

**THE ROLE OF SCHOOLS FOR THE DEVELOPMENT OF TRACK AND  
FIELD ATHLETICS IN SOME SELECTED HIGH SCHOOLS IN ADDIS  
ABABA CITY ADMINISTRATION**

**BY**

**WONDALE SITOTE**

**Adviser- TESFAYE ASGEDOM (PHD)**

**August, 2004 E.C.**

**Addis Ababa**

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**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE  
REQUIRMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN  
ATHLETICS COACHING.**

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**Approved by Board of Examiners**

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Chair man	Signature	Date
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Adviser	Signature	Date
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External Examiner	Signature	Date
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Internal Examiner	Signature	Date

August, 2004 E.C.

Addis Ababa

### **ACKNOWLEDGEMENT**

*To complete the research of the issue discussed in this study required the cooperation of many people. I am indebted to all for their assistance and particularly I offer my sincere thanks to my wife Tigist Asrade for her tolerance and patience to complete this research and also my daughter Mahlet Wondale even though, she needs my care she leave me alone to complete my study .*

*I would like to thanks my instructor and advisor Dr. Tesfaye Asgedom for he spent his golden time to give me a valuable advice and his diligence comment and professional support, and his kindly tolerance treatment.*

*I also thanks to Addis Ababa University Sport Science department for their full support and giving me this chance of study. At the same time I would like to thanks my friends, Eshetu Yimer (who has encouraging and assisting to cover my private work), Adonis G/ Selassie (for giving me his laptop for the writing, preparation and computer editing process of my work), to my best sister Genet Tesfaye she has help me to edited my final work and print hard copy and my best friend Tesfaye Yifru who has encouraging and assisting me throughout my work.*

*Above all I would like to thanks my best friend Teshome Yigremew for his advice me to join and study my masters' degree without his encouragement I would never join this program.*

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## **Acronyms**

- **DNF**- Did Not Finish
- **DQ**- Disqualification
- **EAF** Ethiopian athletics federation
- **IAAF** International Association of Athletics Federation
- **MOE** Ministry of Education
- **PE** Physical Education
- **SAID**-specific adaptation to imposed demands

## **Abstract**

Athletics is a medium through which an all rounded development of personality can be promoted. Running, jumping and throwing are the most elements and natural physical activity of all the people of the world and of all society since the beginning of time. Track and field has become an independent sport with its own events, special techniques and tactics of movement, coaching methods and low of competitions. The study is about the role schools for development of track and field athletics in some selected Addis Ababa city administration high schools. This research will explore the role of schools for the development of athletics events in order to offer athletes from track and field and the method employed students, physical education teachers and Addis Ababa athletics federation experts which works with school track and field athletes those were selected by using random selected sampling.

The research involves three sub-cities within ten sub-cities in Addis Ababa city administration. From each sub-city three high schools were selected and totally 168 students were selected randomly from nine high schools, teacher's federation experts were selected. This research used both qualitative and quantitative research approach. Therefore, the data obtained through questionnaire was analyzed quantitatively. For quantitative analysis percentage and number were employed. The data was collected through interview and observations were analyzed qualitatively to substantiate the quantitative analysis.

Hence, Young athlete preparation is one of the teacher's main objectives. The physical education teacher can accomplish this by establishing harmony in the youngster's physical, technical, and strategic preparation. The teacher must establish such a concord for psychological

preparation, meaning sound relationships, friendships, and common goals among school teammates.









# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Athletics is a competitive physical activity made up of several separate events, based on the natural movements of running; jumping and throwing. In the first place these exercises were directly connected with productive and ware like activities of man. They had a major place in defense and the provision of the essential of life. Track and field has become an independent sport with its own events, special techniques and tactics of movement, coaching methods and low of competitions.

Development of Athletics in schools representation and raising the standards of competition was a continuing challenge for ministry of education, Addis Ababa Athletics Federation, physical education teachers and coaches. So is offering young athletes variety in training while dealing with competition from a myriad of different interests to ensure pathways to ward future development and enjoyment of sport in general, both physically and socially.

Ethiopian schools competition was not held for 16 years continuously. But restarted in 1988 E.C. nobody has no doubt, school competition is a right place to get nationally and internationally substituted elite athletes in all national federation sports competent. There are many challenges and reasons that schools competition is not sustainable held. Some of these reasons that hinder to this school competition are

- There is no rules and regulations
- It has no given a great deal by concerned body
- It has no national widely acceptable Levels of category

But to full fill our national interest that means to get substituted young elite athletes it must be solved these problems step by step. Among the above mentioned challenges Level of category is the main problem in Ethiopian school sport competition.

In Ethiopian students sport competition grade level and age level category history was started for the first time that right begun after Ethiopian school sport association was established in 1942 E.C. From 1942 E.C. to 1952 E.C. the criteria for students competition was based on weight X (times) height results.

Again in 1952 E.C this category level was revised and set a criterion selected competent was to be only based on their height. The height criterion category was still not a right method to solve the problem. Because it gave an advantage for students very short but higher grade level. Started from the year 1942 E. C to 1965 E. C students were competed as regional and national level based on the category of Elementary and Secondary grade level category criterion. From 1966 E. C to 1971 E.C the school competition was not held for 5 years due to political reason. Because it was a time students were the major participatory to political situation. In 1972 E. C the school competition was held as regional national level.

But again the Ethiopian school competition was not held for 16 years from 1972 E. C 1988 E. C. In 1988 E.C just like before based on category of Elementary and Secondary school level of school competition was held. The competition was held as regional and national level. (Students Sport Competition Category pp. 1-6)

High school students are young adults who look to their coaches for leadership, knowledge, instruction and direction. Many lessons can be taught and learned through participation in competitive interscholastic sports such as how to set goals, how to compete, how to take risks, how to deal with success and failure and how to maintain emotional self-control.

This research will explore the role of schools for the development of athletics events in order to offer athletes from track and field a pathway into development and conversely a way to expand the talent base of the sport of life saving in general.

## **1.2 Statement of the problem**

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

But after signs that the sport was increasing in popularity in many parts of the society, a need to assemble these activities under one organizing umbrella quickly arose. It was in 1949 that the Ethiopian Athletics Federation (EAF) was formed and soon became a member of the International Amateur Athletics Federation (IAAF). Since its inception, much of the federation's activities committee was headed by Colonel Getahun Teklemariam, the man officially recognized as the first president of the Ethiopian Athletics Federation (EAF). This committee started a formalized program where athletes competed domestically and internationally.

One of the first major competitions in the federation's, the shewa championships, was organized in 1966 and was a competition among various divisions of the Military, schools, and Clubs. The first ever edition of Ethiopian championship were held in 1971. In the late 70's a new committee, headed by chairman Tesfaye sheferaw, was formed to administer the federation. The major achievements of this era were the staging of the first Abebe Bikila Marathon and the national cross-country championships for the first time in 1984.

This executive committee was also responsible for overseeing many developmental activities of the federation. Constructing of the first athletics track, education and hiring of coaches and major improvement in working procedures were all hallmarks of the early 80,s. (The 16<sup>th</sup> African Athletics Championships p.14)

Furthermore, the researcher will tries to assess the major problems and challenges for the role of schools to the development of track and field athletics and to put possible solutions for the future schools would the right place to get number of young athletes creator.

Specific questions to address the above objectives the study are

- What are the major factors that affect track and field events in Addis Ababa schools?
- Does the Addis Ababa Athletics federation tried to organized and help schools for the development of track and field athletics?
- What are the major activities used by the federation to be sustainable development of track and field Athletics in the schools?
- Does the federation committed to do effectively for the development of athletics from grass root level at school?

- Is there any program that settled by the federation to create awareness about the role of schools for track and field athletics?

### **1.3 Objective of the study**

#### **1.3.1 General objective**

The general objective of this study is to examine the role of schools for the development of track and field athletics in some selected Addis Ababa city government administration high schools.

#### **1.3.2 Specific objectives of the study**

- To examine the major factors that hinders the contribution of schools for the development of track and field athletics.
- To assess the factors that decline of schools in track and field events.
- To find out the possible solutions of the problems.
- To provided valuable information for further study.

### **1.4 Significance of the study**

Track and field Athletics development, in schools representation and raising the standards of competition was a continuing challenge for ministry of education, Addis Ababa Athletics Federation, physical education teachers and coaches. So is offering young athletes variety in training while dealing with competition from a myriad of different interests to ensure pathways to ward future development and enjoyment of sport in general, both physically and socially.

The main reasons the researcher wants to conduct this research are;-

- the role of schools for the development of athletics events in order to offer athletes from track and field a pathway into development and conversely a way to expand the students talent.
- As a sport, athletics is a familiar and lifelong pursuit, or at least that is the historical evidence in the country.
- In the past decade this student interest in the Athletics has begun to decline and athlete and member withholding has become a serious issue.

- Track and field events have never been accepted to the level that such running and agility skills are in other sports, nor have they been developed to the levels that they could attain, at least equally with athletics events, including their ability to provide a higher profile for the entire sport itself.
- To describe why after the major causes of athletics competition decline in school.

So the outcome of this research will help for different stakeholders and concerned bodies. Basically, Addis Ababa athletics federation will be more beneficial. In addition to this the outcome will be important for the different Addis Ababa's Athletics clubs and projects, Addis Ababa sport commission, as well as Ethiopian Athletics federation.

Moreover, it can invite for researchers to go more on this topic that means for further research on this area.

### **1.5 Delimitation of the Study**

Even though studying the current problems and challenges of role of schools for development of athletics is wider in scope it will be made this research more in depth, but the sake of manageability of the research, in terms of time and financial constraints this study will assess the current problems and challenges in the role of schools for development of track and field athletics. The researcher, particularly, will focus on athletics development for the reason that my specialization in the graduate study was concentrated on athletics development. Interpretation and knowledge of the subject matter will help the researcher to conduct the present research. Thus, examining whether or not athletics development is being implemented effectively in the schools further attracted the researcher. In addition to this, the researcher was selected students, physical education teachers, athletics project coaches and Addis Ababa athletics federation professionals.

### **1.6 Limitation of the Study**

In order to have first – hand information about the role of schools for the development track and field athletics. Observations and interview of the interests and participation for the student's were being very important means. In spite of these, the researcher will attempt to make the research as complete as possible. The scope of the research was limit more specifically to Addis Ababa Administrative Region schools. Hence, conclusion to be reached will reflect what the situation of

the development of track and field athletics in the schools looks like in these settings. The above constraints may hinder the qualities of the research.

## 1.7 Organization of the study

The content of the research is organized in to five chapters. Chapter one is deals with introduction, statements of the problem, research questions, objectives, limitation and delimitation, significance of the study, definition of terms used in the research document and organization of the study. Chapter two is deals with the review of related literatures. Chapter four is deals with result of data collection, analysis of data presentation .chapter five is discussing about conclusions, recommendation for implementation, bibliography and related readings.

## 1.8 Definition of Terms

- **Athlete** is a person who competed in physical activities for a prize.
- **Anchor Leg** The final or fourth leg of a relay race.
- **Approach** The run-up made by an athlete before performing the actual skill, i.e. long jumping, high jumping.
- **Arm Swing** The movement of the arms as they are moved forward and back as a counter balance to the opposite leg.
- **Baton** Tubular object carried by and passed between members of a relay team.
- **Blind Pass** Passing the baton in a relay race with the outgoing runner receiving the baton from the incoming runner without looking at the exchange.
- **Center of Gravity** The point at which a line drawn through the head and torso extends to the ground.
- **Circle** The competition area for the shot put.
- **Crossbar** The bar, which can be raised and lowered, that is placed between two standards for the high jump.
- **Crouches Start** The all-fours position of a runner at the start of a sprint.
- **Drive Leg** The leg that exerts the force during a stride or takeoff.
- **Exchange Zone** The 20M-long zone in which the baton must be passed from the incoming runner to the outgoing runner during a relay race.
- **Fartlek** A Swedish term meaning speed play.

- **Grip** The hand position of a throwing implement.
- **Passer** is the relay runner who hands off the baton.
- **Pit** The landing area for long jumpers and high jumpers usually filled with sand or sawdust (long jump) or synthetic materials (high jump).
- **Sector** The landing area for the shot put and softball throw.
- **Shot Put** Iron, plastic or brass spheres used for shot put competition.
- **Starting Blocks** Metal blocks set on the track behind the start line, used to support the athlete's feet for all sprints.
- **Swing** Pendulum action of an athlete's body or parts of the body.
- **Technique** The form used by an athlete to perform a skill.
- **Tempo** The number of turnovers required to run or walk at a given pace.
- **Torso** That part of the body which extends from the hips to the top of the shoulders.
- **Visual Pass** Relays pass with the outgoing runner receiving the baton from the incoming runner while looking back at the other runner and baton during the exchange.
- **Warm-up** The gradual process of raising the body temperature and loosening muscles prior to strenuous exercise.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Philosophy for Coaching High School Athletes**

Athletics offers something for everyone. The range and variety of the individual events means that individuals with different physiques and mental ability can take part. The beginning stage of learning athletics is the exploratory phase where the athlete is attempting to learn the correct sequence of movements of all the basic skills e.g. running, throwing, jumping. High school coaching may be the most special and important profession anyone can choose. This is not because sports are important, but, rather, because the young men and women who participate in high school sports are so valuable.

Coaches have an opportunity to foster both their athletes' emotional and physical development. The path to coaching success begins with defining a philosophy to guide your efforts. It is the coach who frames the sport experience for the athlete. A study of 10,000 high school athletes concluded the quality of coaching has the greatest influence on whether or not participation in high school sports becomes a positive experience for the young athlete.

The high school of track and field events offers opportunities for athletic success to a wider variety of personalities, body types and natural athletic talent than any other sport. Combined with its dual offering of individual and team competition, no other sport can provide so much for so many. There are opportunities to develop physically, emotionally and socially. There are opportunities to discover hidden talents, learn about oneself and develop a new sense of competence and self-worth. There are opportunities to be part of a team while competing as an individual. There are lessons about life and reality. There is the motivation to pursue goals and objectives that most teenagers dismiss as being impossible.

All these possibilities are woven into the unique fabric of sport. The responsibility of making them an intimate part of every young athlete's Track and field experience rests squarely on the shoulders of the coach. The two most important considerations in developing a personal coaching philosophy are determining coaching objectives and coaching style. Coaching objectives could

include improving the program's win/loss record, winning a league title, placing among the top five teams in the section or state championships, showing significant individual and team improvement, making the program fun for all the athletes, or teaching the athletes to compete well.

High school coaches often believe their first responsibility is to produce winning teams; however, winning should not be the single measure of success for the coach or the athletes. An overemphasis on winning can produce such negative responses in young athletes as anxiety, fear of failure, reduced self-esteem and a loss of motivation. Coaching success should be measured in a variety of ways other than a state ranking, win/loss record, or a high place in the league meet. The number of athletes attracted to the program, the athletes' enthusiasm for track and field, the improvement the team shows through the course of the season and the amount of parental/community/ school interest and support generated for the program are equally important measures of success. Winning the majority of the meets during the season does not necessarily make any coach a good leader or positive role model for young athletes. A coach's actions speak louder than words, especially during competition. Coaches must teach respect for the rules, the opponents and the judgment and integrity of officials by example through their behavior.(athletics coaching guide, p.3-7)

## **2.2 The Role OF High Schools Coach**

What exactly is the high school coach's role: recruiter, teacher, trainer, strategist, personnel manager, administrator, promoter, communications expert, diplomat, spokesperson, psychologist, impartial judge, disciplinarian, caring friend, counselor, parent substitute? To be a high school coach is to assume all of these diverse roles. For the coach, the greatest reward should not be the outcome of winning, but rather the process of training and competition that positively affects the personal development of young athletes. Great coaches use sport as a vehicle to enrich the lives and the futures of their athletes. (High school coaching, pp.9-11)

## **2.3 Coaching Style**

Coaching style reflects how a person chooses to lead and interact with student athletes. It affects how a coach wants to motivate and discipline, and what role, if any, athletes are permitted to have in making decisions that affect them. Each person must choose the coaching style that best fits

that person's personality, but every coaching style is a somewhat different combination of three approaches: authoritarian, cooperative and passive coaching styles. Everyone new to coaching should take some time to consider what coaching style works best for that person. Experienced coaches should also periodically re-examine their coaching styles to ensure they are still following the path onto which they originally embarked. Here are some suggestions that can help determine a sound coaching philosophy:

- Remember the athletes should be the center of attention. Sports were not created to glorify coaches.
- The simple objective of coaching is to help athletes shorten the trial-and-error process of learning and ease the trial-and-terror experiences of competing.
- When coaching, focus on the skills needed, a method to teach and demonstrate them, and drills to practice and master them.
- Integrity, credibility and technical knowledge are the most important qualities of a good coach in that order.
- Every athlete deserves to be addressed by first name and treated with dignity.
- A coaching style must not isolate a coach from the athletes. There must be a forum for open communication or the coach will never be in touch with the athletes. Coaches need to be willing to listen to all the athletes, hear criticism and respond by acting rather than reacting.
- Coaches cannot talk about winning without talking about losing. Is placing second or third, or not placing but recording a personal best, considered a failure? How do the athletes behave when they finish races they lose? How does the team behave after a tough loss? How are athletes expected to bounce back after performing poorly?
- Regardless of the style, coaches need to command their athletes' attention and respect. Coaches must continually and openly communicate, motivate, praise and discipline effectively. (High school coaching, pp.18-20)

## **2.4 High School Sports as an Extended Classroom**

Schools have interscholastic sports programs because they provide students with unique learning experiences that are not obtainable in other segments of the school curriculum. Through participation in interscholastic sports, athletes improve strength, speed, and endurance and acquire the complex skills and poise needed to perform at their best in athletic competition. Few educators have the opportunity to affect the lives of their students more than a coach. The best coaches use their practices and competitions as extended classrooms and strive to inspire athletes to reach for their best both athletically and academically. High school students are young adults who look to their coaches for leadership, knowledge, instruction and direction.

Many lessons can be taught and learned through participation in competitive interscholastic sports such as how to set goals, how to compete, how to take risks, how to deal with success and failure and how to maintain emotional self-control. Important values and attitudes such as sacrifice, dedication, accountability and self-confidence can be learned along with such virtues as good sportsmanship, teamwork, camaraderie, and respect for opponents, mental toughness and persistence in the face of adversity. Those experiences and character traits will lead young athletes toward successful, fulfilling lives long after their high school athletic careers are over.

The benefits that can be derived from participating in sports, however, do not result from participation alone. Research indicates it is the quality of adult leadership that determines whether youngsters have a good or bad experience in competitive sports. An effective high school coach will be an inspirational leader, a knowledgeable teacher and an appropriate role model. More than just a teacher of skills and strategies, the high school coach is a significant adult force in the life of a student-athlete. Coaches can have a great impact on the psychological growth and personal development of athletes. (High school coaching pp.17-19)

## **2.5 Motivating and Communicating with High Schools Athletics**

Sport psychologists have learned that two of the most important needs of young athletes are the need to have fun and the need to feel worthy. Certainly, it is easy to see when athletes have fun. They appear to be challenged, excited, stimulated and focused. They express feelings of enjoyment, satisfaction and enthusiasm. Athletes also have a need to feel competent, worthy and positive about them. Sports can be threatening to young athletes when they equate achievement with self worth. As youngsters, we learn quickly that others judge our worth largely by our ability

to achieve. To win is to be a success and to lose is to be a failure. This attitude causes tremendous anxiety in young athletes. Social evaluation and expectations of others are also major causes of anxiety.

Athletes become anxious when they are uncertain about whether or not they can meet the expectations of their coaches, parents, peers, or even themselves. The more uncertainty athletes have, and the more important they perceive the outcome to be, the greater their feelings of anxiety. The very nature of sports involves an extensive evaluation of the skills of the participants. Any situation involving social evaluation of abilities that a youngster considers important can be threatening if he or she anticipates failing or receiving negative evaluations. Most youngsters place great value on athletic competence and are particularly sensitive to appraisal of their abilities by others. Mistakes and errors which are a natural part of the learning process can be misinterpreted as failure or incompetence. These competitive pressures can result in youngsters setting unrealistic standards of near-perfect execution, which virtually assures they will fail.

A coach must help athletes meet their need to have fun by structuring their sport experience so it challenges and excites without being threatening. Motivated athletes have a strong desire to master skills and demonstrate their competence. Similarly, a coach can help athletes meet their need to feel worthy by creating situations where everyone can experience some degree of success. The continual process of achieving incremental goals that are challenging, yet attainable, provides motivation. When athletes experience a taste of success, it reinforces their feelings of mastery, competence, pride and self-worth. This in turn stimulates their desire to pursue new levels of personal achievement. (High school coaching, pp.20-24)

## **2.6 Organizing a Track and Field Coaching Staff in High Schools**

The number of assistant coaching spots allotted by the high school or district combined with the number of candidates available and their experience and expertise should determine the event coaching assignments of a high school staff. Even if the school has separate boys' and girls' coaching staffs, it is strongly recommended the staffs be combined and the coaching responsibilities spread among the combined staff for the purposes of effectively training all athletes.

Track and field is viewed by many as a sport of coaching specialists. Track coaches are often times referred to as only a “jump coach” or the “distance coach” or the “vault” coach. The problem is further exacerbated when track coaches themselves only see their role as one of the “high jump coach” or the “hurdle coach.” There is virtually no other sport where coaches perceive themselves as only “knowing” one aspect of their sport. There certainly are specialists in other sports such as an offensive coordinator in football or a hitting coach in baseball, but even those coaches know some, if not a considerable amount, about the other facets of their sport.

It is certainly a challenge for any track coach to master the complexities of one event area; furthermore, the coaching sciences of exercise physiology, biomechanics, nutrition, and sports psychology are constantly providing coaches with effective new methods of training and preparing; however, that doesn’t mean track coaches, especially head coaches, should become isolated and solely concentrate their efforts into one event area. A head coach should feel an obligation to work towards becoming reasonably proficient in coaching every event area, so he or she can not only train new assistant coaches when necessary but also serve as a second set of “eyes” or another resource for experienced assistant coaches. Furthermore, there may be years where the head coach may find he or she has an assistant coach that can only coach the same area as the head coach but no other area, and in that case, the head coach may best serve the needs of the program by coaching another event area.

All assistant coaches should make an attempt to begin to learn at least one more event area. There will certainly be times both in practice and meets when an event area coach has some free time where he or she could help other event area athletes, especially beginning athletes who are just learning the basics of their events. Additionally, it serves to bring a team closer together when the assistant coaches have a good relationship with all the athletes, not just the ones in his or her event area. The process of learning a new event area should be viewed as a long term project for assistant coaches. To learn a new event, a coach should begin by attending clinics, reading books, and by watching other exemplary coaches during practice and meets. He or she should then try to pick up the basics of technique first, and then an understanding of training later. Often times, the first job a head coach will have is recruiting assistant coaches. In recruiting assistants, it is often better to choose inexperienced coaches with enthusiasm and personality who are anxious to learn rather than individuals with track and field expertise who lack leadership and communication skills.

New coaches often want to train with their athletes. This is not a good idea. Aside from the temptation to do their own training rather than the training their athletes need, it severely limits a coach's ability to organize, observe and critique a training session. It is an especially bad idea for running event coaches. Coaches who run with their athletes lose all perspective of the performance of those running behind them and are thus unable to coach the less advanced athletes who need their evaluation and encouragement the most. It is best to begin training novice coaches by having them observe the head coach or another experienced assistant coach working with athletes in their event area. The next step is to have the novice assist in directing specific parts of several training sessions (the head coach should tell the novice in advance what to do and for what to watch).

Finally, when the new coach becomes familiar with the system of instructing and organizing athletes, the head coach should give the new coach a script prior to each day's training and let the new coach administer the workout. (A sample training session script form is included in each event chapter of this manual.)

*This would be a suggested breakdown of event coaching assignments for a staff of six coaches:*

- Sprint Coach — 100m, 200m, 400m, 400m Relay, 1600m Relay
- Hurdles Coach — 100mH, 110mH, 300mH
- Distance Coach — 800m, 1600m, 3200m
- Jumps Coach — Long Jump, Triple Jump, High Jump
- Throws Coach — Shot Put, Discus
- Vault Coach — Pole Vault

*The next best breakdown would involve five coaches:*

- Sprint/Hurdle Coach — Sprints, Relays and Hurdles
- Distance Coach — 800m, 1600m, 3200m

- Jumps Coach — Long Jump, Triple Jump, High Jump
- Throws Coach — Shot Put, Discus
- Vault Coach — Pole Vault

*The next breakdown would involve four coaches:*

- Sprint/Hurdle Coach — Sprints, Relays and Hurdles
- Distance Coach — 800m, 1600m, 3200m
- Jumps Coach — Long Jump, Triple Jump, High Jump, Pole Vault
- Throws Coach — Shot Put, Discus

*And finally, the best breakdown for three coaches:*

- Running Event Coach — Sprints, Relays, Hurdles and Distances
- Jumps Coach — Long Jump, Triple Jump, High Jump, Pole Vault
- Throws Coach — Shot Put, Discus

These coaching assignment breakdowns recognize that field events are the most technical events in track and field and require the greatest amount of instructional time to achieve mastery, and the most direct supervision to ensure safety. A track and field program cannot provide coaching for athletes in 15 events with less than three coaches! Use the issues of supervision, safety and athletes per coach to lobby your school's administrators to increase the number of paid assistant coaches allotted for the track and field. (Track and field coaching manual, pp. 32-35)

## **2.7 Basic Biomechanics for Track and Field**

Certain physical laws govern all motion. The sport of track and field is no exception. On the contrary, in a sport whose essence is the most efficient and forceful expression of human

movement, these physical laws continually reveal themselves. For this reason, the coach must be familiar with how the laws of physics govern athletic performance. This relationship is called biomechanics.

## **2.8 Biomechanical Principles for Track and Field**

The science of biomechanics explains how movement is affected in the track and field athlete's attempts to run faster, jump higher or longer and throw farther. To teach, observe and correct technique, the coach must have a general understanding of these principles. To teach any athletic skill properly, the coach must correctly apply basic biomechanical principles to an athlete's training. Following is a short discussion of some of the most important principles affecting track and field performance. "Every body continues in its state of rest, or of uniform motion in a straight line, except in so far as it may be compelled by impressed forces to change that state." In other words, a body at rest will remain at rest unless put into motion by some force. Conversely, a body that is in motion will remain in motion unless brought to rest by an opposing force. However, in terms of increasing the speed of an object, inertia still must be overcome. In relation to inertia, rest and uniform motion is the same thing. (High school coaching, p.53)

## **2.9 Applying Biomechanics to the Running Events**

The running stride has three phases:

- Drive
- Recovery
- Braking

The drive pushes the body forward off the supporting foot. The recovery phase occurs when both feet are in the air. The braking phase begins as the lead foot touches the ground, causing a momentary braking or slowing. As the body's center of mass passes in front of the foot, the next stride and drive phase begins. Running speed is a function of two things: stride length and stride frequency. However, increasing stride length by over-striding reduces speed because it increases the time of the braking phase. Conversely, overly short strides, or under-striding, may increase

frequency but still reduce speed because of the decrease in stride length. Stride length is determined by leg length, leg strength and running mechanics. Stride frequency (the time required to complete a running stride) is a function of leg length, genetic factors and training.

The most effective way to increase running speed is to increase stride length while maintaining frequency and efficient running mechanics. Other variables being equal, a one inch increase in stride length would result in a gain of four feet in a 100-meter race! Forward lean while running is a product of shifting the center of mass through acceleration. A runner is generally able to accelerate at full effort for about six seconds. At that point, acquired speed and the decreased efficiency of muscular contractions stop the runner from accelerating further. From that point on, gradual deceleration occurs. (High school track and field coaching manual, pp.57-58)

## **2.10 Applying Biomechanics to the Jumping Events**

As stated earlier, it is crucial for the coach to understand that once in the air; a jumper's center of mass follows a predetermined parabolic curve. No action by the jumper in the air will affect the path of his or her center of mass. The length or height of the jump, however, can be improved by adjusting the body's position relative to the center of mass.

The law of action-reaction dictates that arm and knee drive will increase reaction off the ground. Arm and leg thrust creates a reaction of force to the ground that causes a second reaction of force upward from the ground through the body. In the long jump and triple jump, horizontal velocity, the takeoff angle and landing efficiency are the primary determinants of performance, with horizontal velocity by far the most influential. Horizontal velocity combined with the optimum angle of flight dictates an approximate takeoff angle of 25-degrees in the long jump and even less in the triple jump. The proper takeoff angle is achieved through an efficient application of vertical velocity to the acquired horizontal velocity. Once in flight, technique works to counteract forward rotation in the jump. A landing technique with the head and chest dropped forward and hands thrust back will optimize the body's position with the legs above and forward of the centre of mass.

The primary components of performance in the high jump are vertical velocity, angle of takeoff, use of forward (or centrifugal) rotation and bar clearance efficiency. With proper clearance

technique it is actually possible for a jumper to jump very near the height of the path of his or her centre of mass. Biomechanically, the pole vault combines aspects of both the horizontal and vertical jumps. The vault requires great horizontal velocity that is stored into the pole and then transferred into vertical velocity. As with the high jump, it is possible for the vaulter to vault above the path of his or her center of mass once he or she releases the pole.( High school track and field coaching, P.57)

## **2.11 Applying Biomechanics to the Throwing Events**

The most influential factor in throwing performance is the speed of release of the implement. Horizontal velocity (both linear and rotational) combines with vertical velocity generated by arm and leg thrust to determine the flight path of the implement. In the throws, the aim is to accelerate the implement over the longest distance possible, thereby resulting in the greatest attainable speed at release. This is why discus throwers keep the discus extended from their bodies during their turns. Acceleration of the implement is also achieved through angular velocity. The torque of the body and the decrease in angular momentum through the pulling of the free arm both accelerate the implement to its point of release.

The optimum angle of release in the shot put is approximately 42-degrees. The optimum angle of release decreases as the height of release increases. A one inch gain in release height can lead to an increased distance of nine to 15 inches. For this reason, taller throwers are clearly at an advantage biomechanically. In the discus, the angle of release is lower because of the aerodynamic characteristics of the implement. Thirty-four to 40-degrees seems to be the optimum angle of release.

## **2.12 Universal Principles of Training**

In addition to having a basic understanding of track and field biomechanics, a coach must also understand and apply the fundamental principles that govern any type of physical training. These Principles derive from the human body's response to training, stress and skill acquisition. Not comprehending these basic tenets produces misinformed training and exposes athletes to the risk of injury. The following principles must be followed in any well-constructed athletic training program:

### **2.12.1 Overload**

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

Selye's Theory of General Adaptation Stress

Stage 1: Alarm

Stage 2: Resistance Stage

Stage 3: Positive Adaptation or Negative Exhaustion

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

### **2.12.2 Progression and Variability**

The logical consequence of adaptation to overload is progression. As an athlete adapts to a given training load, a progressive increase in load then becomes necessary to continue the process of adaptation to the next level of performance. In other words, as the system is capable of doing

more, it requires progressive increases in training load for it to be stressed into a higher level of adaptation. For progress to be achieved, however, an accurate assessment of an athlete's capacity for training must be made. Athletes should be pre-tested and then periodically reassessed in terms of the physical requirements and skills demanded by their respective event(s).

Some of these common measures of testing are VO<sub>2</sub> max, muscular strength, muscular endurance, vertical jumping ability and flexibility. Such information becomes the foundation upon which a coach manages the progressive overload that improves his or her athletes. Without such knowledge, training becomes haphazard and often results in the frustration or injury of the athlete. There are four important measures of progressive overload: mode, frequency, intensity and duration. Mode is the type of training undertaken (e.g., running, jumping, or weightlifting). Frequency is the number of training units in a given time frame (i.e., weight training three times per week). Intensity is a measure of the degree of exertion in training (e.g., 6x100m at 80%).

In running, training intensity is commonly measured by time per distance run. Duration is the length of time or number of repetitions of a particular training mode (e.g., 45-minute steady-state run or performing 10 short approach jumps). Manipulating these four parameters of training is the essence of the coach's role in directing the training of his or her athletes. A corollary to the principle of progression is variability. Varying the type of training was done by the athlete spurs the adaptation. Any single type of training yields good improvement for a period of roughly four weeks. Beyond that amount of time, results diminish. Remember that one of the measures of overload is training mode; varying the type of training done works to fulfill this basic principle.

### **2.12.3 Specificity**

Our bodies adapt to exercise or physical stress in direct response to the nature of the demands imposed. This phenomenon is known as the specific adaptation to imposed demands (SAID); therefore, training needs to address the specific requirements of an event. An athlete must train the

skill or system that will be employed in competition. Distance runners must train to raise aerobic thresholds; jumpers must train for rhythm and explosiveness; 400m runners must train for lactate tolerance. Moreover, athletes need to train physically and mentally for competition, not merely conditioning. A certain amount of training must mimic the specific nature of the competitive event. To achieve success, the coach must identify and heed the requirements of particular events.

#### **2.12.4 Individuality**

Every athlete has a different response to and capacity for training. Recognizing individual differences and adjusting expectations when designing and applying training programs for our athletes is exceedingly important. Size, age, strength, training age and even emotional maturity factor into the type and amount of training under which any athlete will thrive. At the high school level, especially, coaches often will find that many of their most talented athletes have a limited capacity to train hard, while less talented athletes can endure much more. While the overall design of a training program will most likely apply to all, volume and intensity must be specific to the individual. (Track and field coaching 2008, 59-62)

### **2.13 High School track and field athletics Programs**

Successful track and field athletes are not always those who possess the most talent or have the best genetics. Successful athletes believe strongly in their abilities, possess a positive attitude, train smart, have a tremendous work ethic and possess confidence based on dynamic physical and mental preparation. Successful athletes etch personal mission statements into their minds and hearts. These athletes come from various backgrounds and have learned to take advantage of their advantages, and in many cases, they have also learned to take advantage of their disadvantages by running towards success. In some instances these athletes have also incorporated developmentally appropriate year-round training to enhance the overall track and field experience.

In most cases, for an athlete to reach a genetic ceiling or potential, it takes continuity and cooperation from everybody involved in their athletic development. That level of involvement raises the question. “Is it possible for an athlete to participate in year-round, organized club-based and school-based programs without forcing the athlete to choose between the two?” If it is possible to do that, then can there be a collaborative effort between the athlete, parent, high school

coach and club coach to enhance the track and field experience? Covey (2003) suggests that win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. Everyone must be willing to adopt a spirit of cooperation versus an attitude of competition to reach the desired outcome. A more in depth definition of the term “desired outcome” could be suggested to equate to success on the track or field and remaining injury free with minimal or no negative impact to the athlete’s academic or social life.

The desired outcome may not be possible and failure may be imminent in the absence of clearly defined goals, proper planning and like-minded thinking. Physical and mental preparation can be taxing for athletes. Problems arise when high school and club coaches have different goals and different educational and athletic philosophies. If there is no common ground, there is a good chance the athlete will be placed in an unstable position mentally, physically, spiritually and psychologically. The instability results in decreased performance, increased chance of injury along with emotional, physical and psychological stress. Overtraining and ultimately burnout is also a likely by product of this instability. Henschen (2008) said, “Performance is 95 percent physical and 5 percent mental; but the 5 percent mental rules the 95 percent physical.” To be a good athlete, psychological training is essential. Athletes need mental skills to attain optimal (Gomez, 2008 p 34-42)

## **2.14 Training Sprinters in High School**

Track and field is mostly a sprint sport. All things being equal, speed usually wins the race. The pure sprint events include the 100 meters, 200 meters, 400 meters, and the 4x100 and 4x400 relays. Sprint speed is also a crucial component of the hurdles, horizontal jumps, pole vault, and middle distances. To have winning teams, coaches must be able to teach and train their athletes to run with speed.

### **2.15.1 Philosophy for Coaching the Sprint Events in High Schools**

Basketball coaches have been known to say, “You can’t coach height, so you better recruit it!” Similarly, coaches and athletes in all sports have surrendered to the belief that speed, like height,

is a trait predetermined by genetics and something that cannot be significantly improved by training. The truth is, speed can be significantly improved through training and an awareness of the essential techniques common to the fastest sprinters. The development of running speed is not simply a gift of genetics. Speed is a skill, and it can be learned and developed by athletes at every level of competition.

Our genetic endowments influence everything we do; however, we are not limited to the level of abilities demonstrated by our ancestors. The depth of performance potential waiting to be discovered in us all is limited only by our attitudes. The dramatic improvement of athletic skills and the acquisition of new ones are within the grasp of any performer. Success is found where coaches demonstrate these expectations for the athletes they coach.

Regardless of the race distance, the single most important performance component is speed. When distance runners cross the finish, they are not commended for their great aerobic capacity. The hurdler doesn't earn style points for technical merit or grace of execution. What matters most in races of all distances is the speed demonstrated from the start to the finish line; therefore, every track athlete should have a speed development program regardless of his or her event. In the absence of a team-based speed-development program, excellent sprint prospects can often be overlooked.

Coaches should not expect to see the skill of speed demonstrated by all of their best candidates for the sprint events before learning has even begun. If athletes do not show obvious sprinting ability at an early age or on the first day of training, coaches should not necessarily direct them toward some other event specialty. Over time, the ability to run faster and to sprint capably can be developed. Labeling athletes before their training has begun and limiting them to middle-distance and distance events can be a tragic error. (High school coaching manual, p.207)

## **2.15.2 Coaching the Relays**

### **2.15.2.1. 4 X 100 meters relay**

The primary objective of the 400m relay is to move the baton around the track as fast as possible. Having great sprinters are means nothing if the baton is not passed efficiently without a loss of speed. The goal is to maximize the speed of the baton – the speed of the runners only serves that purpose.

### **2.15.2.1.1. Team Selection**

The six best sprinters on a team, regardless of event specialty, should be the group from which the four members of a 4 x 100m relay are chosen from meet to meet. "Coach Ability" and the willingness to practice baton exchanges are prerequisites for 4 x 100m relay runners.

### **2.15.2.1.2 Placement of Individuals**

1stLeg. Coaches should look for a good, experienced starter and curve runner to run the first leg. Athletes of smaller stature with high turnover frequency usually have an advantage in combating the centrifugal force generated by running the curve. The fastest sprinter on the team might be considered for this position for two reasons: (1) developing a sizeable lead on the first leg puts considerable psychological pressure on opponents who must then play “catch-up,” and (2) if the baton is passed well into the zone (as discussed later), this runner has the opportunity to run further with the baton at optimal speed than any other leg. This is also a preferable spot for a runner who does not receive the baton well.

2ndLeg. this leg is run almost entirely on the straight, and many accomplished teams place their fastest runner in the second position. A taller, lankier sprinter who might have trouble running a tight curve might be considered here. Coaches should look for a runner who both receives and passes the baton well. Since the baton is received and carried in the left hand on this leg, this position is a natural fit for a left hander athlete.

3rdLeg. ideally this should be both a team's best curve runner and its best baton handler. Mishandling the baton on the third leg spells defeat in the 400m relay.

4thLeg. although the anchor leg has traditionally been reserved for the team's fastest sprinter, this may not always be the best choice. In fact, if the exchange is made beyond the midpoint of the zone as desired, this runner actually runs the shortest distance with the baton in his or her hand.

This athlete should be your best competitor. He or she must handle the pressure of anchoring, have the competitive spirit to close a gap, and have a strong enough ego to deal with being caught and passed on occasion. Again, since this leg is run primarily on the straight, runners who are taller in stature would benefit from placement here.

### **2.15.2.1.3 Passing the Baton**

There are several different methods of passing the baton for the 400m relay – the two primaries among them are the alternating upsweep pass and the alternating downward exchange. Each of these techniques, both of which have been used effectively in international competition, will be outlined here. The alternating downward exchange is the most common baton passing method; however, a slightly modified version of the alternating upsweep pass should be considered due to its proven advantages of speed, mechanics and consistency. For the overhand pass to work well, the two sprinters must mesh at one exact moment. This places a tremendous demand for accuracy on anxious and tired young runners who are moving at full speed with full physical effort.

As coaches see time and again, dropped passes are common with this method. The record of USA relay teams in international competition over the years should be sufficient evidence. This country's successes have been more the result of having far better sprinters than the rest of the world rather than superior baton passing. Although the downward exchange is the most commonly used passing method, we prefer a variation of the alternating upsweep pass. Certainly, the downward or overhand pass is used widely, apparently adds some free distance, seems quick in its execution, and possesses the pizzazz of verbal commands with its ubiquitous "stick." In fact, we believe it is an inferior method of passing.

- A quick downward slap, or flick, of the baton doesn't mean the exchange is keeping the baton moving fast. Once the incoming runner reaches out with the baton, he or she slows down because good sprint mechanics have been abandoned. The outgoing runner does the same with the added inhibition of leaning forward, thereby slowing acceleration. If the initial passing attempt is missed, both runners are forced to slow considerably in order to pass the baton within the exchange zone.
- Many runners like the overhand exchange because it is comfortable and closer to eye level. As with the sprint start, comfort doesn't indicate proper mechanics. Hitting an open, waving hand at

full speed with a baton moving down and back is very difficult; moreover, the receiving hand is in poor position to easily grab the baton. A hand in this position is rigid, meaning the baton is likely to hit the wrist or butt of the palm rather than the soft crease of the thumb and index finger. In addition, an arm extended backward and held up to shoulder height tends to move around as the sprinter accelerates; furthermore, trying to hold the arm motionless inhibits sprinting. Nonetheless, sprinters think the slap of the baton with its accompanying verbal commands is fast. This is usually the case until the baton tumbles onto the track with its familiar ringing sound.

- Many advocates of the overhand pass point to the "free distance" gained by passing at full arm extension; however, unless the pass occurs instantaneously at full speed, any gains in distance are more than offset by the negative mechanics of running with a fully extended arm. Although it might not be apparent to the eye, runners, and consequently, the speed of the baton, slow significantly upon the extension of the arm. Furthermore, the downward exchange cannot be accomplished without some space between runners. The result of this is the incoming runner tends to back off as the exchange approaches, adjusting his or her speed so an adequate cushion of "free distance" can be manufactured in order to make a comfortable and safe pass. This deceleration results in the slowing of the linear velocity of the baton at the most critical juncture of the event.

#### **2.15.2.2. 4 X 400 Meter Relay**

The 4 x 400m relay is the final running event in a track meet, so the result of that event could very well determine the outcome of the entire meet. However, even if a team has lost the overall meet a strong effort in the 4 x 400m can lift an entire team's spirit. As with the 4 x 100m relay, a team that passes the baton well can gain on every exchange over a team that does not.

#### **2.22.2.2.1 Team Selection**

Your six best 400m runners, whether they are 100/200m specialists, hurdlers, 800m runners or milers, should be the group from which you choose the four members of your 4 x 400m relay from meet to meet.

### **2.15.2.2.2 Placement of Individuals**

1stLeg. Usually, this is where a team traditionally would put the second best 400m runner to attempt to give the team the early lead or, at least, put the team at the front of the pack. This leg is run completely in lanes and out of blocks at the start, so it is not a spot for an 800m runner or miler.

2ndLeg. In multi-team meets, which use a three-turn stagger for the 4 x 400m relay, it is crucial to have a second leg runner who will run aggressively for the first 100 meters to position the team well after the break—this runner must not be timid or afraid of a bit of contact. This is a good spot for 800-meter runners due to their experience in breaking to lane 1 on the backstretch.

3rdLeg. this is where most teams place their slowest runner; however, if the third best runner is good at hanging onto the leaders or closing gaps, it may be wise to place the slowest leg second.

4thLeg. this should be the team's best 400m sprinter if that runner can handle the pressure of anchoring and has both the competitive spirit to chase and a strong enough ego to deal with being caught and passed on occasion. (High school coaching manual, pp.240 -251)

## **2.16 Training Hurdlers in high schools**

The hurdle events are rhythmic events. Speed is a basic requirement for hurdling, but the ability to express speed within a rhythmic pattern is more important. Hurdle events are not jumping events. Racing over hurdles demands an elongated sprint stride with as little deviation from correct sprint form as possible. Technique, mobility, poise, muscular strength and stamina are qualities needed for the hurdle events. The hurdles are a test of athletic versatility.

### **2.17.1 Philosophy for Coaching the Hurdles in high schools**

The hurdler's most important physical asset is speed. The key to success is maintaining speed between hurdles. This is where rhythm becomes a key ingredient. Nine factors can be identified as contributing to successful hurdling: speed, rhythm, technique, flexibility (which includes range-

of-motion), strength, stamina (to maintain proper technique), poise and body type (especially leg length). Of these nine factors, all but the hurdler's body type can be greatly enhanced by proper training. (High school track and field, pp. 260-266)

## **2.18 Training Distance Runners in High Schools**

For high school athletes, the distance races are those events 800 meters or longer. The distances distinguish themselves from the other events in track and field by their reliance on aerobic fitness rather than raw speed or power. This difference requires special forms of training that demand a special dedication to training and competition. Distance runners develop gradually, often taking years to reach their potential. But like all athletes, distance runners must train not only for fitness but also to compete.

Distance training begins with a simple concept. In order to develop as a distance runner, a young man or young woman needs to improve his or her cardiovascular system. In order to do this, they must learn to enjoy training. That enjoyment may take many forms: the joy of working hard to achieve a goal; the joy of working daily with teammates; or, of course, simply the joy that many athletes gain from running itself. Some distance athletes come into the sport already enjoying the training aspect while others can eventually be taught to learn to enjoy distance running. They are four distinct training periods that every successful distance program encompasses: a conditioning or base period, a pre-competition period, a competition period and a transition period.

The key for the continuous progression of a distance runner each season, each year and during their careers is to gradually, progressively increase the volume, intensity and duration of their workouts during each of the four training periods. Done right, the runners will most likely remain healthy and fresh, show constant improvement and run their best races during the championship section of the season. Done wrong, the runners may become injured, fatigued, lethargic, and they may even digress rather than progress – not to mention they may run their worst races of the year during the championship season. (Track and field coaching manual, p. 270)

### **2.19.1 Philosophy for Coaching the Distance Events in High Schools**

In some aspects, training distance runners may be the easiest coaching assignment in track and field. Basically, if a coach can get his or her athletes to run reasonably hard distance training every

day they will be somewhat successful; however, it can also be the most difficult event area to coach due to the fact that if an athlete has been over trained or undertrained by the time the championship season begins, there is not much the coach can do to remedy the situation. Training distance runners is not the same as with coaching a technique event, such as the pole vault or discus throw, where the coach and athlete can go out to the track and analyze and correct a problem in one or two training sessions. Therefore, coaching distance runners requires a great deal of thought and preparation.

A coach must truly understand the demands of the events and the capabilities of the athletes under his or her care, along with possessing a sound philosophy that will help all achieve the goals set forth by the athlete, coach and team. Creating a distance philosophy is not easy; in fact, it may be one of the most difficult tasks a coach may undertake, but if well thought out and carefully followed it can be the cornerstone of years of success. First of all, that philosophy must fit within the scope of the entire track and field program. Second, it should be a philosophy that a coach can live with and turn to in times of question. And, finally, there are many different philosophies that can be successful just because one coach's philosophy is successful at his or her school that doesn't mean that philosophy will be or should be right for another coach at another school. (LA84 Foundation, pp. 278-287)

## **2.20 Training Long Jumpers in High Schools**

Success in the long jump depends a great deal on the speed of the jumper because horizontal velocity (speed) is a primary requisite for ultimate success in the event. Great long jumpers such as Carl Lewis, Mike Powell and Marion Jones are also world class sprinters. Just as important as horizontal velocity is vertical impulse and, finally, technique also affects performance.

### **2.20.1 Philosophy for Coaching Long Jumpers**

High school coaches will find the abilities and physical maturity of young athletes will vary greatly. Long jumpers may range from 14 to 24 foot performers. A coach needs to construct a

training program to encompass this spectrum of ability. Training that emphasizes the fundamentals of speed, rhythm and power will benefit jumpers the most. Emphasis on technical execution should increase the performance of all jumpers as they acquire basic jumping skills. (Track and field coaching 2008)

## **2.21 Training Triple Jumpers in High Schools**

There certainly is a parallel between watching a flat stone skip across the top of a calm lake and a triple jumper gliding across the runway after hitting the takeoff board. To successfully skip a stone over water, the stone must hit the top of the lake at a flat angle and have sufficient velocity to do multiple skips. The same type of technique is necessary in the triple jump. Unlike the long jump, in which the jumper is striving for vertical lift off the board, the triple jumper is trying to “run off the board”, and it is imperative that no forward rotation be generated at that time.

The difference in the takeoff of the long and triple jump makes coaching this event and doubling these events difficult. Most world class triple jumpers do not long jump! Maintaining horizontal velocity throughout the three phases of the jump is the key to good triple jumping. Throughout the three phases, the eye focus should be beyond the pit on a distant object (never looking down). Good technique in the triple jump will result in positive performances.

### **2.21.1 Philosophy for Coaching the Triple Jump**

The coach should realize the triple jump is an event that cannot be practiced in all phases very often. High jumpers, pole vaulters, throwers and hurdlers may be able to execute their events multiple times in practice; however, the triple jump is so stressful on the body when performed at “full speed” that the event must be broken down into practice segments and then put together in competition to avoid injury and fatigue. Various drills make up most of the technique practice in the triple jump. High school coaches will find the abilities and physical maturity of young athletes varies greatly. Triple jumpers may range from 24- to 50-foot performers. A coach needs to construct a training program to encompass this spectrum of ability.

Training that emphasizes the fundamentals of speed, rhythm, and power will benefit jumpers most. Emphasis on technical execution should increase as athletes acquire basic triple jumping skills. Finally, an accurate and consistent approach run is essential in the triple jump. Habitual fouling or

being well behind the board at takeoff is the result of poor preparation. Sound fundamentals, rhythm, and repetition will produce consistent approach runs. Fouling is simply a waste of good effort. (Track and field coaching, pp. 330- 331.)

## **2.22 Training High Jumpers in High Schools**

High Jump is an event of rhythmic explosion. Strength and spring are certainly important, but those characteristics alone do not necessarily make great high jumpers. In fact, many great high jumpers are not great leapers, and few sprinters develop into exceptional high jumpers. The high jump is the elegant transfer of strength and horizontal speed into vertical lift and clearance of the crossbar.

### **2.22.1 Philosophy for Coaching the High Jump**

Coaching the high jump, like coaching most events in track and field, are both an art and a science. Designing a training program for a group of athletes that can have a wide spectrum of abilities ranging from girls that start at three feet who eventually can reach as high as six feet and boys who start at four feet and eventually can jump seven feet creates a difficult problem for the high jump coach. There are several ways to look at the high jump event. In the simplest of terms, it can be described as a somersaulting, twisting, back flip over a cross bar. Or, in order to jump really high, the jumper must convert horizontal velocity (run-up speed) into vertical velocity (speed off the ground) efficiently.

The faster the vertical velocity off the ground is, the higher the jumper will raise his or her center of mass. Another way of looking at the high jump is it's a fight against gravity. An object shot from the ground will reach a high point then stall and return to the ground. The high jumper leaves the ground. Therefore, he or she will reach a high point in the trajectory (called an apogee). Hopefully this is where the jumper will clear the bar, and then the jumper will return to the ground (the high jump pit). For a coach to effectively coach the high jump, it is necessary to understand the mechanics of the jump the principals of training, and to have the "tools" to teach the event.

The method of high jumping discussed in this research is known as the Fosbury Flop (named after its originator, the 1968 Olympic champion, Dick Fosbury). The Flop has become the universal method of high jumping. It is relatively easy to learn, has distinct biomechanical advantages and

accounts for almost all of the top performances in the event for the past 40 years. For these reasons, it is the only method of high jumping detailed in this manual. All descriptions in this chapter assume a left-footed takeoff or jumps. (Track and field coaching, pp. 346- 348).

## **2.23 Training Pole Vault in High Schools**

The pole vault is the most athletically demanding event in track and field. Pole vaulting requires speed, strength, coordination, kinesthetic awareness, gymnastic ability and a unique type of courage. The pole vault entails a certain degree of physical risk which must be controlled by the athlete, coach and necessary safety precautions. Nonetheless, the pole vault is a thrilling event for both the athlete and spectator. Every high school head coach should have adequate knowledge of the event.( LA 84 foundation,pp.346-358)

### **2.23.1 Philosophy for Coaching the Pole Vault**

The pole vault is the most complete test of athletic ability in track and field. Good vaulters are almost always good all-around athletes. Pole vault coaches must develop and recruit athletes with a wide range of skills. When selecting potential vaulters, a coach should look for athletes who possess or are willing to develop speed, upper body strength, gymnastic ability, intense concentration and a real commitment to the event. Pole vaulters are often emotionally similar to skiers, surfers or skateboarders – that is, they enjoy physical challenges with some degree of risk.

A coach should first train pole vaulters to be good all-around athletes. Second, vaulters must be encouraged to develop the mental ability to put themselves into unknown areas of effort and achievement. All vaulters must be taught to visualize success. The complex technique of the pole vault demands coaches teach using the "whole part- whole" method. In other words, young pole vaulters must be taught to understand the pole vault as a whole first, then learn technique through repetition of specific drills that are essential to learning the event. Finally, partial skills should be integrated into a complete pole vault.(LA84foundation,pp.371-384)

## **2.24 Training Shot Putters and Discus Throwers in High Schools**

The shot put and discus throw are the strength events of track and field. More than any other events, the shot put and discus rely on the direct application of power. In physics, power is

defined as work divided by time. In other words, if an athlete does more work in the same amount of time, power output increases. Likewise, if an athlete does the same amount of work in less time, then power output also is increased. In both throwing events, power is the critical component.

The shot put is usually considered a pushing event while the discus is regarded as a slinging event. Because both the shot put and discus throws require athletes to generate and effectively apply great power, they are arguably the most technically complex events in track and field.(Track and field, p.399)

### **2.24.1 Philosophy for Coaching Throws**

The shot put and discus, commonly called the throws in high school track and field, are intricate and complex events requiring great power. Unlike what happens in other events, throwers either spin or move backward (i.e. glide) in order to create power and propel the implement into a defined area. These multiple demands require throwers to possess a wide range of athletic skills: explosiveness, strength, balance, coordination, timing, kinesthetic awareness, concentration and the ability to relax while exerting maximum effort.

Training for the throwing events involves a great deal of technical work, weightlifting, running and plyometrics. Often, coaches shuttle their least-able athletes into the throwing events. This is a mistake. In fact, the throws are significantly more demanding than most other field events. Though the shot put and discus do not require tremendous aerobic conditioning or blazing sprint speed, they require numerous dynamic skills to be performed in concert. High school throwers should be good athletes to start. Less fit or less mature athletes should begin in other events, where their athletic capacity can be developed and rewarded.

As with the other track events, throwers should be trained to be athletes first. For the beginning thrower, the entire season will be a learning experience emphasizing general fitness and technical improvement. Strength, coordination, balance and fundamental technique should be the focus of training. For the experienced thrower, the focus is on rhythm and explosiveness blended with refined technique. (Track and field, p.400)

### **2.24.2 Safety Considerations in Events**

The primary consideration in coaching the throwing events is safety. Before any throwing or training occurs, a discussion of safety for both throwing and weight training is crucial for all athletes on the team, not just the throwers. The landing area for the throwing areas should be flagged off (this would include a safety “buffer” zone outside the sector lines), a safety cage should surround the throwing rings and a fence should guard the end of the throwing area to stop the shot or discus from escaping and causing injury.

Shots and discus should not be rolled back to the throwing area; they should be carried back to avoid injuries. Athletes and coaches who are not throwing should stand behind the caged throwing area to avoid being hit by a stray implement. Coaches should always take caution! Both the shot and discus become dangerous and potentially lethal once in flight. When dealing with groups of throwers, make sure the athletes know how to retrieve implements. Never allow an athlete to retrieve an implement when there is another athlete in the ring. In addition, no athlete (or coach, or spectator, or official!) should ever turn his or her back to an active ring. Errant throws are impossible to predict.

One way to make a throwing sector a little safer when dealing with large groups is to have athletes throw in groups of three, four, or five where one group is designated as the throwing group, the other is the retrieving group, and other groups can be doing drills in a designated safe area. Each group gets a chance to go through two rounds of throws then all groups rotate places. (Track and field, p.400)

### **2.24. 3 the Mechanics of Throws**

The aim of both the shot put and discus throw is to propel the implement as far as possible to land within the designated sector. Quite simply, the distance covered by any projectile is a function of five factors:

1. The implement’s speed at release

2. The angle of release
3. The height of the implement at release (relative to the landing area)
4. The angle of attack (the difference between the angle of release and the discus' horizontal axis)
5. Atmospheric conditions (including humidity, wind, temperature etc.)

The most influential of these five factors for most throwers is “speed of release.” The angle of release is easily adjusted by the thrower. The height of release is largely limited by the stature of the athlete and may vary only a few inches. The angle of attack is critical to discus throwers, but throwing a “flat” discus (and not a “full moon”) is quite easily corrected, even in beginning throwers. And, finally, atmospheric conditions are completely out of the control of the thrower, so that is not as much of a concern as a coaching point.

Coaching the throws boils down to understanding how to best optimize the angle and height of release while maximizing the speed of release. Every drill and repetition should have this as its ultimate goal. Contradictory as it may seem, this doesn't mean that every drill, throw or exercise needs to be done fast because, “Sometimes you have to slow down now to speed up later!” Acceleration of the shot or discus results from the application of horizontal, vertical and rotational force of the body to the ground and the implement.

In the glide shot put style, a combination of horizontal and vertical force accelerates the body from the back to the front of the throwing circle. As the thrower lands in the middle position, the legs drive forward and up and the hips and torso rotate to the front of the circle. Simultaneously, the throwing arm further accelerates the shot as it pushes away from the body. The spin shot put style adds horizontal rotation at the beginning of the throw in order to create greater velocity at the point of release. In the discus throw, the thrower attempts to perform a long acceleration of the implement by applying rotational and linear horizontal force at the rear of the throwing circle.

When the thrower reaches the power position, vertical force is also applied to create an optimum angle of release. As the hips turn to the front, the free arm pulls in to shorten the axis of rotation and the front leg blocks. This transfer of momentum further accelerates the throwing arm. The final acceleration of the discus results from the pull of the throwing arm through the point of

release. The optimum angle of release for the shot put is roughly 40-degrees, depending on the height of the release. For the discus throw, the best angle of release varies between 34- and 40-degrees depending on the wind and height of release. The angle of attack (the difference between the angle of release and the discus' horizontal axis) should be 5- to 10-degrees. Distance is also aided by the construction of the discus itself. A hollow discus with weight distributed away from the center will hold its spin better and increase the aerodynamic stability of the implement. (Track and field, pp.400-404)

## **2.25 High Schools and Club Based Track and Field Program**

Club athletes aren't necessarily good because they belong to a club nor are high school athletes necessarily not good because they don't. If looking at a random sample of athletes, it would be very difficult to determine who was a club athlete, a high school athlete or an unattached athlete. Based on pre-disposed genetics, environmental influences, culture and other variables athletes in all venues will demonstrate various levels of talent. Each group will consist of skilled and unskilled athletes. Some will have talent and others won't.

The key ingredients for both high school and club programs include of course the athletes, but also training facilities, budget, coaches, equipment, transportation, medical support and parental support. Both programs promote health on a large scale, specifically cardiovascular conditioning and muscle development. In addition, there is the competitive aspect, the opportunity to represent a school or club in a positive manner and the possibility for the individual to draw the attention of college coaches who may present an opportunity to compete beyond high school or club settings.

## **2.26 Relationship between High Schools and Club Program**

For years the state of the relationship between high school and club programs has been fragile at best. Problems and conflicts develop when there is a lack of communication between the high school coach and club coach, when coaches have different goals, come from different backgrounds, have different mindsets, dissimilar educational and athletic philosophies, and unclear goals and don't develop a clearly defined annual plan. At the end of the day, athletes are stuck in the middle.

When an athlete is involved in a year-round program, there are many concerns. Multiple messages from different coaches can lead to confusion and frustration. Some coaches have the win-at-all-costs mindset while others are more focused on the whole-person development. Constant training can limit some of the opportunities for social development and doesn't permit the athlete to embrace other pertinent aspects of adolescent growth. Also, note that the high school track and field programs and club programs operate at different times of the year, as pointed out earlier. There is very little, if any, requirement for athlete sharing. To the outside observer it would appear that this would be a perfect marriage to develop strength, power, speed, endurance and other bio-motor abilities.

Yet, in many cases, it doesn't work well. A climate for misunderstandings, dissention or conflict between the athlete and the coaches can exist because coaches in both club and high school programs come from a variety of backgrounds and have different philosophies. The consensus among George (2006), Henschen (2008), and Vernacchia (1996), however, remains that preparation breed's confidence. The additional training the club athlete receives may bring a psychological advantage based on developmental opportunities, training years, coach selection, competition seasons, racing years and racing experience. (USATF Level 3 Coach,p.46)

## **2.27 Challenges to Establishing Continuity between Club and High School Track and Field Athletes**

In order to establish cooperation and continuity, we have to address some of the athletes challenges that and coaches face. Foremost, we must understand that there is no quick fix to this problem. The quick fix is simply a mirage. "We can't talk our way out of problems that we have behaved our way into." (Covey 2003) The relationship between club and high school track and field has been in a chronic state for years. Building and repairing relationships are long term investments and will take time.

Albert Einstein once said, "The significant problems that we face cannot be solved at the same level of thinking we were at when we created them." At the very least coaches on both sides must be willing to put aside personal agendas and have an athlete-first mindset. A paradigm shift is required for this to happen. In Steven Covey's highly acclaimed book *The 7 Habits of Highly Effective People*, he defines a paradigm shift as "originally a scientific term, more commonly

used today to mean a model, theory, perception, assumption or frame of reference.” In the general sense, it’s the way we see the world, not in terms of our visual sense of sight, but in terms of perceiving, understanding and interpreting.

To be successful, coaches would be required to develop commonalities in thinking, working together, and beginning with the end in mind. Outdated coaching techniques, coaching egos and inherited coaching styles would have to be placed on the shelf. (Gomez, B. 2008, pp.89-93)

## **2.28 Achieving Continuity and Cooperation B/n High School and Club Program**

From a coaching perspective the high school distances coach and the club sprint coach were polar opposites. It certainly made sense, based on their backgrounds that they would have separate and distinctly different thought processes. Through much communication during the high school track and field season, several meetings occurred to develop a “meeting of the minds” resulting in agreeing to disagree but with a willingness to move forward. Through this process a tremendous level of trust was developed.

The coaches simply applied the principles of synergy (the whole being stronger than the sum of its parts). The coaches valued each other’s opinions and worked diligently to do what was in the best interest of the athletes. Much time and effort was spent discussing and applying training theory through various training modalities. This was a perfect example of creative cooperation, resulting in highly structured practices, athlete buy-in, high expectations and ultimately success on the track.

The high school distance coach recognized the benefits of the nervous system training that the sprinters performed daily and the club sprint coach embraced the approach of fitness and base development for the middle and distance athlete. Soon the athletes were performing the appropriate continuous warm-ups, complimented with an arsenal of drills and event-specific energy systems training.

That summer, based on a recommendation from the high school cross country coach, several members of the high school cross country team trained twice weekly with the club athletes, with an emphasis on improving running economy, endurance and confidence. In the fall, based on a

recommendation from the club sprint coach, the club athletes that competed in the 400 meter dash and 300 meter hurdles trained with the high school cross country team on a “nine to twelve-twelve to twenty miles per week” program orchestrated by the high school cross country coach.

By applying the synergistic approach, there was a mutual benefit for both the high school and the club programs. The transition was simple; these athletes retained about 40-50 percent of the base that was developed during the cross country season, while complimenting other training requirements with speed development, primarily through skills, drills and strength work. Competition during the winter season was optional for most. (High school athletics2008, pp. 302-311)

## **2.29 The Roles of Club and High School Program**

Effective, reliable communication, the sharing of resources, coaching experience and a pursuit in higher education would be the charge of the day. If establishing continuity is viewed as a leadership issue, perhaps the following leadership formula adapted from Coaching Mental Excellence (Vernacchia, McGuire & Cook, 1996) will prove to be helpful:

Leadership = Integrity x Communication x Understanding of Human Development, Behavior and Performance. Covey (2003) indicates that in order to be successful when working on a common project, one person’s mission cannot be another person’s insignificant matter. What is important to the high school coach including goals, desires and wants must be equally important to the club coach. To be effective it is imperative that coaches, parents and athletes would need to develop a harmonious relationship. (Covey 2003, pp.76-82)

## **2.30 Ethiopian Athletics History**

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

But after signs that the sport was increasing in popularity in many parts of the society, a need to assemble these activities under one organizing umbrella quickly arose. It was in 1949 that the

Ethiopian athletics Federation (EAF) was formed and soon became a member of the International Amateur Athletics Federation (IAAF). Since its inception, much of the federation's activities committee was headed by Colonel Getahun Teklemariam, the man officially recognized as the first president of the Ethiopian Athletics Federation (EAF). This committee started a formalized program where athletes competed domestically and internationally.

One of the first major competitions in the federation's, the shewa championships, was organized in 1966 and was a competition among various divisions of the Military, schools, and Clubs. The first ever edition of Ethiopian championship were held in 1971. In the late 70's a new committee, headed by chairman Tesfaye sheferaw, was formed to administer the federation. The major achievements of this era were the staging of the first Abebe Bikila Marathon and the national cross-country championships for the first time in 1984.

This executive committee was also responsible for overseeing many developmental activities of the federation. Constructing of the first athletics track, education and hiring of coaches and major improvement in working procedures were all hallmarks of the early 80,s. Many years later, the Ethiopian athletics federation now has semi-professional organizational structure. It is headed by a seven member Executive committee which includes a President, Vice president, and an Honorary Treasurer. A full –time General Secretary takes care of the day-to- day activities of the federation which now includes four departments-Technical, Public Relations, Development Activities, and administration, and Finance.(16<sup>th</sup> African athletics championship 2008, p.14)

### **2.31 Ethiopian School Competition Brief History**

Ethiopian schools competition was not held for 16 years continuously. But restarted in 1988 E.C. nobody has no doubt, school competition is a right place to get nationally and internationally substituted elite athletes in all national federation sports competent.

There are many challenges and reasons that schools competition is not sustainable held. Some of these reasons that hinder to this school competition are

- There are no rules and regulations
- It has no given a great deal by concerned body

- It has no national widely acceptable Levels of category

But to full fill our national interest that means to get substituted young elite athletes it must be solved these problems step by step. Among the above mentioned challenges Level of category is the main problem in Ethiopian school sport competition.

In Ethiopian students sport school competition grade level and age level category history was started for the first time that right begun after Ethiopian school sport association was established in 1942 E.C.

From 1942 E.C. to 1952 E.C. the criteria for students competition was based on weight X (times) height results.

- From 8001 and above senior - A level
- From 600 to 8000 medium –B level
- Below 6000 junior – C level

But the above category criteria were not solved the conflict of school sport competition. Again in 1952 E.C this category level was revised and set a criterion selected competent was to be only based on their height. The category criterions were:-

- For long height students - A level
- For medium height student- B level
- Short height student – C level

The height criterion category was still not a right method to solve the problem. Because it gave an advantage for students very short but higher grade level. Started from the year 1942 E. C to 1965 E. C students were competed as regional and national level based on the category of Elementary and Secondary grade level category criterion. From 1966 E. C to 1971 E.C the school competition was not held for 5 years due to political reason. Because it was a time students were the major participatory to political situation. In 1972 E. C the school competition was held as regional national level.

But again the Ethiopian school competition was not held for 16 years from 1972 E. C 1988 E. C. In 1988 E.C just like before based on category of Elementary and Secondary school level of school competition was held. The competition was held as regional and national level. The criteria categories to regional level were:-

- From grade 1 to 6 grade were 14 years and below
- From grade 6 to 8 grade were 16 years and below
- From grade 9 to 12 grade maximum age was 21.

For national level school sport competition there was another category:-

- Grade 1 to 8 grade were 16 years and below
- Grade 9 to 12 grade were 21 years and below

This method of category also has been its own problems. Because students that have greater age but lower grade level was not gave an opportunity to compete for their region.

## **2.32 National Competition**






The first sport organization established to organize sport programs in Ethiopia was football federation. Next to football federation other national federation were also established and started to organized different competitions.

In Ethiopia the first formal competition was held at Janmeda in 1916 E.C. According to Yidnekachew Tesema's report the competition of that time was football competition held between foreign communities. In the mean time foreign teachers introduced competition to Teferi Mekonnen and Minilik Secondary schools in this year.

These are competitions in which all nations and nationalities of Ethiopia take part. The competitions have helped in improving the quality of competitive spirit and exchange cultural experience and knowledge among the nations and nationalities that live in harmony and peace in the country.

The regions also organize contests among their perspective districts and zones to form strong teams to represent their regions in national competitions. National competitions are organized by national federations.

Some of the national federations and their establishment years:-

-  Ethiopian football federation - 1943
-  Ethiopian bicycle federation – 1947
-  Ethiopian basket federation - 1947
-  Ethiopian athletics federation – 1949
-  Ethiopian volleyball federation – 1965

Among these athletics federation and football federation was the first to organize successful championship matches consecutively for a long period of time. Championship matches consecutively for a long period of time. But now all federations organize national competitions include: - Football, athletics, Bicycle, Boxing, Volleyball, Basketball and cultural games. The competitions are organized every year. The best performers in this competitions are awarded cups or medals according to their performance; gold, silver or bronze and may be selected to represent

Ethiopia to take part in continental and international competitions. (Grade 9 PE, pp.13-15, MOE 2005)

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Methodology**

The methodology designed to conducted this research is descriptive survey the rationality of selecting this type of research design includes the following reasons. Descriptive research describes the current information about the problem encountered from the student athletes and the

actual practices they perform regarding coaching or teaching, selection and so on secondly; descriptive research is also a process of collecting information in order to answer questions concerning the current roles of schools and the problem of the development of athletics in the study.

Moreover, descriptive research is a fact finding research with adequate and accurate interpretation of the finding. The attributes of descriptive research make harmony with the purpose of the study. Since the research aims at identity and prevailing major factors that encountered from the students. In addition to this the researcher will assess the current information of the role of schools in the development of athletics and thereby to recommend possible alternative solutions that will improve the schools athletics competition.

### **3.2 Sources of Datum**

The major sources of datum for this research were primary source which was collected from students, physical education teachers, and Addis Ababa athletics federation experts. These were the source of data due to their relationship with the study area.

### **3.3 Sample Size and Sampling Technique**

Addis Ababa is a city which has ten sub cities and within the city there are many schools and from these ten sub cities select three sub cities. From the three sub cities, the researcher selected six schools based on the criteria of selecting samples by using stratified sampling followed by simple random sampling to give equal distribution and from these six schools the researcher selected grade eleven students of a total number 846 target population 168 (84 male and 84 female students) 20% sample population were selected. The researcher was taken all fifteen physical education teachers and from Addis Ababa athletics federation all experts. The sampling technique was used by the researcher was due to the relevance to the proposed study that means the researcher could get better datum from them or the sample size which was selected.

Since as the size of the sample in qualitative data depends on what the researcher tries to find out and from what source here, it is important to take the sample, which locates individuals from the population.

### **3.4 Datum Collection Instruments**

The primary aim of this research was to find out the current role of schools and prospects development of athletics, it is best follows a survey type of descriptive method. This method can be actually practiced regarding the issue under investigation. Then the datum collection instruments for this research were therefore questionnaires, interviews and observation.

#### **3.4.1 Questionnaire**

To gather information from the samples, questionnaires were prepared based on the review of literature and research questions. Two sets of questionnaires both open and close ended were originally prepare in English which were later translated into Amharic to be filled by the students, teachers and Addis Ababa athletics federation experts in order to secure relevant information. Respondent students in this research are speakers of Amharic. Therefore, the questionnaires having both close and open-ended items were translated in to Amharic. Doing so it was very important for it enables the respondents to easily understand the questions and express their idea comfortably.

#### **3.4.2 Interview**

The response rate and flexibility in face-to-face interview was too high and extract further information. Hence, structured interview guides were prepared for students and teachers. In order to substantiate and crosscheck the responses made by the target students and teachers through questionnaires.

#### **3.4.3 Observation**

Observation of the real condition was very important in the research in order to confirm information obtained from other data collection instruments and for the aim of cross- checking the responses with the existing reality. The researcher while conducting the observation would use a code sheet, observation guide were arranged and the checklist was also presented so as to record the situation of the setting and the cases in the research as well the observation was conducted 3 days per week.

### 3.5 Procedure of Data Collection

The data gathering instrument, the questionnaire was pilot test and review by the advisors of the researcher in order to make essential corrections and maintain the validity of the instrument before the final research was conducted. This helps the researcher to avoid errors likely to happen the questionnaires would be tried out in role of schools for the development of athletics.

Respondents were perform and oriented about the objective of the research. For avoid the difficulty and confusion from questionnaires. Although, at the time of distributed the questionnaire the time convenient for respondents were arranged so as to maximize the rate of return.

### 3.6 Data Analysis Procedure and Technique

This research used both qualitative and quantitative research approach. Therefore, the data obtained through questionnaire was analyzed quantitatively. For quantitative analysis percentage and number were employed. The data was collected through interview and observations were analyzed qualitatively to substantiate the quantitative analysis.

The collected data was sorted out, organized and synthesized so that meaningful results of the research was obtained and conclusions was also been made based on the interpreted data. Thus, the information obtained through close-ended questions was tally and put in to numbers (percentages) .This helps the researcher to use tables for interpretations.

Then cross-check was made through information which was collected with observation in order to triangulate the data collected through the questionnaire and interview. Finally, the report was organized and writes by using verbal descriptions supported by percentages or numbers of the respondents from the tables, provided for a particular items or question.

**Table 1:** Research Settings and Participants of the Study

No	Involved groups	Research instruments used	Respondents		
1	Students	Questionnaire appendix I	male	female	Total

		Interview appendix IV	84	84	186
2	Physical Education Teachers		12	3	
3	Addis Ababa athletics federation Experts		5	-	5

## **CHAPTER FOUR**

### **ANALYSES AND INTREPRETATION OF DATA**

This part of the study deals with presenting, analyzing and discussing the data collocated through questionnaires, interview and observation from sources. Furthermore, the main findings of the study are presented with the help of Tables followed by descriptive statements for analysis. The respondents to the study includes

- A. Students
- B. Physical education Teachers
- C. Addis Ababa Athletics Federation Experts

## 4.1. Analysis of Findings obtained a datum from students through Questionnaires

### 4.1.1. Demographic and General Characteristics of respondents

The self administered questioners included item aimed at electing the views, opinion and suggestions of the respondents on the performance of the role of schools for the development of track and field athletics. As a result, out of 168 questionnaires, distributed to respondents 142(84.5%) were filled and collected back with an overall response rate of 83.3% .furthermore the rate of response for the rate of response for the various items in the questioned varied, as it was only for the 142 questionnaires of items were filled

### 4.1.2. Background Information of Students

**Table 2:** Age and Grade Level of the Respondent students

No	Item	Response	Percentage
1	Sex		
	M	84	100
	F	84	100
	Total	168	100
2	Age		
	16 -17	56	33.3
	18-19	101	60.1
	20-21	8	4.8
	Above 22	3	1.8

	Total		168	100
3	Grade level			
	M	84	84	100
	F	84	84	100
	Total	168	168	100

According to Table 1, 50% of respondents are males and the 50% of the respondents are females. Regarding to age of respondents, 33.3% of the students are found in the age between 16-17 years old. The 60.1% of respondents are found between 18-19 years old, 4.8% are between ages of 20-21 and 1.8% is found in the age above 22 years old. With regard to their grade level, all of the total 168 students are of grade 11 in the academic year of 2004 /2012/.

**Table 3** Who insist you to be an athlete?

Item	Response	Percentage
Physical education teacher	43	30.3
Parent	13	9.2
Friend	8	5.6
Love of wish to be an athlete	74	52.1
Media	4	2.8
If any specify	-	-
Total	142	100

As indicated in the **table 3**, 30.3% of the respondent's students replied that their physical education teachers insist them to be an athlete. The 9.2% of the respondent students were replied that their parents insist them to be an athlete, 5.6% of them insist by their friends and 52.1% of them love of wish to be an athlete. Whereas 2.8% of the respondents were responded that insisted by the media. This shows that more than 50% of respondent students are insisting them to be by their own love of wish to be an athlete.

**Table 4** Do you have enough training area in your school?

Item	Response	Percentage
Yes	27	19.0
No	115	81
Total	142	100

The above table shows 19.0% of the respondents said that they have enough training area in their school and 81% of the respondents said that they did not have enough training area in their school.

**Table 5** How far your residence from the training area?

Item	Response	Percentage
1-2 Km	47	33.1
3-4Km	81	57.0
More than 5Km	14	9.9
Total	142	100

The above table shows 33.1% of the respondents said their residences are far from between 1-2 Km, 57.0% of the respondents said that their residences far from 3-4Km and 9.9 % of the respondent said far from more than 5Km.

**Table 6** Where is your training area?

Item	Response	Percentage
At school	94	66.2
Outside school	48	33.8
Total	142	100

The above table shows 66.2% of the respondents said that they were training in their school and 33.8% of them said that they were training outside their school.

**Table 7** If your answer for table no 5 is outside school, what is the reason?

Item	Response	Percentage
School field is not enough	21	43.8
No field at all in the school	16	33.3
Federation choose the center	11	22.9
Total	48	100

The above table shows 43.8% of the respondents said that the field in their school is not enough for the training, 33.3% said that because of no field at all in their school and 22.9% of the

respondents said because of the Addis Ababa athletics federation choose the training center outside their school.

**Table 8** At what time is your training program given?

Item	Response	Percentage
before class in the morning	29	20.4
after 9 hour	87	61.3
Weekend	26	18.3
Total	142	100

As the above table shows 20.4% of the respondents said their training program is before class in the morning, 61.3% of respondents said after 9 hour and 18.3% of the respondents said that their program is given at the weekend.

**Table 9** Have you ever got the opportunities to compete in school project competition level?

Item	Response	Percentage
Yes	94	66.2
No	48	33.8
Sometimes	-	-
Total	142	100

As shown in the above table 8, (66.2%) of students responded that they have got the opportunities to compete in school project competition levels, and the rest 33.8% of them responded that they have no got the opportunity to participate in school project competition levels.

In general, the questionnaire result shows, the federation is not given the opportunity of students to participate school project competition levels because of financial problem.

**Table 10** How many times you train per week?

Item	Response	Percentage
Four times	-	-
Two times	-	-

Three times	142	100
One times	-	-
Total	142	100

With this regard, the data from Table 9 indicated that all (100%) Of the respondents shown tree times per week they are train.

**Table 11** How long you train per training session?

Item	Response	Percentage
Four hours	-	-
Three hours	142	100
Two hours	-	-
One Hour	-	-
Total	142	100

In the above table shows the 100% of the respondents said they were training one hour per training session.

**Table 12** How do you gate the training methods of your coach from the point of your age level?

Item	Response	Percentage
Excellent	16	11.3
Very good	59	41.5
Good	67	47.2
Total	142	100

As indicated in above table 11.3% of the students responded the training methods of the coaches from their age is excellent, 41.5% of the respondent students responded the training method of the coach with relation to their age level is very good and 47.2% of the respondents said that the training method of the coach with relation to their age level is good.

**Table 13** Would you get permission from your family to join school athletics team?

Item	Response	Percentage
Yes	106	74.6
No	36	25.4
Total	142	100

The above table shows 74.6% Of the respondents said they get permission from their family and 25.4% of them said that they do not get permission from their family.

**Table 14** In your training program, do you get any support from other subject teachers?

Item	Response	Percentage
Yes	86	60.6
No	56	39.4
Total	142	100

The above table shows 60. 6% of the respondents said that they have got support from other subject teachers and 39.4% of the respondents said that they have not got support from other subject teachers.

**Table 15** If your answer for from the above table No 13 is “Yes” what type of support they give you?

Item	Response	Percentage
To arrange Period	55	64
Motivation	31	36
Total	86	100

The above table shows 64% of the respondents said that they have been supported other subject teachers by arrange the period and 36% of the respondents said that they have been motivated by other subject teachers.

**Table 16** Do you get support from school administration during your training?

Item	Response	Percentage
yes	36	25.4
No	106	74.6
Total	142	100

The above table shows 25.5% of the respondents said that they have got support from school administration during their training and 74.6% Of the respondents said they have not got support from school administration during their training.

**Table 17** If your answer from table number 15 is “Yes” what type of support do you get from school administration?

Item	Response	Percentage
arrange Period	15	41.7
Motivation	21	58.3
provide shower	-	-
Total	36	100

The above table shows 41.7% of the respondents said that they have got support from school administration by arranging the period and 58.3% Of the respondents said they have got motivation from school administration during their training.

**Table18** Do you get any support from Addis Ababa athletics federation?

Item	Response	Percentage
Yes	46	32.4
No	96	67.6
Total	142	100

The above table shows 32.4% of the respondents said that they have got support from Addis Ababa athletics federation and 67.6% Of the respondents said they have not got support from Addis Ababa athletics federation.

**Table 19** If your answer from table number 17 is “Yes” what type of support do you get from Addis Ababa athletics federation?

Item	Response	Percentage
Material suport	27	58.7
Time try	19	41.3
Pocket money	-	-
Total	46	100

The above table shows 58.7% of the respondents said that they have got material support from Addis Ababa athletics federation and 41.3% Of the respondents said that Addis Ababa athletics federation time try arranged to them.

## 4.2. Analysis of Findings Obtained from Physical education Teachers

### 4.2.1. Background Information of Physical education Teachers

**Table 20:** Sex, Age, Qualification, and Service Years of Respondents

No	Item	Respondents	
		No	Percentage
1	Sex		
	Male	12	80
	Female	3	20
	Total	15	100
2	Age		
	25-30	2	13.3

	31-35	6	40
	36-40	3	20
	41 and above	4	26.7
	Total	15	100
3	Educational background		
	Diploma	-	-
	Degree	9	60
	M .Sc	6	40
	Total	15	100
4	Service year		
	2-5	3	20
	6-10	4	26.7
	11 and above	8	53.3
	Total	15	100

As shown in Table 19, majorities (80%) of teachers in the school were males and only 20% of them were female. Regarding to the age of the respondents 13.3% of the teachers were found between 25-30, 40% of the teachers were found in between the age of 31-35 years old and 20% of the respondents were in between 36-40. The rest 26.7% were found above 41 years old.

Concerning their qualification, only 40% of the teachers were M.SC holders, while 60% of them were degree holders. There was no diploma holder. In the case of experience of respondents, the majorities 53.3% of them have 11 and above year's experience, 26.7% of the teachers have in between the 6-10 service years and 20% of the teachers have in between 2-5 service years. In general, more than half of the respondent teachers have above six years of experience. Thus, it was assumed that they have helpful experience for this study.

**Table 21** Who inspire you to be a coach?

Item	Response	Percentage
My interest	9	60
Professional Obligation	3	20
I was competent in the school	2	13.3
Media	1	6.7
If any another, specify	-	-
Total	15	100

As indicated in above table 60% of the physical education teacher responded that they should be able to a coach based on their interest, 20% of the respondent said that they should be a coach based on professional obligation, 13.3% of respondents said they were competent in the school when they were student and 6.7% of the respondents said that they should be a coach that influenced by media.

**Table 22** When you give training for the students?

Item	Response	Percentage
Morning before class	-	-
After Nine hour	12	80
Week end	3	20
Total	15	100

The above table shows 80% of the respondents said that they were giving training after nine hour, and 20% of the respondents said that in the weekend.

**Table 22** Do you think, the students have interest during training?

Item	Response	Percentage
Strongly agree	13	86.7
Agree	2	13.3
Disagree	-	-
strongly disagree	-	-
Total	15	100

As indicated in above table 86.7% of the respondents said that they should strongly agreed about student's interest during their training and 13.3% of the respondents said agree about student's interest during their training.

**Table 24** Do you have enough space and play ground in your schools?

Item	Response	Percentage
Yes	8	53.3
No	7	46.7
Total	15	100

The above table shows 53.3% of the respondents said that they have enough space and playground in their school and 46.3% of the respondents said that they do not have enough space and playground in their school.

**Table 25** How far the student’s residence from the training area?

Item	Response	Percentage
1-2km	4	26.7
3-4km	9	60
more than 5km	2	13.3
Total	15	100

The above table shows 26.7% of the respondents said that students residence is far from the training area in between 1-2Km, 60% of the respondents said far from in between 3-4Km and 13.3% of the respondents said that students residence is far from the training area more than 5Km.

**Table 26** Where do you give training to the students?

Item	Response	Percentage
at school	9	60
out of school	6	40
Total	15	100

The above table shows 60% of the respondents said that they had been given the training in their school and 40% of the respondents said that they had not been given the training in their school.

**Table 27** If your answer for table number 25 is “out of school” what is the reason?

Item	Response	Percentage
School field is not enough	3	50
No field at all in the school	2	33.3
Federation choose the center	1	16.7
Total	6	100

As the above table shows 50% of the respondents said that the reason they train outside school is because of the field is not enough, 33.3% of the respondents said no field at all in the school and 16.7% of the respondents said that because of federation choose the center for another place.

**Table 28** When you give training, do you get any support from other subject teachers?

Item	Response	Percentage
Yes	11	73.3
No	4	26.7
Total	15	100

The above table shows 73.3% of the respondents said that when they were gave training they have got support from other subject teachers and 26.7% of the respondents said they have not got support from other subject teachers when they were gave training.

**Table 29** If your answer for table number 28 is “Yes” what type of support they give you?

Item	Response	Percentage
To arrange Period	4	36.4
Motivation	7	63.6
If any please specify	-	-
Total	11	100

The above table shows 36.4% of the respondents said that when they were gave training they have got support from other subject teachers by arranging period, and 63.6% of the respondents said they have got support from other subject teacher’s motivation when they were gave training.

**Table 30** Do you get support from school administration during your training?

Item	Response	Percentage
Yes	6	40
No	9	60
Total	15	100

The above table shows 40% of the respondents said that when they were gave training they have got support from school administration, and 60% of the respondents said they have not got support from school administration when they were gave training.

**Table 31** If your answer for table number 30 is “Yes” what type of support do you get from school administration?

Item	Response	Percentage
arrange Period	2	33.3
provide shower	-	-
Motivation	4	66.7
If any please specify	-	-
Total	6	100

The above table shows 33.3% of the respondents said that when they were gave training they have got support from school administration by arranging period, 66.7% of the respondents said they have got support from school administration motivation when they were gave training and none of respondents said that proved showers.

**Table 32** Have you taken upgrading course to improve your coaching competence?

Item	Response	Percentage
Yes	15	100
No	-	-
Total	15	100

As indicated in the above table 100% of teachers responded that all of the teachers are taken national Kid’s athletics coaching upgrading courses with different level to improve their coaching competence.

**Table 33** Does the course you took incorporate the methodology of coaching athletics based on their ability?

Item	Response	Percentage
Yes	15	100
No	-	-
Total	15	15

As indicated in the table 100% of the respondents said all national Kid’s athletics coaching course they took incorporates the methodology of coaching athletics based on their ability.

**Table 34** Do you get any support from Addis Ababa athletics’ federation?

Item	Response	Percentage
yes	7	46.7
No	8	53.3
Total	15	100

The above table shows 46.7% of the respondents said that when they have got support from Addis Ababa athletics' federation, and 53.3% of the respondents said they have not got support from Addis Ababa athletics' federation when they were gave training.

**Table 35** If your answer for table number 34 is “Yes” what type of support do you get from Addis Ababa athletics' federation?

Item	Response	Percentage
Material suport	2	28.6
Coaching training	4	57.1
Pocket money	-	-
Time try	1	14.3
Total	7	100

The above table shows 28.6% of the respondents said that when they were gave training they have got support from Addis Ababa athletics' federation by provided materials, 57.1% of the respondents said they have got support from Addis Ababa athletics' federation when they were gave training, 14.3% of the respondents said that Addis Ababa athletics' federation support them by arranging time try program and none of respondents said that provided pocket m

### **4.3. Analysis of Findings Obtained from Addis Ababa athletics federation experts**

#### **4.3.1. Background Information of Addis Ababa athletics federation experts**

**Table 36** Sex, Qualification, Specialization and Service Years of Respondent

No	Item	Respondents	
		No	%
1	Sex		
	M	5	100
	F	-	-
	Total	5	100

2	Qualification	<i>Specialization</i>		
	M.SC	Athletics coaching	1	20
Degree	Health and physical education	2	40	
Diploma		2	40	
Total		5	100	
3	Years of experience			
	0-3	-	-	
	4-6	1	20	
	7-9	1	20	
	Above 9	3	60	
	Total	5	100	

As shown in the above table none of respondents were females and all 100% of respondents were male. Regarding to qualification of the respondents 20% of them were Master of Science in athletics coaching and 40% of the respondents wear first-degree holders and 40% of the respondents were diploma holders. Concerning the experience of respondents the majority of them had more than 9 years of service as indicated in the table 20% of the respondents has the experience between 7-9 and 20% of the respondents had 4-6 years of service. In general 60% of the respondents had more than 9 years of service. Thus, majority of the respondents could provide pertinent information that would be helpful for the success of this finding.

**Table 37** What type of support provides Addis Ababa athletics federation for school athletics team coach?

Item	Response	Percentage
Facilities and equipment	5	100
Financial	5	100
Technical	5	100
If other specify	-	-
Total	5	100

As indicate in the above table 100% or all respondents replied that Addis Ababa athletics federation provides facility and equipment, financial support and technical support and for

students and teachers. This shows that the administrators were not effective in coordinating and proper utilization of facilities.

**Table 38** Do you think that the support you provide to school athletics team is sufficient?

Item	Response	Percentage
Yes	-	-
No	5	100
Total	5	100

According to the above table 100% of federation experts said that the support that athletics federation provide is insufficient.

**Table 39** Do you have regular schedules to check the school athletics training program?

Item	Response	Percentage
Yes	-	-
No	5	100
Total	5	100

The above table shows 100% of federation experts said that the there were not have regular schedules to check the school athletics training program.

**Table 40** What is the major problem that hinders the development of the school athletics training program?

Item	Response	Percentage
Lack of facilities and equipment	5	100
Lack of scientific method	5	100
Lack of joint support	5	100
Knowledge of the coach	5	100
If any other specify	-	-
Total	5	100

As the above table shows 100% federation experts said that the major problems of school athletics developments are Lack of facilities and equipment, Lack of scientific method, Lack of joint support, and Knowledge of the coach respectively. This shows that the major problems of school athletics development are lack of scientific method of training and ignorant to the methodology of coaching.

**Table 41** Does the Addis Ababa Athletics federation facilitate upgrading course for the school athletics teams coach?

Item	Response	Percentage
Yes	4	80
Some times	1	20
No	-	-
Total	5	100

The above table shows 80% of federation experts said that the Addis Ababa Athletics federation was facilitate upgrading course for the school athletics coaches and 20% of the respondents said that the Addis Ababa Athletics federation facilitate upgrading course some times for the school athletics teams coach.

**Table 42** How is your relationship with school coaches and federation to support the team jointly?

Item	Response	Percentage
Excellent	1	20
Very good	2	40
Good	1	20
Poor	1	20
Total	5	100

The above table shows 20% of federation experts agreed that the relationship with school coaches and federation to support the team jointly was excellent, 40% of the respondents said that the relationship was very good, 20% of them were said good and 20% of the respondents said that the relationship was poor.

#### **4.4. Students, Physical Education Teachers and Addis Ababa Athletics Federation Experts Responses to the Open-ended Questions**

In response to the open-ended question which required students, Physical Education Teachers and Addis Ababa athletics federation expert's with regard to the problems and challenges that hinder the performance of school track and field athletics development, they suggested the following solutions. The open ended questions focused on:

1. Why the federation is giving training outside school?
  - Because of schools has not training field.
  - Because of chosen the center near the student's residence.
2. What do you suggest schools should be a base for competent athletes?
  - Equipments and facilities should be facilitated.
  - Scientific method of training should be given.
  - Continuous training must be given.
3. How do you feel and explain student's families about the training?
  - Most of the student's families may not allow their training.
  - Some of their families said that they will be lazy.
  - Some of their families have good wish for their students.
4. As you expert what do you suggest for the federation, schools, coaches, students and community, to the development of athletics in our country?-(Answer from Teachers and experts)
  - They must give attention to the training.
  - They should work jointly.
  - They should create conducive environment for the training.
  - They must provide Equipments and facilities as much as possible.
5. Mention the problems that the school athletics teams are not to be organizing adequate competition program?
  - Because of financial problem.

- There is no clear competition schedule.
  - Because giving low attention.
  - Lack of adequate facilities.
6. What other problems have you faced while you are coaching the athletes?

- There is no quality and quantity of training track and field.
- Lack of qualified coaches.
- Lack of scientific training methods.
- Injuries in relation to training.
- Interference of school administrations.
- There is no jointly connection between Clubs and schools.

7. What strategies do you suggest to overcome these problems and to create effective coaching?

Responding these question students, physical education teachers and federation experts suggested the following solutions:

- Hard working
- Promoting clubs
- Promoting projects
- Promoting athletic training program

#### **4.5. Analysis of Findings Obtained Through Interview**

#### **4.6. Interview Report Obtained From student and Coaches**

The researcher conducted structured interview in face to face manner with students and physical education teachers place in order to get additional information about the existing problems and challenges of school athletics development. Thus, the responses from the subjects summarized and presented in the following way.

The quality of yearly sportswear and pocket money that provided by the Addis Ababa athletics federation provided to the physical education teachers and interests of the students by school athletics project coaches:

Responses to the above issues were identical the majority of physical education teachers and athletics federation experts reported yearly sportswear and pocket money that provided by the Addis Ababa athletics federation of the physical education teachers has a negative effect of athletic coaching for achievement as well as athletes attitude toward the coaches of school athletics team has its own negative impact. The majority of the school team athletes are not willing to do by the physical education teachers that are assigned by athletics federation. This implies us the attitude of the students to do by the systems that are designed by the federation is not attracted.

The other faced problems and challenges are training track and field area, facilities, and interferences of the other body like school administration when giving training.

#### 4.7. Analysis and Interpretation of Observation of training

**Table 43** Table Showing the Summarized Observation of training in the school track and field athletics project.

N O		Excellent	V. good	Satisfactory	Unsatisfactory
1	Obeyed students to the teacher			✓	

2	Before or after training, there is opportunity for exchange of ideas between students and teacher			✓	
3	The teacher attends every sessions			✓	
4	Punctuality of teacher		✓		
	Punctuality of students		✓		
5	Practice sessions are well organized and demanding-both physically and mentally.			✓	
6	The teacher treats each individual students			✓	
7	Methodology of training			✓	
8	Principles of training			✓	

As it was mentioned in the methodology section, practical training observation was conducted for 3 days. The observation checklist involved more of the teachers' duty and obeyed of students to the teacher Methodology of training, application of principles of training, application of psychological training, application of age related training. However, as indicated in Table 43, some students were not obedient for their teacher. Before or after training, there is opportunity for exchange of ideas between students and teacher, psychological training was satisfactory, Punctuality of teacher and the teacher attends every practice were very good in general. Therefore, it is difficult to think about effective training where there are these shortcomings in the process. Finally, several writers advocated that training requires various attributes to be successful. However, among these requirements (Mathews and Fox 1976), most athletes experience neuromuscular, cardio respiratory, and biochemical modifications. Psychological improvements also result from physical exercise. During training, the students react to various stimuli, some of which may be predicted more certainly than others. Physiological, biochemical, psychological,

social, and methodological information is collected from the training process. All this diverse information comes from the students and is produced by the training process. The teacher, who builds the training process, may not always be in a position to evaluate it. However, we must evaluate all the feedback from the training process to understand the student's reactivity to the quality of training and properly plan future programs. In light of this, it becomes clear that physical education teacher require scientific assistance to ensure that they base their programs on objective evaluation.

## **CHAPTER FIVE**

### **SUMMERY, CONCLUSION AND RECOMMENDATIONS**

This is the final part of the thesis which deals with the major findings, the conclusion reached at and the recommendations forwarded based on the finding

#### **5.1 Summery**

The major purposes of this research are to find out the current role schools for the development of track and field athletics. To this achievement of this objective the following basic questions were raised

1. What are the major factors that may affect participation of school athletes?
2. Does the Addis Ababa Athletics federation follow up this school track and field athletics training program?
3. What are the methodologies of training employed in the school athletics team?
4. Do the concerned body (like Addis Ababa athletics federation, sport commission Ministry of education committed to support the school athletics project?
5. Is the training method comfortable for the students?

In order to answer the above questions, descriptive survey research method was employed. The data relevant to the research were collected through questionnaire; interview and observation checklists were employed.

This research used both qualitative and quantitative research approach. Therefore, the data obtained through questionnaire was analyzed quantitatively by percentage and the data collected through interview and observations were analyzed qualitatively to substantiate the quantitative analysis.

**From the datum analysis, the major findings obtained are summarized as follows**

- ✚ In the school track and field athletics project team there is no interest of train by the physical education teachers assigned by the Addis Ababa athletics federation. The training program is not convenient with students' interest. Teachers were not considered students ability and their age appropriateness.
- ✚ There is no individualized training methods compatible with age of the students this leads for injuries. The training should be based their interest and age related.
- ✚ There is a gap between the Addis Ababa athletics federation and assigned physical education teachers.
- ✚ That means the teachers are not motivated by their yearly sportswear and pocket money.
- ✚ The support that Addis Ababa athletics federation was not enough.
- ✚ From the finding the major problems of school athletics development are lack of training fields, scientific method of training, neglect to their interest, ignorance to safety measures and methods of coaching. As well as the inadequate track and field training, Lack of qualified physical education teachers, Lack of scientific training methods, lack of psychological skill training.

## **5.2 Conclusion**

In the light of the major findings those indicated above, the following conclusions are drawn.

The interest of school athletics team is a key factor for success in athletics.

Physical education teachers are a skillful to the learned theory and practical experience; develop effective relationships with students and school administration and through application of knowledge.

Theory and methodology of training is a vast area. Closely observing the information available from each science will make Physical education teachers more proficient in their training endeavors.

The principles of training are the foundation of this complex process knowing the training factors will clarify the role each factor plays in training.

The planning section shows how to train students to achieve maximum performance at the desired time. A training program must include regeneration and recovery between training lessons to ensure continuous improvements in the student's ability.

Psychological Aspects of preparation is also necessary to ensure enhanced physical performance. Psychological training improves discipline, perseverance, willpower, confidence and courage.

In athletics, continuous training program is very important due to improved abilities of the students. These improvements in abilities are generally a result of the level of physical fitness. This physical fitness comes from an improved understanding by the teachers and students of training and its effects.

## **5.3 Recommendation**

- School track and field athletes' preparation are one of the teacher's main objectives.
- The physical education teacher can accomplish this by establishing harmony in the student's physical, technical, and strategic preparation.
- The teacher must establish such a concord for psychological preparation, meaning sound relationships, friendships, and common goals among school teammates.
- Training competitions and social gatherings consolidate the students and enhance the feeling of belonging to be future club and national team athletes.

- The teacher must encourage the students to act as a unit and should establish specific plans and roles for each student according to the need of the school athletics team feeling of future nationality what the people wanted from me.
- Creating a training system for a sport may stem from the general knowledge in the theory and methodology of training, scientific findings, the experience of the club's best coaches, and the approach used in club team training.
- Each student has a place within the system, and a teacher may attempt to enrich the system through his or her talents.
- By doing research, could enrich training knowledge how improve methods of athlete evaluation, selection, peaking, and recovery and regeneration following training; and increase knowledge of how to cope with stress and how to get the successor athlete.
- The Addis Ababa Athletics federation and clubs should establish athletics academy, which is mainly concerned with talent identification and producing talented track and field athletes with scientific way of training or with quality training.
- Although a number of studies have investigated the opinions of coaches regarding what 'qualities' are important for successful performance in sport.
- The assessment of training is used to determine the effectiveness of a training program and the organizational from of coaching. As kacani (1986:68) stated that evaluation of training process primarily focuses on program effect vented development of performance largely depends on the constant monitoring and continuous evaluation.
- Therefore, it should be kept in mind that with a view to ensure the improvement, constant feedback and evaluation is essential.
- It is the position of the present researcher that, the need to develop the standard of track and field athletes in Ethiopia pauses to the question how to plan and achieve the training goal effectively.
- Furthermore, it requires more efforts to training athletes in their schools, improve, and develop the physical fitness and the skills of track and field athletics to the level of peak performance, before they join to the clubs.
- A more through and in-depth research should be conducted into the problems of school track and field athletics in our country by institution, groups, individuals, coaches and other concerned stakeholders.

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## **APPENDIX A**

**Addis Ababa University School of graduate studies**

**Faculty of Natural Science Department of sport science**

The main objectives of this questionnaire is to gather data from the Addis Ababa Athletics federation to assess the problems and perspective of the school track and field athletics team and

to suggest possible solution for the problems and improvement of these School track and field athletics Team and to indicate the concerned body to give emphasis to the problem. Therefore, information which is obtained from you with this questionnaire is essential for the success of the study under taking and for the remedy that will be taken for the improvement of the School Athletics Team.

I would like to express my thanks for your cooperation in advance.

### **Instructions**

- Put the symbol of right “√” in the box given.
- For open ended question, give short and precise response.
- No need to write your name.

Wondale Sitote

Sport Science department 2<sup>nd</sup> year Masters Student

Addis Ababa

June 2004 E.C.

## **APPENDIX B**

### **Questionnaire for students**

General profile for the students

1. Name of School \_\_\_\_\_
2. Grade \_\_\_\_\_
3. Sex – Male  female
4. Age – 15-16  17- 18  19 – 20  above 21

1. Who insist you to be an athlete?
  - A. Physical education teacher
  - B. Parent
  - C. Friend
  - D. Media
  - E. Love of wish to be an athlete
  - F. If any specify
2. Do you have enough training area in your school?
  - A. Yes
  - B. No
3. How far your residence from the training area?
  - A. 1-2 Km
  - B. 3-4Km
  - C. More than 5Km
4. Where is your training area?
  - A. At school
  - B. Outside school
5. If your answer for question no 4 is outside school, what is the reason?
  - A. School field is not enough
  - B. No field at all in the school
  - C. Federation choose the center
6. At what time is your training program given?
  - A. Before class in the morning
  - B. After 9 hour
  - C. Weekend
7. Have you ever got the opportunities to compete in school project competition level?
  - A. Yes
  - B. No
  - C. Sometimes
8. How many times you train per week?
  - A. Four time
  - B. Two times
  - C. Three times
  - D. One times
9. How long you train per training session?
  - A. Four hours
  - B. Three hours

- C. Two hours
- D. One Hour

10. How do you rate the training methods of your coach from the point of your age level?

- A. Excellent
- B. Very good
- C. Good

11. Would you get permission from your family to join school athletics team?

- A. Yes
- B. No

12. In your training program, do you get any support from other subject teachers?

- A. Yes
- B. No

13. If your answer for from the question number 12 is “Yes” what type of support they give you?

- A. To arrange Period
- B. Motivation

14. Do you get support from school administration during your training?

- A. Yes
- B. No

15. If your answer from question number 14 is “Yes” what type of support do you get from school administration?

- A. Arrange Period
- B. Motivation
- C. Provide shower

16. Do you get any support from Addis Ababa athletics federation?

- A. Yes
- B. No

17. If your answer from question number 16 is “Yes” what type of support do you get from Addis Ababa athletics federation?

- A. Material support
- B. Time try
- C. Pocket money

18. What do you suggest schools should be a base for competent athletes? \_\_\_\_\_

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## **APPENDIX C**

### **Questionnaire for Physical Education Teachers**

General profiles of the Physical Education Teachers

1. Sex - Male  Female

2. Age - 25-30  31-35  36-40  41-45  above 46

3. Marital status            Single             Married

4. Educational background

4.1 Certificate in sport

4.2 Diploma in physical education

4.3 B.SC /B. Ed/ in physical education

4.4 M.SC in Sport Science

4.5 The short term course you took in relation with coaching in Athletics –

National - 1 est. level             2nd level

International 1st Level             2nd Level

4.6 Teaching Experience \_\_\_\_\_

4.7 Name of School \_\_\_\_\_

4.8 Coaching experience

1. Who inspire you to be a coach?

D. My interest

C. Professional Obligation

E. I was competent in the school

D. Media

If any anther, specify -----

2. What time you give training for the students?

A. Morning before starting formal

B .After Nine hour

C. Week end

3. Do you think, the students have interest during training?

A. Strongly agree B. Agree C. Disagree D. strongly disagree

4. Do you have enough space and play ground in your schools?

A. Ye

B. No

5. If your answer for question number 4 is “No” Where the training is giving? \_\_\_\_\_

6. How far the students residence from the training area?

A. 1-2km

B. 3-4km

C. more than 5km

7. Where do you give training to the students?

A. at school

B. out of school

8. If your answer for question number 7 is “out of school” what is the reason? \_\_\_\_\_

9. How do you feel and explain student's families about the training? \_\_\_\_\_

10. When you give training, do you get any support from other subject teachers?

A. yes

B. no

11. If your answer for question number 10 is "Yes" what type of support they give you?

A. To arrange Period

B. Moral

If other specify \_\_\_\_\_

12. Do you get support from school administration during your training?

A. yes

B. no

13. If your answer for question number 12 is "Yes" what type of support do you get from school administration?

A. To arrange Period

B. Moral

C. provide shower and

If other specify \_\_\_\_\_

14. Do you get any support from Addis Ababa athletics' federation?

A. yes

B. No

15. If your answer for question number 15 is "Yes" what type of support do you get from Addis Ababa athletics' federation?

A. material suport

C. Coaching training

B. Time try

D. Pocket money

If any, please specify \_\_\_\_\_

16. How do you feel and explain student's families about the training? \_\_\_\_\_

17. Mention the problems that the school athletics teams are not to be organizing adequate competition program? \_\_\_\_\_

18. As you expert what do you suggest for the development of athletics in our country? \_\_\_\_\_

## **APPENDIX D**

### **Questionnaire for Addis Ababa athletics federation experts**

General profile for experts

1. Sex – Male  female
2. Age – 25-30  31- 35  36 – 40   
41-45  46 and Above

3. Marital state- single  married

4. Educational background

4.1 Certificate in sport

4.2 Diploma in physical education

4.3 B.SC in physical education

4.4 M. Sc in sport Science

1. Type of support provide for school athletics team coach?

A. Facilities and equipment

B. Financial support

C. Technical support

If any other specify \_\_\_\_\_

2. Do you think that the support you provide to school athletics team is sufficient?

A. Yes

B. No

3. If your answer for question No 2 is 'No', what are the impacts of lack of adequate support on school athletics team \_\_\_\_\_

\_\_\_\_\_

4. Do you have regular schedules to check their program?

A. Yes

B. No

5. If your answer for question No 4 is 'No', what is the reason that you do not have regular program?

6. What is the major problem that hinders the development of the school athletics team?

A. Lack of facility and equipment

B. Low attention given to project

C. Lack of joints support

D. Knowledge of the coach.

If any other specify \_\_\_\_\_

—

7. How many times the competitions are organized per year for school athletics team?

A. 0

C. 3-5

B. 2

D. More than 5

8. If your answer for question no 7 is 'A', Mention the problems that the school athletics teams are not to be organize adequate competition program? \_\_\_\_\_

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9 .Does the Addis Ababa Athletics federation facilitate upgrading course for the school athletics teams coach?

- A. Yes
- B. Some times
- C. No

10. If your answer for question No 9 is 'No', please state the reason. \_\_\_\_\_

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11. How is your relationship with project coaches and federation to support the team jointly?

- A. Excellent
- B. Very good
- C. Good
- D. Poor

12. As you expert what do you suggest for the development of athletics in our country? \_\_\_\_\_

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### DECLARATION

I, under signed, declare that the thesis is my original work, has not been presented for a degree in any university and that all sources of material used for the thesis have been duly acknowledgement.

Declared by

Confirmed by

Name \_\_\_\_\_

Name \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

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

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of submission \_\_\_\_\_