city sport experts by distributing questionnaire to 6 sub-city sport experts in 3 selected sub-cities of Addis Ababa. The questionnaire contains both close ended and open ended questions. Close ended questions are analyzed using percentage and open ended questions are analyzed using descriptive statements.

Table 44. Is there athletics project training manual?

Item	N ^o respondents	Percentage
A. Yes	5	83.33
B. No	1	16.67
Total	6	100

As we have seen on the above table 44; 5(83.33%) of the respondents responded yes and 1(16.67%) of the respondents responded no. This indicates that most of the sub-city sport experts believe there is training manual. It works for 1-5 years.

Table 45. Is there athletics project training plan?

Item	N ^o respondents	Percentage
A. Yes	6	100
B. No	-	-
Total	6	100

As we have seen on the above table 45; 6(100%) of the respondents responded yes. This indicates that almost all of the sub-city sport experts believe there is training plan. They said it is prepared/ planned/ by the project coaches.

Table 46. Do you give a chance for trainees to participate in planning the training program/ plan/?

Item	N ^o respondents	Percentage
A. Yes	1	16.67
B. Some times	2	33.33
C. Seldom	3	50
D. Never	-	-
Total	6	100

As we can understand from the table 46 above; 1(16.67%) of the respondents answered yes; 2(33.33%) of them answered some times and 3(50%) of them are answered seldom. This shows that most of the sub-city sport experts believed that the U-17 female athletics project trainees get a chance seldom to participate in planning the athletics project training program/ plan/ the rest believed that the U-17 female athletics project trainees get a chance some times.

Table 47. What are the criteria's for U-17 female athletics project trainees to join the project?

Item	N ^o respondents	Percentage
A. Trainee's physical appearance	4	66.67
B. Trainee's interest	2	33.33
C. Trainee's victory during competition	-	-
Total	6	100

The above table 47 shows 4(66.67%) of the respondents answered by trainee's physical appearance and 2(33.33%) of the respondents answered trainee's interest. This shows that most of the sub-city sport experts believed the criteria's for U-17 female athletics project trainees to join the project of the U-17 female athletics project trainees is trainee's physical appearance. They also stated the criteria are based on health, age, interest and physical appearance.

Table 48. How many days do training the athletics project trainees per week?

Item	N ^o respondents	Percentage
A. 7 Days	-	-
B. 6 Days	-	-
C. 5 Days	-	-
D. 4 Days	-	-
E. 3 Days	6	100
Total	6	100

As we can understand from the table 48 above; 6(100%) of the respondents answered 3 days. This indicates that; almost all of the sub-city sport experts believed that the athletics project trainees do training 3 days per week.

Table 49. Do you evaluate the effectiveness of the annual program with your trainees, trainees' parents(families) and the concerned body?

Item	N ^o respondents	Percentage
A. Yes	3	50
B. No	3	50
Total	6	100

On the above table 59; 3(50%) of the respondents responded yes and 3(50%) of the respondents responded no. This shows that half of the sub-city sport experts believed that

they evaluate the effectiveness of the annual program with the trainees, trainees' parents (families) and coaches; and half of the sub-city sport experts believed they do not evaluate the effectiveness of the annual program with the trainees, trainees' parents (families) and coaches.

Table 50. Do the trainees get sufficient and balanced diet or food before, during and after training?

Item	N ^o respondents	Percentage
A. Yes	-	-
B. No	6	100
Total	6	100

The above table 50 reveals that; 6(100%) of the respondents responded no. This shows that almost all of the sub-city sport experts believed; the trainees do not get sufficient and balanced diet or food before, during and after training.

The reason is, there is no budget for the training and the trainees are from economically poor family.

Table 51. Generally how do you evaluate the project trainees' initiation to the training?

Item	N ^o respondents	Percentage
A. Excellent	1	16.67
B. Very good	5	83.33
C. Good	-	-
D. Poor	-	-
Total	6	100

As we can understand from the table 51 above; 5(83.33%) of the respondents answered very good and 1(16.67%) of them answered excellent. This shows; almost all of the sub-city sport experts revealed that; their evaluation to the project trainees' initiation to the training is very good.

Table 52. Do you think the owner/ concerned body/ of the project has facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective?

Item	N ^o respondents	Percentage
A. Yes	2	33.33
B. Partially	-	-
C. No	4	66.67
Total	6	100

As we can understand from the table 52 above; 2(33.33%) of the respondents answered yes; 4(66.67%) of them answered no. This shows; most of the sub-city sport experts revealed as they taught that; the owner/ the concerned body/ of the project does not Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective.

The reason is the concerned body does not give to sport and the necessary facilities, equipments.

Table 53. Do you think that the necessary materials/input / fulfill at the right time for the project coaches and trainees?

Item	N ^o respondents	Percentage
A. Yes	1	16.67
B. No	5	83.33
Total	6	100

The above table 53 reveals that; 1(16.67%) of the respondents responded yes and 5(83.33%) of the respondents responded no. This shows that most of the sub-city sport experts do not believed that; the necessary materials/input /has fulfill at the right time for the project coaches and trainees. And some of them believed that the necessary materials/input /has fulfill at the right time for the project coaches and trainees.

Because the necessary materials/input/ does not fulfill at the right time for the project coaches and trainees, and its quality is low as the same time it does not consider the age of the trainees.

Table 54. Do parents/ families/ show willingness to their children to participate in the U-17 female athletics project training?

Item	N ^o respondents	Percentage
A. Yes	5	83.33
B. No	1	16.67
Total	6	100

The above table 54 reveals that; 5(83.33%) of the respondents responded yes and 1(16.67%) of the respondents responded no. This shows that most of the sub-city sport experts believed that; the trainees' parents/ families/ show willingness to their children to participate in the U-17 female athletics project training and some of the sub-city sport experts believed that; the trainees' parents/ families/ does not show willingness to their children to participate in the U-17 female athletics project training.

the sub-city sport experts suggest that; is better to give attention and value to athletics sport. Establishing kids' projects for the sake of reporting is value less. It should be social based sport. That means it must be supported by nongovernmental organizations otherwise depending on government's budget impossible. The other thing is incentive and different imputes should be take in to account.

4.5 Quantitative interpretations of U-17 athletics project trainees'

Parents'/family/ response

The data gathered from U-17 athletics project coaches by distributing questionnaire to 6 U-17 female athletics project trainees' parents/family/ in 3 selected sub-cities of Addis Ababa. The questionnaire contains both close ended and open ended questions. Close ended questions are analyzed using percentage and open ended questions are analyzed using descriptive statements.

Table 55. Do you show willingness to your child/daughter/ to participate in the U-17 female athletics project training?

Item	N ^o respondents	Percentage
A. Yes	7	100
B. No	-	-
Total	7	100

As we have seen on the above table 55; 7(100%) of the respondents responded yes. This indicates that all the U-17 female athletics project trainees' parents/family/ show willingness to their child/daughter/ to participate in the U-17 female athletics project training.

Table 56. How many days per week your child/daughter/ do training in the athletics project training?

Item	N ^o respondents	Percentage
A. 7 Days	-	-
B. 6 Days	-	-
C. 5 Days	-	-
D. 4 Days	3	42.86
E. 3 Days	4	57.14
Total	7	100

As we can understand from the table 56 above; 3(42.86%) of the respondents answered 4 days and 4 (57.14%) of them answered 3 days. This indicates that; most of the U-17 female athletics project trainees' parents/family/ believed the athletics project trainees do training 3 days per week. And some of the U-17 female athletics project trainees' parents/family/ believed the athletics project trainees do training 4 days per week.

Table 57. Is there athletics project training plan?

Item	N ^o respondents	Percentage
A. Yes	7	100
B. No	-	-
Total	7	100

As we have seen on the above table 57; 7(100%) of the respondents responded yes. This indicates that; almost all of the U-17 female athletics project trainees' parents/family/ revealed that; the U-17 female athletics project has the training manual.

Table 58. Do you have a chance to participate in planning the training program/ plan/?

Item	N ^o respondents	Percentage
A. Yes	1	14.29
B. Some times	2	28.57
C. Seldom	2	28.57
D. Never	2	28.57
Total	7	100

As we can understand from the table 58 above; 1(14.29%) of the respondents answered yes; 2(28.57%) of them answered some times; 2(28.57%) of them answered seldom and 2(28.57%) of them is answered never. This shows that; some of the U-17 female athletics project trainees' parents/family/ believed that the U-17 female athletics project trainees get a chance to participate them in planning the athletics project training program/ plan/.some of them believed they participate Some times, some of them believed they participate Some seldom. And the others they believed as they do not get a chance to participate in planning the athletics project training program/ plan/.

Table 59. Do you evaluate the effectiveness of the Annual program with coach, trainees and the concerned body?

Item	N ^o respondents	Percentage
A. Yes	7	100
B. No	-	-
Total	7	100

On the above table 59; 7(100%) of the respondents responded yes. This shows that almost all of the U-17 female athletics project trainees' parents/family/ believed that; they evaluate the effectiveness of the annual program with coach, trainees and the concerned body.

Table 60. Does your child/daughter/ get sufficient and balanced diet or food before, during and after training?

Item	N ^o respondents	Percentage
A. Yes	1	14.29
B. No	6	85.71
Total	7	100

The above table 60 reveals that; 1(14.29%) of the respondents responded yes and 6(85.71%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees' parents/family/ believed; the trainees do not get sufficient and balanced diet or food before, during and after training and some of them believed as they get sufficient and balanced diet or food before, during and after training.

Table 61. Do you think the owner/ the concerned body/ of the project has Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective?

Item	N ^o respondents	Percentage
A. Yes	1	14.29
B. Partially	4	57.14
C. No	3	42.86
Total	7	100

As we can understand from the table 61 above; (14.29%) of the respondents answered yes; 4(57.14%) of them answered partially; and 3(42.86%) of the respondents answered no. This shows; most of the U-17 female athletics project trainees' parents/family/ revealed as they taught that; the owner/ the concerned body/ of the project has facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective partially and some of the U-17 female athletics project trainees' parents/family/ said, the owner/ the concerned body/ of the project has Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective. On the other hand they revealed that; the owner/ the concerned body/ of the project does not have Facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainee effective.

Table 62 Do you think that the necessary materials/input / fulfill at the right time for the project coaches and trainees?

Item	N ^o respondents	Percentage
A. Yes	1	14.29
B. No	6	85.71
Total	7	100

The above table 62 reveals that; 1(14.29%) of the respondents responded yes and 6(85.71%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees' parents/family/ do not believed that; the necessary materials/input /has fulfill at the right time for the project coaches and trainees. And some of them believed that the necessary materials/input /has fulfill at the right time for the project coaches and trainees.

Table 63. Is there any holistic change on your child/daughter/ for her participating in the U-17 female athletics project training trainees' parents/family/?

Item	N ^o respondents	Percentage
A. Yes	5	71.43
B. No	2	28.57
Total	7	100

The above table 63 reveals that; 5(71.43%) of the respondents responded yes and 2(28.57%) of the respondents responded no. This shows that most of the U-17 female athletics project trainees' parents/family/ believed that; there is some holistic change on their child/daughter/ for her participating in the U-17 female athletics project training. And some of them believed that there no any change on their child/daughter/ for her participating in the U-17 female athletics project training.

When we see the responses of the sub-city sport experts, 1(16.67%) of the respondents are below diploma and 5(83.33%) of the respondents of are degree and above. This shows that most of the sub-city experts are professionals.

4.6 Qualitative analysis and interpretation of data collected by interview

The participants of the interview were 15 U-17 female athletics project trainees, 6-coaches and 6- sub-city sport experts total 27 subjects. And 9 structured interview questions are prepared.

The data that gathered by interview has been tried to analyzed and interpreted as follows:

Question n^o 1:-On the interview item that presented in the form of when do you start the U-17 female athletics project training? Most of the respondents answered as it is established in 2004 E.C.

Question n^o 2:-On the interview item that presented in the form of do you think the concerned body of the project has fulfill finance fund/coaches allowance/and others, at the right time for the project coaches and trainees? Most of the respondents replied that, the concerned body of the project has fulfill finance fund /coaches allowance/and others, at the right time for the project coaches and trainees.

Question n^o 3:-On the interview item that presented in the form of do the U-17 female athletics project trainees get sufficient and balanced diet or food before, during and after training? Almost all the respondents answered the trainees do not get sufficient and balanced diet or food before, during and after training.

Question n^o 4:-On the interview item that presented in the form of do you think the owner/ the concerned body/ of the project has facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective?

As mentioned in the interview question, there are no necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective.

Question n^o 5:-On the interview item that presented in the form of do you think that the necessary materials/input /has fulfill at the right time for the project coaches and trainees?

Almost all the interviewee answered that, the necessary materials /input / did not fulfill at the right time for the project coaches and trainees. They might fulfill after 5 or 6 months almost near to finish the training season. It is value less. Therefore, the concerned body should think about. The other problem on this is the quality of the materials. That means the T-shirts are good enough. But, the training shoes quality is very less. It does not give service more than 2 or 3 months.

Question n^o 6:-On the interview item that presented in the form of do parents /families/ shows willingness to their children to participate in the U-17 female athletics project training?

Most of the trainees, coaches and sub-city sport experts respond to the question of willingness of parents was, the parents/ families/ do show willingness to their children to participate in the U-17 female athletics project training except their economical problem to help or assist with balanced diet or food and different training materials. Some finger count parents might help their children.

Question n^o 7:-On the interview item that presented in the form of generally how do you evaluate the project trainees' initiation to the training?

The response of the interviewee revealed that, the initiation of trainee to the training is very good.

Question n^o 8:-On the interview item that presented in the form of do you evaluate the effectiveness of the Annual program with your trainees, trainees' parents (families) and the concerned body?

According the answer of the interviewee, all the concerned bodies that means the trainees, coaches, sport experts and parents together do not evaluate the effectiveness of the annual program. They could not contribute their input to the program.

Question n^o 9:-On the interview item that presented in the form of Please tell me if you have any additional comments regarding the project. The answer of the respondents is, in general the concerned body should start athletics at grass root level from schools by fulfilling the necessary equipments and facilities.

4.7 Analysis and interpretation of observation

Observation check list

1. General information

- 1.1. Name of training center Karallo, Janmeda and Selamber.
- 1.2. Sub-city Yeka, Arada and Kolfe keranyo.
- 1.3. Year of establishment 2004 E.C.
- 1.4. Objective of the center to train U-17 female athletics trainees.

2. Equipments and facilities

The researcher shows the availability of equipments and facilities in the selected sub-cities by putting "✓" mark under the given alternative on the check list.

Table 64 check list for the availability of equipments and Facilities

Is the training equipped and facilitated with...?

N ^o	2.1. Equipments	Available	Partially Available	Not Available	Remark
1	Javelin		√		
2	Shot put		√		
3	Discuss		√		
4	hammer			√	
5	High Jump mat			√	
6	pole vault mat			√	
7.	Meters		√		
8	Bars for high Jump			√	
9	Bars for pole vault			√	
10	Stands for high jump			√	
11	Stands for pole vault			√	
12	Stop watch		√		
13	Cones			√	
N ^o	2.2. Facilities	Available	Partially Available	Not Available	Remark
14	Sport wear & Shoes		√		
15	Clean drinking water		√		
16	Diet /Food/			√	
17	Shower		√		
18	Clean toilet			√	
19	Clinic/ first aid kit/			√	
20	Transportation			√	
21	Sports suits			√	
22	Clothing changing rooms			√	

The time was in the afternoon. The first day of my observation at athletics projects. First, I showed my letter which was given to me by A.A.U sport science department head to all concerned bodies. Then they asked me what I want and I told them, I want to observe training sessions, then I will come with questioners which will be filled by trainees, coaches, trainees' parents /family/ and sub-city sport experts. That day afternoon at karallo primary school Yeka sub-city, the U-17 female athletics project trainees were practicing their training by their coach. I waited until they finished and went to my home.

Second day I went to Janmeda Arada sub-city. The same as Karallos' project, the U-17 female athletics project trainees were practicing their training by their coach.

In the other day I went to Selamber primary school kolfe keranyo sub-city at 4pm they were practicing the same as karallo and Janmeda's project.

When my second sickle observation I went with the questioners and interview questions and distributed my questionnaire to the trainees, coaches and trainees' parents /family/. And for the sub-city sport experts, I went to their office distributed my questionnaire and made interview. The researcher did his work and collected the necessary data as the above check list shows.

- As shown in the table 64 above, most of the necessary equipments and facilities do not fulfilled to make the U-17 female athletics project training more effective.
- The partially fulfilled equipments and facilities do not enough to facilitate the overall athletics training as athletics project.

In general what I observed was, the projects did not have appropriate infrastructures, equipments and facilities which facilitate the training program.

Therefore, to make the project training more effective it is necessary to have appropriate infrastructures, equipments and facilities which facilitate the training program.

Therefore stake holders have to play their part to facilitate or to fulfill all the necessary facilitates and equipments.

Chapter five

Summary, conclusion and recommendation

After the data has been analyzed, discussed and interpreted, the researcher summarized, concluded and gives recommendations of the study to the concerned body.

5.1 Summary

The main concern of this research is to investigate the challenges and prospective of U-17 female athletics project trainees in some selected sub-cities of Addis Ababa.

The questionnaire was prepared and distributed to randomly selected 39-trainees, 6-coaches 6- sub-city sport experts and 9- trainees' parents total 60 subjects who had willing to give answer or response to the questionnaire. And the questionnaires were 20 questions for trainees, 20 questions for coaches, 12 questions for sub-city sport experts and 10 questions for trainees' parents were prepared. The questions were close ended and open ended questions. There were also 9-structured interview questions and check list for observation.

Out of these, 35 U-17 female athletics project trainees, 6-coaches 6- sub-city sport experts and 7- trainees' parents total 54 subjects were returned their response.

Based on the responses of trainees', coaches' sub-city sport experts' and trainees' parents, the researcher tried to analyze and discuss the data collected by questionnaire, interview and observation using percentage and descriptive statements briefly.

After an intensive discussion on the response and observation the following points are outlined:

- The need of sufficient and balanced diet or food. That means the trainees do not get sufficient and balanced diet or food.
- The importance of enough and appropriate time. It shows there is no enough and appropriate time.

- The importance of facilities and equipments to the project. It reveals that there are no enough facilities and equipments to the project.
- The concern of stake holders to the project. It is found that; the concerned body does not give attention to the projects to fulfill the necessary inputs.
- According the projects coaches response; in most of the projects the incentive/ transport/ allowance is insufficient.
- From my observation and interview the number of coaches to the project is insufficient.

5.2 Conclusion

After gone through the previous discussion, the researcher identified some facts about the challenges and prospects of the U-17 female athletics project trainees and then arrived to the following conclusions:

- As the study shows in most of the U-17 female athletics projects the trainees do not get sufficient and balanced diet or food.
- As the study reveals in most of the U-17 female athletics projects there is no enough and appropriate time.
- In most of the projects there are no facilities and equipments to the project like appropriate place, tracks and fields.
- It is reported that in most of the projects there are insufficiency of different field event materials like javelin, shot put, discus, hammer for throwing and long jump, triple jump, high jump pole volt fields and accessories.
- According the projects coaches response; in most of the projects the incentive/ transport/ allowance is insufficient.
- From my observation and interview the number of coaches to the project is insufficient.

Therefore, when we think about the U-17 female athletics projects with the scarcity of the above points mentioned as a conclusion; it is difficult to consider the project as a project.

5.3 Recommendation of the study

Based on the findings of the study the researcher suggests the following solutions/ recommendations/ for the excellence of the project training process.

- Athletics projects should get attention and respecting by concerned body and the different stake holders because, they are the main sources / feeders/ to the main athletics clubs by training starting from kids athletics stage specially at schools.
- In addition the U-17 female athletics project trainees should get enough and appropriate time. So the concerned body and different stake holders have to facilitate.
- If trainees' parents /family/ cannot afford the project trainees with sufficient and balanced diet or food the concerned body should supply. Otherwise, sport without food is damaging body or health.
- In most of the projects there are no facilities and equipments to the project like appropriate place, tracks and field's. So basic equipments and facilities should be prepared/fulfilled/ by the concerned body.
- Before establishing projects, the concerned body and the society should plan about the facilities and equipments to the project like appropriate place, tracks and fields.
- Planning training program is not coaches' and sport experts' work. Rather, the U-17 female athletics project trainees should also participate on planning.
- The insufficiency of basic equipments or the different field event materials like javelin, shot put, discus, hammer for throwing and long jump, triple jump, high jump pole volt fields and accessories have to be fulfilled at the right time by the concerned body.
- The project coaches' incentive/ transport allowance/ and number of trainees to coach proportionality is insufficient. Therefore the concerned body should take in to account. So, to give good coaching, incentive/ transport allowance/ and number of trainees to coach should be proportional.

In general athletics projects should get attention and respecting by concerned body and the different stake holders because, they are the main sources / feeders/ of tracks and fields athletes for the different main athletics clubs of the country by training starting projects from kids athletics stage specially at schools.

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ክፍል 2: አሰልጣኞች፣ የፕሮጀክት ሰልጣኞችና የስልጠና መሳሪያዎች የሚመለከት መረጃ

1. የአትሌቲክስ ፕሮጀክት ሥልጠና በምን ምክንያት መረጥሽው?
ሀ. በአቻ ግፊት ለ. አርአያ የሚሆን ሰው በማየት ሐ. በአሰልጣኝ ግፊት መ. ሌላ ምክንያት ካለ ግለጫ _____

2. የአትሌቲክስ ስፖርትን ትወጃለህ? ሀ. አዎ ለ. አልወደውም ሐ. ለመልሰሽ ምክንያት ግሌሊኝ _____

3. የምትሰለጥኝበትን የአትሌቲክስ ስፖርት ለመቀየር ሃሳብ አለሽ?
ሀ. አዎ ለ. አልፈልግም ሐ. መልሰሽ ሀ ከሆነ ምን መሆን ትፈልጋለሽ?
_____ መሆን እፈልጋለሁ።
4. የአትሌቲክስ ፕሮጀክት ሥልጠና ዕቅድ አለ ወይስ የለም?
ሀ. አለ ለ. የለም ሐ. መልሰሽ ሀ ከሆነ ማነው ያቀደው? _____

5. የአትሌቲክስ ፕሮጀክት ሥልጠና ዕቅድ ላይ ሰልጣኞች ምን ያህል የመሳተፍ ዕድል አላችሁ? ሀ. ሁልጊዜ ለ. አልፎ አልፎ ሐ. እምብዛም ነው መ. አንሳተፍም
6. የU-17 አትሌቲክስ ፕሮጀክት ሰልጣኞች የሚመረጡበት መስፈርት ምንድነው?
ሀ. ተክለሰውነት/አካላዊ/ አቋም ለ. የሰልጣኞች ፍላጎት ሐ. በውድድር በማየት መ. ሌላ ካለ ይገለፅ _____

7. ከወር አባባ ዑደት ጋር በተያያዘ በስልጠና ላይ ችግር ገጥሞሽ ያውቃል?
ሀ. አዎ ለ. አያውቅም ሐ. መልሰሽ ሀ ከሆነ ችግሩን ብትገልጫሊኝ _____

8. የወር አባባ ዑደት በሚጀምርበት የመጀመሪያ ሦስት ቀናት ሰልጣኞች ስልጠና ትሰራላችሁ?
ሀ. አዎ ለ. አንሰራም
9. የአትሌቲክስ ፕሮጀክት ሰልጣኞች በሳምንት ምን ያህል ቀናት ትሰራላችሁ?
ሀ. 7 ለ. 6 ሐ. 5 መ. 4 ሠ. 3

10. የሀ-17 አትሌቲክስ ፕሮጀክት ሰልጣኞች በቂና ምቹ የሆነ የሥልጠና ጊዜ አላችሁ?

ሀ. አዎ ለ. የለንም

11. አሰልጣኞችሁ በስልጠና ወቅት የሠልጣኞች የተፈጥሮ ዕድሜን፣ የስልጠና ዕድሜንና

ልምድን ያማከሉ ክፍፍል ያደርጋሉ? ሀ. አዎ ለ. አያደርጉም

12. አሰልጣኞችሁ በየሰልጠናው መጨረሻ ለሰልጣኞች ምክር ወይም አስተያየት ይሰጣሉ? ሀ. አዎ ሁል ጊዜ ሐ. እምብዛም ነው

ለ. አዎ አልፎ አልፎ መ. አይሰጡም

13. የዓመቱን የስልጠና ፕሮግራም ውጤታማነት ከአሰልጣኞችሁና ከሚመለከተው አካል

ጋር ትገመግማላችሁ? ሀ. አዎ ለ. አንገመግምም

14. የፕሮጀክት ሰልጣኞች የተመጣጠነና በቂ የሆነ ምግብ ከስልጠና በፊት በስልጠና ላይና ከስልጠና በኋላ ታገኛላችሁ? ሀ. አዎ ለ. አናገኝም ሐ. መልስሽ ለ

ከሆነ

ምክንያቱን ብትገልጭልኝ _____

15. በአጠቃላይ ሰልጣኞች ለስልጠናው ያላችሁ ተነሳሽነት ምን ይመስላል?

ሀ. እጅግ በጣም ጥሩ ነው ለ. በጣም ጥሩ ነው ሐ. ጥሩ ነው መ. ዝቅተኛ ነው

16. የፕሮጀክቱን ስልጠና ውጤታማ ለማድረግ የሚመለከተው አካል አስፈላጊ የሆኑ የስልጠና ዕቃዎች፣ በቂና አመቺ ሰዓት እና የስልጠና ቦታ አመቻችተዋል ብለሽ

ታምኛለሽ? ሀ. አዎ ለ. በከፊል ሐ. አላምንም መ. መልስሽ ሐ

ከሆነ

በምን፣ የትና እንዴት እንደምትሰለጥኑ ብትገልጩልኝ _____

17. ለፕሮጀክት አሰልጣኞችና ሰልጣኞች ግብአት ማለትም ተገቢው ትጥቅ በተገቢው ወቅት ይሟላል ብለሽ ታምኛለሽ?

ሀ. አዎ ለ. አላምንም ሐ. መልስሽ ለ ከሆነ ምክንያቱን ብትገልጧልህ።

18. ስልጠናን በተመለከተ ከላይ ከሚመለከተው አካል ጣልቃ ገብነት አለ?

ሀ. አዎ ለ. የለም

19. ቤተሰብ /ወላጆች/ በ U-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና ላይ እንድትሳተፉ ድጋፍ /ፍላጎት/ አላቸው? ሀ. አዎ ለ. የላቸውም ሐ. መልስሽ ለ ከሆነ ምክንያቱን ብትገልጧልህ።

20. እባክሽን ጥናቱን በተመለከተ ተጨማሪ አስተያየት ካለሽ ብትገልጧልህ።

APPENDIX B
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by athletics project trainees

Dear Trainees I am currently conducting a research work on the challenges and prospective of U-17 female athletics project trainees in some selected sub-cities of Addis Ababa for partial full filament of my MSC in A.A.U. your cooperative is needed to investigate the challenges and prospective of U-17 female athletics project trainees in our country. The information collected will not be used for any other purpose and be confidential.

Note: No need of writing your name.

: Respond neatly and clearly as possible as you can.

Thanks for your cooperation

Direction

1. Use a circle to select the appropriate answer and also there are some open ended questions so write your answers on the space provided.
2. The answers of the questions will be kept discreet from others and your privacy will be best maintained.
3. Please answer the questions with honesty.

Part I: Personal information

1. sex: A. female
2. age: A. Below 15 B. 15 C. 16 D. Above 16
3. educational status: A. 1st - 8th grade B. 8th grade complete
C. 9th grade complete D. 10th grade complete
E. Above 10th

10. Do you have enough and appropriate training time? A. Yes B. No
11. During training sessions does your coach classify the trainees according to their chronological age, training age and experience? A. Yes B. No
12. Do your coach give feed back to you at the end of every training sessions?
 A. Yes, always C. Seldom
 B. Yes, some times D. Never
13. Do you evaluate the effectiveness of the annual program with your coach and the concerned body? A. Yes B. No
14. Do you get sufficient and balanced diet or food before, during and after training?
 A. Yes B. No C. If your answer is B please state the reason _____

15. Generally how do you evaluate your and the project trainees initiation to the training? A. Excellent B. Very good C. Good D. Poor
16. Do you think the owner/ the concerned body/ of the project has facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective? A. Yes B. Partially C. No D. If your answer is C how, when and where do you do the training? Please State your answer

17. 17. Do you think that the necessary materials/input / fulfill at the right time for the project coaches and trainees? A. Yes B. No C. If your answer is B please state the reason _____

18. Do you have any experience of negative interference by the concerned officials on the training process? A. Yes B. No

19. Do parents/ family/ show willingness to their children to participate in the U-17 female athletics project training? A. Yes B. No C. If your answer is B please state the reason_____

20. Please write if you have any additional comments regarding the study_____

APPENDIX C
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

በአሰልጣኞች የሚሞላ መጠይቅ

ውድ አሰልጣኞች በአሁኑ ጊዜ በአዲስ አበባ ዩኒቨርሲቲ ለድህረ ምረቃ/ ማስተርስ/ ሚሚያ በተመረጡ ክ/ከተሞችና የአትሌቲክስ ፕሮጀክቶች ጥናታዊ ፅሁፌን በመስራት ላይ እገኛለሁ። ትብብርዎ በሀገራችን ውስጥ የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ሰልጣኞች ችግሮችና መልካም አጋጣሚዎች ለመፈተሽ እና የወደፊት ውጤታቸውን ለመገመት ያስችላል። የሚሰጡት መረጃ ለሌላ ዓላማ የማይውል መሆኑን አረጋግጥልዎታለሁ።

ማስታወሻ :- ስም መፃፍ አያስፈልግም

:- በተቻለዎት መጠን መልስዎን በንፅህናና በግልፅ ይመልሱ

ለትብብርዎ በቅድሚያ አመሰግናለሁ

መመሪያ |

1. ትክክለኛውን መልስ ለመምረጥ ፊደሉን በማክበብ ይግለፁ። ምርጫ ለሌላቸው ጥያቄዎች በተሰጠው ክፍት ቦታ ላይ መልሳቸውን ይፃፉ።
2. የሚሠጡዎቸው መልሶች በሚስጢር ስለሚያዙ አይስጉ።
3. አባክዎ ትክክለኛውን መልስ በታማኝነት ይመልሱ።

ክፍል 1: መጠይቁን የሚሞላው የግል መረጃ

1. የታ: ሀ. ወንድ ለ. ሴት
2. ዕድሜ: ሀ. ከ20-25 ዓመት ለ. 26-30 ዓመት
 ሐ. 31-35 ዓመት መ. 36-40 ዓመት ሠ. ከ 40 ዓመት በላይ
3. የጋብቻ ሁኔታ: ሀ. ያላገባ ለ. ያገባ ሐ. አግብቶ የፈታ
4. የትምህርት ሁኔታ: ሀ. ከዲፕሎማ በታች ለ. ዲፕሎማ ሐ. ዲግሪና በላይ

ክፍል 2: አሰልጣኞች፣ የፕሮጀክት ሰልጣኞች የስልጠና መሳሪያዎች የሚመለከት መረጃ

1. የአትሌቲክስ ሙያ ማሰልጠን ለምን መረጡ?

ሀ. ለገቢ ምንጭነት ነው ለ. አርአያ የሚሆን ሰው በማየት ነው

ሐ. በክ/ከተማው በመመደብ ነው መ. ሌላ ካለ ይገለጽ _____

2. የአትሌቲክስ አሰልጣኝነት ሙያ ይወዱታል?

ሀ. አዎ ለ. አልወደውም ሐ. ለመልስዎ ምክንያት ይስጡኝ _____

3. የሚያሰለጥኑንበትን የአትሌቲክስ ስፖርት/ሙያ/ ለመቀየር ሃሳብ አለዎት?

ሀ. አዎ ለ. የሰኝም ሐ. መልስዎ ሀ ከሆነ ምን መሆን ይፈልጋሉ?

_____ መሆን እፈልጋለሁ።

4. የአትሌቲክስ ፕሮጀክት ሥልጠና ማንዋል አለ ወይስ የለም?

ሀ. አለ ለ. የለም ሐ. መልስዎ ሀ ከሆነ ለስንት ዓመት ያሠራል? _____

5. የአትሌቲክስ ፕሮጀክት ሥልጠና ዕቅድ አለ ወይስ የለም?

ሀ. አለ ለ. የለም ሐ. መልስዎ ሀ ከሆነ ማነው ያቀደው? _____

6. የአትሌቲክስ ፕሮጀክት ሥልጠና ዕቅድ ላይ ሰልጣኞች ምን ያህል የማሳተፍ ዕድል ትሰጣላችሁ?

ሀ. ሁልጊዜ ለ. አልፎ አልፎ ሐ. እምብዛም ነው መ. አይሳተፉም

7. የሀ-17 አትሌቲክስ ፕሮጀክት ሰልጣኞች የሚመረጡበት መስፈርት ምንድነው?

ሀ. ተክለሰውነት/አካላዊ/ አቋም ለ. የሰልጣኞች ፍላጎት ሐ. በውድድር በማየት መ. ሌላ ካለ ይገለጽ _____

8. ከወር አባባ ዑደት ጋር በተያያዘ በስልጠና ላይ ችግር ገጥሞት ያውቃል?

ሀ. አዎ ለ. አያውቅም ሐ. መልስዎ ሀ ችግሩን ቢገልፁልኝ _____

9. የወር አባባ ዑደት በሚጀምርበት የመጀመሪያ ሦስት ቀናት ሰልጣኞች ስልጠና ይሰራሉ?
ሀ. አዎ ለ. አይሰሩም

10. የአትሌቲክስ ፕሮጀክት ሰልጣኞች በሳምንት ምን ያህል ቀናት ይሰለጥናሉ?
ሀ. 7 ለ. 6 ሐ. 5 መ. 4 ሠ. 3

11. እርስዎ በስልጠና ወቅት ሰልጣኞች የተፈጥሮ ዕድሜን፣ የስልጠና ዕድሜንና ልምድን ያማከሉ ክፍፍል ያደርጋሉ? ሀ. አዎ ለ. አላደርገም

12. እርስዎ በየሰልጠናው መጨረሻ ለሰልጣኞች ምክር ወይም አስተያየት ይሰጣሉ?
ሀ. አዎ ሁል ጊዜ ሐ. እምብዛም ነው ለ. አዎ አልፎ አልፎ መ. አልሰጥም

13. የዓመቱን የስልጠና ፕሮግራም ውጤታማነት ከሰልጣኞች ከቤተሰብና ከሚመለከተው አካል ጋር ትገመግማላችሁ? ሀ. አዎ ለ. አንገመግምም

14. የፕሮጀክት ሰልጣኞች የተመጣጠነና በቂ የሆነ ምግብ ከስልጠና በፊት በስልጠና ላይና ከስልጠና በኋላ ያገኛሉ? ሀ. አዎ ለ. አያገኙም ሐ. መልስዎ ለ ከሆነ ምክንያቱን ቢገልፁልኝ _____

15. በአጠቃላይ ሰልጣኞች ለስልጠናው ያላቸው ተነሳሽነት እንዴት ይገመግሙታል?
ሀ. እጅግ በጣም ጥሩ ነው ለ. በጣም ጥሩ ነው ሐ. ጥሩ ነው መ. ዝቅተኛ ነው

16. የፕሮጀክቱን ስልጠና ውጤታማ ለማድረግ የሚመለከተው አካል አስፈላጊ የሆኑ የስልጠና ዕቃዎች፣ በቂና አመቺ ሰዓት እና የስልጠና ቦታ አመቻችተዋል ብለው ያምናሉ? ሀ. አዎ ለ. በከፊል ሐ. አላምንም መ. መልስዎ ሐ ከሆነ በምን፣ የትና እንዴት እንደሚያሰለጥኑ ቢገልፁልኝ _____

17. ለፕሮጀክት አሰልጣኞችና ሰልጣኞች ግብአት ማለትም ተገቢው ትጥቅ በተገቢው ወቅት ይሟላል ብለው ያምናሉ?

1. ሀ. አዎ ለ. አላምንም ሐ. መልስዎ ለ ከሆነ ምክንያቱን ቢገልጹልኝ_____

18. ስልጠናን በተመለከተ ከላይ ከሚመለከተው አካል ጣልቃ ገብነት አለ?

ሀ. አዎ ለ. የለም

19. ቤተሰብ /ወላጆች/ ልጆቻቸውን በ U-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና ላይ እንዲሳተፉ ድጋፍ /ፍላጎት/ አላቸው?

ሀ. አዎ ለ. የላቸውም ሐ. መልስዎ ለ ከሆነ ምክንያቱን ቢገልጹልኝ_____

20. እባክዎ ጥናቱን በተመለከተ ተጨማሪ አስተያየት ካለዎት ቢገልጹልኝ_____

Part II: On matters related to coaches, project trainees, equipments and facilities to the athletics project.

1. Why do you choose to coach athletics coaching profession?
 - A. Economical benefit B. By looking role model
 - C. Assigned by the sub-city officials D. State if any other_____

2. Do you like the discipline that you are coaching?
 - A. Yes B. No C. State your reason for your answer_____

3. Do you want to change/ shift/ your discipline?
 - A. Yes B. No C. If your answer is A, what do you want to be I want to be

4. Is there athletics project training manual? A. Yes B. No C. If your answer is A, for how many years does it work? _____
5. Do you have or is there athletics project training plan? A. Yes B. No C. If your answer is A, who did that? _____
6. Do you give a chance for trainees to participate in planning the training program/ plan/? A. Yes B. Some times C. Seldom D. Never
7. What are the criteria's for U-17 female athletics project trainees to join the project?
 - A. Trainee's Physical appearance B. Trainee's Interest C. Trainee's victory during
 - competition D. State if any other_____

8. Have you ever faced any problem related to menstruation?
 - A. Yes B. No C. If your answer is A please state the problem_____

9. Do your trainees work their training session during the first three days of their menstruation cycle time? A. Yes B. No
10. How many days do training the athletics project trainees per week?
A. 7 Days B. 6 Days C. 5 Days D. 4 Days E. 3 Days
11. During training sessions do you classify the trainees according to their chronological age, training age and experience? A. Yes B. No
12. Do you give feedback for your trainees at the end of every training sessions?
A. Yes, always B. Yes, some times C. Seldom D. Never
13. Do you evaluate the effectiveness of the annual program with your trainees, trainees' parents (family) and the concerned body? A. Yes B. No
14. Do the trainees get sufficient and balanced diet or food before, during and after training? A. Yes B. No C. If your answer is B please state the reason____

15. 15. How do you evaluate the project trainees' initiation to the training?
A. Excellent B. Very good C. Good D. Poor
16. Do you think the owner/ the concerned body/ of the project has facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective? A. Yes B. Partially C. No D. If your answer is C how, when and where do you implement the training? Please State your answer_____

17. Do you think that the necessary materials/input / fulfill at the right time for the project coaches and trainees? A. Yes B. No C. If your answer is B please state the reason_____

18. Do you have any experience of negative interference by the concerned officials on the training process? A. Yes B. No

19. Do parents/ family/ show willingness to their children to participate in the U-17 female athletics project training? A. Yes B. No If your answer is B please state the reason_____

20. Please write if you have any additional comments regarding the study_____

ክፍል 2: አሰልጣኞችን፣ የፕሮጀክት ሰልጣኞችንና የስልጠና መሳሪያዎችን የሚመለከት መረጃ

1. የአትሌቲክስ ፕሮጀክት ሥልጠና ማንዋል አለ ወይስ የለም?
ሀ. አለ ለ. የለም ሐ. መልስዎ ሀ ከሆነ ለስንት ዓመት ያሠራል? _____

2. የአትሌቲክስ ፕሮጀክት ሥልጠና ዕቅድ አለ ወይስ የለም?
ሀ. አለ ለ. የለም ሐ. መልስዎ ሀ ከሆነ ማነው ያቀደው? _____

3. የአትሌቲክስ ፕሮጀክት ሥልጠና ዕቅድ ላይ ሰልጣኞች እንዲሳተፉ ዕድል ትሰጣላችሁ?
ሀ. ሁልጊዜ ለ. አልፎ አልፎ ሐ. እምብዛም ነው መ. አይሳተፉም

4. የሀ-17 አትሌቲክስ ፕሮጀክት ሰልጣኞች የሚመረጡበት መስፈርት ምንድነው?
ሀ. ተክለሰውነት/አካላዊ/ አቋም ለ. የሰልጣኞች ፍላጎት ሐ. በውድድር በማየት መ. ሌላ ካለ ይገለጹ _____

5. የአትሌቲክስ ፕሮጀክት ሰልጣኞች በሳምንት ምን ያህል ቀናት ይሰለጥናሉ?
ሀ. 7 ለ. 6 ሐ. 5 መ. 4 ሠ. 3

6. የዓመቱን የስልጠና ፕሮግራም ውጤታማነት ከአሰልጣኞች ፣ ከሰልጣኞችና ከቤተሰብ ጋር ትገመግማላችሁ?
ሀ. አዎ ለ. አንገመግምም

7. የፕሮጀክት ሰልጣኞች የተመጣጠነና በቂ የሆነ ምግብ ከስልጠና በፊት በስልጠና ላይና ከስልጠና በኋላ ያገኛሉ?
ሀ. አዎ ለ. አያገኙም ሐ. መልስዎ ለ ከሆነ ምክንያቱን በገልፁልኝ _____

8. በአጠቃላይ ሰልጣኞች ለስልጠናው ያላቸው ተነሳሽነት እንዴት ይገመግሙታል?
ሀ. እጅግ በጣም ጥሩ ነው ለ. በጣም ጥሩ ነው ሐ. ጥሩ ነው መ. ዝቅተኛ ነው

9. የፕሮጀክቱን ስልጠና ውጤታማ ለማድረግ የሚመለከተው አካል አስፈላጊ የሆኑ የስልጠና ዕቃዎች፣ በቂና አመቺ ሰዓት እና የስልጠና ቦታ አመቻችተዋል ብለው ያምናሉ? ሀ. አዎ ለ. በከፊል ሐ. አላምንም መ. መልስዎ ሐ ከሆነ በምን፣ የትና እንዴት እንደሚያሰለጥኑ ቢገልጹልኝ _____

10. ለፕሮጀክት አሰልጣኞችና ሰልጣኞች ግብአት ማለትም ተገቢው ትጥቅ በተገቢው ወቅት ይሟላል ብለው ያምናሉ? ሀ. አዎ ለ. አላምንም ሐ. መልስዎ ለ ከሆነ ምክንያቱን ቢገልጹልኝ _____

11. ቤተሰብ /ወላጆች/ ልጆቻቸውን በ U-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና ላይ እንዲሳተፉ ድጋፍ /ፍላጎት/ አላቸው? ሀ. አዎ ለ. የላቸውም ሐ. መልስዎ ለ ከሆነ ምክንያቱን ቢገልጹልኝ _____

12. እባክዎ ጥናቱን በተመለከተ ተጨማሪ አስተያየት ካለዎት ቢገልጹልኝ _____

Part II: On matters related to coaches, project trainees, equipments and facilities to the athletics project.

1. Is there athletics project training manual? A. Yes B. No C. If your answer is A, for how many years does it work? _____
2. Is there athletics project training plan? A. Yes B. No C. If your answer is A, who did that? _____

3. Do you give a chance for trainees to participate in planning the training program/ plan/? A. Yes B. Some times C. Seldom D. Never
4. What are the criteria's for U-17 female athletics project trainees to join the project? A. Trainee's Physical appearance B. Trainee's Interest
C. Trainee's victory during competition D. State if any other _____

5. How many days do training the athletics project trainees per week?
A. 7 Days B. 6 Days C. 5 Days D. 4 Days E. 3 Days
6. Do you evaluate the effectiveness of the Annual program with your trainees, trainees' parents(family) and the coaches? A. Yes B. No
7. Do the trainees get sufficient and balanced diet or food before, during and after training? A. Yes B. No C. If your answer is B please state the reason _____

8. Generally how do you evaluate the project trainees initiation to the training?
A. Excellent B. Very good C. Good D. Poor
9. Do you think the owner/ concerned body/ of the project has facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective? A. Yes B. Partially C. No D. If your answer is C how, when and where do you implement the training? Please State your answer _____

10. Do you think that the necessary materials/input / fulfill at the right time for the project coaches and trainees? A. Yes B. No C. If your answer is B please state the reason_____

11. Do parents/ families/ show willingness to their children to participate in the U-17 female athletics project training? A. Yes B. No C. If your answer is B please state the reason_____

12. Please write if you have any additional comments regarding the study_____

APPENDIX G
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

በሰልጣኝ ቤተሰብ/ወላጆች/ የሚሞላ መጠይቅ

ውድ የሰልጣኝ ቤተሰብ /ወላጆች/ በአሁኑ ጊዜ በአዲስ አበባ ዩኒቨርሲቲ ለድህረ ምረቃ/ ማስተርስ/ ሚሚያ በተመረጡ ክ/ከተሞችና የአትሌቲክስ ፕሮጀክቶች ጥናታዊ ዕውቀትን በመስራት ላይ እገኛለሁ። ትብብርዎ በሀገራችን ውስጥ የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ሰልጣኞች ችግሮችና መልካም አጋጣሚዎች ለመፈተሽ እና የወደፊት ውጤታቸውን ለመገመት ያስችላል። የሚሰጡት መረጃ ለሌላ ዓላማ የማይውል መሆኑን አረጋግጥልዎታለሁ።

ማስታወሻ :- ስም መፃፍ አያስፈልግም
:- በተቻለዎት መጠን መልስዎን በንፅህናና በግልፅ ይመልሱ
ለትብብርዎ በቅድሚያ አመሰግናለሁ

መመሪያ |:

1. ትክክለኛውን መልስ ለመምረጥ ፊደሉን በማክበብ ይግለፁ። ምርጫ ለሌላቸው ጥያቄዎች በተሰጠው ክፍት ቦታ ላይ መልሳቸውን ይፃፉ።
2. የሚሠጡዎቸው መልሶች በሚስጢር ስለሚያዙ አይስጉ።
3. እባክዎ ትክክለኛውን መልስ በታማኝነት ይመልሱ።

ክፍል 1: መጠይቁን የሚሞላው የግል መረጃ

- | | | |
|---------|---------------|-------------------------------|
| 1. ያታ: | ሀ. ወንድ | ለ. ሴት |
| 2. ዕድሜ: | ሀ. ከ31-35 ዓመት | ለ. 36-40 ዓመት |
| | ሐ. 41-45 ዓመት | መ. 46-50 ዓመት ሠ. ከ 50 ዓመት |

በላይ

- | | | | |
|--------------|---------|--------|---------|
| 3. የጋብቻ ሁኔታ: | ሀ. ያላገባ | ለ. ያገባ | ሐ. አግብቶ |
|--------------|---------|--------|---------|

የፊታ

- | | | |
|----------------|------------------|---|
| 4. የትምህርት ሁኔታ: | ሀ. 1ኛ-8ኛ ያጠናቀቀ | ለ. 9ኛ-10ኛ ያጠናቀቀ |
| | ሐ. 11ኛ-12ኛ ያጠናቀቀ | መ. ሰርተፍኬት ሠ. ዲፕሎማ ረ. ዲግሪና በላይ |

ክፍል 2: አሰልጣኞች፣ የፕሮጀክት ሰልጣኞችንና የስልጠና መሳሪያዎች የሚመለከት መረጃ

1. እርስዎ ልጅዎ በ U-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና ላይ እንድትሳተፍ ድጋፍ /ፍላጎት/ አለዎት? ሀ. አዎ ለ. የሰኝም ሐ. መልስዎ ለ ከሆነ ምክኒያቱን ቢገልፁልኝ _____

2. ልጅዎ የአትሌቲክስ ፕሮጀክት ስልጠና በሳምንት ምን ያህል ቀናት ትሰለጥናለች? ሀ. 7 ለ. 6 ሐ. 5 መ. 4 ሠ. 3

3. የአትሌቲክስ ፕሮጀክት ሥልጠናው ዕቅድ አለው ወይስ የለውም? ሀ. አለው ለ. የለውም ሐ. መልስዎ ሀ ከሆነ ማነው ያቀደው? _____

4. የአትሌቲክስ ፕሮጀክት ሥልጠናው ዕቅድ ላይ የሰልጣኝ ቤተሰብ /ወላጆች/ ምን ያህል የመሳተፍ ዕድል አላቸው?

ሀ. ሁልጊዜ ለ. አልፎ አልፎ ሐ. እምብዛም ነው መ. አንሳተፍም

5. የዓመቱን የስልጠና ፕሮግራም ውጤታማነት ከሰልጣኞች ከአሰልጣኞችና ከሚመለከተው አካል ጋር ትገመግማላችሁ? ሀ. አዎ ለ. አንገመግምም

6. ልጅዎ የተመጣጠነና በቂ የሆነ ምግብ ከስልጠና በፊት በስልጠና ላይና ከስልጠና በኋላ ታገኛለች? ሀ. አዎ ለ. አታገኝም ሐ. መልስዎ ለ ከሆነ ምክንያቱን ቢገልፁልኝ _____

7. የፕሮጀክቱን ስልጠና ውጤታማ ለማድረግ የሚመለከተው አካል አስፈላጊ የሆኑ የስልጠና ዕቃዎች፣ በቂና አመቺ ሰዓት እና የስልጠና ቦታ አመቻችተዋል ብለው ያምናሉ? ሀ. አዎ ለ. በከፊል ሐ. አላምንም መ. መልስዎ ሐ ከሆነ ሰልጣኞች በምን፣ የትና እንዴት እንደሚሰለጥኑ ቢገልፁልኝ _____

8. ለፕሮጀክት አሰልጣኞችና ሰልጣኞች ግብአት ማለትም ተገቢው ትጥቅ በተገቢው ወቅት ይሟላል ብለው ያምናሉ? ሀ. አዎ ለ. አላምንም ሐ. መልስዎ ለ ከሆነ እርስዎ ምን ዓይነት ድጋፍ ያደርጋሉ? _____

9. ልጅዎ በ U-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና ላይ በመሳተፍ ሁለንተናዊ ለውጧ ምን ይመስላል? ሀ. በጣም ጥሩ ነው ለ. ጥሩ አይደለም ሐ. መልስዎ ለ ከሆነ ችግሩን ቢገልፁልኝ _____

10. እባክዎ ጥናቱን በተመለከተ ተጨማሪ አስተያየት ካለዎት ቢገልፁልኝ _____

APPENDIX H
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by athletics trainees' parents/family/

Dear trainees' parents/family/ I am currently conducting a research work on the challenges and prospective of U-17 female athletics project trainees in some selected sub-cities of Addis Ababa for partial full filament of my MSC in A.A.U. your cooperative is needed to investigate the challenges and prospective of U-17 female athletics project trainees in our country. The information collected will not be used for any other purpose and be confidential.

Note : No need of writing your name.

: Respond neatly and clearly as possible as you can.

Thanks for your cooperation

Direction

1. Use a circle to select the appropriate answer and also there are some open ended questions so write your answers on the space provided.
2. The answers of the questions will be kept discreet from others and your privacy will be best maintained.
3. Please answer the questions with honesty.

Part I: Personal information

1. sex: A. male B. female
2. age: A. 31-35 B. 36-40 C. 41-45 D. 46-50 E. above 50
3. Marital status: A. unmarried B. married C. divorced
4. educational status: A. grade1-8 completed B. grade9-10 completed
 C. grade11-12 completed D. certificates
 E. diploma F. degree and masters

Part II: On matters related to coaches, project trainees, equipments and facilities to the athletics project.

1. Do you show willingness to your daughter to participate in the U-17 female athletics project training? A. Yes B. No C. If your answer is B please state the reason _____

2. How many days per week your child/daughter/ do training in the athletics project training? A. 7 Days B. 6 Days C. 5 Days D. 4 Days E. 3 Days
3. Is there athletics project training plan? A. Yes B. No C. If your answer is A, who did that? _____
4. Do you have a chance to participate in planning the training program /plan/?
A. Yes B. Sometimes C. Seldom D. Never
5. Do you evaluate the effectiveness of the Annual program with coach, trainees and the concerned body? A. Yes B. No
6. Does your daughter get sufficient and balanced diet or food before, during and after training? A. Yes B. No C. If your answer is B please state the reason _____

7. Do you think the concerned body of the project has facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective? A. Yes B. Partially C. No D. If your answer is C how do you implement the training? Please State your answer _____

8. Do you think that the necessary materials/input / fulfill at the right time for the project coaches and trainees? A. Yes B. No C. If your answer is B please state the reason _____

9. Is there any holistic change on your daughter for her participating in the U-17 female athletics project training? A. Yes B. No C. If your answer is B please state the reason _____

10. Please write if you have any additional comments regarding the study _____

APPENDIX I
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

ለሰልጣኞች የተዘጋጀ ቃለ መጠይቅ

ውድ ሰልጣኞች በአሁኑ ጊዜ በአዲስ አበባ ዩኒቨርሲቲ ለድህረ ምረቃ/ ማስተርስ/ ሚሚያ በተመረጡ ክ/ከተሞችና የአትሌቲክስ ፕሮጀክቶች ጥናታዊ ፅሁፌን በመስራት ላይ እገኛለሁ። ትብብርዎ በሀገራችን ውስጥ የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ሰልጣኞች ችግሮችና መልካም አጋጣሚዎች ለመፈተሽ እና የወደፊት ውጤታቸውን ለመገመት ያስችላል። የሚሰጡት የቃለ መጠይቅ መረጃ ለሌላ ዓላማ የማይውል መሆኑን አረጋግጥልዎታለሁ።

የግል መረጃ

1. ያታ: ሴት
2. ዕድሜ: _____
3. የጋብቻ ሁኔታ: _____
4. የትምህርት ሁኔታ: _____

ቃለ መጠይቅ

1. የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና በስንት ዓ.ም ጀመራችሁ?
2. የሚመለከተው አካል የፋይናንስ ድጋፍ ማለትም የአሰልጣኝ አበልና የመሳሰሉትን በወቅቱ ያደርጋል?
3. የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ሰልጣኞች የተመጣጠነና በቂ የሆነ ምግብ ከስልጠና በፊት በስልጠና ላይና ከስልጠና በኋላ ታገኛላችሁ?
4. ለፕሮጀክት አሰልጣኞችና ሰልጣኞች ግብአት ማለትም ተገቢው ትጥቅ በተገቢው ወቅት ይሟላል ብለሽ ታምኛለሽ?
5. የፕሮጀክቱን ስልጠና ውጤታማ ለማድረግ የሚመለከተው አካል አስፈላጊ የሆኑ የስልጠና ዕቃዎች፣ በቂና አመቺ ሰዓት እና የስልጠና ቦታ አመቻችተዋል ብለሽ ታምኛለሽ?
6. ቤተሰብ /ወላጆች/ ልጆቻቸውን በ ሁ-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና ላይ እንድትሳተፉ ድጋፍ /ፍላጎት/ አላቸው? ምን ምን ድጋፎችን የደርጉላችኋል?
7. በአጠቃላይ ሰልጣኞች ለስልጠናው ያላችሁ ተነሳሽነት ምን ይመስላል?
8. የዓመቱን የስልጠና ፕሮግራም ውጤታማነት ከአሰልጣኞች ከቤተሰብና ከሚመለከተው አካል ጋር ትገመግማላችሁ?
9. እባክሽ ፕሮጀክቱን በተመለከተ ተጨማሪ አስተያየት ካለሽ ብትገልጭሊኝ

ለትብብርሽ አመሰግናለሁ

APPENDIX J
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview to be answered by U-17 female athletics project trainees

Dear trainees I am currently conducting a research work on the challenges and prospective of U-17 female athletics project trainees in some selected sub-cities of Addis Ababa for partial full filament of my MSC in A.A.U. your cooperative is needed to investigate the challenges and prospective of U-17 female athletics project trainees in our country. The information collected will not be used for any other purpose and be confidential.

Part I: Personal information

1. sex: Female.
2. age: _____
3. Marital status: _____
4. educational status: _____

Interview

1. When do you start the U-17 female athletics project training?
2. Do you think the concerned body of the project has fulfill finance fund /coaches allowance/and others, at the right time for the project coaches and trainees?
3. Do the U-17 female athletics project trainees get sufficient and balanced diet or food before, during and after training?
4. Do you think the owner/ the concerned body/ of the project has facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective?
5. Do you think that the necessary materials/input /has fulfill at the right time for the project coaches and trainees?
6. Do parents/ families/ show willingness to their children to participate in the U-17 female athletics project training?
7. Generally how do you evaluate the project trainees initiation to the training?
8. Do you evaluate the effectiveness of the Annual program with your coach, trainees' parents(families) and the concerned body?
9. Please tell me if you have any additional comments regarding the project.

Thank you for your cooperation

APPENDIX K
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

ለአሰልጣኞች የተዘጋጀ ቃለ መጠይቅ

ውድ አሰልጣኞች በአሁኑ ጊዜ በአዲስ አበባ ዩኒቨርሲቲ ለድህረ ምረቃ/ ማስተርስ/ ሚሚያ በተመረጡ ክ/ከተሞችና የአትሌቲክስ ፕሮጀክቶች ጥናታዊ ፅሁፌን በመስራት ላይ እገኛለሁ። ትብብርዎ በሀገራችን ውስጥ የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ሰልጣኞች ችግሮችና መልካም አጋጣሚዎች ለመፈተሽ እና የወደፊት ውጤታቸውን ለመገመት ያስችላል። የሚሰጡት የቃለ መጠይቅ መረጃ ለሌላ ዓላማ የማይውል መሆኑን አረጋግጥልዎታለሁ።

የግል መረጃ

1. ስም: _____
2. ዕድሜ: _____
3. የጋብቻ ሁኔታ: _____
4. የትምህርት ሁኔታ: _____

ቃለ መጠይቅ

1. የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና በስንት ዓ.ም ጀመራችሁ?
2. የሚመለከተው አካል የፋይናንስ ድጋፍ ማለትም የአሰልጣኝ አበልና የመሳሰሉትን በወቅቱ ያደርጋል?
3. የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ሰልጣኞች የተመጣጠነና በቂ የሆነ ምግብ ከስልጠና በፊት በስልጠና ላይና ከስልጠና በኋላ ያገኛሉ?
4. ለፕሮጀክት አሰልጣኞችና ሰልጣኞች ግብአት ማለትም ተገቢው ትጥቅ በተገቢው ወቅት ይሟላል ብለው ያምናሉ?
5. የፕሮጀክቱን ስልጠና ውጤታማ ለማድረግ የሚመለከተው አካል አስፈላጊ የሆኑ የስልጠና ዕቃዎች፣ በቂና አመቺ ሰዓት እና የስልጠና ቦታ አመቻችተዋል ብለው ያምናሉ?
6. ቤተሰብ /ወላጆች/ ልጆቻቸውን በ ሁ-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና ላይ እንዲሳተፉ ድጋፍ /ፍላጎት/ አላቸው?
7. በአጠቃላይ ሰልጣኞች ለስልጠናው ያላቸው ተነሳሽነት እንዴት ይገመገሙታል?
8. የዓመቱን የስልጠና ፕሮግራም ውጤታማነት ከሰልጣኞች ከቤተሰብና ከሚመለከተው አካል ጋር ትገመገማላችሁ?
9. እባክዎ ፕሮጀክቱን በተመለከተ ተጨማሪ አስተያየት ካለዎት ቢገልፁልኝ

ለትብብርዎ አመሰግናለሁ

APPENDIX L
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview to be answered by athletics coaches

Dear coaches I am currently conducting a research work on the challenges and prospective of U-17 female athletics project trainees in some selected sub-cities of Addis Ababa for partial full filament of my MSC in A.A.U. your cooperative is needed to investigate the challenges and prospective of U-17 female athletics project trainees in our country. The information collected will not be used for any other purpose and be confidential.

Part I: Personal information

1. sex: _____.
2. age: _____
3. Marital status: _____
4. educational status: _____

Interview

1. When do you start the U-17 female athletics project training?
2. Do you think the concerned body of the project has fulfill finance fund /coaches allowance/and others, at the right time for the project coaches and trainees?
3. Do the U-17 female athletics project trainees get sufficient and balanced diet or food before, during and after training?
4. Do you think the owner/ the concerned body/ of the project has facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective?
5. Do you think that the necessary materials/input /has fulfill at the right time for the project coaches and trainees?
6. Do parents/ families/ show willingness to their children to participate in the U-17 female athletics project training?
7. Generally how do you evaluate the project trainees' initiation to the training?
8. Do you evaluate the effectiveness of the Annual program with your trainees, trainees' parents (families) and the concerned body?
9. Please tell me if you have any additional comments regarding the project.

Thank you for your cooperation

APPENDIX M
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

ለክ/ከተማ የስፖርት ባለሙያዎች ቃለ መጠይቅ

ውድ ክ/ከተማ የስፖርት ባለሙያዎች በአሁኑ ጊዜ በአዲስ አበባ ዩኒቨርሲቲ ለድህረ ምረቃ/ ማስተርስ/ ሚሚያ በተመረጡ ክ/ከተሞችና የአትሌቲክስ ፕሮጀክቶች ጥናታዊ ፅሁፌን በመስራት ላይ እገኛለሁ። ትብብርዎ በሀገራችን ውስጥ የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ሰልጣኞች ችግሮችና መልካም አጋጣሚዎች ለመፈተሽ እና የወደፊት ውጤታቸውን ለመገመት ያስችላል። የሚሰጡት የቃለ መጠይቅ መረጃ ለሌላ ዓላማ የማይውል መሆኑን አረጋግጥልዎታለሁ።

የግል መረጃ

1. ያታ: _____
2. ዕድሜ: _____
3. የጋብቻ ሁኔታ: _____
4. የትምህርት ሁኔታ: _____

ቃለ መጠይቅ

1. የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና በስንት ዓ.ም አቋቋማችሁ?
2. ለፕሮጀክቱ የፋይናንስ ድጋፍ ማለትም የአሰልጣኝ አበልና የመሳሰሉትን በወቅቱ ታደርጋላችሁ?
3. የሁ-17 ሴት አትሌቲክስ ፕሮጀክት ሰልጣኞች የተመጣጠነና በቂ የሆነ ምግብ ከስልጠና በፊት በስልጠና ላይና ከስልጠና በኋላ ያገኛሉ?
4. ለፕሮጀክት አሰልጣኞችና ሰልጣኞች ግብአት ማለትም ተገቢው ትጥቅ በተገቢው ወቅት ይሟላል ብለው ያምናሉ?
5. የፕሮጀክቱን ስልጠና ውጤታማ ለማድረግ አስፈላጊ የሆኑ የስልጠና ዕቃዎች፣ በቂና አመቺ ሰዓት እና የስልጠና ቦታ አመቻችተናል ብለው ያምናሉ?
6. ቤተሰብ /ወላጆች/ ልጆቻቸውን በ ሁ-17 ሴት አትሌቲክስ ፕሮጀክት ስልጠና ላይ እንዲሳተፉ ድጋፍ /ፍላጎት/ አላቸው?
7. በአጠቃላይ ሰልጣኞች ስልጠናው ያላቸው ተነሳሽነት እንዴት ትገመግሙታላችሁ?
8. የዓመቱን የስልጠና ፕሮግራም ውጤታማነት ከአሰልጣኞች፣ ከሰልጣኞችና ከቤተሰብ ጋር ትገመግማላችሁ?
9. እባክዎ ፕሮጀክቱን በተመለከተ ተጨማሪ አስተያየት ካለዎት ቢገልፁልኝ

ለትብብርዎ አመሰግናለሁ

APPENDIX N
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview to be answered by the sub-city sport experts

Dear sub-city sport experts I am currently conducting a research work on the challenges and prospective of U-17 female athletics project trainees in some selected sub-cities of Addis Ababa for partial full filament of my MSC in A.A.U. your cooperative is needed to investigate the challenges and prospective of U-17 female athletics project trainees in our country. The information collected will not be used for any other purpose and be confidential.

Part I: Personal information

1. sex: _____.
2. age: _____
3. Marital status: _____
4. educational status: _____

Interview

1. When do you start the U-17 female athletics project training?
2. As a concerned body do you think you have fulfilled the finance fund /coaches allowance/and others, at the right time for the project coaches and trainees?
3. Do the U-17 female athletics project trainees get sufficient and balanced diet or food before, during and after training?
4. As a concerned body of the project do you think you have facilitate all the necessary facilities, equipments, enough and appropriate time and training place to make the project trainees effective?
5. Do you think that the necessary materials/input /has fulfill at the right time for the project coaches and trainees?
6. Do parents/ families/ show willingness to their children to participate in the U-17 female athletics project training?
7. Generally how do you evaluate the project trainees' initiation to the training?
8. Do you evaluate the effectiveness of the Annual program with your trainees, trainees' parents(families) and the concerned body?
9. Please tell me if you have any additional comments regarding the project.

Thank you for your cooperation

APPENDIX O
ADDIS ABABA UNIVERSITY
FACULTY OF SCIENCE
DEPARTMENT OF SPORT SCIENCE
OBSERVATION CHECK LIST

1. General information
 - 1.1. Name of training center.....
 - 1.2. Sub-city.....
 - 1.3. Year of establishment.....
 - 1.4. Objective of the center.....

2. Equipments and facilities

The researcher shows the availability of equipments and facilities in the selected sub-cities by putting “✓” mark under the given alternative on the check list.

Table 64 check list for the availability of equipments and Facilities

Is the training equipped and facilitated with...?

N ^o	2.1. Equipments	Available	Partially Available	Not Available	Remark
1	Javelin				
2	Shot put, Discuss, hammer				
3	High Jump mat				
4	pole vault mat				
5	Meters				
6	Bars for high Jump				
7.	Bars for pole vault				
8	Stands for high jump				
9	Stands for pole vault				
10	Stop watch				
11	Cones				
N ^o	2.2. Facilities	Available	Partially Available	Not Available	Remark
13	Sport wear & Shoes				
14	Clean drinking water				
15	Diet /Food/				
16	Shower				
17	Clean toilet				
18	Clinic/ first aid kit/				
19	Transportation				
20	Sports suits				
21	Clothing changing rooms				

Declaration

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

Declared by

confirmed by

Name Hailemariam Tarekegn

Name _____

Signature _____

signature _____

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

Name _____

Signature _____

Date of submission _____