

**PRACTICE AND CHALLENGES OF TALENT
IDENTIFICATION OF HANDBALL PLAYERS: THE
CASE OF FIVE SUB-CITY OF ADDIS ABABA CITY
ADMINISTRATION**

BY

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Practice and Challenges of Talent Identification of Handball Players: The Case of Five Sub-City Of Addis Ababa City Administration

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ABSTRACT

The purpose of this study was to investigate practice and challenges of talent identification of handball players in some selected sub-cities. To achieve the purpose of the study descriptive survey design was employed. The study area covers Five sub-cities (Lideta, Arada, Adis Ketema, Yeak and Kirkos). From five sub cities 110 participants were selected by using purposive sampling techniques. To collect pertinent data questionnaires and interview were used. The data collected through questionnaires were analyzed by quantitative whereas interview part analysis through qualitative method.

The result showed that there were shortage of awareness lack of facilities, shortage talent identification manual, lack of integration and motivation from federal level up to woreda. Based on the result coaches should update themselves by enhancing their knowledge and skill the stake holders must provide sufficient budget and facilities and this must be followed by serious control, support and supervision of sport personnel's.

The researcher recommends that to carry out the talent identification procedure the federal sport commission must prepare criteria and strategic plan, the Addis Ababa handball federation and sub cities should create conducive environment for coaches in the process of identifying, monitoring and nurturing talented handball players towards realizing their potential.

Key words: coaches, facility, sport, talent detection, talent identification and talent development.

Acronyms

A.A	Addis Ababa
A.A.U.	Addis Ababa University
A.F.EP.ME.	Agility, flexibility, explosive power, muscular endurance
DTS	Development of talent study
H.W.AL.LL.	Height, weight, arm length, leg length
IAAF	International amateur athletic federation
IAHF	International amateur handball federation
IHF	International handball federation
S.U..P.S.	speed, understanding, personality skill
T.A.B.S.	Technique, attitude, balance, speed
TD	Talent detection
TI	Talent identification
T.I.P.S.	Talent, Intelligence, personality, speed
T.I.D.	Talent identification and development
N.G.B.S.	National Governing bodies of sport

CHAPTER I

INTRODUCTION

1.1. Back Ground of the study

Sports are not merely fun, games and diversion or entertainment in sports athletes often strive for perfection just as many persons do in religious order. In sports as religion there are heroes and heroines who provide models to the perfection to be strived for, who are admired for what they did becoming almost like saint such as the religious nature of sports.

Since ancient times, sports activities in the shape of running, jumping throwing have been a natural part of man's existence whether it was hunting animals for food or escaping from the wild and dangerous species. However, these activities became pleasurable and competitive, leading to desire for improving his own speed of movement or ability to complete in these competitions. The development in the present country in all walk of human life has surprised the progress of thousands of years and sports also a part of life. It has become a very important and integral part of the total educational process. Through the well directed programme, children develop skills for the worth use of leisure time, engage in activities that are conducive to healthy living and all the endeavours lead to their physical, social, mental and emotional health. Kristabl (1997)

According to Rowey (1992), suggested that In competitive sports, there is inter play of numerous factors, physique and condition of health, physic values, general physical fitness, technical efficiency, specific capacity of the organics tactical skills and competitive experience are some of the principal factors, which influence results attained by sports person. The present state of competitive sports that is the peak performance of large number of sports persons in great majority of sports disciplines came close to the prevailing

world is a proof that great performed in sports is no larger a primarily question of available facilities are even less, often the results of purely individual effects. But the outcome of deliberately planned scientifically based advanced training techniques, designed to improve the standard of performance. now it has become a necessity to identify and select a future elite athlete in right in childhood or adolescent it takes many years of intensive regular training till an international sports performance is levels achieved.

Each individual or team which participate in any sports participate in any sports events wants to win because society attached great significance to winning according to Rowey (1992) “performance is the key note of all sports its basic principle. since sports have because a prestigious aspect to prove ones superiority the philosophy of participate in a games and sports has under gone a great change” sports are in any form of playful competition whose outcome is determined by physical skills strategy or chance employed handball is no exception and also has been considered a games and sports as it involves competition use of physical skill and strategy.

Talent identification is a process of recognizing current participants with the potential to become elite players it entails predicting performance over various periods of time by measuring physical, physiological, psychological and sociological attributes, as well as technical abilities either alone or in combination (Regnier, Salmela and Russea, 1993) Most training systems particularly those in the early stages of development do not include complex talent identification system because, there is a desire to train all those show an interest and commitment whether talent or not.

In Addis Ababa the practice of talent identification process was in implemented by observation of players current or previous performance that means by competition experience and accepting coach idea, these trade is not enough to talented player.

The goal of every coach is to improve the performances capability of his or her players, the inborn ability of each athlete to adapt and respond to the training program will greatly influence the end result. Therefore each and every coach should find out those players with the best performance to succeed.

Competition has only relatively recent that systematic talent identification has become a part of sport around the world (BaurJ. 1968) and Bompa 1985). Competitive sports are present at all level in Ethiopia and handball is one of these sports. Talent identification for competition has in reality been operating every since organized competitive sport began and talent identification allows countries to get the best form of its limited sporting recourses. But so far talent identification has not been practiced. So the researcher conducts this research with specific reference of Addis Ababa Hand ball federation and some selective sub cities to search positive effect of talent identification to promote and accurate identified individuals to an elite level and aiding the main reaching a performance level that is competent to be international level.

1.2. Statement of the problem

When we see handball sport in Ethiopia it took half of century. The period 1960 up to 1983 E.C we can say it was good era for handball sport there was strong competition a companied by a different department of military force clubs and civil and also it was participated international level. During that period great attention was given even by higher officials it was highly armed by interested supporters. It was popular in some selected schools Meberatu (1986). Later declined and then revived after the sport policy was announced 1990 E.C, project work of talent identification was launched in 1996 E.C which is continued for four years season federal sport commission (2001). And it declined and stopped at the end. Again in 2006 E.C Different types of sport project is stretches in each sub city of Addis Ababa. Handball sport is one of

them. But the project done randomly i.e. scientific way of talent identification was not given much emphasis. Which means sub cites select talented player by observing their physical appearances, so these system was not enough and have to decide talented or not.

For the reason, this is why this research focused on practice and challenge of talent identification has been is worse condition. As a result to fill the gap on the practice and challenges of talent identification of handball players in some selected sub cities of Addis Ababa.

1.3. Research questions

To achieve the above objectives the fallowing basic questions were formulated.

1. Do talent identification currently carried out properly?
2. What are the strengths and weakness of handball sport talent identification process?
3. What are the major challenges to implement talent identification in Addis Ababa?
4. What techniques shall be developed to select handball players?

1.4. Objectives of the study

1.4.1. General objective

The main objective of this study is to investigate practices and challenge of talent identification of handball players in five sub cities of Addis Ababa.

1.4.2. Specific objectives

1. To assess the application of talent identification in handball federation.
2. Examining patterns of accessibility of resources at handball federation and sub cities in relation to promotion of handball sport.

3. To assess communication between the handball federations as well as the sub cities
4. Examining the challenges that may face handball federation and sub cities to practice talent identification.
5. To explore the states of selected sub cities the implementation of talent identification process?
6. To recommend alternative approaches in talent identification

1.5. Significance of the study

The researcher believed that this research work could be significant in the following ways.

- it could provide the federations, sport commission, sub cities and clubs to be aware of talent identification
- to suggest criteria's for selecting talented players
- it may encourage others to study the problem in a wider scope and depth

1.6. Delimitation of the Study

The boundary of the study is Addis Ababa city administration. To conduct the study through all Ethiopia is too much so that the 5 selected sub cities (Lideta, Arada, Adis Ketema, Yeka and Kirkose) are selected. However to elaborate more Addis Ababa sport commission training related experts, Addis Ababa handball federation and Ethiopia handball federation directors are included in the interview part.

1.7. Limitation of the study

Shortage of reference books on talent identification is one of the serious problems the researcher faced in conducting the research. in addition to this

some of the respondents are not willing to help. Also financial and time constraints were also some of the problems that the researcher faced.

1.8. Operational definition of terms

Coach: - a person who provides organized assistance to an individual and or a group of athletes in order to help them develop and improve their performance.

Facility: - it is a necessary condition or requirement before or during the training or competition.

Sport Commission: - a body organized to promote all sport activity.

Sport: - is an organized, competitive form of play

Talent detection: - the discovery of potential performers who are currently not involved in the sport in question.

Talent identification: - the process of recognizing current participants with the potential to become elite players.

Talent development:- Talent development implies that they have the opportunity to realize their potential.

1.9. Organization of the study

The study is divided in to five chapters. The first chapter deals with. Background of study, Statement of the Problem, Basic research questions, Objective of the study, Significance of the study, Delimitation of study, Limitation of the study, Operational definition and Organization of the study. The second chapter was Review of related literature. The third chapter deals with Research methodology and Procedures of the study, four chapter deals with presentation and interpretation of the data. Finally the fifth chapter provided summery conclusions and recommendations to the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. History of Handball in Ethiopia

When we come back the historical development of handball in Ethiopia according to Mebratu (1986), point out we will found that it was first introduced in 1960 EC. Particularly after a seminar was held by health and physical Education Teacher at A.A.U. Consquitively in 1961 E.C an official handball competition was held among different colleges under A.A.U.

In the same year a handball course was submitted by the sport guidance of the police army for sport leaders and trainers of the police army. After words a handball game was prepared and included in the annuny sport competitions that was held among the different sections of the police force in November 1971 a handball federation was established and it has started to carry out its duties even science. Flowingly Ethiopia has got a temporary acceptance of the IHF. After the establishment of the Handball Federation, in spite of its finical problems, annual completions were herd continuously till 1964 E.C As the result of the considerable effort made by the committee members of the national HF. In 1964 E.C Ethiopia has become a member of IHF and delegates were sent to take part in the conference made in Nurinbarg and Ethiopia had taken part in the Olympic prepared in Munica city and this could be considered as the first phase of the development of handball in Ethiopia. The second phase of its historical development was from 1965 up to 1968 E.c. during this time, handball has became much popular in the society and Ethiopia handball national team had taken part in the 21 Olympic game held in Motreal city of Canada. As the result the team has got a good result. (Ibid)

The third phase begins in 1969 E.C and extends up to the present time. In 1969 and 1970 E.C three consquitive courses were given for handball coaches

and many Ethiopian has benefitted from this courses and also many course were given for coaches and teachers of physical education beginning that time on wards. The handball has got various fundamental skills like player's stance and ball holding, passing, dribbling, shooting, rebounding, pivoting, screening and individual defense. (Ibid)

2.2. The historical background of talent identification

Bompa, (1985) stated that in years gone by and still in western countries an indivisible participation in a particular determined by such factors as "tradition" ideas, desire to take part in a sport according to its popularity, parental pressure, a high school teacher's specially, the proximity of sport facilities, etc.

This system can lead to more popular in a particular country having a point fall supply of athletes while the lower profile sports struggle for participants. But for many specialists involved in sport, hoping for talented individuals to identify themselves through competition, is not good enough for modern sport, instead, with the aid of sport scientists, many countries and individuals sports with in countries have developed specific methods to identify talented individuals and help these individuals choose the sport that is best suited to their abilities Bompa (1985).

Baur (1986) suggested, that talent identification through competition has in reality been operating every since organized competitive sport began. It has only been relatively recent the systematic talent identification has become a part of sport around the world

Eastern block countries like the German democratic republic, the soviet union, Bulgaria and Romania are example of countries that implemented state run to systematic talent identification programs are early at 1960's and 70's, Thomson (1992) while western countries such as Australia and the united states have topically attempted to have systems in place to develop talented

individuals after they have identified themselves through competition in their chosen sport.

2.3. Talent identification and talent development

According to Howe, Davidson and Sloboda (1998) argued that talent has several properties. First they suggested that talent may be characterized by properties that are genetically transmitted and partly innate. Talent may not be evident at an early age, but there will be some indicators that enable trained people to identify its presence. These early indicators of talent may provide a basis for predicting those individuals who are more or less likely to succeed at some later stage. Very few individuals are talented in any single domain; if all children were talented there would be no way to discriminate or explain differential success. Finally, talent is specific to that particular domain.

“Many great coaches are discovered once they have uncovered talented players” whilst the goal of every coach is to improve the performance capability of his /her players, the innate ability of each player to adapt and respond to the training program will greatly influence the end results. Therefore, every coach should seek out those athletes with the greatest potential to succeed. Thomas (1999) explained, these properties highlight the complex nature of talent and illustrate why there is no consensus of opinion regarding the theory and practice of talent identification in sport. At present, professional handball clubs rely on the subjective assessment of scouts and /or coaches, supported by a shopping list of key criteria. These criteria include acronyms such as H.W.A.L.L. (Height, Weight, Arm Length, Leg Length) T.A.B.S. (Technique, Attitude, Balance, speed) A.F.E.P.M.E. (Agility, Flexibility, Explosive power, muscular, endurance), S.U.P.S (speed, understanding, personality, skill and T.I.P.S. (Talent, Intelligence, personality, speed). Although the ability of coaches and scouts to interpret such criteria and identify particular aptitudes

for success should not be underestimated. Appending sports science contributions to these judgments can contribute degree of objectivity to the process. At the very least, objective data collected by sports Scientists can help confirm practitioners initial intuition with regard to player's strength and weaknesses.

From a scientific perspective, the pursuit of excellence can be broken down into four key stages (Russell, 1989; Borms, 1996). These can be distinguished as detection, selection, identification and development. Talent detection refers to the discovery of potential performers who are currently not involved in the sport in question. Due to the popularity of handball and the large number of children participating in it, the detection of players is not a major problem when compared with minority sports.

Talent identification refers to the process of recognizing current participants with the potential to become elite players. It entails predicting performance over various periods of time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities either alone or in combination (Regnier, 1993). An attempt is made to match a variety of performance characteristics, which may be innate or amenable to learning or training, to the requirements of the game. A key question is whether the individual has the potential to benefit from a systematic programme of support and training. Talent identification has been viewed as part of talent development in which identification may occur at various stages within the process. Talent development implies that players are provided with a suitable learning environment so that they have the opportunity to realize their potential. The area of talent development has received considerable interest of late, leading several researchers to suggest that there has been a shift in emphasis from talent detection and identification to talent guidance and development.

It's also true that every child will mature at a slightly different rate. Research on populations gives us normative information of the likely chronological age at which certain biological milestones are reached. Two 10 year- old players for example, may be 1-2 year apart in their biological ages. Research has also suggested that physical training itself impacts on some aspects of biological maturation (Richardson, 1998). These points are made to emphasize the fact that variation between individuals must always be recognized by the coach when planning a training program. How then should a coach establish realistic training objectives and progressions for an age- group program. Finally, talent selection involves the ongoing process of identifying players at various stages that demonstrate prerequisite level of performance for inclusion in a given squad or team. Selection involves choosing the most appropriate individual or group of individuals to carry out the task within a specific context (Borms, 1996). It is particularly pertinent in handball since only 7 players can be selected to play at any one time.

For many years, scientists have attempted to identify key predictors of talent in various sports (Regnier, 1993). In this type of research, particularly evident in Australia and the former East block countries, there are attempts to identify characteristics that differentiate skilled from less skilled performers and to determine the role of heredity and environment in the development of expertise.

2.4. Factors for talent identification

Fisher and Borms (1990) suggested that much of what we consider to be 'talent' is actually the degree to which each player possesses certain physical, physiological, or mental attributes that may contribute to performance. Many of the physical characteristics of the player are controlled by his /her genetic profile; that is, they are beyond anything that coach may do in the training program to change these characteristics. The mature height of a player and

other anatomical characteristics (these are commonly known as one's soma to type) are not easily altered.

Therefore, any TID systems have focused on anthropometric variables. Studies of elite players have been used to identify what general physical characteristics are common to successful athletes. The general premise is that a player's morphology influences the horizontal components of life and drag and there by affects the potential to generate propulsion and to minimize resistance forces.

A. Physical factors of talent

There is research evidence to suggest that players anthropometric characteristics (e.g. stature, mass, body composition, bone diameter, limb girth, high, finger length), are related to performance in important and sometimes complex ways (Borms, 1996). Successful young soccer players, for instance, appear to have similar soma to types/ physiques to older successful performers (see Pena Reyes et al. 1994; malina and co- workers, this issue). In particular, adult stature, which is commonly used for prediction, is strongly influenced by genetic factors (LYtken, 1992) whilst other physical attributes (e.g muscle mass, body fat) are seen as being more amenable to training, and dietary influences.

A wealth of research evidence indicates that elite youth handball players have greater biological age (i.e. more physically mature) than their less proficient counterparts and coaches appear to favor players advanced in morphological growth during the selection process (Panfiletal, 1997).

Many of the physical qualities that distinguish elite and sub elite players may not be apparent until late adolescence, confounding the early selection of performers (Fisher and Borms, 1990). The implication is that the predication of future elite players form anthropometric measurements may be unrealistic in younger age groups because performance could be affected by the player's rate of physical growth and maturation. Since late maturing, children can

compensate for any apparent disadvantage in size, high and strength by working on their technical capabilities or by improvements in other areas (such as agility, speed and muscular explosive power), it is important that the talent identification process is not overly biased toward the early maturing child. Any potential bias can result in late maturing players are more likely to miss out on the experience of high quality coaching. The key message is that young players should be selected on skill and ability rather than on physical size. Helsen and colleagues suggest some potential solutions to the problem of seasonal birth date distribution in this issue. a reduction in age- band range and closer matching of players into groups based on maturational rather than chronological age may be fruitful avenues to explore.

B. Physiological factors of talent

As (Jankovic and Matkovic, 1997) Panfiletal. 1997) expressed, Physiological measures have also been employed in an attempt to identify key factors of performance compared successful and less successful 15 to 17 year olds using measures of maximal oxygen up take (Vo2 anaerobic power, grip and trunk strength measures, and heart volume (absolute and relative).

The successful players had superior physiological fitness compared to others. Janssens etal. (1997) showed that performance in short (30m) and prolonged 'shuttle' running discriminated between successful and less successful 11 to 12 year old hand ball players. Similarly, in a study by Ibid (1997) elite 16 year old recorded better performance in running and jumping than their less elite counter parts. such findings led jankovic etal. (1992) to conclude that physiological measures could be useful in predicting later success in handball (carter, 1985). Never the less, the possibility remains that in the above studies part of the physiological superiority of the successful players was due to a more systematic approach to training prior to their induction in to the specialized under age squad.

Physiological measurements may be useful alongside subjective judgments of playing skills for initial talent detection but such measures do not appear sensitive performance indicators on a global basis and cannot be used reliably on their own for talent identification and selection purposes. Moreover, while research using twin siblings has indicated that physiological characteristics are highly genetically predisposed appropriate training can have a pronounced influence (Bouchard et al. 1997). Although some people may be more favored genetically than others to adapt and benefit from training, particularly with regard to the relative distribution of muscle fibre types (Simonides and Bouchard, 1995), physiological responses to exercise are highly dependent on regular training practice. Physiological values indicative of aerobic fitness, such as Vo_2max , may be more influential in successful performance in the future. Consequently, a relatively high threshold for oxygen uptake capability may be a significant criterion when young players are assessed. However, there is concern regarding the extent to which a high fitness indicator tracks through from childhood to adulthood.

As well as taking muscle biopsies in an effort to determine the type of sport an individual is most likely to be successful in by assessing the muscle fiber distribution in particular athletes. Assessing muscle strength via tests on devices such as the cyber dynamometer can also be an aid in the evaluation of physiological factors that influence sporting performance Hahn (1990)

C. Psychological factors of talent

Auweele et al (1993) thought that successful players are distinguished from less successful players on the basis of psychological factors. The assumption is that a talented player possesses personality characteristics that facilitate learning/training and competition. Although coaches and scouts may argue that talented and less talented players can be differentiated on the basis of their psychological 'make up', researchers have yet to identify specific

personality characteristics, or an overall psychological, psychological profile, that are predictably associated with success in sport.

More recently, sports psychologists have examined the importance of more transient or changeable personality characteristics using “state” (as opposed to ‘trait’) or interactionist (based on personal and situational factors) approaches including sport- specific measures of anxiety, self- confidence, motivation and attention style. Researchers have typically reported that talented players are more committed, self – confident and less prone to anxiety, both prior to and during competition, able to employ various psychological coping strategies effectively, more highly motivated, and better at maintaining concentration during performance (Auweele Y.V., 1993)

In line with this, Fische and Borms (1990) pointed out, at present, the use of psychological tests for talent identification purposes cannot be endorsed scientifically. It seems unrealistic to expect that expert performance could be explained purely by personality variables. The range of “Personalities” evident at a typical top professional club in any of the major handball playing nations would confirm this suggestion. To use for talent identification a psychological test that has not been validated for such purposes would be a mistake. The views of experienced coaches and scouts could be claimed to have greater validity. If there is a role for personality profiling in talent identification, it is likely to be in conjunction with other measures, in certain situations only and with the probability of explaining only a small proportion of the variance in performance (Morris, 1995).

Elsewhere in this issue, morris argues that administrators and coaches are advised to allocate resources to the development of psychological skills among the widest range of young players. Although personality traits are to a certain degree inherited, with heritability estimates between 30-60% (Savdino, 1997) research suggests that psychological skills highly amenable to specialized training. sports psychologists have made not worthy progress in this regard

and there is an extensive array of resources and suitably qualified sport psychologists to help facilitate this process (Hardy, 1996). Motivation, anxiety managements, concentration, self- confidence and attention style, amongst others, are psychological skills that can be refined through appropriate training.

Cognitive factors and Game intelligence

Williams and divides (1995) described, a promising approach to talent identification involves the measurement of perceptual cognitive skills such as anticipation and decision making consistent differences emerge when skilled and less skilled players are tested on their anticipation and decision making skills. Such tests, which typically employ film- based simulations of match situations, have been used success fully with both adult and junior players. when compared to their less skilled counter parts, skilled players are:- a) faster and more accurate in recognizing and recalling patterns of play; b) better at anticipating the actions of their opponents based on contextual information; c) Characterized by more effective and appropriate visual search behaviors; d) more accurate in their expectation of what is likely to happen given a particular set of circum stances.

2.5. Models for talent identification

According to (Cote, 1995) stated that, in Australia there have been several Talent identification models trailed on a mass scale. Some individual sports such as rowing, have been successful in recent years. However, a sport such rowing will identify potential elite competitors at a rather advanced stage of physical development of skilled playing technique must begin at a much younger age. Other TID schemers. Such as talent search (a sports commission program administered) in schools across austria) are too generic in nature. They fail to identify specific skill components associated with playing. The work of Bill sweeten ham, davidpyne, and Bill Nesson at the Australian

Institute of sport in the late 1980's produced a sport specific application of TID characteristics. The problem with implementing such a model is that without the proper sport infrastructure (i.e support at several organizational levels) it's impossible to test on a wide enough basis. Infrastructure also means that involvement from the lean- to- swim segment of the aquatics industry is paramount to a successful TID program. This would require a very large commitment; with no guarantee of a significant return (i.e. there is no way of knowing of additional talented athletes could be supported through their development to elite level). Money factors influence the relative success of a TID program these include; early age.

- ❖ the ability to identify potential athlete, (perhaps at 10-12 years of age)
- ❖ the ability to anticipate physical growth and development
- ❖ the ability to generate a positive support structure (i.e. from parents, peers, coaches, etc)
- ❖ the ability to isolate the potential athlete's interest to the sport of handball (remember that a talented player may also be a talented runner)
- ❖ the ability to provide quality coaching environment (i.e. for example if a potential player lives 800 km the nearest playing rarely problem

It has been said that "The best form of TID is mass participation". The best way to identify talent is to have large numbers of young children exposed to quality lean to play programs and then to keep them in the sport during the age group years. This recognizes that talented athletes will mature at different rates and some will be found" as 13 year – olds and others will be "different rates and some will be "found" as 13 year –olds and others will be "discovered" as 16 or 17 year –olds. Much of the success of TID in Australia on the "educated eye, of the handball coach. However, the educated- eye. There important concepts should be incorporated into the coaches planning. first different training periods should have different emphasis in terms of training

and developmental objectives. Second, it is of paramount importance that both mastery and retention of “lower level” skills and fitness components are carried forward to the next training period. Players must be able to maintain basic skills and fitness components (or quickly re-acquire these after a period of reduced training before more advanced training methods objectives are imposed. Third, training plans should be progressive (i.e. advancing in a logical manner) in their application. A general guideline for most types of training is that volume is increased first (within the limits of a player's ability to adapt) (Cote 1995)

Another way of looking at the development model is to think of a playing career as three distinct phases. First, all players must learn to train effectively. This involves the technical mastery of basic skills, but this concept may be extended to include every component of performance. Second, most players will progress within a system that begins to shift the focus from “background training” to specific competition training. Third, players with the ability to successfully adapt to the first two phases will progress to a third phase of “performance training. Bola Gurdeepsingh (2003)

2.6. Talent identification of the project players

According to (Carson 1993) most parents and coaches would like to see their child /children experience succession sport. Some may even want to see their child excel at more elite levels, and perhaps attain national and international recognition. The progression from initial youth sport experience to more elite levels is complex. It involves some degree of identification and selection of talented individuals at virtually all levels of youth sports. However, the process may also involve more formal identification and selection of individuals who presumably have the skill, physical, and behavioral requisites for success in a given sport.

2.6.1. Talent selection procedures

Cote, J, Salmela, J, Trudel, P. Baria and Russell, S. (1995) suggested that Talent selection is long term procedure and it requires careful planning in order to achieve the expected results. In the following text it is accepted that talent identification and selection is a long term procedure over several years of an athlete's career. At present there appears to be no particular selection method that would allow instantaneously and precisely to identify talent for a particular event. How can talent identification and selection be successfully organized? There are several problems to be solved in the organization that usually takes place in three or four stages. These problems include the length of each stage and the choice of the most effective tests. The last brings up the questions of what is more efficient, testing 10,000 younger's by using only one test or trusting 1,000 and using 10 tests?

A simplified talent selection is sometimes based on a standard training program. All young athletes in group follow the same training means and loads. Youngsters who have made best progress over a certain time period are selected as potential talent. Obviously multiyear selection procedure, that takes into consideration the dynamics of sporting results according to the biological characteristics, the development of physical and psychological capacities and the adaptation to increased training loads, provides a far more efficient method. This method of talent selection over several years is made up of stage with precise tasks, durations and criteria. Each following stage sets higher demands than the previous one and is completed by an evaluation of the progress made during the stage. The evaluation is not simply based on competition results but includes pedagogical observations and physiological indicators for a particular age. (Ibid)

2.6.1.1. The preliminary selection phase

Harold (1971) suggested that the following major tasks apply to the preliminary selection phase

1. Pedagogical observations to evaluate interest in sport and the level of movement activity of the youngster.
2. A preliminary selection into potential event groups (speed and explosive power events, endurance events) based on observations and an evaluation of general and specific physical performance capacities.

Young potential athletes are now divided into general and sport specific training groups. The general group is made up from youngsters with insufficient physical performance capacities. They continue to train with emphasis on general physical development. Athletes selected to the other group follow a more intensive general training program that includes some sport specific elements. Their main training means are made up from movement games, relays gymnastics exercises, running and jumping.

The testing procedures in the preliminary selection phase are based on a small but complex physical development and physical performance test battery that includes a medical checkup our experience has indicated that the following tests can be recommended.

- ❖ The evaluation of physical development includes height, chest circumference, weight, vital capacity, dynamometric hand finger length hand strength, arm length, and foot length.
- ❖ The evaluation of physical performance include 30m sprint from standing start, 10 sec maximal speed running on the spot 3x 10m shuttle run, 1 min run, standing long jump, vertical jump, pull-ups, push – ups flexibility, and agility.

According to Harold (1971) a planned choice from the above listed simple tests makes it possible to evaluate speed, explosive strength, flexibility, endurance and strength endurance potentials of children in the 8 to 10 yrs age range this, in turn, allows one to make some predictions about their physical capacities potential because most of the chosen indicators have stable inherited characteristics and are hardly influenced by environmental change (training) studies have clearly indicated that the majority of children with good physical performance in childhood maintain this advantage when they grow older changes in the genetic structures are extremely limited and it appears likely that heredity does not only decide the potential level of physical capacities but also their trainability. Studies have also shown that the same training process produces different rates of improvement in the development of physical capacities in different young athletes. The rate of improvement is frequently considerably faster than the predicted values for a certain age range. It is consequently important to understand that prediction of potential capacities depends besides the initial level, also on the rate of improvement the initial level among younger children is considerably less than the rate of improvement. It is not desirable to evaluate the potential of young athletes only according to the results of the various tests. The principle of many-sided physical preparation must be stressed during the whole preliminary selection phase nevertheless ideal anthropometric measurement and physical capacity evaluation tables allow one to assess with some accuracy the potential suitability of youngsters for a certain roll-up of events. Harold M. Barrow and Mogee (1971)

2.6.1.2 The basic selection phases

According to Harold M. Barrow and Mogee, (1971) explanation the main aim of the basic selection phase is a precise control and evaluation of the development of the young athletes who have passed the requirements of the preliminary selection. Taking into consideration event specific demands. Their potential talent for a particular event is determined by event specific

capacities and the development rate during the preceding preparations physiological and medical control are now increased and the psychological. The potential talent for a particular oven is determined by event specific capacities and the development rate during the preceding preparations physiological and medical control are now increase and the psychological valuation pays particular attention to such aspects as activeness, independence and the mental capacity to perform under captive stresses. laboratory evaluations, when available provide additional information on the functioning. of the nervous system, sensory motor rations sensory motor rations sensory motor coordination etc. it is important to stress here that studies have clearly shown the importance to base the directional selection mainly on the rate of improvement.

It is important here to avoid narrow specification that can have a negative influence on the development of other potential physical capacities. The best solution appears to be balanced event specific and compulsory all round physical development program. This approach in the basic selection phase assures that youngsters, who have not displayed their capacity for one or another group of events in the earlier part (9 to 11 yrs) of the selection, will be directed to their potential events in the second stage (13 to 14 yrs) their many sided physical development has at the same time not suffered from narrow specialization.

The employment of the above described preliminary and basic selection phases have the following advantages.

- ❖ The method provides a reasonably reliable information system to find children with potential physical capacities and aptitudes for sport.
- ❖ An evaluation of physical and anthropometric capacities over several years makes it possible to physical and anthropometric capacities over several years makes it possible to follow individual development

progress and to discover aptitudes towards certain event group or events.

- ❖ the method creates from mass evaluations a data bank for further changes and corrections of training procedures, thus providing for a more rational and reliable selection system. R Zewnicki. A (1993).

2.6.1.3. The profound selection phase

According to Harold M. (1971) stated that, the third phase of the selection procedures covers several years and is based on the evaluation of capacities that emerge from practical sporting participation, as well as pedagogical observation. Control tests and physiological studies. Particularly important in this selection phase are competition revealed parameters and event specific physical preparation indicators these should correspond to potential elite performers requirements at the end of the profound selection phase when biological development is practically completed and the functional capacities well defined (12 to 15 yrs for girls, 16 to 17 yrs for boys). The profound selection phases is regarded to be reliable in the determination of physical capacities and functional potential for the final selection. This begins with an evaluation of single indicators for a particular event and is followed by a complex evaluation of morphological prerequisites, physical performance capacities, functional systems and psychological assessments. Finally, it is important to stress the fact that the development of truly talented youngsters is regaled during training process, in which the rate of improvement plays a decisive selection procedures and the correlation between the biological age and test results must be correctly interpreted. The defenses between the actual and the biological ages can in extreme situations exceed for years and even more. Harold (1971)

2.7. Community – Based youth sports programs

Cote, (1999) stated that Youth sports programs in the united state are traditionally community base and encourage mass participation in sports in a whole some, enjoyable, and safe environment. Age and willingness to participate are the criteria for inclusion, and a decision by the parent and child is involved. Very often choice of a youth sports program is based on convenience. Within specific programs, local officials and coaches commonly sort youngsters by age and skill level (and body size in some sports) in order to ensure an equitable distribution of talent across teams in a league, and thus equalize competition and reduce the risk of injury. As some programs become more competitive and specialized identification and selection of talented youngsters in game situations and noting those who are more skilled and inviting them for a specific, select team) and formally.

Many elite athletes have emerged over the years from community- based programs in the united states. However, there are some in the united states who are interested in and who call for programs that identify and select individuals for specific sports at relatively young ages.

2.7.1. Elite programs

According to Carlson, (1988) suggested that, Some programs emphasize the elite and have as their objective. The identification and subsequent training of youngsters with potential for success in regional, national and international competition – the so called high performance sports. The identification and selection process often begins early is rather systematic, and is done in some sports long before the child is capable of making a decision, or is allowed to make the decision whether or not to participate in the sport. The identification and selection process for high performance sports may take several forms. It has been very systematic in several eastern European countries, former members of the communist block, although the viability of such programs has

been questioned in light of the relatively recent changes in the political and economic climate. These Eastern European practices have been extended, with modification to some sports in western countries and have been incorporated in those of other countries, with Cuba and China, perhaps, the most visible examples. Unfortunately only the incredibly small member of successful athletes who have gone through these systematic sport selection programs are highlights in the national and international sporting media. The vast majorities who are not successful are rarely if ever mentioned. One wonders if they still participate in sport after having failed in the selection process.

It is also not uncommon in the U.S for some parents to take a potentially talented youngster to a gymnastic, tennis or figure skating center to seek the advice of an elite coach is essentially being asked to evaluate the potential of the child, and if child meets the criteria of the coach, he or she is essentially identified and selected.

2.7.2. Eastern European selection programs

According to Thomson, (1992) suggested that there is variation by sport the general pattern of identification and selection refined in many Eastern European countries is often highlighted by the media as underlying the success of athletes from these countries in Olympic competition indeed, the gymnastics center headed by Bela Koro lyni in Houston is modeled to some extent after the Romanian system in which he had his training and early successes. These identification and selection programs include initial evaluation of motor (skill), physical (size, body build) and behavioral (coach ability) characteristics of large numbers of children, very often in state-run schools. The timing of evaluation varies by sport and the process involves several stages. For example, the initial identification and selection for several sports, e.g. gymnastics, diving, swimming and figure skating, occurs between 3-8 years. Second selections, i.e. retention for further specialized training, vary

with sport, e.g 9-10 years for gymnastics, figure skating and swimming, and at 10-15 years for girls and 10-17 years for boys in other sports. Potential rowers, handball players and weight lifters are generally not selected until after puberty. Ballet, though considered primarily as an art form, also has rigorous, selective anatomical criteria that rival these of some sports. Emphasis is on linearity and thinness.

Obviously the physical, motor and behavioral requisites vary among sports, selection is based on the assumption that the requisites for a given sport can be identified at a young age and subsequently perfected through specific training. The process of selection is ongoing as the youngster adapts to the instructional and training programs, as well as the social and emotional demands of the special programs. The success or failure of talent identification and selection program is dependent up on the balance between the child's ability and the demands of the sport and sport system. Ability is dynamic changing as the child grows, matures and develops quite often however, the sport and sports system are rather rigid, and do not readily adapt to individual difference in normal growth maturation and development. (Ibid)

2.7.3. Problems with selection programs

Harre D,(1979) stated that identifying and selecting the potentially talented young athlete is the first step in a relatively long term process, leading to the perfection of talent the youngster must adapt to the physical, social and emotional demands of the coaches, training programs, and competition. The process also involves several form of social manipulation, e.g. long hours of practice, modified school schedules, preferential treatment, differential access to resources, separate one of a child from family and peer, and extensive travel. Selection programs have problems related to decision making. Does the child have a voice in the selection process; Are parents invoved? Accounts in the electronic and print media often high light parents who are seemingly more

interested in their child's success than is the child are decisions made independently by coaches or other sports authorities? What are the implications of being labeled talented for individual and parental expectations? Selection programs are exclusionary. They initially involve the elimination of many individuals and subsequently cutting of others as competition programs is usually cast in the context of the context of the member of successful athletes (often, gold medals). Little, if anything, is ever indicated about the individuals who do not make it through the process, and they are by definition the vast majority. (Ibid)

Some selection programs often involve economic discrimination. This is especially apparent in sports such as gymnastic, swimming, tennis, figure skating, club soccer, and ice hockey. In these sports, and perhaps other, parental ability to pay for enrolment in a club for private lessons, and for coaching, eliminates many potentially capable young athletes. On the other hand, some select programs offer scholarships for talented youngsters whose parents do not have the necessary resources. Selection practices in many sports also include discrimination along maturational lines. Boys advanced in biological maturity status tend to perform better than those who are later. In contrast, differences in the performances of girls of contesting maturity status are not marked, and in some tasks better performances are attained by girls who mature later. Two groups are often excluded and are thus not represented among those who experience success in sport: (Ibid)

1. The late maturing male who is generally at a size and strength disadvantage in most sports which favor the larger, stronger, early maturing boy and
2. The early maturing girl whose physique and body composition may be a limiting factor in performance and who may not be given an opportunity to play a sport. Both extremes of the normal biological maturational continuum are essentially socialized away from sport,

perhaps by the sports system opportunities need to be made available for youngsters at the extremes of the maturation continuum. Harre (1979)

2.7.4. Early identification and success

According to Borms (1996), explained early identification of “talent” is no guarantee of success in sport during childhood, let alone during adolescence and adulthood. There are simply too many intervening variables associated with normal growth, maturation and development, and with the sports system in some cases, individual characteristics and the sports system interact. In age group swimming, for example, it is not uncommon for a child to be successful in one age group only to be relegated to low position in the rankings when he/she moves to the next age group, similarly, changes associated with puberty in young girls often lead to changes in self concept which may influence performance. It is at such transitions that many children realize that there are other things in life in addition to sport. Such transitions are also noted by sport officials, and it has even been suggested that some gymnastics coaches fear puberty more than the young female gymnasts parents of children labeled as talented may develop a false sense of the potential for their child’s success in sport either in the form of college scholarship or a professional career. Some parents even invest considerable sums of money in early sport training for their children. It must be emphasized however, that the numbers are many and the probability of success is minuscule.

2.8. Current Talent identification methods

TID is not a new concept with initial research into “Giftedness” beginning in the 1970’s (Hohmann and Seidel 2003). These authors cite a report that details TISD at its most primitive.

“The first talent identification test I saw was at school” when classes marched into the pool the teacher stood by the door, looking down at the ground and pulling various people out of the line. The ones who walked with the feet splayed out. He made them concentrate on breast stroke. That school always did well in breaststroke event”.

Since the 1970's two models have been formulated for the detection of talent. Are prospective model involves interviewing elite athletes in order to “look backwards” at the steps that were taken to achieve athletic excellence, where as prospective studies examine the same individual over time Falk (2004). Although the former model has revealed some interesting information about the habits of elite performer, many coaches and athletes have made the mistake of copying the champions in every aspect to replicate their success. More recently, TID studies have revealed that success (in team sports especially) is the result of a complex interaction of variables that are not fully understood. Therefore copying the champions certainly neglects the individual aspects that contribute to talent. The importance of early talent detection and describe three aspects of TID – physiological, psychological and sociological. Early TID methods are designed to identify those individuals (children) with favorable physiological traits (genetics) for a particular sports. Hoare and Ware (2000) state that this method is suited to individual, and team sports where success depends on anthropometric and physiological attributes. The following characteristics as having large genetic influence.

- Height, length of arms
- muscle size, strength and muscle fiber composition
- heart size, and resting heart rate
- lung size, and volume
- flexibility of joints
- reaction time
- speed, agility, and power.

The same authors Patel, (2002) also state that genetics affects “the response of the cardiopulmonary system to exercise training” (p25). This view is supported by Macarthur (2005) who cite research stating that genes are responsible for 30% of Vaseline exercise heart rate and 27% of heart rate variance in response to training. Therefore it appears that TID in the closed sports previously mentioned is useful for not only identifying individuals with optimal physiology and morphology, but can also detect those individuals with a greater capacity to respond and adapt to training.

Therefore the interaction between physiological, psychological and sociological factors mentioned by Falket, (2004) appears even more important for TID in team sports, this is also supported by Cater (1985) who comments that performance cannot be determined in a mechanistic or formulates manner. The same author also feels that success, even in a closed sport such as running, requires elements of mental toughness, tactical astuteness and motivation. Therefore psychological profiling appears to be an important part of TID.

The success of TID in team sports appears to be greater when tests for open skill such as decision making and “game intelligence” are incorporated. Falk, (2004) examined 14-15 year old water – polo players and found they were able to predict 76% of players who would go on to make the junior national team. They found that “the selected players were better not only on the technical tests, but also in the game intelligence evaluation” examined 12-13 year old handball players and found that an open sport specific skill test was the only reliable predictor for players to make the junior national team 2-3 of the junior national team members, whereas the specific performance test was much higher at 50%.

Hoare and War (2000) recruited 15-19 year old females from different sports using a battery of anthropometric, physiological and skill tests of the 17 athletes chosen 10 went on to make Queensland zone teams and 2 went on

the compete in the Bulgarian national women's league. The authors did conclude that more weighting should be given to speed and acceleration and goal keepers should undergo a specialized test they also commented that there was a need for an objective test to measure game sense as many players were good athletes but lacked this game awareness.

2.8.1. The role of gene analysis for talent identification

Patel (2002), stated that "If you want your kids to be great athletes marry a great athlete" (p12). This school of thought places a large emphasis on having the right gene structure in order to succeed at sport. on the other hand, a greater number of researchers conclude that it is a combination of numerous factors (including genetics and environment) that towards creating an elite performer potential use of gene assessment for TID has unearthed the age old debate of nature versus nurture

Indeed some researchers are of the belief that a "sports gene" exists that can help predict talent from a very age (Patel and Gueydan 2002). However this theory is certainly not plausible when looking at the work of peruse identified go different gene entries in their human gene – map for performance.

When considering then use of gene based technologies for TID, one must consider the degree to which a physical ability is determined by genetic makeup. Aerobic performance and Vo2 max commonly appears in the literature as a factor that is largely determined by genetics patel and Gueydan's (2002) offer that 30-70% of an individual's cardiac structures and response to cardio pulmonary exercise is genetically pre- determined.

Mac Arthur and North (2005) state that genes account for more than 40% of variance in oxygen up take at the ventilator threshold Skinner, (1998) explain

that the percentage of Vo₂, max attributed to genetics has shifted from 90% in the 1970's approximately 50%.

Research in to the angiogenesis- converting enzyme gene has revealed information about an individual's preference for endurance or power type events patel and Gueydan's (2002) cite a number of stuies that show an association between the ACE I allele and endurance capacity. In this article for the medical post, Christ prit chard (1998) cites work done by Ron Trent showing that 30% of elite towers possessed 2 copies of the ACe I allele, compared with 18% in the control group. a though initial work may be promising, the same researcher (Trent) admits that the contribution of genes to elite athletic performance may vary between 5-90% and feels that is more likely to be closer to the lowers end of this range Australian low reform commission (2003)

In terms of the overall contribution of genetics to performance, Hopkins (2001) feels the genetics account for half of an individual's performance and at least half of the variation in response to training. However the 50-50 view is not supported by Baker. (2001) who cites the fact that height is approximately 80% genetically determined for this argument.

2.9. What is talent and how to identify it?

“Talent” or ‘potential’ are ways that some of us think about the inequality in ability, or variation in the way that different people seem to benefit from training “talent” is alleged a potential trait, a symptom of nascent ability, a foreshadowing of future performance advantage on the other hand paradoxically- the concept of talent is a way of understanding why some experts are more proficient than others; unlike a concept like *jeito*, Bulgarian term for something like a ‘knack; talent is usually quite task specific or specialized even though a “talented” person is often quite versatile. Howe (1998:2) offer five properties alleged to be true of “talent; and compare each

with extant research that either demonstrates or undermines these propositions implicit in folk ideas of 'talent;

1. It originates in genetically transmitted structures and hence is at least partly innate.
2. Its full effects may not be evident at an early stage, but there will be some advance indications, allowing trained people to identify the prescience of talent before exceptional standards of mature performance have been demonstrated.
3. These early indications of talent provide a basis for predating who is likely to excel.
4. Only a minority are talented; if all children were talented, then there would be no way to predict or explain differential success.
5. Talents are relatively domain- specific. (Howe's 1998). An entire specialized research literature, much of which is not published hold privately by various sport organizations, is dedicated to identification to the incredibly difficult business of figuring out which young athletes will reward serious investment of training resources.

Studies of expert performance

Although the idea that excellence is innate at least as some kind of hard – define 'potential; dies hard, research by psychologist K. Anders Ericsson strongly suggests that skill emerges out deliberate practice rather than being born in a person. According to Ericsson and Lehmann, (1996). For example discusses a host of studies that converge on the realization that. talented individuals take virtually the same amount of time to achieve expert performance as their less gifted colleagues, we just don't tend to be the result of not the precondition of increasingly skilful performance and this extended apprenticeship in physical techniques (Ericsson and Lehmann review a host of examples such as "perfect pitch in music class prodigies; ballet' turn- out; and

rations of fast twitch to slow twitch muscles, all of which appear malleable given the right timing and conditions).

In fact, Ericsson and Lehman suggest that the kinds of basic testing involved in much “talent” identifications may not be an indicator of success at specialized skill demanding activities. Reviews of adult expert performance show that individual difference in basic capacities and abilities are surprisingly poor predictors of performance (Ericsson A.A. 1993). These negative findings together with the strong evidence for adaptive changes through extended practice suggest that the influence of innate, domain specific basic capacities (talent) on expert performance is small possibly even negligible we believe that the motivational factors that predispose children and adults to engage in deliberate practice are more likely to predict individual difference in level of attained expert performance. (Ericson and Lehman 1996)

Talent: A difference that makes a difference

Some frequent readers may think that, since I seem to often argue for the influence of ‘nurture’ or environmental effects on emerging traits, I would fall into line with Eriksson’s work, so powerful a case does he make for the production of expertise by systematic practice. What I will suggest instead is that, in a neuron theological model of talent, we must take account of how very early difference in ability or behavior interest with cultural conceptions of ‘talent’ to feed the dynamics that Eriksson describes. That is, as Eriksson is so clear, access to coaching and motivation are crucial to the emergence of expertise, and both of these resources are culturally shaped to intersect with early physiological and neural traits. Cultural notions of ‘talent’ and very early differences in children both play a crucial part in the practical processes that produce expertise, even if only as a gateway variable preventing many from ever getting the resources necessary for deliberate practice. In what is perhaps an overly glib description, I would say that from a neuron anthropological perspective, ‘talent’ is a difference that makes a difference. That is my research

on 'talent' across cultures admittedly still very much in the developmental stage suggests that difference traits 'talent' another might not consider that clinching be tail; a trait that might make an athlete stand out in one style of competition might not be salient in another. Ericsson (1993)

2.10. Characterizing the “hot housing potential” environment opportunity and encouragement to practice.

Several authors have discussed the importance of parental influence on children's introduction to, involvement in, and achievement in sport and other domains (Bloom, 1985). It is well documented that families provide the long-term continuous practical and emotional support that is required for prolonged participation in sport (e.g. Howard and Madrigal, 1990). As children progress in their sport it is the families that meet the financial costs that arise, provide the transport to training and completion, and adapt their routines to further their child's sport career (Dunean, 1994) The nature of, and requirement for, deliberate practice it takes ten years of extensive practice to excel in anything.

Even with the opportunity to practice over an extended period of time, a high quality of training is essential for the achievement of elite levels of skill. A review by Ericsson (1993) shows that maximal levels of performance are not attained automatically as a function of extended expertise. Rather, it is attained as a function of deliberate practice; that is activities that have been specifically designed to improve the current level of performance.

According to Magill, (1998) Suggested that there are several conditions of practice in the motor control literature that must be considered in order to optimize skill acquisition the most important condition to consider is the amount of practice that is required. There are many ways in which methods of

deliberate practice can be modified, structured, improved and other wise changed to influence performance and skill acquisition, however it must be remembered that some methods influence temporary environments while others have a relatively permanent effect. These methods highlighted by Magill include.

The case for early specialization

The appropriate structure of training appears to be of particular concern at a very young age especially regarding issues related to early specialization. Several studies show that early specialization does not favor the development of elite athletes and before adolescence, diverse sports participation is more important (Carlson, 1981) certain problems arise when a child specializes in a sport too early. Firstly, the development of fundamental movement skills underpins the more specific skills required for the future successful performance and movement in more specialized games, sports and activates (Armstrong, 1990). The unlikelihood of excelling in any sport without these basic skills has been highlighted already. in this specific regard findings from the DTS study (more et al, 1998) reveal that children with a broad range of basic skills are characterized by coaches as children with high potential. Further, the coaches believe that if a child has not acquired the fundamental movement skills required with in an activity by twelve or thirteen, that they will never be able to reach the highest level in that sport.

A second problem associated with early specialization is that children may never find the sport to which they have most potential. Early specialization can mean that a child is “Locked” in to a sport for which they have talent but “locked out” of a sport where their talent and chances of success are greater. Finally, early specialization is potentially dangerous to growing children and may be considered undesirable through restricting wider experiences.

Children involved in sports should be Encouraged to participated in a variety of different activates and develop a wide range of skills. Young athletes who specials in just one sport may be defined the benefits of carried activity while fasting additional physical physiological and psychological demands From intense training and competition.

(Committee on sport medicine and fitness, 2000)

Once again however the situation is complex, with areal need to avoid over simplified statement on the danger of early specialist. Consider for example the popular stance on the potential damage caused by early imposition of intensive training. a study reviewing the effects of intense. Training of young Births Athletes (Toya, 1996) found that early intensive training has no adverse effects on a child's development. No evidence was found to suggest that training effected growth or sexual development. There was a low in cadence and severity of injuries and athletes were shows to have a healthy lifestyle. Indeed, the negative effects of intensive training at a young age appeared to be outwitted by the many social, psychological and health benefits that a serious commitment.

Motivational environment

According to Howard and Madrigal, (1990) state that creating an effective motivational environment is crucial if a talented athlete is to develop their full potential. Extremely high levels of motivation may be necessary to produce repeatedly the kind of high quality sessions that are required for elite performance and Participate are those behaviors witnessed when and athlete tries harder, concentrates more, persists longer pays more attention, performs better. Chooses to practice longer. And joins in rather than dropping out of sport. As highlighted earlier, the influence of parents and coaches on the motivational environment is high (Duda etal 1995) with the social reactions of

parents and other individuals in the immediate environment being very important in establishing this original motivation (Ericsson A.A, 1993).

Limitations of research into athletes own motivation appear to lie with the separation of ego and task orientation. The little evidence that does exist suggests that elite performers have both high task and high ego orientation (Hardy, 2000). However, there is little research into the motivational environment that is required at varying stages of development. Although it does appear that at a young level it is very important to develop a learning atmosphere that encourages fun and intrinsic motivation (Bloom 1985). This initial environment promoting fun and self improvement focused reward develops the initial motivation which would appear to lead to a committed involvement in their chosen domain (Bloom 1985).

The influence of family and peer support

As highlighted earlier in this section, the research on athlete families underscores the importance of the family for the developing athlete. Several authors have discussed the importance of parental influence on children's involvement and achievement in sport and other achievement domains (Bloom, 1985). The parents role may run from under to over – involvement. Research suggests that a moderate level describes parents who promote, the best interests of their children often with many personal sacrifices, while over – involvement can lead to unreasonable. Pressure on the child to achieve, interfering with the child's subsequent participation. The commitment can be a source of stress in the family and financial hardship can arise, but without it, development of the athlete would be impeded severely. Although there has been research in this area, very few studies have provided in- depth information on how families create a positive environment to initiate and maintain life- long sport participation. However, one study which did provide a detailed insight into the role of the family, Cote's (1999) study of athlete families.

According to Côté (1999) outline that present of a positive family environment. Four Canadian elite or junior elite athletes and their families were selected and interviewed. The interview led to the development of their distinct chronological stages.

Investment year (15 and over)

Jealousy

- Athlete increases commitment to one sport
- parents show great interest in child athletes sport
- parents demonstrate different behavior toward each of their children.
- parents help fight set-backs that hinder training
- younger sibling or twin shows bitterness and towards their older sibling achievement.

Specializing years (15-15 years)

- athlete makes commitment to one or two sports
- parents emphasis school and sport achievement to their child athlete
- parents develop growing interests in the child; sport
- older sibling act as a role model of work ethic.

Sampling year (6-13 year)

- parents provide opportunities for their children to enjoy sport
- all children within a family participate in various extra – curricular activities
- parents recognized “gift” in the child-athlete.

Figure 1. Dimensions of family dynamics during development (Cote, 1999).

There are many positive aspects to this model. At a very early age the parents provided opportunities for the children to enjoy a varied participation in a broad range of activities and the talented child is recognized as 'gifted' other research also has highlighted the importance of these environmental factors to the development process (Bloom, 1989; Carlson, 1988; Hill, 1993). An holistic development is encouraged throughout the athlete's development, and commitment by both the athletes and parents becomes crucial, as has been highlighted in both family and sports psychology focused research (Orlick, 2006; Cote, 1999). The parents provide the financial, practical and emotional support crucial for facilitating athlete development other positive aspects of this model included the incorporation of the sibling roles in the family dynamics.

Of course the applicability of this model to a Bulgarian context is limited because of the model's development within the Bulgarian context moreover, it represents a single pathway to excellence through individual sports experiences only (throwing and tennis) This is of concern as research shows in both Bulgarian and Spain that two pathways to excellence levels are apparent and that team sport; differ from individual sports experiences (Tebbenham, 1998). Finally, since from earlier sections has highlighted the diverse nature of the maturational and developmental processes in children, physically, psychologically, behaviorally and socially. the chronological nature of this model is of concern with these concerns in mind, it must be recognized the family role is essential to the successful development of the athlete. Further investigations must study the complete family environment at each of the stages, in a wider variety of sports, and within the Bulgarian context. From this understanding, guidelines can be developed to devise programmes to encourage. Parents and children to maintain commitment to sport and actively facilitate development.

2.10.1. Facilities, practice and the role of the coach

Carlson, (1988, 1993) argued that the behavior of coaches and their involvement with a child are more important in the development of talent are initial ability levels. The child's maturational readiness (biological social, psychological) for intense involvement in sport is also essential to experience satisfaction. Fulfillment and enjoyment (singer and Janelle 1999). Good coaches know when to push players and when to reduce the intensity of training and their expectations. Moderation of effort and potential drop up out may occur if harmony does not exist between coach and player. Some effort should be made to prevent this loss of talent by encouraging the player to return to systematic training. Elite players are more likely to think highly of their coaches from early years of involvement (Carlson, 1993).

According to Bloom (1985), identified three important phase in the development of expertise initiation, development and perfection. Bloom's work suggests that social environments help to shape young talented individuals across the early, middle and late stages of their careers. The implication is that various situational factors and the role of family members and mentors override the natural ability of the performer.

Creating an appropriate environment in which to nurture talent may play a more significant role in the development of expertise than does heredity (Salmela, 1996). Inherent talent may be necessary, but it is insufficient criteria for the prediction of eventual playing level. Cote (1999) suggested four distinct stages of participation in sport, namely sampling, specializing, investment and recreation years. At each initial level children have the potential to move to another level drop out of the sport, or enter the recreation stage. A key area for further research therefore is to provide guidelines for nurturing and developing players through each of these stages.

2.11. Theoretical Model of talent development and best fits with practice

2.11.1. Blooms model of stage talent development

It is important to recognize that relatively little research has addressed the ways in which elite athletes actually attain their status in sport (Tebbenham, 1998). Thus, for example Regnier (1993) present a review of talent detection and TD models developed over the past 25 years. However, although the area of TD is an intuitively seductive area, only limited research has been conducted in this area. Furthermore, many investigations are limited due to insufficient data about how talented performers progress to elite status. A particular exception, and one which is particularly crucial to the prior content and future proposals of this review, is Blooms (1985) model of TD. Blooms model utilizes an holistic approach, incorporates transitions and characterizes the stages of development not by chronological age but by the completion of certain tasks, the development of relationships of attitudes or the achievement of learning. Interestingly and pertinently, the model was developed through structured interviews with Olympic swimmers and world class tennis players, as well as non-sport talent such as neurosurgeons, concert pianists, sculptors and mathematicians.

How valid is Blooms Model? Support Importance and limitations

The most crucial aspect of this model relates to its subject pool. Bloom's model is based on performers. Experiences of development, across the diverse areas of science (mathematicians).

Stage 1: Initiation

In this initial stage Bloom notes that parents and mentors report that a child appears to have level of giftedness. This giftedness affects both the expectations for the child and the methods of teaching, a process also

observed by other researchers (Simonean. J.A 1996). The teaching at this stage is not necessarily technical, but the coach is typically kind cheerful and caring, whilst providing rewards for effort rather than for achievement. The parents are typically positive and, supportive and share the excitement of the Childs progress. The child itself is fun oriented, playful and excited. I the initial stage there is little or no emphasis placed on competition.

Stage 2: Development

According to Bloom the transition to stage 2 is characterized by the development of an athletic identify by the performer thus individuals realize that they were no longer children who swim but rather they are swimmers, no longer children who play tennis but tennis players. They often undergo an accelerated period of development as they adjust to the second stage, and probably require much positive affective knowledge resulting from the intrinsic joy of progressive learning, as well as from enthusiastic support of both their family and mentor according to (Rengier G. 1993). terms, the child is acquiring the procedural and resultant affective knowledge base of skill acquisition. The performer is now hooked on their sport and takes it much more seriously. This development of commitment is a significant step for the athlete and is one of the major underlying components of excellence (orlick 200). As a precursor to this stage, the performers talent frequently is recognized in some way and performer becomes much more task or achievement oriented. The new coach new approach displays superior technical knowledge and discipline is enforced. Strong guidance is given and quality results are expected. The coach is well respected and develops a strong personal. Interest in the performer, it is at the stage that parents give more moral and fluencies support to cope with the increasing demands of the progression of their child. Parents also help by restricting outside activity, while still showing concern for the holistic development of the performer. Competition becomes the yardstick for measuring progress.

Stage 3: Perfection

The transition to stage 3 is characterized by the increasing domination of sport over the performance lives. A psychological rebellion is occurring as the performer begins to know about their own knowledge base (met cognitive knowledge; Williams A.M 1995, Regnie, 1993), which reveals itself with a shift in the initiation of ideas from the mentor to the performer and a move to take personal responsibility for their own development. A change of coach also often marked this transition as a master coach was introduced. The obsession with independence and personal responsibility that developed means that the performer is willing to put in the required time and effort to achieve the highest possible performance goals. While the role of the parents lessens, the relationship between the master coach and performers changes from respect to fear as higher and higher standards are demanded and performance is finally turned. Often very strong emotional, love /hate ties are created.

2.12. Talent identification technique in handball player

1. Physical predictor of talent are:-
 - a. Anthropometric variables:- Age, height, and weight of body.
 - b. Linear measurements (Girth):- upper arm, forearm, thigh, and calf circumferences.
 - c. Bone diameters:- Elbow, wrist, knee, ankle
 - d. Skinfold measurements:- Biceps, triceps, subscapular, suprailiac, thigh and calf skinfold.
 - e. Motor fitness components:- Speed, strength, endurance, agility, abdominal strength, explosive power, (Bhupinder 2006)
2. Psychological predictor of talent according to Auweele (1993) successful players are distinguished from less successful players by measuring of anxiety, self confidence, motivation and attention style. Talented players are more committed, self-confident and less prone to anxiety, both prior to during competition, able to employ various psychological coping

strategies effectively, more highly motivated and better maintaining concentration during performance.

3. Physiological predictors of talent

Physiological measures have also been employed in an attempt to identify key predictors of performance compared successful and less successful, using measures of maximal oxygen up take, anaerobic power, grip and trunk strength measures, and heart volume. The successful players had superior physiological fitness compared to the others. (Jankovic 1997)

4. Cognitive and game intelligence predictors of talent

According to (Williams 1995) stated that measurement of perceptual cognitive skills such as anticipation and decision making. Such tests, which typically employ film based stimulations of match situations, talented players are:-

- Faster and more accurate in recognizing and recalling patterns of player
- Better anticipating the actions of their opponents based on contextual information.
- Characterized by more effective and appropriate visual search behaviors.
- More accurate in their expectation of what is likely to happen given a particular set of circumstance.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

3.1. Research method

This study employed descriptive method. The purpose of the study was to investigate practice and challenges of talent identification in handball players in some selected sub-cities of Addis Ababa. Both quantitative and qualitative methods will be applied in order to investigate the problems.

3.2. Sources of data

To achieve the objective of this study the researcher used both primary and secondary sources of data. The primary sources of data collected through questionnaire and interview from coaches, players or trainer and sport officers, also secondary sources of data collected from books, Journals and internet.

3.3. Population and sampling Technique

The domain of the study included five sub-cities from the whole Addis Ababa. The samples of sub-cities were Lideta, Arada, Adisketema, Yeka and Kirkos were selected because of accessibility of handball players/ trainers and transport.

In selected sub city population are 38 appointed sport officials, 120 player, 11 coaches. The total 169 population was stratified in to three groups (players, coaches and sport officials). In order to select sample from target population the researcher adopted purposive sampling technique.

In its totality 110 subjects were participated to collect the necessary data. These are 11 coaches, 13 sport officers and 86 players/ trainers. The researcher assumes that these subjects are fit give enough information on the topic under the study.

3.4. Instrument of data collection

The instrument used to gather data were questionnaires and interview. The instruments were prepared on the basic review of related literature and objectives of the study.

3.4.1. Questionnaire

Questionnaires were used to gather relevant data from handball coaches and handball player or trainer. Besides questionnaire is easier to handle and simple for respondents to fill in within a short time. The questionnaires were prepared in the English language for all respondents and the questionnaire for player was translated in to Amharic in order to avoid language barriers. The questionnaires included both open and close ended items.

3.4.2. Interview

Interview is a one on one directed conversation with and individuals using a series of questions designed to elicit extended responses and it uses a form of verbal questioning as its data gathering. In this study interview was employed also to consolidate the information gained through questionnaire. The interview guideline was prepared based on objective of study. To get more information the research used semi- structured interview.

3.5. Procedures of data collection

The following procedures of data collection were used to investigate practice and challenges of talent identification of handball players in some selected sub-cities. First, questionnaire, and semi- structure interview were prepared in English. Then it was translated into Amharic, because of to secure adequate and relevant information. The questionnaires were piloted to check whether they can generate the expected information or not. In this respect the instrument were given for advisor and post graduate colleagues. The pilot test

result did not show major defect on the developed questionnaire. Hence, only few amendments were made on questionnaire before the final vision was prepared. After getting corrected all items, the distribution made. A close follow up was made in order to give immediate correction whenever problems arose during the filling of the questionnaire. At the end, the questionnaire will be collected.

3.6. Method of data analysis

The data gathered through questionnaire and interview were analyzed qualitatively and quantitatively. Questionnaire data were analyzed by quantitative method through numerical and percentage system. Whereas the interview data were analyzed by qualitative method based on the data analysis interpretations were made to reach a certain finding. Finally, conclusion, and possible solution were recommended.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATIONS

This chapter deals with presenting, analyzing and discussing the data collected through questionnaire and interview.

4.1. General information about respondents

4.1.1. General information about respondents players

Table 1. Respondent players according to their sex and age

	Characteristics	No	%
Sex	Female	36	41%
	Male	50	58%
	Total	86	100%
Age	From 8-10		
	From 11-16	11	12.8%
	From 17-20	25	29.1%
	From 21-28	50	58.1%
	Total	86	100%

As clearly indicated in the above table about 41.9% of players are female and 58.1% of players are male. This simply shows that most number players are male comparing to female. The age range show that 58.1% of players are lies in the age group of 21-28 where as the remaining 36 (41.9 percent) are group

member are age of 10-20. This show that above 50 percent players are youth players.

Table 2: Respondent players according to their height

No	Height in meter	Total number of respondent under each category	Number of respondents in %
1	156-160cm	8	9.3%
2	161-165cm	17	19.7%
3	166-170cm	29	33.8%
4	171-175cm	19	22%
5	176-180cm	3	15.1%
6	Above 180cm	0	0%

When observe the players height in centimeter form total 86 players responded 29(33.8%) were (166-170) centimeter, 19(22%) were 171-175cm, again 17(19.7%) were 161-165cm, 13(15.1%) were 176-180cm and 8(9.3%) were 156-160cm. This indicate that the most height of players are medium.

Table 3: Educational background of players

No	Qualification	Number of respondents	Number of respondents in
1	5-8	8	9.3%
2	8-12	40	46.5%
3	10+1-10+3	26	30.2
4	Above 10+3	12	13.9

As it was shown on the above table 8(9.3%) players responded are 5-8 grade, but majority of population which is 46.5% 8-12 grade. The remaining 38(44.1) of the population are above 10+1 qualification.

4.1.2. General information about a respondent handball coaches

Table 4. Respondent according to their sex and age

	Characteristics	No	%
Sex	Female	2	18.2%
	Male	9	81.8%
	Total	11	100%
Age	From 18-28	2	18.2%
	From 26-30	1	9%
	From 31-35	-	-
	From 36-40	2	18.2%
	Above 41	6	54.5%
	Total	11	100%

As clearly indicated in the above table about 18.2% coaches are female and 81.8 presence are male coaches. This simply show that the most coacher responded are male. The age range show that 54.5% of coacher are in the age group of above forty.

Table 5. Training back ground of coaches

No	Qualification	Number of respondent	Number of respondents in %
1	1 st level in HB	5	41.7%
2	2 nd level in HB	2	16.7%
3	Master in HB	-	
4	International coach	1	8.3%
5	Grade 10 complete		
6	In sport above diploma	4	33%
Total		12	100%

As shown in table 8 training background from total 12 coaches responded 41.7% were first level coach, 33.% of coaches are above diploma in sport science. 16.7 of coaches are they have second level coach training taken, again 8.3 percent or one coach international coach.

4.1.3. General information of about officers

Table 6: Sub city sport officer respondent according to their sex and age

	Characteristics	No	%
Sex	Female	4	30.7%
	Male	9	69.3%
	Total	13	100%
Age	From 21-25	1	7.7%
	From 26-30	6	46.1%
	From 31-35	2	15%
	From 36-40	2	15%
	Above 41	2	15%
	Total	13	100%

As clearly indicated in the above table 30.7% officials are female and 69.3% of officials are male. This simply shows that most number of official are male. Also the age range officer show that 46.1% of officials are lies in the age group of 26-30 where as the other official members equally lies in each age range.

Table 7: Educational background of officials

No	Qualification	Numbers of respondents	Present
1	Diploma	2	15.3
2	Degree	8	61.5
3	Master	3	23.2
Total		13	100%

As clearly indicated in the above table majority officials have degree.

Main part of the questionnaire

I. Items responded by players

Table 8: Do you have interest to be handball player

Options	Response	
	No (number)	% (percent)
A. Yes	80	93%
B. No	6	7%
C. If any other	-	-
Total	86	100%

The above table show that 93% of the respondents said that yes and have the interest to be handball player. 7% of the respondents said that no and have not interest professional handball player. So the researcher concluded that the majority of the player have interest to be player.

Table 9: where do you start playing handball sport

Options	Response	
	No (number)	% (percent)
A. project	29	37.7%
B. school	42	48.8%
C. Arat kilo training center	15	17.4%
Total	86	100%

As shown in table out of the total respondents 42(48.8%) of the respondents said that they started handball sport training in the school. 29(33.7%) began from sub city project where as 15(17%) from Arat Kilo sport training center. This finding indicate that the majority of players started handball sport in school were selected from school.

Table 10: Do you satisfied for your coaches knowledge and ability.

Options	Response	
	No	%
A. yes	60	69.77
B. no	26	30.23
Total	86	

As indicated in table 10, 60(69.77%) respondents were satisfied with their coaches knowledge and ability and 26(30.23%) respondents were not satisfied. This indicates that coaches have appropriate knowledge ability.

Table 11: Either he/she planned his/her position or not

Options	Response	
	No	%
A. yes	68	79.06
B. no	18	20.94
	86	100%

As indicated in table 11 68(79.06%) responded that the position is planned by themselves and 18(20.94%) responded as the position is not planned by themselves. This shows as players plan their position. The coach has no role to identify the talent of the players and assign the position.

Table 12: Are the training environment conducive to show your talent

Options	Response	
	No	%
Strongly agree	60	70%
Agree	18	20%
Undecided		
Disagree	8	9%
Strongly disagree		
Total	86	100%

The above table shows that 20% of the respondents strongly agree, 20% agree and 9% of them disagree. So we can conclude that majority of the respondents indicate that conducive environment are among the obstacles to playing handball game.

Table 13: How is it availability of handball sport facility

Items	Response	
	No	%
A. good	24	27.11
B. very good	13	15.11
C. low	49	17
Total	86	100%

As shown in table 13 identification of availability of sport facility from total 49(56.98) responded low, 24(27.9%) responded good and 13 (15.17%) responded very good. from this I can conclude that the availability of sport facility is low.

Table 14: Identification of regularity of the training program

Options	Response	
	No	%
A. good	50	58.14
B. very good	36	41.86
Total	86	100%

As indicated in table 14 about the regulatory of their training from total 50(58.14%) answered yes and 36(41.86%) responded no this finding indicates that most of the respondents are satisfied with their regularity of training program.

Table 15: Identifying progress in the game

Items	Response	
	No	%
A. good	52	60.47
B. very good	27	31.44
C. low	7	8.14
Total	86	100%

As observed in table 11 above their progress in the practice is identified from total 52(62.47%) answered good, 27(31.44%) responded low, very good and 7(8.14%) This indicates that most of the players are average in progress in the game is average.

Table 16: In regarding to thinking of the suitable environment for practicing talent skill

Options	Number of respondents	Number of respondents in %
Yes	30	34.0
No	56	65.1
Total	86	100%

According to the above table 39.9% of the respondents replied that think that there is suitable environment for showing talent skill and 65.1% of them respondents reply that they don't think that as a suitable environment to practicing the talent skill.

Table 17: Do you know the coach has a criteria for talent players identification

Options	Response	
	No	Yes
A. Yes	10	11.62
B. No	76	88.38
Total	86	100%

According to the above data 88.38% of the respondents replied that they don't know that have the coach criteria to select talented player and 11.62 of the respondents replied that. They know that the coach select talented player. This simply show that majority player they don't know how to select talented player.

Table 18: Are you familiar with the coach criteria

Option	Response	
	No	%
A. yes	26	30.23
B. No	60	69.77
Total	86	100%

From the above table 30.23% of the respondents said that with coach criteria familiar and 69.77% of the respondents said that they don't familiar with the coach criteria to identify talented player. This indicate that the coach criteria is not familiar with majority player.

Table 19: the availability of handball courts

Option	Response	
	No	%
A. good	20	23.26
B. No	9	10.47
C. very good	57	66.28
Total	86	100%

From total 57 (66.28%) responded low 20(23.26%) responded good and 9(10.47%) responded very good. From this result what included is that the availability of playing court was low.

Table 20: Do you have an opportunity interfering the criteria.

Items	Response	
	No	%
A. Yes	10	11.6
B. No	76	88.4
C. if any other	-	-
Total	86	100%

As indicated in table 20 10 (11.6%) respondent that they have opportunity to interfering the criteria, 76(88.4%) responded that they did not an opportunity to interfering the coach criteria. this shows that majority players are they did not have an opportunity to interfering the coach criteria.

II. Items responded by coaches

Under this part respondents are requested to answer questions that have a direct relationship with this study. The questions forwarded for respondents coaches and they response of respondents presented as follows.

Table 21: Do you have knowledge about the present status of handball in Addis Ababa.

Options	Response	
	No	%
A. Yes	11	100%
B. No	-	-
Total	11	100%

As show in table 20 out of the total respondents (100%) of the respondents said that they know the status of handball sport in Addis Ababa. This shows that all are aware and know up to date information about handball sport position in Addis Ababa.

Table 22: For who responded "yes" were asked about the status of handball in Addis Ababa.

Items	Response	
	No	%
A. low	11	100%
B. average		
C. Above average		
Total		

As show in table 21 11(100%) responded the position of handball in Addis Ababa is in low condition. This show that the level of handball game is low in Addis Ababa administration.

Table 23: identifying their actual knowledge of talent identification age

Items	Response	
	No	%
a. Yes	3	27.8
b. No	8	72%
Total	11	100%

As indicated in table 22 when identify either coach's handball sport in Addis Ababa 8(72.2%) responded no and only 3(27.8%) responded yes. This result shows that most of the coaches where not familiar with the beginning age of talent identification age.

Table 24: Those who responded "yes" were replied the beginning age as

Options	Respond	
	No	%
A. 6-10 (mini handball)		
B. 10-14 (youth handball)	1	9.09
C. 14-18 (junior handball)	10	90.9
Total	11	

As indicated in table 23 from responded who were familiar with beginning age 10(90.9%) responded that as the beginning age was from 14-18 years. while 1(9.09%) responded the age of b beginning 10-14 years.

Table 25: does biological natural affect to select talented players.

Options	Response	
	No	%
a. yes	6	54.6%
b. no	5	45.4%
c. in any other		
	11	100%

According to the above data 54.6% of the respondents replied that yes and the rest 45.4% of the respondents replied that no this shows that biological natural effect to select talented players.

Table 26: do you have scientific knowledge to indentifying talents

Options	Respondent	
	No	%
a. yes	2	18.2
b. no	9	81.8
Total	11	100%

According to the above data 18.2% respondents replied that yes and the rest 81.8% of the respondents replied that no. This simply shows that majority population they don't have scientific knowledge about talent identification.

Table 27: Do you use additional materials to update your knowledge in talent identification.

Options	Respondent	
	No	%
a. yes	3	27.8
b. no	8	72.2
c. it any other		
Total	11	100%

According to the above data 27.8% of respondents replied that yes and 72.2% of the respondents replied that no. this indicted that majority population respondents they do not use additional materials to update their knowledge in talent identification.

Table 28: do you believe that lack of additional training course that challenges to identify talented players.

Options	Respondent	
	No	%
a. yes	11	100%
b. no	0	0%
Total		

From the above table 100% of the respondents said that yes based on the above idea the researcher conclude that all of the respondents believe that lack of additional training course that challenges to identify talented players.

Table 29: do you have a settled criteria for talents identification from the federation or sub cities

Items	Respondent	
	No	%
a. yes	0	0%
b. no	11	100%
In any other	-	-
Total	11	100%

From the above table 100% of the respondents said that no and no one respondents said that yes based on the above idea the research conclude that

all of the respondents they do not take from federation settled criteria to identify talented player.

Table 30: The support of sport leaders and coaches towards talent identification

Items	Respondent	
	No	%
a. very good		
b. average	2	18.2
c. low	9	81.8
Total	11	100%

As indicted in table 29 when we identify the support of sport leaders and coaches 81.8% responded low and the rest 18.2% responded average. From this point of view the result shows that even coaches and sport leader were not support talent identification process.

Table 31: The support of Ethiopian handball federation towards talent identification.

Options	Response	
	No	%
A. higher		
B. average	3	27.3
C. low	8	72.7
D. No support at all	-	-
Total	11	100

As indicated in table 30 when we identify the support given by Ethiopian handball federation towards the handball sport in talent identification process, from total respondents 72.7% indicated low whereas 27.3% respondents said average. This result shows that the support given by Ethiopian handball federation was low.

Table 32: The support of Addis Ababa handball federation support.

Items	Response	
	No	%
A. higher		
B. average	2	18
C. low	7	64
D. No support at all	2	18
Total	11	100

As shown in table 31 the support done by Addis Ababa handball federation 64% responded low, 20% responded said average. So the result shows that the support given by Addis Ababa handball federation is low.

Table 33: do you believe that the sub cities sport officer is doing with you to select talented.

Options	Response	
	No%	%
a. yes	3	27.2
b. no	9	81.7
Total	11	

From the above table 27% of the respondents said that yes, they give their support whereas 81.7% of the respondents said that no based on this data the researcher conclude that the majority of the respondents the sub cities support officer they do not with coach towards talent identification.

Table 34: Does lack of coach motivation that affect talent identification process?

Options	Response	
	No%	%
a. yes	7	64
b. no	4	36
Total	11	100

From the above table 64% of the respondents said that yes lack of coach motivation affect talent identification process, 36% of the respondents said that no based on the above idea the researcher conclude that the majority of respondents lack of motivation affect talent identification process.

Table 35: The family support towards talent identification

Options	Response	
	No%	%
a. higher	-	-
b. average	-	-
c. low	3	27.3
d. no support at all	8	72.7
Total	11	100

As indicated in table 34 out of the total respondents 72.7% of the respondents said that no support from family to identify talent where as 27.3% of the respondents replied that the family support is average. based on the above idea the researcher conclude that the majority of respondents they do not support the coach to identify talents players.

Table 36: Is lack of training academy that affect to implementation of talent identification procedures?

Options	Response	
	No%	%
a. yes	10	90.9
b. no	1	9.1
Total	11	100

From the above table 90.9% of respondents said that yes lack of training academy that affect to implementation of talent identification process where as 9.1% of the respondents said that no they do not affect lack of training academy to implement talent identification process. from this point of view the result shows that majority population respondents they agree with lock of training academy that affect to implement talent identification procedures.

Table 37: Is challenges that lack of different materials to implement talent identification

Items	Response	
	No%	%
a. yes	11	100%
b. no	0	0
Total		

From the above table 100% of the respondents said that yes, lack of materials that challenges to identify talented players, where as no one respondents respond option of no. from this point of view the result shows that all respondents are lack of different material challenges to implement talent identification process.

Conclusion of the questionnaires distributed for coaches

After the data analysis part of the questionnaires distributed for coaches the output has brought important findings that could be very helpful to draw a recommendation for the main agenda of the research. major findings of this part are:-

- Majority of the coaches they not satisfactory in their work in talent identification process. the main reason suggested by respondents are:-
 - ✓ The coach have lack of scientific knowledge about talent identification.
 - ✓ the coach motivation is low
 - ✓ their is no fixed talent identification criteria
 - ✓ shortage of training centre
 - ✓ shortage of sport facility
 - ✓ shortage of continuous competition schedule
- Majority of respondents suggested their is no support from woreda, sub-cities, Addis Ababa handball federation and Ethiopian handball federation in talent identification process.

III. Interviews responded by sport directors and officers

Interviews is one of the researcher data gathering tools. This interviews is preparing only that of the executive or appointed officials of the five (Arada, Lideta, Adis ketema, Yeka and kirkos) sub-cities, Addis Ababa handball federation and Ethiopian handball federation and the total number of interview

prepared for ten sub-cities level, three federation level which is thirteen appointed officials. Respondents responses is I organize the following.

1. Does the study you specialize is related to the position that you hold? And happy with your job?

In this study interviews were held with officials appointed by the government accordingly, unlike of the officials in federation level, and sub- cities, employees that appointed by the government that the position that they hold in time have directly related to the field of specialization and all are happy with their position and jobs as well.

2. How do you see the position of handball sport in Addis Ababa.

All responded as it was weak and they gave the following:

- the project work in the sub-cities was totally weak
- there is shortage of sport facilities
- there was no strong competition held at sub- city and wereda level
- lack of project
- neither completion nor training was held in schools.
- the decline in handball sport resulted in the failure of community interest towards this sport.

3. Do you believe that each member of the sport officer has a full awareness about scientific talent identification process?

Majority appointed officials in federal and sub- city level they have not full awareness towards scientific talent identification where as some officials suggest that they have full awareness about scientific talent identification process.

4. whether the talent identification is implement by scientific criteria or not:-

- The selection was not done by criteria but only by observation.

5. what are challenges faced to apply talent identification process

- lack of professionals even after training some professionals were not even devoted.
- the training methods were not uniform and continuous
- the sport leaders were not in a condition no to publicize this sport, because it lacks support.
- shortage of budget and inappropriate use of resource.
- shortage of courts and professionals in sub-city and wereda level.
- shortage of training and competition is sub cities
- the city federation is not promoting the sport.
- no committed body for control, supervision and support.
- lack of training materials such as manuals. Ball according to age lever.
- lack of support of community or parents.

6. What must be done to promote the quality of talent identification in Addis Ababa

- preparing long term plan
- making the training systematic and continuous
- preparing manual criteria talent identification fulfilling materials
- formulating and implementing strong supervision and support system
- setting and implementing competitive sports between the training projects
- give for handball coaches training by short term and long term program.

7. How was the integration of federal, city sub-city and woredas to implement talent identification process

- There is no close coordination from lower up to high level. the selection is done by coaches randomly i.e. not by criteria

8. For question how they apply talent identification in sub cities.

- did not follow the procedure from basic to elite
- no body follow stages of talent identifications

9. For question asked why they apply talent identification

- to follow scientific selection and training method/ but rather it is done randomly
- it helps youngster to have vision and to show them bright future.

10. For question asked about their output /out come in the talent identification.

- selection those by physical appearance i.e. soma to type
- by providing them video and enhancing their handball interest.
- by presenting model players to motivate them
- conducting training from simple to complex
- establishing sport academy
- talent must be identified through medical shakeup by different test.
- identifying talent areas.

CHAPTER V

SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATION

5.1. Summary

The main objective of this study is to investigate practices and challenges of talent identification of handball players in five sub cities of Addis Ababa city administration. In order to achieve this objective four basic questions were raised which addressed area such as

- Do talent identification currently carried out properly?
- What are the strengths and weakness of handball sport in talent identification process?
- What are the major challenges to implement talent identification
- What technique shall be developed to select handball players

In order to carry out the study descriptive method with qualitative and quantitative approach was adopted. The study employed questionnaires and interview as data collection tools. The purposive sampling technique used to select respondent who have directly relationship with the issue understudy.

The collected data were analyzed using percentage and table and interview was described by using narrative approach. The major finding of the study are summarized as following.

- ❖ in most waredas, sub cities do not screen talented players by criteria. they select randomly
- ❖ majority of coaches give more attention for physical factor in contrast to other factors.
- ❖ there is no sufficient facility to implement talent identification procedure like football

- ❖ sport office members is in the worda, sub city and federal level, even if most of them believes that it is important to work with coaches and other stake holders, they don't have such kinds of experience.
- ❖ motivation of coaches and sport office members to enhance handball sport and implement talent identification procedure is low because of:-
 - ✓ budget allocation problem
 - ✓ absence of adequate play ground and equipment
 - ✓ problems associated with lack of skilled man power
 - ✓ lack of additional manual that support talent identification work.
 - ✓ no enough project stretched in each sub city worda
 - ✓ problem of coordination and support among respected sport offices.
 - ✓ They don't give equal chance and support sport offices for handball sport like foot ball etc
 - ✓ lack of monitoring and evaluation by that executive body.

5.2. Conclusion

Basically talent identification is the backbone for getting elite athletes and sport man and women at the regional or national level. Without scientific talent identification it is impossible to get the intended change on handball sport. out laying a project or club by itself is not a success but should have to be responsible bodies that can regular the talent identification process and by identifying the challenges that hang the screening of talented players.

Therefore this research paper has investigated some of the issues related to the practice and challenges of talent identification of handball players in some selected sub cities of Addis Ababa city administration. so based on the major findings of the study summarized above the following conclusions are for warded.

In handball sport in Addis Ababa

- ✓ talent identification process is not carried out currently
- ✓ the talent identification process has no a strength. it is not implemented.
- ✓ the following are the major weakness for talent identification process.
 - luck of awareness and knowledge about talent identification procedure
 - luck of guidelines manuals that should be followed by coaches for talent identification.
 - luck of strategic plan
 - luck of budget
- ✓ they select potential players by simply observing the physical appearance of players.
- ✓ the following are major challenges to apply talent identification procedures.
 - lack of knowledge
 - lack facility and equipment
 - lack of motivation or commitment
 - lack of manuals and test instruments
 - lack of support from stake holder

5.3. Recommendation

After the whole data analysis process the research identify the major problems that hang the proper implementation of the scientific talent identification in our country at large and specifically in Arada, Ledeta, Kirkos, Adis ketema and Yeka sub cities, woredas and federal that are found under each the above sub cities. Based on the nature of the problems and their potential danger the research tries to identify the major challenges that hang the proper implementation of talent identification. And for the major challenges that hang the proper implementation of talent identification the recommended point in order to minimize the problem presents as follows.

- The respected sport organization at the national and regional level according to their higherarchy should have to create awareness among sport office members, coaches and different stake holders about handball sport and talent identification process.
- The federal sport commission should be proper accomen talent identification manual for coaches
- Coahces need additional seminar or course on how to identify talent players.
- The federal sport commission must prepare strategic plan for the implementation of talent identification procedure.
- The Ethiopia handball federation should support, control and supervise the implementation of talent identification procedures.
- The Addis Ababa city administration sport commission should allocate adequate budget in addition support control and supervise the implementation of talent identification procedure.
- Appropriate talent identification should be implemented and scientific training should be conducted at woreda and school level

- At sub city and woreda level the talent identification procedure and completions should be implemented by proper support, control and supervision.
- Clubs must involve and play their role in the talent identification process.
- All respected groups sport office members at all level, coaches and physical education teachers at all level should have to work closely and cooperatively for proper implementation of scientific talent identification.
- Addis Ababa sport commission and handball federation should be create conducive environment for coaches in the process of identifying monitoring and nurturing talented handball players towards realizing their potential.

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<http://www.ausport.gov.au>-National talent search program

<http://www.ausport.gov.au-national> talent search program

Appendices 1

Addis Ababa University

School of graduate studies

Faculty of life science

Department of sport science

Questionnaires distributed for handball **players** in selected woreda /sub cities/ of Arada, lideta, Yeka, Adis Ketma and kirkos sub cities of Addis Ababa city administration.

Research title: Practice and challenges of talent identification of handball players: the case of Arada, lideta, Yeka, Adis Ketma and kirkos sub cities of Addis Ababa city administration.

The primary purpose of this research is to identify analyze, conclude and recommend the major challenges for the good and proper implementation of Ethiopian talent identification process by giving emphasis on Arada, lideta, Yeka, Adis Ketma and kirkos sub city of Addis Ababa city administration.

You are not requested to write your name. The whole information that you gave will only use for this research. Therefore, by understanding the purpose of this research, I hope you will give the exact and truthful information.

Thank You.

I. General information about the respondents

1. Sex Female ☐
 Male ☐
2. Age From 6-10 ☐
 From 10-14 ☐
 From 14-18 ☐
 From 18-28 ☐
3. Height ☐
 From 156-160cm ☐
 From 161-165cm ☐
 From 166-170cm ☐
 From 171-175cm ☐
 From 176-180cm ☐
 Above 180 cm ☐

4. Educational background

From grade 5- 8/elementary/ ☐

From grade 9-12/secondary/ ☐

10+1-10+3 ☐

Above 10+3 ☐

II. Main part of the questionnaire

5. Do you have interest to be handball player

Yes ☐

No ☐

6. Where started handball sport

Project ☐

School ☐

Arat kilo training center ☐

In any other _____

7. Do you stratified for you coaches knowledge and ability

Yes ☐

No ☐

8. Either he/she planned his/her position or not

Yes ☐

No ☐

9. Are the training environment conducive to show you talent

Strongly agree ☐

Agree ☐

Undecided ☐

Strongly disagree ☐

10. How is it availability of handball sport facility

Good ☐

Very good ☐

Low ☐

11. Identification of regularity of training program?

Yes ☐

No ☐

12. Identifying progress in the game or training

Good ☐

Very good ☐

Low ☐

13. In regarding to thinking of the suitable environment for practicing talent skill

Yes ☐

No ☐

14. Do you know the coach has a criteria for talent players identification

Yes ☐

No ☐

If any other _____

15. Are you familiar with the coach criteria.

Yes ☐

No ☐

If any other _____

16. The availability of handball

Good ☐

Very good ☐

Low ☐

17. The availability handball court

Good ☐

Very good ☐

Low ☐

18. Do you have an opportunity inter faring the criteria.

Yes ☐

No ☐

If any other _____

Thank You

Appendices 2

Addis Ababa University

School of graduate studies

Faculty of life science

Department of sport science

Questionnaires distributed for handball **coaches** in selected woreda /sub cities/ of Arada, lideta, Yeka, Adis Ketma and kirkos sub cities of Addis Ababa city administration.

Research title: Practice and challenges of talent identification of handball players: the case of Arada, lideta, Yeka, Adis Ketma and kirkos sub cities of Addis Ababa city administration.

The primary purpose of this research is to identify analyze, conclude and recommend the major challenges for the good and proper implementation of Ethiopian talent identification process by giving emphasis on Arada, lideta, Yeka, Adis Ketma and kirkos sub city of Addis Ababa city administration.

You are not requested to write your name. The whole information that you gave will only use for this research. Therefore, by understanding the purpose of this research, I hope you will give the exact and truthful information.

Thank You.

I. General information about the respondent

- | | | | |
|--------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. Sex | Female ☐ | Male ☐ | |
| 2. Age | From 18-25 ☐ | From 26-30 ☐ | From 31-35 ☐ |
| | From 36-40 ☐ | Above 40 ☐ | |

3. Educational training background

1st level coach in handball ☐

2nd level coach in handball ☐

Grade 10 complete ☐

MSC in handball ☐

International coach ☐

In sport science above diploma ☐

II. Main part of the questionnaire

1. Do you have knowledge about the present status of handball in Addis Ababa

Yes ☐

No ☐

2. For who responded “Yes” were asked about the status of handball in Addis Ababa.

Low ☐

Average ☐

Above average ☐

3. Identifying their actual knowledge of talent identification age

Yes ☐

No ☐

4. Those who responded “Yes” were replied the beginning age as:

6-10 (mini handball) ☐

10-14 (Youth handball) ☐

14-18 (Junior handball) ☐

5. Does biological nature affect to select talent players

Yes ☐

No ☐

If any other _____

6. Do you have scientific knowledge to identifying talents?

Yes ☐

No ☐

7. Do you use additional materials to up data your knowledge in talent identification.

Yes ☐

No ☐

8. Do you believe that lack of additional training course that challenges to identify talented players?

Yes ☐

No ☐

If any other _____

9. Do you have asetted criteria for talents identification from handball federation or sub cities.

A. Yes ☐

B. No ☐

If any other _____

10. The support of sport leaders and coaches towards talent identification.

Very good

Average ☐

Low ☐

11. The support of Ethiopian handball federation towards talent identification?

Higher ☐

Average ☐

Low ☐

No support at all ☐

12. The support of Addis Ababa handball federation

Higher ☐

Average ☐

Low ☐

No support ☐

13. Do you believe that the sub cities sport officer is doing with you to select talented?

Yes ☐

No ☐

14. Does lack of coach motivation that affect talent identification procedure?

Yes ☐

No ☐

If any other _____

15. The family support towards talent identification

Higher ☐

Average ☐

Low ☐

No support ☐

16. Is lack of training academy that affect to implement talent identification procedure?

Yes ☐

No ☐

If any other _____

17. Is challenges that lack of different materials to implement talent identification?

Yes ☐

No ☐

If any other _____

Thank you

Appendices 2

Interview Guide

Interview questions prepared for some selected appointed officials of sport office in Arada, lideta, Yeka, Adis Ketma and kirkos cub cities, Addis Ababa handball federation and sport, commission.

1. Does the study you specialize is related to the position that you hold? and happy with your job?
2. How do you see the position of handball sport in Addis Ababa?
3. Do you believe that each member of the sport officials has a full awareness about scientific talent identification
4. Whether the talent identification is implement by scientific criteria or not?
5. What are challenges faced during talent identification
6. What must be done to promote the quality of talent identification in Addis Ababa
7. How was the integration of federal city sub city and woredas to implement talent identification process?
8. For question how they apply talent identification sub cities?
9. For question asked why they apply talent identification
10. For question asked about their output/out come in the talent identification?

DECLARATION

I here, by declare that this thesis is my original work and that all sources of material used for the thesis have been properly acknowledged.

Name Zemedkun Mekashaw

Date _____

Signature _____

This thesis has been submitted for examination with my approval as university advisor

Name Dr. Solomon Teka

Date _____

Signature _____