

**SOCIOECONOMIC FACTORS AFFECTING ATHLETIC TRAINING IN  
THE CASE OF SOME SELECTED CLUBS IN ADDIS ABABA**

**BY: BIRHANU MENGESHA**

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

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**SIGNED APPROVALS SHEET BY THE BOARD OF EXAMINERS.**

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## **ACKNOWLEDGMENT**

First of all and for most, I would thank the almighty God for being with me in all of my life time. Following, my special thank is extended to my thesis adviser ass. Professor Meberatu Belay for his humble approach unreserved guidance and constructive comments on the study. It would impossible had to complete the study with out his heart follow up, patience, and cooperation.

I would like to express my special thanks to my younger brother Seyum Mengesha for his contribution and tireless advice.

My colleagues, particularly, Wondale Setoti, Adonyas Gebreselassa and Mesy WoldeMariyam deserve special thanks for their encouragement and cooperativeness.

I would also like to express my gratitude to club coaches of Federal Maremia, Ethiopia Bank and Defense for their cooperation to questionnaire collecting and responding process on the side of athletes.

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## **ABSTRACT**

This study examined the influence of socioeconomic factors that affecting athletics training in the development of athletes. The independent variables are factors like training, environment, maturation, education, ethnicity, coaching and instruction, parental influence, culture and nutrition. On the other hand the dependent variable is athletes' performance development or career in first division athletics clubs in Addis Ababa.

Using stratified random sampling 92 athletes; 8 coaches and 4 administrative staff of clubs selected by their position. Information about the clubs gathered using interview and desk review, from Addis Ababa Athletics Federation. Data collected from the subjects by using questionnaire.

The study result Athletics clubs in Addis Ababa do not follow standard procedures for athletics development for the reasons of lack of training field, shortage of qualified and experienced coaches, and materials.

Most athletics clubs in Addis Ababa organized in the base of governmental organization.

Parents have a significance influence on athletes' performance development and career. Qualified and experienced coaches all rounded coaches have great influence for athletics development even in the absence of materials and training fields.

39% of athletes responded that their cultural background had influenced their athletic performance.

The most influenced socioeconomic problems for athletic development in the clubs were training fields, materials and qualified coaches.

Administrative problems: organizational and club managers were appointed by political affiliation, not on professional basis which lacks knowledge and interest of athletics. Unrelated and ill qualified leaders could not impact the development of athletics. No coordination and cooperation among the clubs unto national team in Ethiopian Athletics Federation. Personal interest outweighs organizational interest, mission and goal

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1. Background of the Study**

No one seriously believes that athletics can be competitive in high performance without financial support, better organization and structure. In organization and promotion of successful clubs, it is necessary to point out the objective of the clubs so that members can put efforts to achieve them. Clubs have a great contribution for the elaboration of physical and recreational activities and also for the production of outstanding athletes for the clubs. The organization of sport in a country is through a system of sport clubs. It is the basic pyramid where athletes, no matter how outstanding they eventually become, are introduced to their sport. Clubs, are that through a program of competition, provide the bases for sport development for a country.

Individuals are one of the key driving factors behind economic and social development of societies (Brown 1985). Sports have long been the integral part of the human life and used as the major tool to achieve physical and mental development; with regard to the cumulative development of different types of sports especially athletics. Investigating the relationship between socio-economic factors including education, occupation, income, etc and the effect of training and athletics along with studying the physical conditions and the factors that affect athletics may help officials in setting up nationwide programs to develop athletics.

Social classification includes a hierarchy of social groups. Every social group involves a set of people who come in a fairly horizontal, parallel level in terms of their socio-economic status and benefits. Due to some social perspectives, it is difficult to come up with a sound estimation of individual's income, and many of the participants are unlikely to declare their real income. The individual's or family's income in Addis Ababa is measured according to their monthly earning. The value of education is still under-explored. It may be necessary to conduct precise studies to determine the role of education in the individual's social development and the social values people attribute to athletics. On the other hand, there are many business people who earn a great deal while they have no educational background and are still classified among the higher social groups (Bernad, A. B. and Buss, M. R, 2004). Wealth and income are the most important factors in determining the individual's economic status. Besides, the wealth has been investigated on a familial ground because the individual's property circulates in a family and eventually passes on as inheritance to other family members. Undoubtedly, it is not an easy task

to verify the exact amount of citizens' assets in any society which is essential to the investigation of the individual's social class and economic status. This status presupposes a set of rights and responsibilities that defines the individual's position which is relative to others and which is based on equality, hierarchy, social credibility and/ or honor.

Churilov and Flitman (2006) came up with same findings and reported that the improvement of family's economic status and parents' education positively affect the athletics training. Sisjord (1993) studied there was a negative correlation between the level of education and participation in physical activities. The effect of socio-economic status on health and concluded studies on public and clinical health incorporate the estimation of socio-economic status as a control variable which can affect the empirical findings about physical exercise policies. Barwoman recommended that socio-economic status studies, that had measured limited aspects of socio-economic status, to be replicated to measure broader aspects.

Various studies have found that sporting success — or a lack of success — is an outcome of several factors, including the financial, social, and population resources of a country (Bernard and Busse 2004; Johnson and Ali 2004; Churilov and Flitman 2006).

In sport development in Ethiopia, it has been long the people desired to see dependable and expert sport professionals. “But the effort and organization in the endeavor is not sufficient. Moreover, the attitude is not positive.” (Commissioner Anbessaw Enyew, work shop on sport development, 17 May 2012). The effort in the developing young athletes is minimal. This is true in federations and clubs. “The statues of clubs organization is criticized as groups rather than fulfilling their quality, management and structure. The planning and financial system is not functional. Reports are not clear and accountable. How could clubs with no well set system succeed in developing high quality athletes? Restructuring of clubs is in due” Anbessaw concluded.

Athletics sport has been practiced in Ethiopia for a long period of time. This sport has introduced Ethiopia throughout the world. In relation with other sports, athletics is well experienced and practiced by athletes in Ethiopia. The achievement of result is better in the country. This achievement has been gained by a strong continuous and more effort of the athletes, coaches, professionals, amateurs and others.

The historical back ground of athletics in Ethiopia shows that it was stated in 1898 E.C. However the sport has not been practiced in an organized way. It had been practiced by armies of colonial forces and some schools in Addis Ababa. Through time the mass participation in athletics increased and this pave way to the establishment of Ethiopian athletics federation in 1941 E.C.

An attempt to conduct a trans-national comparison in sport on the basis of prevailing social and economic conditions can be challenging. Comparing budgets allocated to sports for different countries can provide crude results. Comparisons on the basis of the number of stadia, track and field training areas or swimming pools, measured on a per capita basis or in terms of their distribution, could be of value but may not be entirely feasible. As a result, economists studying the relative effects of financial resources on sporting success have been limited to using aggregate macro-level data.

The Addis Ababa Athletics Federation was established in 1976 E.C. At the establishment, it was not well organized and was not fruit full to carry out its function as intended. Again in 1991 E.C it was reorganized under management committee, and other committees. It started its function through sponsorship, together with different organizations like Mohan and Hake. In 2004 E.C., Addis Ababa Athletics Federation had six first division clubs which are registered and licensed. These are Ethiopia Electric, Federal Maremia, Defense, Mengest Batoch, Federal police and Ethiopia bank.

As the information gathered from Addis Ababa Athletics Federation, the chart below shows the clubs, the respective number of athletes and coaches, and date of club's establishment.

Table-1 Numbers of athletes and coaches in club, and date of establishment for clubs

No	Name of the club	Number of athletes			Number of coaches			Establishment Year E.C
		M	F	Total	M	F	Total	
1	Ethiopia Electric	35	28	63	1	2	3	1953
2	Federal Maremia	80	79	159	8	2	10	1976
3	Defense	115	76	191	5	---	5	1936
4	Mengest Batoch	11	12	23	2	--	2	1971
5	Federal police	121	19	140	10	4	14	1940
6	Ethiopia bank	27	51	78	2	3	5	1975
	Total	389	265	654	28	11	39	

## **1.2. Statement of the Problem**

Information on physical activity in association with various social, educational and mental health factors among adolescents is scarce. High parental socio-economic position was associated with being physically active among adolescents. Physical inactivity was related to emotional, social, thought and attention problems, and rule-breaking behavior. Physical inactivity, emotional, behavioral and social problems, and low parental socio-economic position were related to poor self-rated health. In addition, higher levels of physical activity, fewer behavioral problems, and higher parental socio-economic position were associated with high self-perceived academic performance and future plans for higher education. Physical inactivity during adolescence is associated with several emotional and behavioral problems, and poor self-rated health, whereas being physically active is related to higher educational attainment. Developmentally, appropriate and enjoyable physical activity could have an important role in enhancing adolescents' health, well-being and educational attainment.

The purpose of this study was to examine the socioeconomic factors that affect the athletics development and provide contextualized explanation of socioeconomic factors that influence athletic training. In Addis Ababa there are six first division athletics clubs. The researcher deal with these three (Federal Maremia, Ethiopia bank, and Defense) randomly selected clubs which are out of the six.

## **1.3. Research Questions**

The researcher puts the following research questions as an initial.

- a. Do the clubs follow standard procedure for athletics development?
- b. What kind of organization, structure and system do clubs have?
- c. Are there well educated and qualified coaches for better guidance of the athletics?
- d. What is the source of financial income for clubs?
- e. What educational ability do of club athletes' and their parents have?
- f. Which socioeconomic factors have more influence for athletics development in clubs?
- g. Where lay more problematic socioeconomic influence on clubs?
- h. Do athletes' parents have role to the development of performance for their children?

## **1.4 Objectives**

### **1.4.1 General Objective**

The general objective of this study is to investigate the effect of socioeconomic condition on athletics sport in the study area.

### **1.4.2 Specific Objectives**

The study had the following specific objectives:

- To identify the social factors that affect athletics training in the study area.
- To identify the economic factors that affect athletics training in Addis Ababa.
- To see the socio-demographic factors influencing athletic training in the study area
- To forward possible recommendations about the problem

### **1.5 Significance of the Study**

No more research has been done on the influence of socioeconomic factors on athletics training in Addis Ababa city administration. From this point of view, the researcher believed to study the influence of socioeconomic factors training, environment, maturation, income, coaching and instruction, parental influence, cultural, education, ethnicity and nutritional factors - on the development of athletics training and athletes in Federal Maremai, Ethiopia bank, and Defense first division clubs in Addis Ababa. Hence the study is expected to clarify some socioeconomic variables that influence athletics training. Specifically, the study has the following significance.

- It provides information to coaches, club administrators, athletics federation and athletes about the influence of socioeconomic factors on athletics development.
- It is expected that, the findings help stakeholder's appropriate measures to minimize socio economic problems that influence athletics training in the clubs.
- The study gives some clues to experts concerned with socioeconomic factors influencing athletic training in first division clubs,
- The study also helps as a spring board or an initial reference for farther research on socio economic factors that influence athletics training in clubs, and sport at large.

### **1.6 Delimitation of the Study**

Socioeconomic factor is a wide concept which is related to many factors. It is difficult to include all components in the area of the research. Therefore the study is limited to the influence of socioeconomic factors (such as, training, environmental, maturational, income, coaching and instruction, parental influence, cultural, educational, ethnicity and nutritional factors) on athletics training in the three first division athletics clubs (Federal Maremia, Ethiopia bank, and Defense) which are selected randomly out of six first division clubs in Addis Ababa Athletics Federation.

Even though the influence of socioeconomic factors on athletics training could be observed at all first division clubs in Addis Ababa, due to time and financial constraint the researcher forced to delimit his study on these three first division clubs.

### **1.7 Limitation of the Study**

One of the limitations in the study was lack of getting enough and well organized data both at clubs and Addis Ababa Athletics Federation. During the study some of the club athletes were off season for vacation, so it was difficult to collect dispatched and filled questionnaires from the athletes. In spite of all these limitations, the researcher has attempted to complete the study as much as possible and make it a stepping for further research.

### **1.8 Operational Definition**

**Athletics:** the general name for a particular group of competitive sports, including running, jumping and throwing.

**Culture:** refers to the way of life, especially the general customs and beliefs, of particular group of people at a particular time.

**Economic:** refers to trade, industry and money.

**Factor:** refers to a fact or situation which influences the result of something.

**Maturation:** the process of becoming completely developed mentally or emotionally.

**Social:** refers to activities in which one meet and spend time with other people and which happen during the time when one is not working

**Socioeconomic:** related to the differences between groups of people caused mainly by their financial situation.

**Socioeconomic Factors:** Socioeconomic factors include income, ethnicity, sense of community and other factors. Studies have shown that certain segments of society are disproportionately exposed to environmental hazards, and may be more vulnerable to such hazards than other populations (American Lung Association, 2001; Smith KR, 2000).

**Socioeconomic status:** refers to the total number of economic and social position.

## **1.9 Organization of the Study**

The organization of the study has been presented in five chapters. The first chapter deals with back ground of the study, statement of the problem , research questions, objectives of the study, delimitation of the study, significance of the study, limitation of the study and definition of some key terms and concepts. Chapter two contains review of related literature which consists of training factors, environmental factors associated with the attainment of Sport Expertise, maturational factors, the relative age effect, the role of coaching and instruction, parental influences, cultural factors, education factors, ethnicity, nutrition factors. Chapter three comprises methods and procedures of the study while chapter four deal with data presentation, analysis and discussion of the findings. Finally chapter five provides the summary of findings, conclusion of the study and recommendation made on the basis of the conclusions from the data analyzed.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

Coakley defines social factors as a set of efforts by individuals or groups to bring change on the basis of beliefs about certain undesirable conditions associated with sport (Coakley, 2007). Some of the social problems that sociologists have studied include drug use by athletes, violence by athletes and fans, sports injuries, gender and racial discrimination including salary differentials, unwarranted medical treatment, and sexism.

Richard Baily and Dave Collins stated that a number of key social/environmental factors can affect participation, attrition and involvement in sport and physical activity during childhood and adolescence. While there is evidence of the importance of factors such as the family, socioeconomic status, educational background, geographical location, gender, ethnicity, peers and identity, there is little consideration of any of these factors within existing participant development models.(Richard Baily, Dave Collins -2010)

Koch stated that economic resources and income are determinants of participation in sport. Serious analyses of the economics of sport, economic determinism and influence on sport, and the economics of nonprofessional sport are rare, however, leaving the field open to continued social criticism (Koch 1971).

Bailey and Dismore recommended that the roles of social factors in participation are complex, dynamic and multi-faceted. Clearly, there is more opportunity for involvement if an individual comes from a certain type of background (e.g. middle-class, well-educated, two-parent family, with a reasonable level of income). Indeed, within this is growing evidence that schooling and participation decisions is important in sport, taken at certain ages, reflect educational transitions as well as the type of school attended. However, there are other factors impacting upon this (e.g. peer groups, cultural, religious and ethnic background), which are all important elements to both review and understand as part of participant development. (Bailey and Dismore, 2004)

There is a need for participant development models to acknowledge and understand the relevance of the social person as much as the body within the sporting experience as without such awareness, it will be impossible to produce a coherent and comprehensive strategy. Furthermore, social and environmental opportunities impact upon involvement at every stage

and level of engagement, so, unlike the biological or psychological domains, the thesis underpinning this area comprises a range of social and environmental factors, such as family, socioeconomic status, geography and schooling, which significantly affect participation.

The development of expertise in sport is the result of successful interaction of biological, inherited factors, such as gender, age; race, somatotype (body shape), muscle-fiber composition, information processing-capacity and aptitude for the activity also affect skill acquisition. These can be described as the natural ability of the athlete, those are experience, confidence, heredity, ability, personality, psychological, and sociological constraints.

Research examining the quality and quantity of training indicate that these two (biological and sociological) elements are crucial predictors of attainment. In addition, the possession of resources such as parental support and adequate coaching are essential. Social factors such as cultural influences and the relative age effect are also considered as determinants of sport expertise. Although it is evident that socioeconomic factors are essential to the acquisition of high levels athletics development, further research is clearly required.

The illustrated the socioeconomic factors that influence athletics in Addis Ababa .From these factors training; education, environmental/ facility, parental influence, ethnicity and nutrition has been assessed.

## **2.1. Training Factors**

It is perhaps not surprising that high levels of training or practice are required to attain expertise. Research on skill development clearly supports the relationship between training/practice and skill acquisition. Moreover, previous research has identified general rules that outline the progression from novice to expert in a given domain.

As Simon and Chase (1973) also indicated that differences between the expert level players and lesser skilled players/novice players could be explained by quantity and quality of training and experience. (Ericsson et al., 1993) suggests that it was not simply training of any type, but engagement in ‘deliberate practice’ that was necessary for the attainment of high level performance in athletics.

Accumulated effects of prolonged practice and the rate of learning indicate that performance increases monotonically according to a power function.

The power law of practice (Newell and Rosen Bloom, 1981) states that learning occurs at a rapid rate after the onset of practice but that this rate of learning decreases over time as practice continues.

According to the theory of deliberate practice as suggested by Ericsson et al. (1993), skill acquisition and learning was determined by the amount of time spent performing a "well defined task with an appropriate difficulty level for the particular individual, informative feedback, and opportunities for repetition and corrections of errors" Future coaches create opportunities to prevent learning plateaus and perpetuate adaptation to higher amounts of training stress by continually modifying task difficulty.

Researchers describe the effect of deliberate practice in sport, as typically, the relationship between hours spent in sport-specific practice and level of attainment is consistent with the tenets of deliberate practice theory; expert athletes accumulated more hours of training than non-experts (Helsen et al., 1998; Starkes et al., 1996; Hodge and Deakin, 1998). Moreover, not only do experts spend more time overall in practice they also devote more time to participating in the specific activities deemed to be the most relevant to developing the essential component skills for expert performance (Baker et al., in press-b). For example, Baker et al. (in press) found that expert athletes from basketball, netball, and field hockey accumulated significantly more hours in video training, competition, organized team practices, and one-on-one coach instruction than non-expert athletes.

According to Baker's (2003), statement a social and stimulating training climate with good relationships to friends, parents and competent coaches may have a positive impact on the choices that athletes might make. Research shows however that a negative social environment (Robinson et al., 1982; Brown, 1985; Sisjord, 1993) and unsatisfactory support from important individuals. A demanding work or family situation, combined with social immobility, can also have a decisive effect on the athlete's choice to continue an athletic career or not. Brown recommended that many social factors in the athletic environment can be of importance as to whether an athlete chooses to pursue a sport career or not. Being a part of a stimulating training

environment with good relationships to friends and competent coaches may have a positive impact on the choices that athletes might make. (Brown, 1985)

Molinero suggested that, Studies underline the strong influence of the personal coaches on enhancing performance (information on the perceptions, behaviors, and interaction in different feed-back situations, and the contexts in which coaches work). A positive relationship to the coach, and a socially supportive climate based on mastery will influence the athletes' career in a positive manner. Various dimensions of coaches' organizational work, such as relationships with parents, the planning of training and competition, and dealing with the athletes' personal concerns. Some studies state that a problematic relationship within the training environment, and especially conflicts with authoritarian coaches, can be a very decisive reason for dropping out. Lack of humanity and openness, along with introverted behavior, are mentioned in the literature as the most negative characteristics of a coach (Molinero et al., 2006). Enoksen, (2002), states that, the qualitative data indicate that athletes who had their needs of social attention and positive feedback met by other significant individuals continued their athletic careers. The coach's role regarding social support and creating a challenging and attractive training environment is crucial to an athlete's future success. In this connection, the coach's psychological and pedagogical abilities, expert qualifications, and knowledge of sports-specific training will probably be very important elements and must thus be strongly emphasized in all institutions where the science of coaching is taught.

## **2.2. Environmental Factors Associated with the Attainment of Sport Expertise**

While empirical evidence indicates that sheer quantity and quality of training are important variables in understanding how one attains the status of 'expert' in any field, there are significant environmental factors that also contribute to the development of exceptional performance.

There is a wealth of information regarding the environmental and training factors that influence the acquisition and maintenance of expert performance (Journal of Sports Science and Medicine 2003)

During an athlete's career numerous things happen which bring changes in his 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.

### **2.3. Maturational Factors: The Relative Age Effect**

It is mentioned that the availability of essential resources, such as coaching and parental support, can significantly influence the ability to engage in the required amounts of high quality training. Another factor that appears to influence the acquisition of skill in athletics is the relative age effect refers to differences.

(Brantley & Thompson, 1985), Identified that older players were bigger, stronger, faster, and better coordinated than the younger players and thus experienced more success and rewards in athletics and were more likely to remain involved. Younger peers were thought to experience failure and frustrate. In other research older players were more likely to be selected to higher competitive representation. The organization of many sports and the disparity in skill level amongst same-aged youth facilitates the selection of older players to high-level training and resources while the potential of younger athletes can be overlooked. Research suggests that the development of elite athletes to base in part on age differences and unequal access to training opportunities. Alternative methods of grouping children for competition and advancement in sport require examination.

Côté (1999) furthered the work of Bloom (1985) recommended that, by developing a sport-specific model of talent development, work with families of elite Canadian throwers and tennis players lead to the idea that talent development in sport is encompassed by sampling years (ages 6-12), specializing years (ages 13-15), and investment years (ages 16+).

Bemben recommended that, age is widely regarded as the most important determinant of the loss of an individual's physical performance capability over time. Said loss is of concern for employers of personnel involved in physically demanding occupations, particularly military personnel. A minimum level of physical performance is a prerequisite for military personnel

because the absolute physical job demands are often dictated by extrinsic factors that cannot be altered. A reduced work capacity may lead to inadequate performance; increase the risk of overuse injury, and, ultimately, compromise effectiveness of athletics performance. However, appropriate training can counter the effects of aging on strength and endurance and enable the individual to maintain adequate levels of performance late into life.

Increasing age leads to inadvertent changes in maximal performance capacity. Physiological functional capacity, the ability to perform the tasks of daily life in an effortless and successful manner. Muscular strength and endurance are the most relevant of all physiological measures limiting physical performance. Deficits in strength and endurance have a negative impact on performance in common tasks like locomotion, or lifting, handling, or carrying loads

With the changing demographic structures in western societies, this will become a major concern not only in everyday life, but especially in physically demanding occupations like the automotive and shipping industries or the military services where exogenous factors often cannot be altered, thus dictating the physical demands of occupations. (Bemben, 2003; Leyk et al., 2006a; Leyk et al., 2006b).

## **2.4. The Role of Coaching and Instruction**

As indicated above, one important consequence of the relative age effect is that targeted athletes often get access to better resources, including better instruction. Research shows that access to experts coach has distinct advantages. A coach normally constructs a high percentage in some cases 100 percent - of an athlete's practice time. The ability of a coach to devise an environment that fosters optimal learning thus becomes one of the most significant keys to athlete development.

One of the expertise qualities of coaches is planning of practice. (Voss et al, 1983) found that expert coaches spent more time on planning practices and were more precise in their goals and objectives for the practice session than their non expert counterparts.

The emphasis that deliberate practice theory places on the quality of training led to examinations of the microstructure of practice in sport. Recent studies have used time-motion analysis and practice evaluation questionnaires to analyze practice environments.

In addition to a coach's ability to maximize practice time, the expert coach also possesses domain specific knowledge that is essential to fostering improvement, particularly as the athlete

advances in skill level. Rutt-Leas and Chi's (1993) suggested examination of novice and expert swimming coaches supported these assertions. Expert coaches were very precise in their assessment and specific in their recommendations for improvement. Expert coaches have the ability to extract more from the information presented and are able to provide fundamentally better solutions to perceived problems. Rutt-Leas and Chi (1993) also assured that expert coach displayed the same kind of domain specific expertise.

Bloom et al. (1999) adds that in high strategy team sports; expert coaches manifest itself in tactical knowledge. Bloom also confirm that coaches at the elite level spend most of their time on the cognitive or tactical elements while coaches of beginners and intermediates focus more on the fundamentals of the sport. They also suggested that non-expert coaches might not be able to impart a large amount of tactical knowledge because of their own limitations in this regard. An important question to consider is at what age athletes should seek out expert coaching. Early studies focusing on the specific requirements of working with younger and less technically proficient athletes (e.g., Bloom, 1985; Smith et al., 1979) proposed that in the early stages of development athletes require primarily technical instruction to develop proper fundamentals, along with a high degree of support and praise to encourage continuing participation in the sport. They described an important part of the coach's role in the early years as being kind, cheerful, and caring. This helps keep athletes intimate, open and free to seek any fundamental of sport. Only when athletes were older and more highly skilled would a coach require sophisticated knowledge and advanced qualifications.

Recent work by Côté and Hay (2002) supported these assertions and suggested that while advanced coaching qualifications were deemed necessary in the later stages of development, coaches working with children at the initial involvement stage needed enthusiasm and facilitation skills above and beyond any technical expertise in the sport. Clearly, both the practice structure and the domain-specific knowledge of coaches are highly relevant to the progression and development of athletes in sport.

Many social factors in the athletic environment can be of importance as to whether an athlete chooses to pursue a sport career or not. Being a part of a stimulating training environment with good relationships to friends and competent coaches may have a positive impact on the choices that athletes might make (Brown, 1985).

Coach's influence on enhancing performance (information on the perceptions, behaviors, and interaction in different feed-back situations, and the contexts in which coaches work) is strong. A positive relationship to the coach, and a socially supportive climate based on mastery will influence the athletes' career in a positive manner. Accordingly dimensions of coaches' organizational work, such as relationships with parents, the planning of training and competition, and dealing with the athletes' personal concerns are useful.

The coach's role regarding social support and creating a challenging and attractive training environment is crucial to an athlete's future success. In this connection, the coach's psychological and pedagogical abilities, expert qualifications, and knowledge of sports-specific training will probably be very important elements and must thus be strongly emphasized in all institutions where the science of coaching is taught (Enoksen, 2002).

## **2.5. Parental Influences**

Research has shown that the athletes' parents play a major role in the athletes' transition from one stage to another. Without a strong parental support during the earlier stages of sport participation a talented child is unlikely to fulfill her/his potential (Wolfenden & Holt, 2005). Bennie and O'Conner's (2004) investigation of track and field athletes showed that the main facilitating factor on a successful transition was a supportive environment regarding the psychological, social and economic situation.

Retrospective research with elite performers over the last 30 years has revealed the importance of parental support for the development of expertise. Bloom and colleagues (1985) interviewed talented performers and their families in the fields of music, art, science, mathematics and athletics and created a model of talent development with three stages: the early years, the middle years, and the later years. Each stage is characterized by shifting demands on the child and parents. In the early years parents were found to take a leadership role where they provided their child with the initial opportunity to participate in the domain and sought out their child's first formal teacher. The parents also encouraged and supported their child's learning and were often involved directly in lessons and practice. For the child athlete, the emphasis in these years was on having fun and enjoying learning the basic skills.

The transition to the middle years was characterized by a greater commitment of both parents and the athletes to the athletic domain. Parents were found to assume a leadership role, seeking more accomplished teachers for their child while also devoting more time and resources to the activity. It was also during these years that the child's talent often dominated the family's routine. During the later years, parental involvement decreased as the performer took greater control of the decision making process with regards to their future career. Yet, parents continued to provide support in a background role, as providers of not only financial support but also emotional support. According to Sloane (1985) of greatest importance was that parents offered a "nurturing, understanding environment for their child to retreat to, if necessary". Sloane's (1985) analysis revealed how parents can ease the demands imposed on their child by the demands of training (e.g., reduction of psychological stress by providing a supportive atmosphere). As Bloom's model, parental roles changed with the differing demands of each stage. In essence, parents played a leadership role during the sampling years by initiating sport involvement. The specializing years saw parents in a facilitative role where they made financial and time commitments to their child's sport, supporting access to better coaches, equipment, and training facilities. Finally, in the investment years parents played strictly an advisory and supportive role as the athlete committed to a higher level of training and competition. Parents maintained a high interest in their child's sport and were essential in providing emotional support to help their child overcome setbacks, such as injuries, pressure and fatigue as well as financial support for training. This high level of emotional support during stressful times is a central characteristic of the investment years. The research of Bloom (1985) and Côté (1999) demonstrates how parental support helps expert performers and elite athletes deal with the demands of the sustained deliberate practice necessary to reach an expert level of performance. The two models demonstrate the evolving role of parents from that of a leadership role, to that of a general supportive role. Athletes unable to access certain emotional and financial resources face a qualitatively different road in order to accumulate the high levels of practice necessary for expert performance.

Enoksen's (2002) study showed that more than half of the athletes said that family played a significant role in their decision to participate in track and field sports. The family members' attitude towards competitive sports will probably have an impact on a promising young athlete's decision to pursue a sports career or not. Parents and siblings with backgrounds in competitive sports are able to advise and support a young athlete. Lack of support and involvement in the

home environment can easily lead to the premature termination of a career in a particular competitive sport.

Richard Bailey and Dave Collins recommended that, some athletes who dropped out because of social factors indicated that a lack of support from family was the reason. Young people from a two-parent family have far more opportunities and access to provision than those from a single-parent/career family. This is often attributable to socioeconomic variables, as well as practical issues, such as work, transport and the requirements of siblings. With approximately one quarter of young people in the United Kingdom living within single-parent families, it is clear that familial support systems and networks are fundamental considerations. Socioeconomic status is also important as, for example, the cost of kit, fees, transport to and from training and matches is vital for involvement in many sports and more crucial as the performer gets older and wishes to participate at a higher level. Clearly, those from two-income families have a financial advantage. (Richard Bailey, Dave Collins -2010)

## **2.6. Cultural Factors**

Bailey, (2008) defined that; Culture is a system of shared beliefs, values, and traditions that are transmitted from generation to generation through learning. Culture plays a vital role in shaping all of our beliefs, attitudes, and behaviors including our preferences for certain body types. Cultural factors are significant and often overlooked component of the environmental equation and development of athletes. The importance that a country or society places on a particular sport can have a dramatic influence on any success achieved.

Hamilton, (2000), suggested that, the natural environment in nations, combined with the public interest and adulation that is given to provide fertile ground for development athletics. Cultural and psychological factors play vital role in sport. For example, as of Hamilton, the sports that Black America have come to dominate, consisting primarily of basketball, football and track and field, reflect a cultural emphasis made evident by the support these sports receive through the public school system.

The access to coaching, facilities, and competition in well funded and fulfilled athletics clubs a much greater extent than for traditionally more exclusionary endeavors assure dominance in sport. Besides social factors that influence the acquisition of high levels of sport proficiency, it

is vitally important to acknowledge that environmental constraints on expertise can be broad (e.g., cultural factors) and/or narrow (e.g., family or coaching factors).

According to the report of “Women’s Sport and Fitness Foundation and Sporting Equals” for many Muslim women religious beliefs and values give meaning to the ways in which they structure and approach their life. Islam is a fundamental aspect of their identity and their approach to sport is often determined by religious, cultural and ethnic factors.

In general, Islam promotes good health and fitness and encourages both men and women to engage in physical activity to maintain healthy lifestyles. However, there are aspects of the religion which affect how sports can be practiced, for example; women following their faith cannot engage in mixed gender sports and the environment and dress code also requires consideration.

Due to religious misinterpretations or simply a lack of awareness, many Muslim women have been prevented or not felt able to participate in sports. For many, apprehension about taking part stems from a fear of discrimination or of facing negative attitudes from service providers in relation to their religious and cultural needs.

Sport and physical activity providers need to respect religious difference. This is especially important for Muslim women as they are often overlooked by providers and discriminated against on the grounds of religion and belief. Religious and cultural barriers make it difficult for Muslim women to participate in sport as people are often lacking sensitivity or understanding of their requirement around clothing, privacy and single sex provision. (Women’s Sport and Fitness Foundation and Sporting Equal, Jan -2010)

## **2.7. Educational Factors**

Education changes the attitude of people. Educated families well understand the needs of their children. They support the effort of their children. The family members’ attitude towards competitive sports will probably have an impact on a promising young athlete’s decision to pursue a sports career or not. Research also tells us educated families positively affect the support and involvement in the home environment which can easily lead to sustain and develop career in a particular competitive sport. Educated families help adjust optimal arrangements and the usage of training facilities, transportation, and various tools at practice will also play an important role in optimizing the usage of time and sustaining the level of motivation.

Richard Bailey and Dave Collins (-2010) stated that, a participant's educational background (and opportunities afforded to participate in sport at and through school) is also important. Those attending fee-paying schools have an advantage of more physical education/sport time and, often, professional coaches over state-funded schools. So, time, opportunity and provision are important. Linked to this is the emerging recognition of geographical location and the 'opportunity' to participate. Research has highlighted that the size of the area in which you live has an effect on access, opportunity and provision. A medium-sized city can be far more facilitative of participation than a rural or urban area. The issues of gender, peer influence and ethnicity also cannot be forgotten, however, these tend to be secondary factors, closely linked to family, socioeconomics, education and geographical location.

More than a Sport: (Dec. 12, 2011) reported that unlike the sporting structure of nations like the United States or Britain, sports are not integrated into the Ethiopian higher education system and are instead their own separate entity. Currently, the structure of the Ethiopian running circuit does not encourage athletes to complete their education as they pursue a career in competitive running. As a result, many athletes are left with fewer opportunities to support themselves when their running career is over. Elshadai Negate, an Ethiopian athletics journalist, described this disconnect as the 'cruel part of running'. He explains that 'athletes start running in school, but when they have to concentrate on running, they have to choose [between running and schooling] and once they make it out [of the running circuit] they have missed their school years'. Recently though, the long standing relationship between the Ethiopian education system and sports has been re-examined by the Ethiopian government as a location for the development of nationally competitive athletes. Additionally, high profile athletes like Meseret Defar have begun to use their national status as a platform to advocate for greater education opportunities for young people especially women.

In 2006, the Ethiopian Ministry of Youth and Sports collaborated with the Ministry of Education to open talent spotting centers in six middle schools around the country to allow promising athletes to combine their school work with athletics training (Ethiopian Athletics Federation 2007). Abdulay Admasu, the Vice Chief of Arsi Zone Youth and Sport Administration, explains 'there is one school athletics project in Arsi - Bekoji the birth place of most famous athletes. There is not enough support from Ministry of Youth and Sport. Sometimes the Ministry of Youth and Sport gives sport wear for only the coaches and [the school athletics program athletes are not as strong as the athletics federation project athletes.'

Some universities, like the privately run Trinity University in Ethiopia, offer limited athletic scholarships to athletes, encouraging runners to continue their education. However, most universities and high schools do not provide programs or scholarships for students to continue their education and pursue competitive running at the same time. As a result, many Ethiopian athletes choose to run with private and government teams rather than with teams affiliated with educational institutions. Though the Ministry has begun to recognize the necessity to provide ways for youth to be active in both school and running, most athletes found that they must choose either running or education in addition to their obligations to their families.

## **2.8. Ethnicity**

Fogarty, G. (2000) investigated that, from a critical race perspective, that a legacy of racial disparities and discriminatory policies and practices and a combination of social, economical, cultural, educational, and psychological factors influence athletic performance. These factors have a spontaneous and persistent influence of race, racial identity, and beliefs that contribute to far too many athletic emphases on sport pursuits with less attention given to academic promise and achievement. This legacy of racial inequalities perpetuates race-sport stereotypic beliefs about different radicalized groups. Athletic achievements, which are free from racial convictions, bring forth aspirations of a sport culture and progressive outlook with enormous responsibility that will require informed, determined, and long termed effort. This requires collective focus to promote the progress of athletes.

## **2.9. Nutritional Factors**

According to Lamine Diack 's explanation, "All athletes can benefit from making good food choices that will support consistent training, maximize performance in competition and help maintain good health. Food choices will be very different in different countries and different cultures, but the basics of good nutrition remain the same: a wide variety of healthy and wholesome foods eaten in appropriate amounts should be the primary elements of every athlete's diet. The IAAF is committed to helping athletes in all the countries of the world to achieve their performance, personal and health goals. Lamine Diack IAAF President, (IAAF Bullontin, 2010)

### **2.9.1 Disordered Eating**

According to International Olympic Committee recommendations for Athletes and Eating Disorders; Involvement in organized sports can offer many benefits, such as improved self-esteem and body image and encouragement for individuals to remain active throughout their lives. Athletic competition, however, can also cause severe psychological and physical stress. When the pressures of athletic competition are added to an existing cultural emphasis on thinness, the risks increase for athletes to develop disordered eating. Over one-third of female athletes reported attitudes and symptoms placing them at risk for anorexia nervosa. Though most athletes with eating disorders are female, male athletes are also at risk – especially those competing in sports that tend to place an emphasis on the athlete’s diet, appearance, size, and weight requirements, such as wrestling, bodybuilding, crew, running, and football.

The Female Athlete Triad includes;

- disordered eating,
- Loss of menstrual periods and
- Osteoporosis (loss of calcium resulting in weak bones).

The lack of nutrition resulting from disordered eating can cause the loss of several or more consecutive periods. This in turn leads to calcium and bone loss, putting the athlete at greatly increased risk for stress fractures of the bones. Each of these conditions is a medical concern. Together they create serious health risks that may be life threatening.

While any female athlete can develop the triad, adolescent girls are most at risk because of the active biological changes and growth spurts, peer and social pressures, and rapidly changing life circumstances that go along with the teenage years. Males may develop similar syndromes. (International Olympic Committee, 2005)

### **2.9.2 Consequences of Under Feeding**

Keusch, (2003) stated that, underfeeding has long- and short-term consequences on health and specific components of physical performance. The consequences of energy deficit on health are well documented and result especially in depression in immune function, and impairment in recovery from illness and injury.

### **2.9.2.1 Short Term Effects**

Montain and Young stated that, a short period of underfeeding has deleterious effects on the physiological responses to exercise, such as increased heart rate during aerobic work, and impairment in the subjects' orthostatic tolerance. Impairment in recovery is also reported, with complaints of fatigue, muscle soreness, and weakness after the period of physical work with energy deficit.

Muscle strength is affected by an energy deficit; a reduction in muscle strength is reported after 6% body mass loss, with increasingly poorer performance with additional body mass loss. The effects of underfeeding on muscle power are less clear, and, the reductions primarily seen in anaerobic performance have been due to muscle weakness rather than short-term dietary effects. In contrast, the capacity to generate maximal aerobic power appears to be sensitive to underfeeding. Reductions seen in the maximal aerobic capacity have been reported following as little as 2% body mass loss. Alterations in the maximal aerobic capacity are related, at least partly, to a loss of body water. The reduction in aerobic capacity appears as a real consequence of short-term energy restriction, and likely has deleterious effects on physical performance. Most experiments conducted in the field lead to the conclusion that short periods of moderate underfeeding have only limited impact on the ability of the soldier to perform occupationally relevant tasks. However, most of these studies were composed of relatively small sample sizes, with large within group variability. It is likely that small but real decrements in performance consequent to underfeeding may have been missed because of lack of statistical power. Moreover, mental and cognitive performance is one of the determining factors of athletic performance. The effects of underfeeding on such performance have been poorly studied. (Montain and Young, 2003)

### **2.9.2.2 Long-Term Effects**

Shippee et al, (1995) recommended that, prolonged periods of underfeeding clearly lead to a marked reduction in body mass with fat mass decline, and are paralleled by a reduction in muscle strength, and maximal aerobic and anaerobic powers. Recent studies confirmed that underfeeding resulting from both energy restriction and high total daily energy expenditure has deleterious effects on muscle strength and power. Taken together, all studies consistently demonstrate that long-term underfeeding can have detrimental effects on athletics physical performance capability.

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

This quantitative and qualitative study aimed to examining the influence of socio economic factors -training, education, environmental/facility, parental influence, ethnicity, culture and nutrition on the development of athletics clubs. Study area, climate and temperature, the method employed, the instruments used, sampling procedures applied, method of data collection, variables are described below.

#### **3.1. Study Area, Climate and Temperature**

The study area was Addis Ababa city administration athletics federation on clubs that randomly selected from the six first division athletics clubs “Maremia, Ethiopia Bank, and Mekelakya”. Addis Ababa is the largest city in Ethiopia, with a population of 3,384,569 according to the 2007 population census.

Addis Ababa has the status of both a city and a state. It is where the African Union. It also hosts the headquarters of the United Nations Economic Commission for Africa and numerous other continental and international organizations. Addis Ababa is therefore often referred to as "the political capital of Africa", due to its historical, diplomatic and political significance for the continent. The city is populated by people from different regions of Ethiopia – the country has as many as 80 nationalities speaking 80 languages and belonging to a wide variety of religious communities.

Addis Ababa has a Subtropical highland climate. The city has a complex mix of highland climate zones, with temperature differences of up to 10°C, depending on elevation and prevailing wind patterns. The high elevation moderates temperatures year-round, and the city's position near the equator means that temperatures are very constant from month to month.

Mid-November to January is the winter season. The Highland Climate regions are characterized by dry winters, and this is the dry season in Addis Ababa. During this season the daily maximum temperatures are usually not more than 23°C, and the night-time minimum temperatures can get to freezing. The short rainy season is from February to May. During this period, the difference between the daytime maximum temperatures and the night-time minimum temperatures are not as great as during other times of the year, with minimum

temperatures in the range of 10–15°C. At this time of the year the city experiences warm temperature and a pleasant rainfall. The long wet season is from June to mid-September. This period is also the summer season, but the temperatures are much more lower that at other times of year because of the frequent rain and hail and the high amount of cloud cover and fewer hours of sunshine. This time of the year is characterized by dark, chilly and wet days and nights. After that comes the spring season, a transitional period between the wet season and the dry season. (Wikipedia)

## **3.2 Method of Sampling**

### **3.2.1 Population of the Study**

The study consisted as a target population 428 athletes from Maremia, 80 male and 79 female, Ethiopia bank 27 males and 51 females, and Defiance 115 males and 76 females, 20 coaches and 23 administrative staffs of these first division clubs in Addis Ababa Athletics Federation. The sample population consists of 92 Athletes (46 male and 46 Female). And also, 8 coaches (4 males and 4 females) and 4 administrative staff members have been selected purposely from those clubs by their position.

### **3.2.2 Sampling of the study.**

As of Addis Ababa Athletics Federation there are six first division clubs. Among these, the researcher randomly selected three first division clubs; those are Maremia, Ethiopia bank, and Mekelakya clubs. There are a total number of 428(222 males and 206 females) athletes in the above sample clubs. The investigator selected 92 athletes (46 males and 46 females). The sample contained 16 males and 18 females from Maremia, 6 males and 11 females from Ethiopia Bank, and 24 males and 17 females from Mekelakya. There is 21.5% of the entire population of athletes for the study by stratified random sampling technique. The main objective of using stratified sampling technique in the study was to select proportional athlete samples from each club, stream and from both sexes. The reason why these clubs were selected for the study was because of the relatively better opportunity to get different socio economic status athletes in these clubs, that is; top, middle and low level athletes to incorporate in the sampling technique. And also 8 coaches (4 males and 4 females) and 4 administrative staff members were selected purposely from those clubs by their position.

Table-2: Summary of population and the number of samples taken

Item	Total of number of population									Number of samples								
	Athletes			Coaches			Administrative bodies			Athletes			Coaches			Administrative bodies		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Maremia	80	79	159	8	2	10	1	-	1	16	18	34	2	2	4	1	-	1
Ethiopia Bank	27	51	78	2	3	5	8	8	16	6	11	17	1	2	3	1	-	1
Defense	115	76	191	5	-	5	6	-	6	24	17	41	1		1	2	-	2
Total	222	206	428	15	5	20	15	8	23	46	46	92	4	4	8	4		4

### 3.3 Method of Data Gathering

The Amharic versions of the questionnaires were administered to the selected samples to avoid communication barrier at different days. To assist the data collection and coaches have been involved to administer the questionnaire. Orientation has been given to assistant data collectors to collect the data from athletes.

#### 3.3.1 Instruments of data Gathering

To collect the necessary information for the study three types of instruments questionnaire, desk review checklist and document analysis were used to get the information's about the study.

##### 3.3.1.1 Questionnaire

Both open and closed ended types of questions were prepared to the sample populations. 98% of the distributed questionnaires were collected from respondents.

##### 3.3.1.2 Check list desk review

Check list desk review was used to get information about the numbers of licensed clubs in Addis Ababa Athletics Federation.

### **3.3.1.3 Document analysis**

The researcher assessed the reports to know the number of coaches and athletes in each club from Addis Ababa Athletics Federation.

### **3.4 Method of Data Analysis, Interpretation and Discussion**

The collected data from closed ended questions was analyzed quantitatively by using percentage and compute for general comparison, and the collected data from open ended questions was analyzed qualitatively and narrated for conclusions.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

This section presents the data analysis and the interpretation of the result of statistical techniques carried out to answer the basic questions raised in the study. Thus, the data are presented in tables and the results are analyzed in percent as follows:

#### 4.1 Characteristics of the Respondents

Table-3: Sex, age, educational status and demographic characteristics of the respondents.

Item		Respondents					Total	
		Number				%	Number	%
		Athletes	Coaches	Managers	Total			
sex	Male	46	4	4	54	52	104	100
	Female	46	4	-	50	48		
Age	12-14 years	-	-				104	100
	15-17 years	3	-		3	3		
	18-19 years	23	-		23	22		
	20-25 years	56	1	2	59	57		
	26-30 years	9	1	1	11	11		
	31 and above	1	5	1	7	7		
	None respondent		1		1	1		
Educationa l standard	Illiterate	1			1	1	104	100
	Primary (1-8)	24			24	23		
	Secondary (9-12)	51		2	53	50		
	12 + some training	7	3		10	10		
	Diploma	7	3		10	10		
	B.A/B.SC and above	2	2	2	6	6		
Sub-city	Yeka	40	4		44	42	104	100
	Arada	27	4		31	30		
	Bole	6	2		8	8		
	Kirkose	-	-		-	-		
	Addis ketema	3	-		3	3		
	Kolefe keranyo	4	1		5	4		
	Nefase selk lafto	4	1		5	4		
	Ledeta	4	-		4	4		
	Gulele	3	-		3	3		
Akaki kality	1	-		1	1			

As indicated in the above table 3, the educational status indicates, 1% illiterate, 23% primary (1-8), 50% secondary school, 10% 12+ some training, 10% diploma, 6% first degree and above.

As indicated on the above thale3, 3%of athletes are between ages of 15 to 17 years, 22% of athletes are between ages of 18 to 19 years, 59% of athletes, coaches and administrators are between ages of 20 to 25years, 11% of athletes, coaches and administrators are between ages of 26 to 30years, 7% athlete’s coaches and administrators are above 30 years, and 1% is none respondent.

And also majority of athletes and coaches 42% live around Yeka sub city which is high latitude nearest to mountain Yeka forest for exercise, 30%of athletes and coaches live in Arada sub city which is suitable for transportation to any where the training fields they need. The rest 38% of respondents are dispersed in other eight sub cities.

Table -4: Athletes responses for payment

6. Does the club pay for You?	Response	Respondents		Total	
		Number	%	Number	%
	Yes	89	97	92	100
	No	3	3		

As indicated in table 4, with respect to payment of athletes’ salary, 97% were paid and 3% not paid. Reasons for those who are not paid were that the club has no enough finance and the athletes are not mature enough for the clubs.

Table-5: Responses of athletes to payment and satisfaction

8. Do you think that your salary is enough for you?	Response	Respondents in		Total in	
		number	%	number	%
	Yes	40	43	92	100
	No	52	57		

As shown table 5, majority of athlete’s payment which is 57%, conformed that the salary not enough and 43% of athletes are satisfied to payment / salary. The reason of dissatisfaction on is that the payment cannot fulfill athlete’s training materials, transportation, food allowance and house rent. So living cost and their salary is not equivalent. Some athletes mentioned that they are not out of their parents support.

Table-6: Sources of athletes training materials responded by athletes

10. Where do you get your materials for training?	Response	Respondents in		Total in	
		number	%	Number	%
	From the club	43	47	92	100
	On my own	46	50		
	Non- respondent	3	3		

As indicated in the table 6, 50% of the athletes fulfill training materials by their own, 47% of athletes get training materials from the club and 3% of athletes are none respondents.

Table-7: Responses for availability of training field

11. Does the club have enough training field?	Response	Respondents					Total	
		Number					Total	%
		Athletes	coaches	Administrators	Total	%		
Yes	30	2	-	32	31	104	100	
No	62	6	4	72	69			

As indicated in table 7, majority of respondents 69% acknowledge that clubs did not have enough training field, while 31% agree that the clubs have enough training field.

Coach's response to availability of training field conformed that let alone in clubs, there is facility and material shortage at national level in Ethiopian Athletics Federation. The clubs have poor budget and financial support to fulfill the facilities. Even from the national level, no satisfactory support to use the track at Addis Ababa stadium. Most training martial are imported, not fabricated in Ethiopia. To fulfill these materials they need very high cost which is beyond the buying capacity of clubs. For these matters, training is not satisfactory for athletes.

Table-8: Responses of doing training related to field

12. If your answer on no for No 11, where does athletes do their training?	Response	Respondents				Total		
		Number			Total	%	number	%
		Athletes	Administrators	Total				
Anywhere which is comfortable	50	-	50	52	96	100		
on places prepared by the federation	6	-	6	6				
Other mechanisms	6	4	10	10				
Non- respondent	30	-	30	31				

As shown in the table 8, 52% of respondents do their training any places which is comfortable to them, 6% do their training on places prepared by athletics federation (may be they are national team athletes), 31% of athletes did not want to respond, and 10% of athletes and all administrative bodies use other mechanizes for training; which are rent fields and gyms, supported by those clubs who have field, on nearest places or forest to minimize transportation cost and on places appointed by coaches.

Table-9: Adequacy of training program for athletes

13. Do you think that your training program is adequate or satisfactory for you?	Response	Respondents				Total	
		Number			%	Number	%
	Athletes	coaches	Total				
	Yes	60	4	64	64	100	100
No	32	4	36	34			

As shown in the table 9, 64 % of responded that their training program is adequate and satisfactory for them, but 34% of respondents are not satisfied with their training programs. They mentioned some reasons for the problem; if compared with other counties like Kenya, our training method is low with facilities and techniques. Majority of coaches do not have knowledge and experience to the sport and they are not positive thinkers for athletes, and they are not effective and efficient as now a day's coaches in the world. Training load and dietary intake is not balanced to the athletes and they regretted. The program and training method was not suitable for athlete's interest and maturity level.

Some coaches responded that the adequacy and satisfactory of programs go with training material and courts or fields. Coaches in Ethiopia conformed that there is shortage that we could not succeed. Some athletes worry that some Coaches do not update themselves with recent manuals, technology, and information could not satisfy their athletes with training. Additionally coach turnover is a great concern too, Knowing athlete's history, training age, performance, attitude, behavior, belief, interest should be taken in to account to satisfy athletes with training, and to assign and maintain coaches for longer periods.

Table-10: Athletes respondent for residence

15. Where do you live after training?	Response	Respondents		Total	
		Number	%	Number	%
	In the clubs camp	30	33	92	100
	In the rent house	57	62		
	together with my family	5	5		

As indicated in the above table 10, 33% of athletes live in the clubs camp, majority 62% of athletes live in rented house after training and 5% of athletes live together with their family after training.

Table-11: Coaches and human resources qualification in the clubs

16. Does your club have well trained coaches and human resource?	Response	Respondents				Total	
		number				number	%
		Athletes	coaches	Total	%	100	100
Yes	61	5	66	66	100	100	
No	27	2	29	29			
None respondent	4	1	5	5			

As shown in the Table-11, 66% of respondents agree in the clubs have well trained coaches and human resources, 29% of responded not, the rest 5% are non-respondents. All coaches acknowledge that competency of coaches greatly contribute to the existence of the clubs. Because well qualified and experienced coaches are key for success, which is a result of great effort. Multiple experience and quality professional is key that a coach is a teacher, a doctor, a learner, an adviser, a brother, etc all rounded activities will enable athletes to develop well. Most respondents suggested that the athletics clubs should be run by those really have enthusiastic energy and qualification with respect to athletics. The right person will enable application of scientific planning, training programs, and athletes' development.

Table-12: Management's response for qualification of human resources in clubs

19. Qualification of human resources in the clubs	Qualification	Federal Maremiia		Ethiopia bank		Defiance	
		coaches	managements	coaches	managements	coaches	managements
	2 <sup>nd</sup> degree				3		
	1 <sup>st</sup> degree	2	3	1		2	
	Diploma	3	2	1	3	6	6
	others	3		1	10	-	1
	total	8	5	3	16	8	7

Athlete's response for how they do their training without well trained coaches in some clubs is, that they do training by asking help from other qualified coaches out of the club, use their own effort, by asking experienced top level athletes (role modeling), and by asking people those who have knowledge of athletics training. They simply attend the club's program not to be punished by the coaches even though the program is not suitable and stimulating. Generally in Ethiopia

there is sacristy of coaches with athletics, so that those who have profession other than coaching get chance to coach athletes in some of the clubs.

Table-13: Athletes and coach's respondent for the source of coach's payment

18. Source of the coach's expense/salary	Response	Respondents				Total	
		Number			%	Number	%
	Athletes	coaches	Total	%			
	The club	64	6	70	70	100	100
	Athlete's contribution	1	-	1	1		
	The federation	-	-	-	-		
	Government	27	2	29	29		

As indicated in the table 13, almost all club managers and coaches, 99% acknowledged that as the clubs are organized in the base of government the coaches' payment is covered by the club and the government. All coaches responded that their position in the club was employee in the club on permanent bases in the clubs.

Table-14: Futurities of athletes in the club

19. In the future do you stay in the club?	Response	Respondents		Total	
		Number	%	Number	%
	Yes	60	65	92	100
	No	28	31		
	Non-respondent	4	4		

As indicated in the table 14, 65% of athletes want to stay in their club for the future, 28% of athletes do not want to stay in their clubs. Some reasons not to stay are the club did not fulfill training materials for athletes, some of athletes do not observe training development by their own, some needs good salary and materials from other clubs, the club did not respect the right of athletes and responsibilities, the difficulty of training loads leads some to leave the club, some wants to change profession, some of athletes reached top level of experience and performance they want to do training by themselves and own manager, they do not want club coaches.

Table - 15: Training and competition fee coverage for athletes

21. During training and completion how your daily allowance is covered?	Response	Respondents		Total	
		Number	%	Number	%
	the club	85	92	92	100
	Sponsorship	3	3		
	the federation				
	any other	4	5		

As indicated in the table 15, majority of 95% payment during training and competition was covered by the clubs, 3% of responded that payment was covered by sponsor, and 4% conformed that payment covered by their own athlete's expense.

Table-16: Prize and incentives during winning competition for athletes'

22. Is their prize and incentive during wining competition in the club?	Response	Respondents		Total	
		Number	%	Number	%
	Yes	52	56	92	100
	No	10	11		
	occasionally	30	33		

As it is observed in

the above table 16, 56% of athletes get prize and incentives during winning competitions, 11% of athletes do not get and 33% of athletes get prize and incentives occasionally during winning competitions.

Table- 17: Contributions of administrative bodies of the club for athlete's development.

23. Do you believe the administration is doing its best in the development of the club?	Response	Respondents		Total	
		Number	%	Number	%
	Yes	66	72	92	100
	No	24	26		
	Non- respondent	2	2		

As shown in the table 17, 72% of athletes responded that the administrative bodies help athletes for development, 26 % of athletes' responded that administrative bodies do not support athletes for development, because they do not strive to increase athletes salary and to fulfill training materials as well as training facilities. Even some of administrative bodies do not have good attitude and relation for some athletes; they do not want to solve the problems of athletes.

Table- 18: Age of athletes when they start training

26. At what age did you start athletics training? Write it.	Response	Respondents in		Total in	
		number	%	number	%
	10-12	8	9	92	100
	13-15	38	41		
	16-17	20	22		
	18-19	15	16		
	20-25	5	5		
	25 and above				
	Non- respondent	6	7		

As indicated in the table 18, 9% of athletes started training at the age of 10 to 12, 41% of athletes started training at the age of 13 to 15, 22% of athletes started training at the age of 16 to 17, 16% of athletes started training at the age of 18 to 19, 5% of athletes started training at the age of 20 to 25, and 7% of athletes were none respondent.

Table- 19: Athletes' age at joining the clubs

25. At what age do you joined in the club? Write it.	Response	Respondents		Total	
		Number	%	Number	%
	12-14	1	1	92	100
	15-17	18	20		
	18-19	39	42		
	20-25	28	31		
	25 and above	1	1		
	Non- respondent	5	5		

As indicated in the table 19, 1% of athletes joined the club at 12-14 age level, 20%of athletes joined the club at 15-17 age level, 42%majority of athletes joined the club at 18-19 age level, 31% of athletes joined the club at 20-25 age level, 1% of athletes joined the club at 25 and above age level, 5% of athletes did not responded.

Table- 20: Cultural back ground of the athletes and their performance

27. Do you think that your cultural back ground has influence in your athletic performance?	Respo nse	Respondents				Total		
		Number				%	Number	%
		Athletes	coaches	Total				
Yes		37	2	39	39	100	100	
No		55	6	61	61			

As indicated in the table 20, 61% of athletes responded that their cultural background has no influence on their athletic performance, and 39% of athletes responded that their cultural background has positive and negative influence on their athletic development. For example some athletes responded that in cultural background, running is hobby in their schooling life when they were in rural area to reach early to school and home after school as the school is far from their village. In some athletes culture running is expected as a good job to get economic development and every people encourage the athletes to run. These are some of positive influences of some athlete’s cultural background. Some of the negative influences of some athlete’s culture reside in that people lack awareness of running and they shouted and criticized negatively as mud persons when they were in rural area before joining club. For some female athletes their culture did not want athletes dressing style during training and competition, and they think that runners are abnormal persons. In some female athletes culture females must stay at home for house hold activities rather than outdoor running activity.

Coaches respond that sex affect training. For example: menstruation, birth, pregnancy. Respondents assure that there are outlook problems among athletes and coaches with respect to race, sex, religion, and ethnicity.

Table- 21: Athletes’ familial educational background and income level

	Response	Respondents		Total	
		Number	%	Number	%
29. Athletes parents educational level	Illiterate	17	18	92	100
	Primary (1-8)	32	35		
	Secondary (9-12)	22	24		
	12 + some training	6	7		
	Diploma	5	5		
	B.A/B.SC And above	5	5		
	Non- respondent	5	5		
30. Athletes parents income per month	Less than 300	10	11	92	100
	300-500	7	8		
	600-900	30	33		
	1000 and above	33	36		
	Non- respondent	12	13		

As indicated in table 21, educational level of athlete’s parents responded by athletes, 18% illiterate, 35% primary school (1-8), 24% secondary school(9-12), 7% 12 plus some training, 5% diploma, 5% first degree and above and the rest 5%were non- respondents.

Athlete's parents' income per month responded by athletes were, 11% less than 300 birr, 8% between 300 to 500 birr, 33% between 600 to 900birr, 36% above 1000 birr and the rest 13% were non- respondents.

Table- 22: Role of parents in the development of athletes' performance

31. Do your parents have role in your athletics career? 1.	Response	Respondents		Total	
		Number	%	Number	%
	Yes	70	76	92	100
	No	20	22		
	Non- respondent	2	2		

As indicated in the table 22, 76% of parents have role in the development of athletics training. Some justifications given by those who responded yes were that their parents pay for gym rent, buy training materials, give advice and motivate athletes, support with finance, prepare balanced diet and give enough rest time after training. Especially mothers play great role for supporting the athletes with different facilities. Some parents of athletes understood that if their child reached top level, their life status would be changed as a result they support their children a lot; as well they know athletics training needs high support from family. 22% of athletes responded that their parents have no role for their athletics development. 2% of them were non-respondents.

In mentioning other factors and people who contribute for athletes' development, the following were mentioned by respondent athletes:

- Family members and school friends, club friends helped and motivated some athletes for their advancement.
- Rich persons, people who were runners, help athletes and are role models to athletes.
- Boyfriends and people who see running become effective help and encourage some female athletes.
- Sport teachers who pushed athletes to begin athletics help them reach high level of performance.
- Previous life habits, such as military life that helped to start running and develop good running abilities.

Table- 23: Coaches accountability in their clubs

7. To whom you are accountable?	Response	Respondents		Total	
		Number	%	Number	%
	To elected management committee	5	62	8	100
	To owners of the club	2	25		
	None respondent	1	13		

As indicated in table 23, 62% of coaches are accountable to elected management committees, 25% of coaches are accountable to club owners, while 13% are non- respondents.

Table- 24: Appropriacy of clubs be organized and led by

10. What kind of organization do you think appropriate to athletics clubs?	Response	Respondents n				Total	
		Number			%	Number	%
		coaches	Managements	Total			
	Private ownership	1		1	8	12	100
	Governmental	6	4	10	83		
	Business organization	1		1	8		

As shown in table 24, 8% of coaches responded that the clubs would be better organized and managed in private base. As sport is business, it should be privatized. 83% of coaches and administration bodies responded that clubs should be organized and managed by government for proper owner ship and responsibility, adequate support and facility supply, ease of mobilizing community contribution, the rest 8% responded that clubs should organized by business organizations secured and diversified financial base.

Table- 25: Availability of qualified coaches for all athletics discipline as responded by coaches

20. Do you think that your club has enough coaches with qualification and experience for all disciplines in the club?	Response	Respondents		Total	
		Number	%	Number	%
	yes			8	100
	No	8	100		

As indicated in the table 25, 100% of coaches responded that there is shortage of coaches for all athletics fields in the clubs. The reason is the lack of giving long and short term coaches'

development training at national level which created shortage of professionals. And also clubs have shortage of finance to employ coaches for all disciplines and in adequate numbers.

Table- 26: Age factor and training as responded by coaches

22. Do you think age factors are affecting the training program in your duty?	Response	Respondents		Total	
		Number	%	Number	%
	yes	6	75	8	100
No	2	25			

As indicated in the table 26, 75% of coaches responded that age factor affects training programs. They justify that training load should progress according to athletes training age, sex and level of performance. Athletes should be grouped during training according to training age, sex, level of performance, otherwise it creates injuries or problems on the training; 25% of coaches do not consider age factors during training programs which is not good for performance development for athletes.

Table- 27: Nutritional intake as responded by the coaches

26. Do you believe that your athletes take appropriate nutrition every time?	Response	Respondents		Total	
		Number	%	Number	%
	yes	2	25	8	100
No	6	75			

As indicated in the table 27, 25% of coaches know that their athletes get appropriate nutrition every time, but 75% of coaches responded that athletes could not take appropriate nutritional in take every time. Coaches believe that knowing athletes' nutritional habit is important for athletes' performance. Athletics, as justified by coaches, is science; it should integrate nutritional intake before, after and during training and competition as well. Appropriate balanced diet should be taken by athletes to replace the loss energy during competition and training. Fluid balance must be also good to athletes.

Additional problems of athletics development in Ethiopia as mentioned by coaches are.

- Administrative problems: organizational and club managers were appointed by political affiliation, not on professional basis which lacks knowledge and interest of athletics. Unrelated and ill qualified leaders could not impact the development of athletics
- No coordination and cooperation among the clubs unto national team

- Shortage of training centers stadium (poor access and quality).
- Poor nutritional habit and life style
- Transportation problems and distant training fields
- Athletes who take training from the club and also by their personal manager loss their energy and easily expose to injury by overtraining
- Personal interest outweighs organizational interest, mission and goal.
- Shortage of professionals in athletics.

In mentioning other related factors for athletics development in Ethiopia, Coaches have recommended the followings:

- Coordinated effort among government, business sectors and private.
- Athletics training progress should base from appropriate age starting from schools and should grow to competition and club athletes.
- Progressive training, equal opportunity, treatment should be given for athletes' disregard of sex, color, ethnicity, religion.
- There should be accountable, responsible and respectful leadership and organizational system.
- Expansion of training field and encouraging domestic fabrication for sport material.

Table-28: Organizational policy of the clubs responded by management bodies

7. Does the club have organizational policy?	Response	Respondents		Total	
		Number	%	Number	%
	yes	4	100	4	100
	No				

As indicated in the table 28, 100% of management bodies responded that the clubs have organizational policy, they justify that some are governmental. The clubs develop rule and regulation every year and apply accordingly. The clubs has general assembly, board of general management, technical directors, financial administrators, sport teams and athletes. And also all administrative bodies responded that all clubs have rule and regulations which are applicable to the clubs.

Table-29: Financial source of the clubs responded by managements.

11. What is your club financial source?	Response	Respondents		Total	
		Number	%	Number	%
	Sponsorship			4	100
	Organization	2	50		
	Club owners				
	other	2	50		

As indicated in the table 29, 50% of sources of finance for clubs are from the government system, and 50% of sources of finance for some are from contribution of communities like members of police and military.

However, to describe the adequacy of budget for the development of athletics; it was impossible to get annual budget of three consecutive years (2002 to 2004 E.C). But, Ethiopia Bank club has 28 million and 20 million for 2004 and 2003 E.C respectively.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

In intention of the researcher in this study was to find out the influence of socioeconomic factors like training, environment, income, coaching and instruction, parental influence, culture, education, ethnicity and nutrition on the development of athletics training in Federal Maremia, Ethiopia Bank and Defense first division athletics clubs Addis Ababa. Based on the data analyzed and the research questions raised the researcher summarized the study as follows;

Analysis of the collected data showed the following results;

- Athletics clubs in Addis Ababa do not follow standard procedures for athletics development for the reasons of lack of training field, shortage of qualified and experienced coaches, and so on.
- Most athletics clubs in Addis Ababa organized in the base of governmental organization.
- Parents have a significance influence on athletes' performance development and career.
- Qualified and experienced coaches all rounded coaches have great influence for athletics development even in the absence of materials and training fields.
- The most influenced socioeconomic problems for athletic development in the clubs were training fields, materials and qualified coaches.

#### **5.2 Conclusions**

Based on the result of this study the following conclusions are presented:

1. The age of respondent athletes has been found in between 18 to 30 at 95%. This indicates that majority of athletes' age appropriate for the athletic performance. But when we see the age of athletes joined the club, only 73% joined at the age of 18 to 25 while 21% are early developers in the age range of 12 to 17.

Côté (1999) furthered the work of Bloom (1985) recommended that, by developing a sport-specific model of talent development, work with families of elite Canadian throwers and tennis players lead to the idea that talent development in sport is encompassed by sampling years (ages 6-12), specializing years (ages 13-15), and investment years (ages 16+).

2. In beginning running and exercise, 50% of athletes have started in the right age 10 to 15, and 43% at the age of 16 to 25 which is at performance and competition age level.
3. In the case of training majority of respondents (athletes, coaches and administrators) 69% conformed that clubs did not have enough training fields. For example in table 8, 52% of respondent athletes do their training in any suitable places , 6% on places prepared by athletics federation, while 41% use other mechanisms like rent fields and gyms, nearest places and forest. Training programs were not adequate for 34% of the athletes for inadequate facility and technique, coaches also conformed that training programs were not adequate and satisfactory for athletes. More over majority of coaches did not have knowledge and experience for the programs and were not positive thinkers for athletes, because of lack logically organizing the training programs and confidence. The training load and method were not suitable with athletes' interest and maturity level. Coaches agree that there was a shortage (100%) of qualified and experienced coaches for all disciplines' in the clubs.
4. Most training martial are imported, not fabricated in Ethiopia. To fulfill these materials they need very high cost which is beyond the buying capacity of clubs. For these matters, training is not satisfactory for athletes.
5. Therefore 31% of athletes did not want to stay in their club for the reasons inability to fulfill materials, batter salary, and no hope to see performance improvement.
6. In case of human resources, in these 3 clubs, 5 coaches of first degree level qualification, 10 at diploma level, and the rest 4 are 12+ levels. While in other managerial portion 3 at second degree level, 3 at first degree level, 11 at diploma level, and the rest 11 were bellow diploma.
7. 39% of athletes responded that their cultural background had influenced their athletic performance.
8. All clubs were organized by government. They run by management committee. How ever additional problems were responded by coaches are:

- Administrative problems organizational, club managers appointed by political affiliation, not professional base which lacks knowledge and interest of athletics development. Unrelated and ill qualification leaders could not progress the development of athletics and athletes.
  - There is no coordination and cooperation among the clubs unto national team.
  - Athletes who take training from the club and also by their personal manager loss their energy and exposure to injury by over- training problem.
  - Personal interest out weighs organizational interest, mission and goal.
9. In case of economic factors, 97% of respondent athletes were paid their salary from the clubs, and 57% of were not satisfied by their financial payment / status for it did not cover costs of training materials, transportation, food allowance and house rent. In terms of capability to access proper nutrition, 75% of coaches conformed that athletes could not take enough nutrition every time due to shortage of finance. 50% of the respondent athletes were fulfilling training materials by their own. Their parents' were also poor to support them; hence, 52% of athletes' parents own a monthly salary below birr 900. Only 33% of the parents get above birr 1000 per month. This means that the parental support is minimal. Even though, 76% of respondent athletes believe that their parents support is high in paying rent gym, buying training materials providing advice, supply food. The inability to fulfill the training materials, enough salary, made 31% of athletes to leave their clubs.
10. For the future, coaches and managers, assume that it would be good that clubs better organized by government at 83% for proper ownership, responsibility and adequate support and facility and easy of resource mobilization, while 8% prefer private ownership and 8% business organization to manage for secured and diversified financial base.
11. To determine budget sufficiency in each club for the athletics development, it was impossible to get the annual budget from the clubs except from Ethiopia Bank sport club.

### **5.3 Recommendations**

After gathering the necessary data, analyzing and interpreting the data the following recommendations are forwarded in order to develop athletics better than the present,

- Clubs' leadership should be on the basis of qualification and full interest to the athletics development (rather than political affiliation).
- Appropriate, adequate and knowledgeable coaches should be assigned. With unsatisfied coaches, what success would be achieved further?
- Enough and adequate salary should be paid for athletes, coaches and managers.
- Accountability and responsibility should be in place.
- Training facilities and well established programs need to be in place.
- Training materials production and access should be encouraged to be produced domestically.
- Integrations and coordination's of available resources among clubs, stake holders, and federation shall be given in to consideration.
- Progressive training, equal opportunity and treatment should be given for athletes' disregard of athlete's sex, color, ethnicity, religion, Oregon, etc...
- Athletics training progress should base from appropriate age starting from schools and should grow to competition and club athletes.

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**APPENDIX .A**

በአዲስ አበባ ዩንቨርሲቲ በሳይንስ ፋካሊቲ በስፖርት ሳይንስ ትምህርት ክፍል በአትሌቲክስ የድህረ ምረቃ ፕሮግራም ለተመረጡ የ1ኛ ደረጃ ክሊብ አትሌቶች የቀረበ የመረጃ ማሰባሰቢያ መጠይቅ።

**የመጠይቁ ዓላማ:** -ይህ መጠይቅ የተዘጋጀው ማህበራዊና ኢኮኖሚያዊ ሁኔታዎች አንደ ስልጠና፣ የወላጆች ተፅእኖ፣ አካባቢ፣ አሰልጣኞች፣ ባህል፣ አመጋገብ፣ የእድገት ደረጃ በአትሌቶች ላይ የሚያበረክተውን አስተዋኦ ለማጥናት ነው።

**መመሪያ:-1** ለጥያቄዎቹ በቅንነትና በታማኝነት መላስ ከሰጠህ/ሽ/ በኋላ መልስ ተሰጠበትን መጠይቅ እንድትመልሱልኝ በማክበርና በትህትና እጠይቃለሁ።

- 2. ስም መጻፍ አያስፈልግም።
- 3. ባዶ ቦታዎ ላይ አጭር መልስ ስጡ።
- 4. በምርጫው ጥያቄዎች ፊት ለፊት ላይ በባዶው ሳጥን ውስጥ(✓) ምልክት አድርግ/ጊ/።

**አመሰግናለሁ !!**

**ክፍል አንድ**

- 1. ክፍለ ከተማ -----
- 2. ወረዳ -----
- 3. እድሜ -----
- 4. ፆታ ወ  ሴ
- 5. የትምህርት ደረጃ

ማንበብና መጻፍ አልችልም  12ኛ ክፍል ያጠናቀቀና የሙያስልጠና

ማንበብና መጻፍ (1-8)  ዲፕሎማ የተመረቀ

ሁለተኛ ደረጃ (9-12)  የመጀመሪያ ዲግሪና በላይ

**ክፍል ሁለት**

6. የተቀጠርህበት ክለብ የወር ደመወዝ ይከፍልህል/ሻል/?  
 ሀ. አዎ  ለ. የለም
7. መልስህ/ሽ/ የለም ከሆነ ምክንያቱን ጻፍ/ፊ/ -----  
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8. የሚከፈልህ/ሽ ደመወዝ በቂ ነው ብለህ/ሽ/ ታምናለህ/ሽ/?  
 ሀ. አዎ  ለ. አይደለም
9. በተራቁጥር 8 ላይ መልስህ/ሽ አይደለም ከሆነ ምክንያቱን ዘርዝር/ሪ -----  
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10. የልምምድ ቁሳቁሶችንና ትጥቆችን ከየት ታገኛለህ/ሽ?  
 ሀ. ከክለቡ  ለ. በራሴ አሟላለሁ
11. ክለቡ በቂ የልምምድ ሜዳ አለው?  
 ሀ. አዎ  ለ. የለውም
12. በቁጥር 11 መልስህ/ሽ የለውም ከሆነ ልምምድ የት ትሰራላችሁ?  
 ሀ. በሚመቸኝና በሚስማማኝ ቦታ እመረጥን   
 ለ. የአዲስ አበባ አትሌቲክስ ፌዴሬሽን ባመቻቸልን   
 መ. ሌላ ዘዴ ካለ ዘርዝር/ሪ -----  
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 -----
13. የሚሰጣችሁ ልምምድ በቂና እናንተን የሚያረካ ነው?  
 ሀ. አዎ  ለ. አይደለም
14. በተራቁጥር 13 መልስህ/ሽ አይደለም ከሆነ ምክንያቱን ዘርዝር -----  
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15. ከልምምድ በኋላ መኖሪያህ/ሽ የት ነው?  
 ሀ. በክለቡ ካምፕ ውስጥ  ለ. በራሴ ቤት ተከራይቼ  መ. ከቤተሰብ ጋር አብራ
16. ክለቡ የተማረና ልምድ ያለው አሰልጣኝ አለው?  
 ሀ. አዎ  ለ. የለውም
17. በተራቁጥር 16 መልስህ የለውም ከሆነ ልምምድ እንዴት ተሰራለህ/ሽ ዘርዝር/ሪ -----  
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18. የአሰልጣኙን የወር ደመወዝ ማን ይሸፍናል?  
 ሀ. ክለቡ  ለ. በአትሌቶች መውጫ  መ. ፌዴሬሽኑ  ሰ. ከመንግስት
19. ለወደፊቱ በክለቡ ለመቆየት ታስባለህ/ሽ?  
 ሀ. አዎ  ለ. አልቆይም
20. በተራቁጥር 19 መልስህ/ሽ አልቆይም ከሆነ ምክንያቱን ዘርዝር -----  
 -----  
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21. በልምምድና በወድድር ጊዜ የቀን ወጭህ/ሽ በማን ይሸፈናል?

ሀ.በክለቡ  ለ.በስፖንሰር  መ.በፌደሬሽን  ሰ.ሌላ ካለ-----

22. በወድድር ስታሽንፍ/ፊ ክለቡ የማበረታቻ ሽልማት ይሰጣል?

ሀ. አዎ  ለ.የለም  መ. አልፎአልፎ

23. የክለቡ አስተዳደር ለአትሌቲክስ ስልጠና እድገት አስተዋፅኦ ያበረክታል?

ሀ. አዎ  ለ.የለም

24. በተራቁጥር 23 መልስህ/ሽ የለም ከሆነ ምክንያቱን ዘርዝር-----

25. በምን ያህል እድሜ ክለብ ወስጥ ተቀጠርህ/ሽ? ዓ/ፊ-----

26. ሩጫ ስትጀምር/ሪ እድሜህ ምን ያህል ነበር? ዓ/ፊ-----

27. በአካባቢህ/ሽ ያለው ባህል በሩጫ ወጤት ላይ ተፅእኖ አለው ብለህ ታምናለህ/ሽ?

ሀ. አዎ  ለ. የለም

28. በተራቁጠር 27 መልስህ/ሽ አዎ ከሆነ ግለፅ/ጭ -----

29. የቤተሰብህ/ሽ ትምህርት ደረጃ

ማንበብና መጻፍ አይችሉም  12ኛ ክፍል ያጠናቀቀና የመ-ያስልጠና

ማንበብና መጻፍ (1-8)  ዲፕሎማ የተመረቀ

ሁለተኛ ደረጃ (9-12)  የመጀመሪያ ዲግሪና በላይ

30. የቤተሰብህ/ሽ የገቢ መጠን በብር

ሀ.ከ300 በታች  ለ.ከ 300-500

መ. ከ600-900  ሰ.ከ1000 በላይ

31. በአትሌቲክስ ስፖርት እንድትበረታ/ች ወላጆችህ/ሽ ያበረታቱህ/ሽ እና ይደግፉህ/ሽ ነበር? ሀ. አዎ

ለ.የለም

32. በተራቁጥር 31 መልስህ/ሽ አዎ ከሆነ እንዴት እንደነበር ዘርዝር/ሪ-----

33. በአትሌቲክስ ስፖርት እንድትገፋ-በት/ፊ-በት ተጨማሪ አስተዋፅኦ ያበረከተልህ/ሽ ካለ ይገለፅ:-----

**APPENDIX .B**

በአዲስ አበባ ዩንቨርሲቲ በሳይንስ ፋካሊቲ በስፖርት ሳይንስ ትምህርት ክፍል በአትሌቲክስ የድህረ ምረቃ ፕሮግራም ለተመረጡ የ1ኛ ደረጃ ክለብ ለአሰልጣኞች የቀረበ የመረጃ ማሰባሰቢያ መጠይቅ።

የመጠይቁ ዓላማ፡ -ይህ መጠይቅ የተዘጋጀው ማህበራዊና ኢኮኖሚያዊ ሁኔታዎች አንደ ስልጠና፣ የወላጆች ተፅእኖ፣ አካባቢ፣ አሰልጣኞች፣ ባህል፣ አመጋገብ፣ የእድገት ደረጃ በአትሌቶች ላይ የሚያበረክተውን አስተዋኦ ለማጥናት ነው።

መመሪያ፡-1 ለጥያቄዎቹ በቅንነትና በታማኝነት መላስ ከሰጠህ/ሽ/ በኋላ መልስ ተሰጠበትን መጠይቅ እንድትመልሱልኝ በማክበርና በትህትና እጠይቃለሁ።

- 2. ስም መጻፍ አያስፈልግም።
- 3. ባዶ ቦታዎ ላይ አጭር መልስ ስጡ።
- 4. በምርጫው ጥያቄዎች ፊት ለፊት ላይ በባዶው ሳጥን ውስጥ(✓) ምልክት አድርግ/ጊ/።

**አመሰግናለሁ !!**

**ክፍል አንድ**

- 1. ክፍለ ከተማ -----
- 2. ወረዳ -----
- 3. እድሜ -----
- 4. ያታ ወ  ሴ
- 5. የትምህርት ደረጃ

ማንበብና መጻፍ አልችልም  12ኛ ክፍል ያጠናቀቀና የሙያስልጠና

ማንበብና መጻፍ (1-8)  ዲፕሎማ የተመረቀ

ሁለተኛ ደረጃ (9-12)  የመጀመሪያ ዲግሪና በላይ

**ክፍል ሁለት**

- 6. በክለቡ ውስጥ ያለህ/ሽ ድርሻ ምንድን ነው?  
ሀ. ባለቤት  ለ. ሸር  መ. ተቀጣሪ
- 7. በክለቡ ውስጥ ተጠሪነትህ/ሽ ለማን ነው?

- ሀ. ለተመረጡ የማይገኝሁት ኮሚቴዎች  ለ. ለክለቡ ባለቤቶች
8. በክለቡ ቆይታህ የወር ደመወዝህን/ሽን ማን ይከፍልሃል/ሻል?  
ሀ. ክለቡ  ለ. በአትሌቶች  መ. የክለቡ ባለቤቶች  ሰ. በስፖንሰር ተፈልጎ
9. በክለቡ በአስልጣኝነት ስትቀጠር/ሪ በምን ሁኔታ ነው?  
ሀ. በቋሚነት  ለ በጊዜያዊነት
10. የአትሌቲክስ ክለቦች በምን አይነት ሁኔታ ቢደራጁ ወ.ጤታማ ይሆናሉ ብለህ/ሽ ታምናለህ/ሽ?  
ሀ. በግል  ለ. በመንግስት  መ. በገቢ ማስገኛ ደርጅት
11. በተራቁጥር አስር ላይ ለሰጠኸው/ሽው መልስ ምክንያቱን ማብራሪያ ስጥ/ሰጭ -----  
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12. አሁን አንተ/ቺ የምትሰራበት/ሪበት ክለብ አደረጃጀት እንዴት ነው ?  
ሀ. በግለሰብ  ለ. በመንግስት   
መ. ገቢ ማስገኛ ድርጅት  ሰ. ሌላ ግፍ/ፊ-----
13. የክለቡ የአስተዳደር ሰራተኞች ስለአትሌትክስ እድገትና ስልጠና በቂ ትምህርትና እውቀት አላቸው ?  
ሀ. አዎ  ለ. የላቸውም  መ. አላውቅም
14. የአስልጣኞች ብቃት ለክለቡ መጠንከር አስተዋፅኦ አለው?  
ሀ. አዎ  ለ. የለውም  መ. ብዙም አይደለም
15. ለጥያቄ ተራቁጥር 14 መልስ ማብራሪያ ስጥ -----  
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16. አስልጣኝ የሚያወጣቸው የስልጠና ፕሮግራሞች ለአትሌቶች ስልጠና በቂ ናቸው ብለው ይምናሉ?  
ሀ. አዎ  ለ. አይደለም
17. በተራቁጥር 16 መስጠ አይደለም ከሆነ ምክንያቱን ያስረዱ-----  
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18. ክለቡ በቂ የአትሌቲክስ የስልጠና ቁሳቁስ አለው?  
ሀ. አዎ  ለ. የለም
19. በተራቁጥር 18 ላይ መልስዎ የለውም ከሆነ መንስኤው ምንድን ነው?-----  
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20. በክለቡ ውስጥ ለሁሉም የአትሌቲክስ የስልጠና አይነቶች በቂ የተማረና ልምድ ያለው/ላት አስልጣኝ አለ ብለው ያምናሉ ?  
ሀ. አዎ  ለ. የለም
21. በተራቁጥር 20 ላይ መልስዎ የለም ከሆነ የእጥረቱን ምክንያት ይግለፁ-----  
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22. በስልጠና ፕሮግራም ላይ የአትሌቶች የእድሜ ልዩነት በስልጠናው ላይ ተፀኝኖ አለው?  
ሀ. አዎ  ለ. የለውም

23. በጥያቄ ተራቁጥር 22 መልስዎ አዎ ከሆነ ምክንያቱን ዘርዝሩ።-----  
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24. በአትሌቶች የሩጫ ወ.ጤት ላይ ባህል፣ ዘር፣ ያታና ብሄር ተፅእኖ አለው ብለው ያምናሉ ?  
ሀ. አዎ  ለ. የለውም
25. በጥያቄ ተራቁጥር 24 መልስዎ አዎ ከሆነ እንዴት?-----  
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26. እንደ አሰልጠኝ አትሌቶች ከሰልጠና በኋላ በቂና ተመጣጣኝ ምግብ ሁልጊዜ ያገኛሉ ብለው ያምናሉ?  
ሀ. አዎ ለ. የለም  መ. አልፎ አል
27. የአትሌቶችን የአመጋገብ ሁኔታ ማወቅ በአትሌቶቹ የሩጫ ወ.ጤት ጠቃሚ ነው ብለው ያምናሉ?  
ሀ. አዎ ለ. አ  ለም
28. በጥያቄ ተራቁጥር 27 መልስዎ አዎ ከሆነ እንዴት?-----  
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29. በኢትዮጵያ የአትሌቲክስ እድገት ችግሮች የሚሏቸውን ይዘርዝሩ። -----  
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30. ሌሎች አትሌቶች በስፖርቱ አንዲበረቱ ድጋፍ ያደርገሉ የሚሏቸውን ነገሮች ይዘርዝሩልን።-----  
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**APPENDIX .C**

በአዲስ አበባ ዩንቨርሲቲ በሳይንስ ፋካሊቲ በስፖርት ሳይንስ ትምህርት ክፍል በአትሌቲክስ የድህረ ምረቃ ፕሮግራም ለተመረጡ የ1ኛ ደረጃ አትሌቲክስ ክለብ አስተዳር የቀረበ የመረጃ ማሰባሰቢያ መጠይቅ።

**የመጠይቁ ዓላማ:** -ይህ መጠይቅ የተዘጋጀው ማህበራዊና ኢኮኖሚያዊ ሁኔታዎች አንደ ስልጠና፣ የወላጆች ተፅእኖ፣ አካባቢ፣ አሰልጣኞች፣ ባህል፣ አመጋገብ፣ የእድገት ደረጃ በአትሌቶች ላይ የሚያበረክተውን አስተዋኦ ለማጥናት ነው።

**መመሪያ:-**1. ለጥያቄዎቹ በቅንነትና በታማኝነት መላስ ከሰጡ በኋላ መልስ ተሰጠበትን መጠይቅ እንድትመልሱልኝ በማክበርና በትህትና እጠይቃለሁ።

- 2. ስም መጻፍ አያስፈልግም።
- 3. ባዶ ቦታዎች ላይ አጭር መልስ ስጡ።
- 4. በምርጫው ጥያቄዎች ፊት ለፊት ላይ በባዶው ሳጥን ውስጥ(✓) ምልክት አድርግ/ጊ/።

**አመሰግናለሁ !!**

**ክፍል አንድ**

- 1. ክፍለ ከተማ -----
- 2. ወረዳ -----
- 3. እድሜ -----
- 4. ፆታ ወ  ሴ
- 5. የትምህርት ደረጃ
 

ማንበብና መጻፍ አልችልም <input type="checkbox"/>	12ኛ ክፍል ያጠናቀቀና የሙያ ስልጠና <input type="checkbox"/>
ማንበብና መጻፍ (1-8) <input type="checkbox"/>	ዲፕሎማ የተመረቀ <input type="checkbox"/>
ሁለተኛ ደረጃ (9-12) <input type="checkbox"/>	የመጀመሪያ ዲግሪና በላይ <input type="checkbox"/>

**ክፍል ሁለት**

- 6. ክለቡ ተጠሪነቱ ለማን ነው?
 

ሀ. ለግል ካንፓኒ <input type="checkbox"/>	ለ. ለግለሰብ <input type="checkbox"/>	መ. ለመንግስታዊ ድርጅት <input type="checkbox"/>
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- 7. ክለቡ የአደረጃጀት ፖሊሲ አለው?

ሀ. አዎ  ለ. የለውም

8. በጥያቄ ተራቁጥር 7 መልስወ አዎ ከሆነ ስለፖሊሲወ ባጭሩ ይግለፁ -----  
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9. ክለቡ የሚመራው በማን ነወ?  
ሀ. በክለቡ ማኔጅመንት አካላት   
ለ. በኮሚቴ አካላት   
መ. በክለቡ ባለቤት   
ሰ. በጠቅላላ ጉባኤ

10. ክለቡ ጠቅላላ ጉባኤ ያካሂዳል?  
ሀ. አዎ  ለ. አያካሂድም

11. የክለቡ ገቢ ምንጭ ክየት ነወ?  
ሀ. ስፖንሰር  ለ. በክለቡ ባለቤቶች   
መ. ድርጅት  ሰ. ሌላ

12. ክለቡ አትሌቶችን እያበቃ ወጭ ወድድር ይልካል?  
ሀ. አዎ  ለ. የለም

13. ክለቡ ከአትሌቲክስ ፌደሬሽን የገንዘብና የቁሳቁስ እርዳታ ያገኛል?  
ሀ. አዎ  ለ. አያገኝም

14. ክለቡ እንዴት ተደራጅ?  
ሀ. በግለሰቦች  ለ. በመንግስት  መ. በበጎ አድራጊዎች

15. ክለቡ እንደ ተቋም መቀጠል የሚችለወ እንዴት ነወ?  
ሀ. ክለቡ በራሱ የራሱን ገቢ እያመነጨ   
ለ. በበጎ አድራጊዎች እየተረዳ   
መ. ሁሉም ተሟልቶለታል

16. ክለቡ የወስጥ አሰራር ህግና ደንብ አለወ?  
ሀ. አዎ  ለ. የለውም

17. በጥያቄ ተራቁጥር 16 መልስዎ አዎ ከሆነ ህግና ደንቡ በተግባር ስራ ላይ ወሏል?  
ሀ. አዎ  ለ. አልቀለም

18. በጥያቄ ተራቁጥር 16 መልስዎ አልቀለም ከሆነ ምክንያቱን ይግለፁ -----  
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19. ክለቡ በቂ የተማሩ የአስተዳደር አካላት አሉት?

የት/ት ደረጃ	ወንድ	ሴት
ሁለተኛ ዲግሪ		
አንደኛ ዲግሪ		
ዲፕሎማ		
ሌላ		

20. ክለቡ በቂና የተማሩ አሰልጣኞች አሉት ? በቁጥር ይግለጹ።

የት/ት ደረጃ	ወንድ	ሴት	ድምር
ሁለተኛ ዲግሪ			
አንደኛ ዲግሪ			
ዲፕሎማ			
ሌላ			

21. የክለቡ በአመት ጥቅል በጀት ምን ያህል ነው?

በ2004 ዓ.ም	በ2003 ዓ.ም	በ2002 ዓ.ም

22. ክለቡ በቂና የተማሩ አሰልጣኞች አሉት

ሀ.አዎ  ለ.የለም

23. በክለቡ ወስጥ አትሌቶች ሲቀጠሩ የጾታ፣ የዘርና የብሄር ማመጣጠኛ ዘዴ አለ?

ሀ.አዎ  ለ.የለም

24. በክለቡ በቂ የልምምድ ቦታዎች ተሟልተዋል ይላሉ ?

ሀ. አዎ  ለ.ይቀረዋል  መ.የለም

25. በጥያቄ ተራቁጥር 23 መልስዎ የለም ከሆነ ልምምድ እንዴት ይሰራል? -----

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26. በክለቡ የልምምድ መመሪያና ማኑዋል በቂ የተሟላ አለ?

ሀ. አዎ  ለ.የለም

27. በጥያቄ ተራቁጥር 25 መልስዎ የለም ከሆነ ልምምድ እንዴት ይሰራል? -----

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28. በክለቡ አዳዲስ አትሌቶች ሲቀጠሩ የምርጫ መስፈርት በእድሜ፣ በጾታ፣ በትምህርት ደረጃ፣ በወ.ጤትና በብሄር የተዘጋጀ አለ?

ሀ. አዎ  ለ. የለም

29. በጥያቄ ተራቁጥር 27 መልስዎ አዎ ከሆነ ቢያብርሩልን -----

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## **APPENDIX .D**

Addis Ababa University

School of graduate studies

College of Natural Science

Department Of Sport Science

Questionnaire to be filled with Athletes

**Objectives:-** The objective of this questionnaire is to know (check) whether socio economic factors training, parental influence, environmental, coaching and instruction, culture, race, nutrition, maturation factors influence athletics training in some selected clubs in Addis Ababa city administration.

**Directions:** - 1. You are politely requested in advance to turn back this questionnaire after you fill the required information's genuinely.

2. You do not write your name.

3. Give short answer in the black spaces provided.

4. Put the tick (✓) in the box to indicate your choice.

Thank you in advance for your kind cooperation!

**Part I. Demographic characteristics of respondents.**

1. Kefle ketema /sub city -----

2. Woreda -----

3. Age -----

4. Sex    male            Female \

5. Educational level

Illiterate

Primary school (1-8)

Secondary school (9, 12)

Grade 12 completed and some training

Diploma holder

B.SC/B.A and above



a. By the club      b. By sponsorship      c. By the federation      d .any other -----  
-----  
-----

22. Is their prize and incentive during wining competition in the club?

a. Yes                      b. No                      c. occasionally

23. Do you believe the administration is doing its best in the development of the club?

a. Yes                                      b. No

24. If it is “no” mention the reason? -----  
-----  
-----

25. At what age do you joined in the club? Write it-----

26. At what age did you started athletics training? Write it-----

27. Do you think that your cultural back ground has influence in your athletic performance?

a. Yes                                      b. No

28. If it is “Yes” how? -----  
-----  
-----

29. Your parents educational level

Illiterate

Grade 12 completed and some training

Primary school (1-8)

Diploma holder

Secondary school (9, 12)

B.SC/B.A and above

30. Your parents income per month

a. Less than 300      b.300-500      c. 600-900      d. 1000 and above

31. Do your parents have role in your athletics career?

a. Yes                                      b. No

32. If your answer is” yes” justify your idea -----  
-----  
-----

33. If there are other factors and people who contribute for your athletics development mention them -----  
-----  
-----

## **APPENDIX .E**

Addis Ababa University

School of graduate studies

College of Natural Science

Department Of Sport Science

Questionnaire to be filled with Athlete's coaches.

**Objectives:** The objective of this questionnaire is to know (check) whether socio economic factors training, parental influence, environmental, coaching and instruction, culture, race, nutrition, maturation factors influence athletics training in some selected clubs in Addis Ababa city administration.

Directions: 1.You are politely requested in advance to turn back questionnaire after you fill the required information's genuinely.

2. You do not write your name.
3. Give short answer in the black spaces provided.
4. Put the tick (✓) in the box to indicate your choice.

Thank you in advance for your kind cooperation!

Part I.Demographic characteristics of respondents.

1. Kefle ketema /sub city -----
2. Woreda -----
3. Age -----
4. Sex     male                      Female

5. Educational level
- |                          |                                      |
|--------------------------|--------------------------------------|
| Illiterate               | Grade 12 completed and some training |
| Primary school (1-8)     | Diploma holder                       |
| Secondary school (9, 12) | B.SC/B.A and above                   |

Part II: - Socio economic questions for respondents.

6. What is your position in the club?  
 a. Owner      b. share of the club      c. Fee caned
7. To whom you are accountable?  
 a. To elected management committee      b. To owners of the club
8. If you are her who pay your salary?  
 a. The club      b. The athletes      c. Owner of the club      d. Sponsorship
9. Are you hired in the club on the bases of what?  
 a. Permanent      b. Temporary
10. What kind of organization do you think appropriate to athletics clubs?  
 a. Individualized      b. Governmental      c. Business organization
11. Please explain the answer on number ten why?  
 -----  
 -----
12. What is the organization of your present club?  
 a. Individualized      b. Governmental      c. Business organization      d. other
13. Does the management of the clubs have ample knowledge and initiative on athletics development?  
 a. Yes      b. No      c. I do not know
14. Does the competence of the coaches greatly contribute to the existence of the club?  
 a. Yes      b. No      c. Not match
15. Please explain the answer on number 14.  
 -----  
 -----
16. Do you believe that training programs are enough for your athletes?  
 a. Yes      b. No
17. If it is “no” justify the reason? -----  
 -----  
 -----
18. Do you think that your club has enough training facilities for athletics training?

a. Yes                      b. No

19. If it is “No” why write the reason? -----  
-----  
-----  
-----

20. Do you think that your club has enough coaches with qualification and experience for all disciplines in the club?

a. Yes                      b. No

21. If it is “No” why write the reason? -----  
-----  
-----

22. Do you think age factors are affecting the training program in your duty?

a. Yes    b. No

23. If it is “Yes” How? -----  
-----  
-----

24. Do cultural (race, gender and ethnicity) matter in your training and athletics performance?

a. Yes    b. No

25. If it is “Yes” How? -----  
-----  
-----

26. Do you believe that your athletes take appropriate nutrition every time?

a. Yes    b. No

27. Do you believe that knowing your athletes nutritional habit is important for athletes’ development?

a. Yes    b. No

28. If it is “Yes” How? -----  
-----  
-----

29. Mention that problems of athletics development in Ethiopia -----  
-----  
-----

30. Write other related factors for athletics development in Ethiopia.-----  
-----  
-----

## **APPENDIX .F**

Addis Ababa University

School of graduate studies

College of Natural Science

Department Of Sport Science

Questionnaire to be filled with club administrators.

Objectives:- The objective of this questionnaire is to know (check) whether socio economic factors training, parental influence, environmental, coaching and instruction, culture, race, nutrition, maturation factors influence athletics training in some selected clubs in Addis Ababa city administration.

Directions: 1. You are politely requested in advance to turn back this questionnaire after you fill the required information's genuinely.

2. You do not write your name.
3. Give short answer in the black spaces provided.
4. Put the tick (✓) in the box to indicate your choice.

Thank you in advance for your kind cooperation!

Part I. Demographic characteristics of respondents.

1. Kefle ketema /sub city -----
2. Woreda -----
3. Age -----
4. Sex      male                  Female
5. Educational level  
Illiterate                                  Grade 12 completed and some training  
Primary school (1-8)                          Diploma holder  
Secondary school (9, 12)                          B.SC/B.A and above

Part II: - Socio economic questions for respondents.





29. If your answer “yes” justify it.-----  
-----  
-----  
-----

**DECLARATION**

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

Name BIRHANU MENGHESHA

Signature-----

Date of submission -----Sept.-2012

This thesis has seen submitted for examination with my approval as a university advisor.

Name MEBRATU BELAY (ASSO.PROF.)

Signature-----

Date of approval -----

