FACTORS AFFECTING MIDDLE AND LONG DISTANCE RUNNING: THE CASE OF SIDAMA COFFEE ATHLETICS CLUB

BY:

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June, 2016

Addis Ababa, Ethiopia

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ACRONYMS / ABBRIVATION

AAA:	Amateur Athletic Association
ABCS:	Agility, Balance, Coordination and speed
CECS:	Coaches Education and Certification System
ENSP:	Ethiopian National Sport Policy
IAAF:	International Association of Athletics Federations
IOA:	International Olympic Academy
IOC:	International Olympic committee
MSM:	Member Services Department
MYSC:	Ministry of Youth, Sport and Culture of Ethiopia
NSYS:	National Standards for Youth and Sports
NOCs:	National Olympic Committees
OWI:	Olympic Winter Institute
RDC:	Regional Development Centre‟s
SNNPR:	South Nation Nationalities and Peoples Region
SMART:	Specific, Measurable, Adjustable, Realistic and Time based
SPSS:	Statistical Package for Social Sciences
TD:	Talent Development
TDE:	Talent Development Environment
TT:	Talent Transfer
VIS:	Victorian Institute of Sport

ABSTRACT

This research study was conducted with the objectives of identifying factors affecting middle and long distance running; the case of Sidama Coffee Athletics Club. The study employed descriptive survey research method. The subjects of this study were 5 coaches, 25 athletes, 1 Club Manager, 4 Southern Nation Nationalities and Peoples Athletics Federation officers, 3 Sidama Zone youth and Sport Bureau heads & 4 Sidama Zone youth and Sport Bureau experts. The non probability purposive sampling method was employed to select the subjects. The data have been gathered through questionnaire, interviews, observation and documents. The data have been analyzed using both quantitative and qualitative methods by describing statements and Mean, standard deviations, and single one-sample t-test Calculated through the help of Statistical Package for Social Sciences (SPSS version 16.0) were used to analyze the quantitative data obtained from research questions. For the interview and open ended questions it was described form of qualitative explanation methods & percentage was used to analyze the characteristics of respondents Such as age, sex, educational qualification and experience some yes or no questions. The findings indicated that, lack of enough facilities and equipment, training program is not an individual based, coach use mostly monthly training plan, there is no performance evaluation test when athletes selected for the club, lack of adequate balanced diet, shortage of incentive for Athletes and Coaches from their administrative body and other related problems. Were considered as the factors, finally the researcher on the basis of findings of the study recommendations were drawn, Coaches should develop and prepare all training plan and develop, scientific, systematic and appropriate ways of selecting and measuring athletes performance. Regional Athletics federation should find away to upgrade the knowledge of coaches, arranging trainings on how to prepare training plan, all the athletics sport leaders should work smoothly for the same goal, SNNPR Athletics Federation and Sidama Zone Youth and Sport bureau should be work with different stake holders or organizations to fulfill the constraints of sources.

Key words: - *Athletics, Club, Factors, Facilities, Federation, Running, Sidama Zone, SNNPR*

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Historically, athletics is started during Olympic game in Athens in 776 B.C. However, Athletics become more diverse during the middle Ages when the sons of Noblemen were trained in running, jumping and there were often athletics contest among rival nobility. Furthermore, the first modern Olympic Games took place in 1896 and athletics were part of the games with the competition being divided in to track and field event (IOC, 2011).

In addition, Modern sport has a history of over half a century in this country. Even if, many types of games are introduced within this period, the development of modern sport is still at the infancy level. The causes for these are organizational, economical and that of outlook. As the leadership in sports lacked a popular base in this country, it has been undergoing a series of continuous reorganization. Its focus has been on organizing competitive sports for the very few elite athletes (MYSC, 2004).

Different sports have gained recognition by themselves rather than nurturing sport as publics‟ culture. Yet as this intent on gaining victory lacks broad base that would replenish effective sport persons, the results registered have been declining (Ibid, 2004). Furthermore, they came up with some challenges for instance, the limited role of the community in sports, the decline of sport in schools, shortage of sport facilities, sportswear, and equipment, as well as the lack of trained personnel in the field problems more complex. As incorporated in the sport policy document (Ibid, 2004). The policy outlines clearly selected goal, strategies, and means as to how the problems could be addressed.

It further defines to what point sport should be directed, what, how, why to train, who to be a trainer at different levels, decisions as to organization, facilities and administrative arrangements as well as coordination among its several elements. In spite of all these frameworks, there seems to be an immense gap between what is written in black and white, and actually practiced on the ground, ever since the policy has been into action, i.e. the question of hands-on job.

Apparently, sport in all countries is changing with time, but not uniformly at all, as the gap in resource between wealthy and poor countries is growing. As indicated also in this outset, the availability of quality sport facility is necessary for proper training; where this does not exist; it is difficult to achieve the intended objectives set of time (Judith, 1998). In a nutshell, this is a severe challenge that has been faced by many developing countries. In agreement with this view (Brain, 2011) argue, "Sport and games played in a country can tell us a lot about the county, how people in the particular country live".

In the same vein, African countries such as Ethiopia, Kenya, Algeria, Morocco, South Africa, Uganda, and Eritrea, many others have been and still are the icons of running events, particularly in the middle and long distances. Typically, the rationale behind their achievement lays on that, the practice of this event requires remarkably little facilities, having a door -openers' "a role models"", an engagement with manual work at the early age, for instance, long distance round-trip to school, fetching water and gathering fire wood …etc, could be mentioned as some of the main factors (Tsehaynew,2010).

It is also important, at this juncture, to bear in mind that this statement is very consistent with the above one. Likewise, when we talk about sport and Ethiopia, relatively few but world finest distance runners" just come to our mind. Hence, the New York Times called Ethiopia "running Mecca," due to its historical successes in the athletics program, in which it also took 5th place in the world ranking during the Olympic champion at Beijing (IOC, 2010).

In effect, one could safely agree that Ethiopia has some of the best middle and long distance runners in the world.

> **"***To strength this point, Judah, 2008 assertion that: On 10 Sept 1960, Abebe Bikila, an Ethiopia, won the Rome Olympic marathon running bare foot. He thus becomes a sporting hero, an African hero and, for many, the first black African ever to win a gold medal at the Olympics. Four years later in Tokyo, he was to repeat his success.***"**

Today, Haile Gebreselassie and many others for Ethiopia are known as some of the fastest runners on earth. Nevertheless, this was not the case, until Bikila won in Rome… Along with this, the same author further goes to add that, "Since Ethiopia joined the Olympic Games in 1956 up to Beijing Olympic, they have collected a total of 14 gold medals, 5 silver and 12 bronze [In recently held 2012 London Olympic game alone 3 gold, 1 silver and 3 bronze]". All these medals were won in long distance running competition that, long distance running has not only brought joy for Ethiopians, but also inspiration and courage to overcome the challenges of poverty (Judah, 2008; IOC, 2010).

Actually, for some it would be too early to conduct research on the matter of training center. Moreover, researcher taking the experiences of consideration, it can be said that the training approach is highly affected by the shortage of qualified personnel, lack of appropriate training equipment, lack of facilities to a given training standard and insufficient materials for training. Therefore, the lack of this situation finally creates a difficulty on trainers and trainee in terms of delivering the training program and achievements of their objective.

Sidama zone is one of the Southern regional states of Ethiopia that has a potential in different sport activities, the Zone is very known by sports like Foot ball, volleyball, Paralympics, Cultural games and athletics by the result have been achieved competitions organized at regional level. In fact of this, Sidama Coffee Athletics Club was established in 2005 E.C. whereas, it (Sidama Coffee athletics club) is now located at Arbegona 77 k/m from Hawassa city.

Even if, Sidama Zone is very known by those sports, but in the case of the Sidama Coffee Athletics club, there are numerous factors affecting the athletics performance. For instance, Sport training involves many subjects, but most importantly the athletes and the coaches are the important individuals in the process of athletics training. The total process of athletics training should, consist the athletes, coaches, sport professionals and the society as whole to contribute for the development of athletes" performance. As my current information about middle and long distance running result in the club is not good enough.

To this end, the reasons of the researcher for focusing on this particular study are:-

1. To the Knowledge of the researcher, it is the only Sidama coffee athletics club, which is under direct custody of Federal Sport Commission.
2. The researcher has taken in to account its peculiarity in terms of administration, accountability, organization, and skilled-manpower alike. On top of that, considering the organization wants to achieve ahead in middle & long distance running.
3. The researcher is with a strong belief that the site is appropriate in getting a clear picture of what is being practiced, and factors hampering middle and long distance athletes. This is hypothesized on some preliminary consideration with relevant source.
4. The researcher is well versed that most of the researches conducted in Ethiopia, mainly focus on long distance running in which the country has been well known for it.

1.2. Statement of the problem

Athletics is a dynamic sport that needs understanding and solving problems of training to create Performance improvement to compete in a frequent changing environment. In the fast change world, the increase in public expectation from sport sector creates changes in the sport policy. Consequently, these change will have effect in the overall sport fields. So, in order to keep with this abreast changes, the organized training centers in many sport activities have become the call of the day MYSC, 2004:4.

A part from the above mentioned rational, the National Sport Policy of Ethiopia advocate and puts,"…organize special training and competition forums for talent youth in raining types of sports and recruit the gifted ones by working in conjunction with sports clubs and federations."

According to MYSC, 2004 report further advocates and puts, "…register great achievements of international standard by tapping the overall sports activity within the community and in particular from among the youth by creating awareness and participation among them". To this effect, appropriate implementation of the program can favorably influences the overall development of the country's sport in many aspects. Expected talents identification, proper

recruitment procedures, research, specific knowledge based training, setting within reachable goals, competent and effective organizational structure …etc are preconditions as Sharkey, 1986 agreed.

Actually, for some it would be too early to conduct research on the matter of training center. Moreover, researcher taking the experiences of consideration, it can be said that the training approach is highly affected by the shortage of qualified personnel, lack of appropriate training equipment, lack of facilities to a given training standard and insufficient materials for training. Therefore, the lack of this situation finally creates a difficulty on trainers and trainee in terms of delivering the training program and achievements of their objective.

There are vast literatures existing in the issues under studying. However, some research that are exist in this concept are (see Dereje A, 2012 Tesfaye F. 2012) .On the other hand, studies by Zegaw Tadele in, 2012 came up with the finding of scarcity of facilities and equipment, shortage of incentives for Coaches and Athletes from sport administrators and problem of selecting athletes were enter into club as a factors that affecting athletes. However, my inquiry is a little bit different from the existing literatures and studies. In line with this, the researcher would a strong belief that this research is fill gap of the existing literatures.

Again, it is necessary to repeat at this stage that, from well-organized structure of athletics training sector a great deal is expected in order to keep and continue the achievements in more steps-up, and various fields of athletics. To this end, the researcher found it timely and crucial to question, what are some of the persistent factors of Sidama Coffee Athletics club on middle and long distance running?

1.3. Basic research question

The study tried to find out answers for the following basic research questions:

1. Are there facilities and equipments are available?
2. Does the club has well-experience and qualified coaches?
3. Does the club have follow up by stake holders?
4. What methods are used to select talented athletes and their training program?
5. What possible solutions should be carried out to solve the problem?

1.4. Objective of the study

1.4.1. General objective

The main objective of the study is to investigate the factors affecting middle and long distance running; the case of Sidama coffee athletics club.

1.4.2 Specific Objective

The specific objective of the study is to:-

- To assess the availability of basic materials and equipment for training.
- To understand what specific problem exists in the process of coaching athletics club.
- To identity the stake holders roles in the club.
- Explore the procedure of selecting talented Athletes and the methods used to training them.
- Provide suggestion to improve the practice of the training.

1.5. Significance of the study

The primary interest of the research is on the factors affecting middle and long distance running; the case of Sidama coffee athletics club and to identify the major problem. The researcher believes that this research work is significant in the following ways:- Assess the availability of facilities and equipment, to identify the factors which affecting coaching process of middle and long distance athlete, be used as a feed back for stakeholders and practitioners so as make them to be aware of the problems coaches and trainee athletes face, to investigate the follow up of the stake holders and invite other scholars to undertake a large scale research in the area of administration and coaching club athletes.

1.6. Delimitation of the study

To conduct this research in all level of athletics projects or clubs that found in all regions of Ethiopia is the difficult task for researcher, because of numerous numbers of athletics club throughout the country which seems to be consuming time and money. It requires more than one year gathering information. Therefore, the scope of the study confined to covers only

Sidama coffee athletics club on the factors affecting middle and long distance running. To carry out any research work it is important to delimitate, the delimitation of the study manageable size in order to investigate the problems thoroughly.

1.7 Limitation of the study

As the researcher happen to learn from the experience of some other countries, an estimable number of studies have been conducted in various parts of the world on athletics performance. The instruments specially prepared for the study were based on certain rationales. In order to have first hand information about the performance development, continuous training and observation follow up are very important. Any research activity requires varied, relevant, updated and accessible sources of data. However, the effort of the researcher was challenged by scarcities of times and financial sources. In addition, the absence of adequate and comprehensive domestic research work in the area under study also counts against the attempt of more substantial research work. Since the study aid only focuses on the Sidama Coffee Athletics club, the findings which would have been the basis for fair generalization were not also free from limitations.

1.8 Operational Definition of Terms

- **Athlete:-**A person who trains to compete in physical exercises and sports especially running, jumping and throwing (Thompson, 2009).
- **Athletics**:-Track and field sports which embrace events in jumping, running and throwing http://www.athleticsdb.com/index.
- **Coach: -**Coach: is a person who trains on athlete to reach to performance (Thompson, 2009:7).
- **Facility**: - inputs of sports training infrastructure (the ability to learn or do things easily) (Suzie Bennet et al, 2007).
- **Factors: -** stimulating test of abilities or a situation that tests some body‟s abilities in a stimulating way.
- **International Association of Athletics Federations** (**IAAF**):-is the international governing body for the sport of athletics (IAAF, 2012).
- **Motivation** – is the direction and intensity of one‟s effort (Gould et al, 2006)

- **Nutrition**:- is a science of nourishing the body (Bezabeh W, 1997:49)
- **Performance:-**is an actual ability and potential capacity of an athlete‟s which is an observable behavior of athletes in training and competition (Hanin, 2000).
- **Trainer**:- a person who trains athletes to improving fitness, also called Coach (Thompson, 2009:7)

1.9 Organization of the Study

This research paper is organized into five chapters. The first chapter deals with introduction, background of the study, Statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of terms and organization of the Study. The second chapter is contains review of related literature relevant to the research. The third chapter is comprises of research design and methodology. The fourth chapter is about analysis and interpretation of the data gathered from the respondents. Finally fifth chapter is summarizes the research, conclusion and recommendation on the findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Athlete Development

2.1.1 Athlete Development Long Term Approach

It is obvious that young children have special needs in sport and should follow programmers which are specific to their needs. As coaches, we are also aware that any individual who has just commenced athletics has different needs from and capabilities for training than someone who has been doing it for long. This is true no matter what age an athlete starts being involved in athletics and emphasizes the importance of coaches knowing the "***training age***" as well as developmental age of each athletes they coach (Thompson, 2009).

Athletics is recognized as being a "late specialization" sport. This is because most athletes achieve their best performances generally between 24 to 34 years of age. Talking a long term approach to athlete development and training benefits all athletes, whatever their age or level of competition. The main concept of athlete development involves taking a long term approach to athlete development and training. This long term approach is designed to help individuals of all ages and abilities to optimize their development and reach their potential. As you begin to understand the background to this long term approach, you will understand why it is recommended by the IAAF for all coaches and athletes. Effective coaches choose a long term approach as it helps them to improve their athletes year after year, possibly until after the age of 40, the time when the body"s biological clock causes performance to decrease. Even then, it will help athletes to get the best form what they have (Ibid, 2009).

In its simplest form, athlete development relates the structure and nature of training at any time to where an individual athlete is on their developmental pathway. This means that individuals are, "***doing the right things at the right time"*** for their long term, not necessarily immediate, development (Ibid, 2009).

The long term athlete development approach is an organized approach toward achieving the optimal training, competition and recovery throughout an athlete‟s career.

> *"Sports scientists have reported that there are critical periods in the life of a young person in which the effects of training can be maximized. They have also concluded that it can take anything from eight to twelve years of training for a talented athlete to achieve elite status. This has led to the development of athletic models, which identify appropriate training aims at each stage of the athlete's physical development (Mackenzie B, 2006)."*

2.1.2. Stages of athlete development

According to (*Thompson ,2009*), Providing a uniform athlete development pathway within a **"late specialization"** sport like athletics means that we can recognize a five-stage athlete development model. The progressive nature of this five stage model guides athletes from the kids Athletics stage, Multi- Event Group Development, Specialization stage through to the performance stage.

Stage 1- The Kids Athletics Stage

This stage is bounded in between 5/7-11/12 optimal biological age and 0-2/4 training age range and is the first stage for athletes in the IAAF development pathway reflecting the well established IAAF Kids Athletics training and competition programs designed for young children *(Ibid, 2009*).

The Kids Athletics developmental stage should be a structured fun introduction to athletics like activities with an emphasis on developing basic fitness and foundation movement skill. It emphasizes such skills as the ABCs of movement: Agility, Balance, Coordination and speed. The ABCs of athletics walking, running, jumping and throwing and the movement skills related to body awareness and to hand –eye and foot-eye coordination *(Ibid, 2009*).

All these foundation skills and movements add together to provide a vocabulary of movement which are referred to as "physical literacy". To develop this basic physical literacy, there should be participation in as many plays, or play like, games and movement

patterns as possible. The annual plan should have no per iodization structure but there should be a well planned programme of basic conditioning with proper fitness and skill progressions that are monitored regularly. Competition can take place at any time but training is not structured for or specific to competition *(Ibid, 2009*).

Stage 2 – The multi – Events stage

This second stage of development is bounded in between 11/12-13/14 year‟s optimal biological age and 2-4 years training age where all individuals learn how to train and develop their athletic skills. For young athletes this means participating in and learning all the events of athletics, along with basic technical competition and tactical skills. Although the focus is on training, competition can be used to test and refine skills at any time of the year. In this stage, training can begin to be placed in a per iodized way but because of the need to build a „solid base‟ the training year should only have one macro cycle, making it a „single per iodized‟ year *(Ibid, 2009*).

Stage 3- The Event Group Development Stage

The third stage is the event group development stage and sometimes referred to as the stage for "building the engine". This stage is bounded in between 14/15-16/17 year‟s optimal biological age and 5-7 years training age range *(Ibid, 2009*).

During this stage there is an emphasis on greater individualization of fitness and technical training. For young athletes, this is the time to begin to focus on an event group rather than all events. But they are a runner and walker rather than an 800m athlete a thrower rather than a javelin thrower a jumper rather than a triple jumper. As athletes enter this stage, some enjoy doing all events equally and may choose the combined events event group. The emphasis in this stage is still on training which is predominantly high in volume and low in intensity and the time commitment to training will increase for both athletes and Coach *(Ibid, 2009*).

There are now specific targets for each competition undertaken with a view to learning basic tactics and mental preparation. The reason that many athletes reach a performance plateau

during the later stages of their careers is primarily due to an over emphasis on competition instead of training during this stage, which makes it a significant period in their athletic development.

The training year may be either a single or double per iodization structure but the longer the single per iodization is maintained, the better the athlete‟s foundation for the future. Planned training and competition modeling is introduced toward the end of this stage. Programming becomes more structured with defined taper and peak periods, which requires ongoing evaluation and modification, introduction of event specific training begins at this time.

During this stage, over the course of 4 weeks to 10 months depending on the program, other sports are reduced to 1 or 2. Training should approach a total time of 12 hours per week towards the end of the stage, involving 4-7 sessions of physical training and activity. 3-5 of these sessions should be in athletics event specific areas (Ibid, 2009).

Stage 4- The Specialization Stage

This stage is bounded in between 16/17-18/19 year‟s optimal biological age and 7-9 years training age range and is referred to as a *„fine turning of the engine'*. There is a continued emphasis on physical conditioning, maintaining high volume training but now with increasing intensity at appropriate time of the year. The athlete now will tend to focus on an event or a small number of events. Individual strengths and weaknesses are now more clearly identified and action can be taken to improve these (Ibid, 2009).

There is a gradual shift towards performing techniques and tactics in a variety of competitive conditions during training which increasingly model competitive environments. The coach will focus on optimizing preparation both physically and mentally. The training year again is a single or a double per iodized plan and for the first time, competition will influence the structure of the annual plan.

The number of athletics sessions per week will increase to 5-9 as participation in other sports declines to 2 or less sessions per week. The practice to competition ratio is 90/10 and length of the athletics session can be anywhere from 8 weeks to 10 months. The number of

competition opportunities in the season becomes event specific and dependent up on the type of per iodization. If single per iodization is used the number of competitions should be 10-15. If double per iodization is used the number would be 12-18 (Ibid, 2009).

Stage 5 – The Performance Stage

The final stage of preparation and participation in athletics is the performance stage that starts at the optimal biological age of 18/19 years and above & training age of above 10 years and lasts until the individual retires from actively competing.

The emphasis now is on further specialization, and where possible appropriate, performance enhancement. All of the athlete‟s physical, technical, tactical and mental capacities should now be fully established with the focus shifting to the optimization of performance, at whatever level. All athletes can be trained to peak for specific competitions and major events; whether these competitions be the Olympics, a regional competition or a local meeting or event, with each aspect of training individualized. An individual‟s annual plan may show either single, double or multiple per iodization, depending on the events being trained for and taking in to account the athletes‟ personal needs and circumstances (Ibid, 2009).

To sum up, *Thompson 2009* while strength on the importance of each developmental phase‟s states that even if an athlete misses the optimum biological ages for each development stage indicated for the five stages of the IAAF athlete‟s development pathway, the way should still apply. No matter what the athlete‟s age, following the stages of the athlete development pathway permits the progressive introduction to and development in athletics. For instance a 14-years old athlete with the biological of 16 years (early mature) and 3 years training age should be placed in the multi-event stage regardless of the biological age.

2.2 International Association of Athletics Federations/ IAAF/

The International Association of Athletics Federations (**IAAF**) is the international governing body for the sport of athletics. It was founded in 1912 at its first congress in Stockholm,

Sweden by representatives from 17 national athletics federations as the International Amateur Athletics Federation. Since October 1993 it has been headquartered in Monaco.

Beginning in 1982, the IAAF has passed several amendments to its rules allowing athletes to receive compensation for participation in international athletics competitions. However, the IAAF retained the word “amateur” in its name until its 2001 Congress at which the IAAF‟s title was changed to its current form.

The IAAF‟s current president is Lamine Diack of Senegal. He became Acting President shortly after the death of the previous president, Primo Nebiolo of Italy in November 1999, and was elected IAAF President at the IAAF‟s 2001 Congress. The IAAF has a total of 212 member federations (it had been 213 but at the November 2010 meeting of the IAAF Council it was announced that the Netherlands Antilles would cease to exist independently) divided into 6 area associations (IAAF, 2012).

2.3 International Olympic Committee /IOC/

The International Olympic Committee (IOC) is an international, non-profit, non-governmental organization its head quarter in Lausanne, Switzerland. The committee was established by Pierre de Coubertin, in Paris, on 23 June 1894 and Demetrios Vikelas as its first president Lenskyj, Helen Jefferson 2000.

The IOC organizes the modern Olympic Games and Youth Olympic Games, held in summer and winter, every four years. The first Summer Olympics organized by the IOC was held in Athens, Greece, in 1896; the first Winter Olympics was in Chamonix, France, in 1924. Until 1992, both summer and Winter Olympics were held in the same year. After that year, however, the IOC shifted the Winter Olympics to the even years between Summer Games, to help space the planning of the two events from one another, and improve the financial balance of the IOC, which receives greater income on Olympic years. The first Summer Youth Olympics were in Singapore in 2010 and the first Winter Youth Olympics were held in Innsbruck in 2012.

Today its membership consists of 100 active members, 32 honorary members, and 1 honor member. The IOC is the supreme authority of the worldwide modern Olympic movement *(*Chappelet et al, 2008).

The Roles of International Olympic Committee

- To encourage and support the promotion of ethics in sport as well as education of youth through sport and to dedicate its efforts to ensuring that, in sport, the spirit of fair play prevails and violence is banned.
- To encourage and support the organization, development and coordination of sport and sports competitions.
- To ensure the regular celebration of the Olympic Games.
- To cooperate with the competent public or private organizations and authorities in the endeavor to place sport at the service of humanity and thereby to promote peace.
- To take action in order to strengthen the unity and to protect the independence of the Olympic Movement.
- To act against any form of discrimination affecting the Olympic Movement.
- To encourage and support the promotion of women in sport at all levels and in all structures with a view to implementing the principle of equality of men and women.
- To lead the fight against doping in sport.
- To encourage and support measures protecting the health of athletes.
- To oppose any political or commercial abuse of sport and athletes.
- To encourage and support the efforts of sports organizations and public authorities in order to provide social and professional future of athletes.
- To encourage and support the development of sport for all.
- To encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic Games are held accordingly.
- To promote a positive legacy from the Olympic Games to the host cities and host countries.

- To encourage and support initiatives blending sport with culture and education.
- To encourage and support the activities of the International Olympic Academy (IOA) and other institutions which dedicate themselves to Olympic education. (International federations.olympic.org, 2012)

2.3.1 National Olympic Committees (NOCs)

The NOCs receive financial support for the training and development of Olympic teams, Olympic athletes and Olympic hopefuls. The IOC distributes TOP programme revenue to each of the NOCs throughout the world. The IOC also contributes Olympic broadcast revenue to Olympic Solidarity, an IOC organization that provides financial support to NOCs with the greatest need. The continued success of the TOP programme and Olympic broadcast agreements has enabled the IOC to provide increased support for the NOCs with each Olympic quadrennium. The IOC provided approximately US$318.5 million to NOCs for the 2001–2004 quadrenniums International (Ibid, 2012).

2.4. Factors that affecting athletics performance

2.4.1 Athletic Talent

Talent generally is considered an exceptional natural ability to attain goals (Moon, 2003), therefore, logically, athletic talent ought to be exceptional natural ability of an individual to perform a sports-related task or activity. Yet, how does one determine athletic ability and how should this concept be measured? We have yet to determine an exact science in discovering or developing athletic talent. "It may be caused partly by disagreements about the definition of athletic talent, which continues to be a point of discussion among scholars (Abbott et al, 2004; Howe et al, 1998). One way to begin to define talent is to seek evidence of its existence.

> *"In their attempt to verify the reality of talent, Howe et al. 1998 referred to the existence of autistic savants and child prodigies as unique examples that singularly prove the veracity of innate talent. The authors do argue that even these persons practice a great deal. However, research indicates that autistic savants indeed exist and could play music or art with no instruction Miller,*

1989; Snyder et al., 2003.work of Snyder et al. provides solid evidence of talent. More interestingly, the researchers demonstrated that talent could be created."

Researchers argue that athletic talent identification and development must recognize the multidimensional and dynamic nature of sport talent (Bailey et al, 2006, Baxter-Jones et al., 1994; Edwards, 1994; Helsen et al., 2000; Nieuwenhuis et al., 2002). As Abbott et al 2004 maintained we should be examining physical (biometric), performance (motor), and psychological factors depending on whether we are trying to identify current performance ability or future performance.

According to Howe et al, 1998 noted people are often vague when referring to talent and maintained that we should be more specific regarding what form talent takes and how it might select athletes.

In an e sort to begin defining talent, Howe et al. provided properties of talent:

- Genetic or innate factors exist.
- Advance indicators of talent can exist at an early stage.
- Evidence of talent potential can be used as a predictor of achievement.
- Talent is limited to a small part of the population, and
- Talents are reasonably domain-specific. These properties are helpful, but are not all inclusive of this complex concept.

As Helsen et al, 2000 applauded Howe et al.‟s attempt to define talent, noting that the definition may assist researchers; however, these authors could only support three out of the five properties. Howe and his colleagues could not and evidence that talent could predict neither excellence nor that talent was domain-specific. Additionally, Helsen et al. noted the lack of evidence to support excellence predictability and domain specificity is particularly problematic because these factors are the main tools used to identify and select talented youth. Despite the flaws revealed by both Howe‟s and Helsen‟s research teams, their work examining the elements of athletic talent is crucial to moving toward a more getting and universal definition.

> **"***Similarities between the identification and development of athletic talent and that of gifted children are rarely compared. Interestingly, however, they share analogous processes. The purpose of this review is to investigate the progress of research regarding athletic talent identification and development, including current issues, and provide suggestions for future research. Key roadblocks to the identification of athletic talent include attempting to identify talent at an early age, use of flawed athletic talent identification models, and lack of education of coaches, parents, and teachers regarding how to properly identify athletic talent.***"**

2.4.1.1 Elements in Talent Identification

The most common and obvious way to identify athletic talent is to examine physical ability, but current research cautions against dimensional approach. As Simonton, 2001 notes that the idea that talent is a complex topic, stating that multiple components contribute to the development of talent in any domain. As Abbott et al, 2004 study denoted the importance of psychological skills in talent identification and development. They stated *that*

> **"***Athletes should not be excluded or identified based solely upon one attribute, such as height. Abbott and Collins maintained that other factors like speed and agility may compensate for a weakness.***"**

The authors claimed their approach to athletic talent identification and development acknowledges the difference between performance and potential: (a) Main emphasis should be placed on potential to develop rather than immediate performance; (b) one‟s potential to develop rests on psycho-behavioral components; (c) in order to develop in a sport, essential fundamental movement skills must be present in their vocabulary (psychomotor); and (d) talent identification and talent development processes should be combined. Seemingly, it is difficult to include one aspect of the approach without addressing the others. "Is new approach may prove to be useful to those who are interested in talent identification and development.

2.4.1.2 Talent Development Environmental Factors in Athletics

Talent development environment taxonomic classification that summarizes a range of the environmental factors is one of the most important theoretical advances. Talent development environmental factors: such as sport culture, sporting policies, socioeconomic status, education, and birthplaces were discussed in this section. Luck/chance, an interesting environmental factor, was not considered in this study as little implications can be drawn from it (Gagne, 2003). It should be noted that some factors can influence participants at a more macro level (e.g., culture and policy) as compared to other factors (e.g., birthplace and education), having more overarching and systematical impacts on the talent development process (Gagne, 2003; Martindale et al, 2007).

2.4.1.2.1 Sport culture

The factor of sport culture has been understudied though it is a significant indicator in explaining the development of expertise. As Baker et al., 2004 reviewed factors that influenced the acquisition of high levels of sport performance. They suggested that high values placed on a particular sport in a culture/country have tremendous effects on the sports achievements. One example is ice hockey in Canada. Ice hockey has been a national sport in Canada, producing a large number of star players and winning many international champion titles. The popularity of ice hockey in this country could be due to the vast media coverage and extremely high participation rates. Similar examples are downhill skiing in Austria and table tennis in China. Chinese athletes‟ Talent development environment development was influenced by the country culture such as "harmony with difference" and "persons of honor" (a tough and aggressive character) according to Si and his colleagues‟ 2011 narrative findings. In addition, culture at organizations and club levels also had a significant impact on athletic TD as evidenced in Henrisken‟s 2010 case studies. Thus, there is a need to consider local sport culture in developing sport expertise (Davids et al, 2007; Henriksen et al, 2010a; Ryba et al, 2013).

2.4.1.2.2 Sporting policy

Other than sport culture, the government policy or strategy is also an influential factor for attaining sport expertise. For instance, according to Vincze et al, 2008 presented that a mixed research method (i.e., document analysis, field work, and in-depth interview) to examine the relationship between the sport policies and TD in soccer. They discovered that the lack of success in Hungarian

football was mainly attributed to the Hungarian government‟s failure to establish effective sport policies or governing strategies.

As Holt, 2002 came up with, the same research approach to compare TD policies of soccer between Canada and UK. . He found different approaches on implementation of official policies and varying values of coaches between the two countries. English coaches received more in-service coach education than their Canadian counterparts, and these discrepancies may have led to more elite soccer players being nurtured in the UK than in Canada. De Bosscher et al, 2008 document analysis showed that policies had an impact on elite sport development. The aforementioned examples hence demonstrate that sport policies need to be well established and systematically implemented to guarantee sporting success.

2.4.1.2.3 Education and schooling

Schools play an important role in establishing an appropriate setting to introduce sport (Sallis et al, 1997). For example, schools offer a wide range of sport programs to develop talents. According to the survey study by Côté et al, 2006, the types of school attended (e.g. independent/private or dependent /public schools) and the geographic locations of schools (e.g., accessibility of facilities and equipments) influenced TD. Through document analysis, Houlihan, 2000 explained that the school made possible contributions to future elite success, or at least, increased the pool of talents.

On the other hand, education can be an obstacle in the development of elite sport (Holt et al, 2004). Nowadays, in most countries, many youth athletes are required to keep training while continuing their education. The term dual career Corrado et al, 2012 was used to describe this condition. However, a dual career can be a big challenge for most athletes according to the interview findings by (Durand et al, 2002).

Talent development environmental factors; individuals‟ studies on significant individuals/others (i.e., parents, coaches, support staff, siblings, and peers) in TD environment were reviewed in this section. To optimize the developmental path, these important individuals/others, as perceived by athletes, should interact and collaborate in a supportive way (Carlson, 2011; Henriksen, 2010; Johnson et al, 2008; Pummell et al, 2008; Wolfenden et al, 2005).

2.4.1.2.4 Parents

Many studies have examined the role of parents in TD. Most of studies adopted interviews or surveys as instruments, which were then conducted among elite athletes, parents, coaches, or a combination of two or more groups to investigate parents‟ roles in developing talents (Bloom, 1985; Carlson, 2011; Gould et al, 2002; Gulbin et al, 2010; Hayman et al, 2011; Pummell et al, 2008).

Overall, parents provided tangible (e.g. financial support and transportation) and social/emotional support (e.g. disciplined involvement, encouragement, and setbacks) for their children (Ibid).

In addition, other studies indicated that parents provided practical support in sports (Gould et al, 2008; Holt et al, 2004; Pummell et al, 2008). From a longitudinal perspective, parents played different critical roles and provided various support during the different stages of development.

As Durand-Bush et al, 2002 showed that, parents‟ roles Underwent gradual changes from leaders to followers during the developmental process. Within a family, parents exhibited different functions of roles in developing athletes (Holt et al, 2004; Wolfenden et al, 2005). For example, Wolfenden et al, 2005 interview study highlighted that mothers were more involved in the aspect of providing emotional and tangible support for elite English tennis players than fathers.

2.4.1.2.5 Coaches and support staff

Coaches also play critical roles in the TD environment given the interview results (Holt et al, 2004; Johnson et al., 2008; Morgan et al, 2006). Providing high quality training programs and sessions including informational support is a main task for a coach. Besides quality training, a coach may also fulfill roles in providing tangible support and building a good relationship with athletes (Johnson et al, 2008; Morgan et al, 2006). A strong coach-athlete relationship should be established especially during the later phases of development. A good coach-athlete relationship is formed by a building mutual.

2.4.1.3 Issues in the Identification of Athletic Talent

Predictability

One problem with talent identification and development is the predictive validity of talent identification strategies. Predictability of talent is in high demand. Although a few coaches and parents believe they possess the ability to predict talent, some researchers disagree (Abbott et al, 2002; Helsen et al, 2000). As Abbot et al, 2002 discussed the lack of predictive ability of a traditional talent identification model, the Sport Interactive Model.

The model utilizes a computer program that matches children to sports based on desirable sport-related characteristics. (Ibid, 2002) study revealed that the model had poor test and retest correlation scores. As such, the model is unlikely to accurately identify potential athletic physical composition and performance ability in young children.

Moreover, a combination of physical and cognitive abilities is needed to be successful in professional athletics. Stories abound about successful professional athletes who were predicted to be mediocre due to specific physical measurements (e.g., height, weight). These athletes achieve success despite expected predictors of talent.

Age

Strong evidence suggests that athletes whose birth dates fall early in the year are more likely to be identified as "talented" (Baxter-Jones et al, 1994; Dudink, 1994; Edwards, 1994; Helsen et al, 2000). They concluded their findings by suggesting that coaches‟ talent identification is explained by physical ability relative to an advantage in age. Other researchers argue that one of the reasons talent goes unidentified is because talent does not emerge until later ages (Green, 2005; Helsen et al, 2000). When compounded with the earlier observation that physical maturity alone does not predict future talent, the tendency to mistake early physical maturation for physical talent is even more troublesome.

While important attributes regarding athletic talent are being overlooked by coaches and researchers, the narrow range of abilities that are the focus of identification efforts may be contaminated by irrelevant factors. We can conclude that numerous children will be missed

or inaccurately ruled out as talented. Helsen et al. a formed an additional psychological component may affect the performance of younger children when competing against more mature children within the same age group (Ibid).

Talent versus Practice

Some researchers have attempted to justify or refute the very existence of athletic talent, arguing that practice is the key element that fosters excellence in sport. Studying the "talented non-practices" is a difficult task as we currently have few examples of those who are talented and do not practice, yet continue to excel. Although experts in a given field such as sport, music, and math appear to be doing their skill or performance effortlessly, research evidence reveals these persons intentionally practice for many hours to attain advanced levels of ability.

As Bloom‟s (1985) model of talent development, although not intended to be sport-specific, is frequently applied to athletic contexts. In Bloom‟s original research, was developed a three-stage model of talent development. The three-stages consist of the early years, middle years, and late years. Bloom describes how the intensity of the activity and athlete focus changes over these three time periods. Specifically, practice time increases significantly during the middle years. Building on the work of Bloom, 1985, Cote, 1999 created the model of sport participation, proposing three alternate stages of sport participation, which he referred to as the sampling years (ages 6–12), specializing (ages 13–15), and investment (ages 16+).

The major difference between the Bloom and the Cote models is that Cote‟s model is grounded in the concepts of deliberate play and deliberate practice. Deliberate practice is defined by Cote as performance with the specific intention of improvement. The model of sport participation hinges on the concept of active participation rather than innate talent, whereas many other models of talent identification and development rely more on identifying innate ability. "is research is particularly noteworthy to those interested in talent development, as Cote‟s work adds to the understanding of an athlete‟s motivation and evolution of participation in sport.

As Nieuwenhuis et al, 2002 also noted the psychological factors in athletic talent and suggested that successful teams tend to present higher motivation scores. Notably, high levels of success often do not exist without intense motivation.

> *"Researchers and coaches alike argue that practice plays a large role in talent development. For example, Howe et al, 1998 noted that genetic differences in ability may become less important with large quantities of practice and training. Hidden within the complicated argument of talent versus practice are the roles of psychological factors, personality traits, motivation, and both the biological and environmental influences of these factors. Indeed, children born with natural athletic ability may be more apt to practice, because practicing may provide a greater internal reinforcement than it does for those children who are less talented."*

Motivation to practice is an important point, as the existing research supports the significant role of practice in athletic development. Without proper intrinsic motivation, athletes are less like to commit to sport and continue participation (Anshel, 2003; Gould et al, 2004).

2.4.1.4 Complexity of Talent Identification Theory

One of the benefits of a TID program is spotting athletes early in their developmental progression, so that sports systems can address their strengths or weaknesses to assist a steady or accelerated progression toward elite performance. However, junior athletes may experience success at their current stage of development without being truly „talented"; because of short-term performance influences, such as early physical maturation or access to superior resources (Bouchar et al, 2014).

The complex interaction among all success variables presents a number of challenges when developing a talent identification model. Early assessment of sporting „talent" is also compounded by the fact that a diversity of sporting experiences is encouraged. Multiple sport experiences during childhood often allow young athletes to acquire a broader range of skills and experiences before they concentrate on one sport. On the other hand, early athlete selection in one sport allows more targeted training activities during adolescence (which may be a critical period of physiological and psycho-social development) (Ibid, 2014).

Success at the elite level of sport performance stems from a combination of many factors, which are influenced by socio-cultural and politico-economic conditions as well as individual performance factors. Intrinsic factors (e.g., body type and rate of maturation, aptitude, adaptation to training, motivation, and psychological skills) as well as extrinsic factors (e.g., environment, access and opportunities, sports systems, coaches, family, etc.) work in synchrony to determine an athlete's success. Both genetic and environmental influences must be acknowledged a number of different approaches have been used to implement Talent Identification (TID). Although evidence can be found to support each approach, an integrated model is more likely to yield consistent result in identifying future athletic potential (Ibid, 2014).

2.4.1.4.1 Physical / Physiological Models

This approach supports the idea that there are distinct physical/physiological profiles for individuals in different sports. Talent identification is based on the belief that profiling young people on these measures will identify individuals with the potential to be successful in specific sports or events. As a result, many TID models have been underpinned by analyses of these characteristics. However, many performance variables may be unstable during adolescence (they vary with age) and many studies show inconclusive results (Bouchar et al, 2014).

The assumption that individual having favorable characteristics are the most talented is unfounded. Young athletes who excel (i.e. produce winning results) in strength sports tend to be early matures. It will take technical superiority for late maturing individuals to match their early maturing peers at a young age; so they may actually be the more „talented". Models using this approach may eliminate many young athletes who have potential to develop physically/physiologically, but are late maturing (Ibid, 2014).

2.4.1.4.4 Genetic Markers

The physical and physiological potential of an individual is influenced by (although not completely defined by) one"s genetic makeup. Many of the traits that contribute to sports performance (e.g. endurance capacity or muscle power) are linked to single or multiple genetic expressions or variants (Bouchar et al, 2014).

Attempts to identify specific genes that influence performance, and then use that knowledge to identify potential sporting talent have yielded mixed results. This may be the consequence of the very complex nature of talent identification (e.g. various performance domains – physical, psychological, socio-cultural, etc.) and talent development (e.g. coaching, training quality and quantity, opportunities, etc) (Ibid, 2014).

Research has progressed in an attempt to identify genetic markers of physiological capability (e.g. potential) on individual characteristics, such as endurance or muscular power. Research is also directed toward identifying genetic markers that fit models predicting the likelihood of having significant traits associated with individual sports (Ibid, 2014).

2.4.1.4.2 Integrated Models

Talent Identification practitioners generally use a multi-dimensional approach to ensure that embedded measures of success reflect more than one developmental domain. It is an advantage to identify athletes at the youngest possible age, but there are many trade-offs in setting the ideal TID target age. TID introduced too early may be confounded by the variability of maturation rates within an age cohort. TID introduced after maturation (perhaps during late teens or early twenties) may be well past critical periods of skill acquisition (Bouchar et al, 2014).

Talent identification development schemes at any age will be influenced by family dynamics, socio-economic circumstances, and demographics (sporting opportunities may be influenced by location and availability of facilities and support services). They will also be influenced by an individual‟s accumulated experiences – has the individual developed a positive attitude to physical activity, received specialized instruction, or been influenced by school or club sports programs (Ibid, 2014).

2.4.1.5 Talent Transfer

Talent transfer often occurs informally when a high performance athlete seeks new opportunities for themselves in a different sport. The motivation may be financial (particularly among professional athletes), or from a variety of other sources.

As Gulbin, 2009 found that successful talent transfer athletes had these positive characteristics:

- ❖ High motivation and goal orientation
- ❖ Great self-management skills
- ❖ Good work ethic
- ❖ Proven performance in a competitive environment
- ❖ No bad technical habits.

There were also three common barriers to successful transition into elite competitive success in another sport:

1) Skill, physiology and motivation were not in balance
2) Frustration with inferior coaching and/or support environments, and
3) Inpatients for success or unrealistic expectations.

Investigating athletes' experiences of talent transfer

As MacNamara et al, 2015 talent transfer initiatives seek to transition mature individuals from one sport to another. Unfortunately, TT initiatives do not have a broad evidence base and a rigorous exploration of the mechanisms underpinning the approach. Several themes suggesting a successful transfer environment, including:

- ➢ The TT system was adapted to the athlete‟s needs
- ➢ A positive learning environment
- ➢ Individual attention and coaching
- ➢ time to adjust to a new sport, and
- ➢ No early pressure for results.

Individual factors underpinning successful talent transfer included:

I. Confidence in one‟s ability
II. An understanding of what it takes to train and compete at a high level
III. Generic athletic ability, and
IV. A number of psycho-behavioral characteristics (e.g. commitment, coping skills, focus and discipline, goal setting, motivation, and realistic performance evaluation).

The authors argue that further research into the mechanisms of talent transfer is needed in order to provide a stronger evidence base for the methodologies employed in these initiatives. To overcome the barriers of transitioning from one sport to another, quality coaching and service provision (sport science, sport medicine, and competition support) are essential. In addition, integration with other high-quality athletes appears to help create a socially supportive environment (Ibid, 2015).

Talent Transfer' in Sport: High level coach insight

According to Dickinson et al, 2012, despite a dearth of research, the strategy of talent transfer (TT) has been used and is currently applied in a number of countries. Nature of TT, including:

- TT is complex, with a number of higher and lower order variables
- The complexity suggests that a multidimensional framework be considered when seeking to understand talent transfer.
- Specific ways of thinking about, teaching, and relating to TT athletes are unique to the TT situation and the personal and psychological characteristics of athletes.

Talent transfer may allow an athlete to extend their sporting career by renewing motivation and presenting a new challenge. If the switch was prompted by a performance plateau or injury, it may allow the athlete to relieve past psychological or physical barriers. From the sport‟s perspective, talent transfer maximizes the return on investments made in an athlete‟s career development (Ibid, 2012).

2.4.2 Nutrition

As Bezabeh Wolde, 1997, defined nutrition as it is a science of nourishing the body. The athlete who is striving for excellence should train hard and to train hard should eat balanced diet and enough calories to cover the load and to maintain the body.

> ***"****Nutrients are chemical substances in food that function, to furnish the body with fuel, to build and repair body tissue…. Nutrients are divided in to proteins, carbohydrates, fats, water, vitamins and minerals. Carbohydrates*

are the major energy source for the body especially during intense training (Ibid, 1997:49).”

Food is the fuel of athletic performance. Thought you cannot control the food your athletes eat, you can guide them toward healthy eating. To do so, you must be acquainted with the basics of Proper nutrition.

Proper nutritional practices alone cannot generate elite performances; hence the reason for smart training methods and competition strategies, but healthy nutritional habits will significantly affect athletes‟ performance in competition and overall wellness (Petrie et al, 2004). Maintaining a healthy energy balance, practicing effective hydration habits, and understanding the various aspects of supplementation practices can help athletes not just improve their performance but also increase their enjoyment of the sport in general.

Caloric Intake

Many elite runners maintain high carbohydrate, low-fat nutritional programs (Schröderet al., 2008). One study by Achten et al, 2004 indicates that significantly higher carbohydrate intake can not only improve running performance, but can also improve mood as well. That said, children and adolescents have smaller glycogen stores, meaning that they are more likely to process fat during exercise Jeukendrup et al, 2011, and a higher fat content diet does not inhibit endurance or anaerobic activities in runners (Horvath et al, 2000). The quantity of calories ingested should depend on the individual athlete and his or her current training phase; higher volume and intensity should necessitate greater caloric intake (Stellingwerff et al, 2007).

2.4.3 Facilities and Equipments

Facilities are also the factors for better performance. If the adequate facility is available, the athlete may improve his/her level of performance. To do, the income of the athletes is not as enough as they need to fulfill the adequate facility (Suzie Bennet et al, 2007).

Middle distance running is a relatively inexpensive sport; however, there are many misconceptions regarding the few pieces of equipment required to participate. Products can be purchased as needed, but most will have little or no real impact on performance. Athletes may feel that they prefer a product even when it provides no real benefits.

In a study comparing conventional socks to the fitted socks often sold at running specialty stores, Purvis et al, 2004 found that

> ***"The subjects preferred the specialty socks; however, they produced no physiological advantage and the runners still described the conventional sock as comfortable*."**

As Ali et al, 2010 found a similar "comfort only" effect with compression socks, made popular by professional athletes like Paula Radcliffe; although Kemmler et al, 2009 did find that they significantly improved running performance. Lower body compression garments may improve some physiological measurements, but have not been shown to improve performance (Dascombe et al, 2011).

Manufacturers often advertise clothing made of synthetic material as some kind of aid for sweat evaporation, but there is no evidence to suggest that these garments aid thermoregulation or comfort during exercise (Gavin, 2003).

Treadmills should only be used as a last resort for training. In their study, LaCaille et al, 2004 found that;

> *"The treadmill setting was rated as least satisfying, while resulting in the highest RPE and slowest performance time. Alternately, the outdoor route resulted in the highest levels of positive engagement, revitalization, tranquility, and course satisfaction, while also yielding the lowest levels of physical exhaustion and RPE. (p. 461)."*

The many events of Athletics require numerous sporting equipments. It is important for athletes to be able to recognize and understand how equipment for the specific events works and impacts their performance. Have you athletes named each piece and equipment as you

show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well (Suzie Bennet et al, 2007).

Foot wear

Training shoes can significantly alter adolescent runners‟ biomechanics Mullen et al., 2013, but athletes are often confused by marketing approaches. Running shoes are often sold as a way to either increase comfort or avoid injury, yet there is no valid evidence to justify manufacturers‟ practice of focusing on pronation control or amount of cushioning (Richards et al, 2009).

As Enke et al, 2009 found that almost three fourths of the adolescent cross country runners they surveyed claimed that arch type was most important factor when buying running shoes, but only a little more than one half knew their own arch type; this lack of self-knowledge holds true for recreational runners in general (Hohmann et al, 2012).

Athletes should wear what feels comfortable for them, not what costs more. Clinghan et al, 2008 found that

> **"***low- and medium-cost running shoes in each of the three brands tested provided the same (if not better) cushioning of plantar pressure as high-cost running shoes***"** *(p. 189).*

One notable exception to this rule may apply if similar styles are available as models for both children and adults. As Forrest et al, 2012 found that these versions differed sharply in their composition and kinematic effects, even among the same size, and recommended using the adult version when available.

The use of so-called "minimalist" running shoes has attracted attention from some researchers, primarily because runners who prefer such footwear may be more likely to use a forefoot strike pattern–that is, they hit the ground with the ball of the foot first, followed by the heel (Goss et al, 2012). Some researchers have associated this pattern with a reduced risk of overuse injury Daoud et al, 2012, but the use of minimalist footwear has not yet been

shown to have a corrective effect on habitual rear foot strikers TenBroek et al, 2013, and can pose a risk for bone injury (Ridge et al, 2013).

According to a review of the literature by Goble et al, 2013, “current evidence is insufficient to indicate that barefoot runners are faster, perform better, or are any less prone to injury than shod runners who prefer a heel-striking gait”. As suggested by Nigg et al, 2013, “the important aspects of performance and/or injuries are more related to (a) individual preference and (b) individual running style, independent on whether the athlete runs in shoes or barefoot”. In some cases, customized shoe orthoses may improve the comfort levels of athletes with chronic injuries (Hirschmüller et al, 2011).

2.4.4 Motivation

A middle and long distance coach's role as a psychological motivator is important during competition, but it is perhaps even more important during training (Goose et al, 2012). While dedicated, deliberate practice is generally not considered enjoyable in most sports Ericsson et al, 1993, there is some evidence that middle distance runners perceive their most difficult and relevant activities as their most enjoyable Young et al, 2002, making a coach's job that much easier. Coaches should focus on creating specific task-oriented goals in an effort to improve athletes' intrinsic motivation (Barić et al, 2002: Ferrer-Caja et al, 2000).

As Goudas et al, 1995 found that one way to engender this kind of motivation among young track athletes was to give them some control over their own workout. This kind of perceived autonomy has been shown to have significant positive and long-lasting effects on motivation Almagro et al, 2010; Jõesaar et al, 2012). Care should be taken, however, to ensure that highly motivated runners do not endanger their health by running to the point of collapse (St Clair Gibson et al, 2013). Perhaps most importantly, coaches must instill a feeling of long-term hope in their athletes; Curry et al, 1997 found that cross country and track athletes with a higher sense of personal hope were more likely to excel in both academics and athletics.

2.4.5 Feedback

Offering advice, criticism, and praise is an integral function of the coach–athlete relationship. As Stein et al, 2012:488 concluded, "It is important that coaches realize the

significance of giving feedback following good performances, and attempt to incorporate positive and informational feedback into their interactions with their athletes".

As Stein et al, 2012, found that runners who were given positive feedback about their form (in this case, fabricated) were more likely to improve over time than those who were given no feedback. Parents should also focus positive verbal feedback on their child's effort, rather than an outcome like finishing place (Loprinzi, 2012).

It is also important to consider the focus of the advice given to an athlete. Though a less experienced runner may react to a coach's external cues such as "pass that runner!" positively, higher-level runners consistently report more internally-based thought processes such as monitoring breathing and maintaining proper form during competition Nietfeld, 2003 and their coaches often focus much of their verbal feedback on promoting those internal processes (Porter et al, 2012).

As Schücker et al, 2013 found that there were physiological benefits to maintaining an external focus during high intensity exercise. If nothing else, a simple confirmation of the distance remaining can be better than no feedback at all (Faulkner et al, 2011; Neumann et al, 2013). Children will also find it easier to respond to cues related to distance than to time (Chinnasamy et al, 2013).

2.4.6 Maturational Factors

The relative age affect the availability of essential resources, such as coaching and parental support, can significantly influence the ability to engage in the required amounts of high quality training. Another factor that appears to influence the acquisition of expertise is the relative age phenomenon. First demonstrated in the academic domain, the relative age effect refers to differences in age among children born in the same Nurturing sport expertise‟s 4 calendar year (Barnsley et al, 1985). As in school, many sports group children by age to equalize evaluation and competition (Barrow et al, 1971).

However, the presence of the relative age effect suggests that categorizing children by age can create training inequalities and reduced opportunities for younger children. Researchers compared birth quarters of players with the hockey league as a Mite (under 10), Peewee

(ages 11-12), Bantom (ages 13-14), Midget (ages 15-16), Juvenile (ages 17-18), or Junior (ages 19-20) player.

Two main explanations have been offered to account for the relative age effect. As Barnsley et al, 1988; Barnsley et al, 1985 hypothesized that older players were bigger, stronger, faster, and better coordinated than the younger players and thus experienced more success and rewards in hockey and were more likely to remain involved. Younger peers were thought to experience failure and frustration and withdraw from hockey. A second hypothesis proposed that older players were more likely to be selected to higher competitive representational teams where they would receive improved coaching, facilities, and ice-time when compared with their peers (Ericsson et al, 1993).

Research on the relative age effect suggests that the development of elite athletes is based in part on age differences and unequal access to training opportunities. Alternative methods of grouping children for competition and advancement in sport require examination.

2.4.7 The Role of Coaching and Instruction

As indicated above, one important consequence of the relative age effect is that targeted athletes often get access to better resources, including better instruction. Research is starting to show the distinct advantages of having access to an expert coach. A coach normally constructs a high percentage –in some cases 100 percent -of an athlete‟s practice time (Vosset al, 1983).

Early studies focusing on the specific requirements of working with younger and less technically proficient athletes Bloom, 1985; Smith et al, 1979 proposed that in the early stages of development athletes require primarily technical instruction to develop proper fundamentals, along with a high degree of support and praise to encourage continuing participation in the sport. They described an important part of the coach‟s role in the early years as being kind, cheerful, and caring. Only when athletes were older and more highly skilled would a coach require sophisticated knowledge and advanced qualifications.

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

2.4.8 Parental Influences

Retrospective research with elite performers over the last 30 years has revealed the importance of parental support for the development of expertise. As Bloom et al, 1985 interviewed talented performers and their families in the fields of music, art, science, mathematics, and athletics and created a model of talent development with three stages: the early years, the middle years, and the later years.

Each stage is characterized by shifting demands on the child and parents. In the early years parents were found to take a leadership role where they provided their child with the initial opportunity to participate in the domain and sought out their child‟s first formal teacher. Her parents also encouraged and supported their child‟s learning and were often involved directly in lessons and practice. For the child athlete, the emphasis is in these years was on having fun and enjoying learning the basics skills (Ibid, 1985).

The transition to the middle years was characterized by a greater commitment of both parents and the athletes to the athletic domain. Parents were found to assume a leadership role, seeking more accomplished teachers for their child while also devoting more time and resources to the activity. It was also during these years that the child‟s talent often dominated the family‟s routine. During the later years, parental involvement decreased as the performer took greater control of the decision-making process with regards to their future career. Yet, parents continued to provide support in a background role, as providers of not only financial support but also emotional support (Ibid, 1985).

According to Sloane, 1985 of greatest importance was that parents offered a "nurturing, understanding environment for their child to retreat to, if necessary". As Bloom et al, 1985 analysis revealed how parents can ease the demands imposed on their child by the demands of training (e.g., reduction of psychological stress by providing a supportive atmosphere). Finally, in the investment years parents played strictly an advisory and supportive role as the athlete committed to a higher level of training and competition. Parents maintained a high interest in their child‟s sport and were essential in providing emotional support to help their child overcome setbacks, such as injuries, pressure and fatigue as well as financial support for training. This high level of emotional support during stressful times is a central characteristic of the investment years (Ibid, 1985).

2.4.9 Cultural Factors

Cultural factors are a significant and often overlooked component of the environmental equation and development of expertise. The importance that a country or society places on a particular sport can have a dramatic influence on any success achieved. For instance, in Canada, where there is a long and storied history of ice hockey, the game has become an integral component of the national identity (Russell, 2000).

While the social factors that influence the acquisition of high levels of sport proficiency are only briefly presented here, it is vitally important to acknowledge that environmental constraints on expertise can be broad (e.g., cultural factors) and/or narrow (e.g., family or coaching factors) (Wiggins, 1997).

2.5 Peak performance

Peak performance is defined as an optimal functioning and of the full use of one‟s potential in the activity. It‟s the full focus and sense of self in a clear process of feeling in control which is at the positive extreme of performance (Hanin, 2000).

Theoretical frameworks in order to understand the complex relationship between psychological preparations and athletes social-organizational environment, the model of psychological preparation for peak performance by Hardy et al, 1996 serves as a core model

in the study. The model aims to incorporate as many factors and variables as possible that seems to influence athletic performance.

2.5.1 Psychological preparation for peak Performance

2.5.1.1 Athletic career

Athletic career is a determination through a complex interplay between genetic, personal and environmental factors and is a term for a multiyear sport activity, voluntarily chosen by the person and aimed at achieving one‟s individual peak in athletic performance in one or several sport events (Alfermann et al, 2007; Stambulova, 2009; Wylleman et al, 2004).

It is also described as a sequence of specific stages and transitions that include an athlete‟s initiation into and continued participation in organized competitive sport and that is terminated with the athlete‟s voluntary or involuntary but definitive discontinuation of participation in organized competitive sport. The term athletic career also include subjective Parameters consisting of perceived benefits of sport participation and its cost in terms of time, energy, health, money as well as career satisfaction (Ibid).

2.5.1.2 Transition

Transition is a result from one or several events that cause personal and social imbalance that are beyond any ongoing changes of everyday life and that can cause a change in the athlete‟s assumption about herself or himself. Transitions come with a set of specific demands related to practice, competitions, communication, and lifestyle that athletes have to cope with to continue successfully in sport or to adjust to a post career (Ibid).

Normative transition

A primary characteristic of a normative transition is the degree of predictability, and transitions that are mainly predictable are generally organizational and/or structural in nature and may be related to changes in athletes‟ level of athletic achievement or age (e.g., initiation into competitive sport, the transition from high school to college level competitive sports, the transition from junior to senior level). A normative transition is a part of sequence of age-related biological, social, and emotional events or changes and that can be said to be

generally related to the socialization process that the athlete is involved in (Wylleman et.al, 2004).

Non-normative transition

Non-normative transition is the low degree of predictability that is situation-related and is generally unpredicted, unanticipated, involuntary, and that does not occur in a set plan or Schedule but rather is the result of an important event that takes place in an athlete‟s life and to which she or he responds. A non-normative transition can be sport related, for example a transition caused by injury, overtraining or changing one‟s coach (Alfermann et al, 2007; Wylleman et al, 1999; Wylleman et al, 2004).

2.5.1.3 Successful athletic career

A successful athletic career refers to the athletic career of an athlete who achieves and sustains in a consistent manner of high level of athletic excellence in national or international competition. Successful elite careers are usually associated with high social recognition, and satisfaction of an elite career is based on a set of self referenced criteria which often consist of perceived potential in relation to level of achievements and perceived athletic career cost. Successful athletic careers are associated with achieving individual peak in athletic performance corresponding to individual resources and environment (Ibid).

2.5.1.4 Successful athletic performance

A successful athletic performance is the optimal performance that is self-referenced criteria based on past performance history and the present performance status (Hanin et al, 2004; Wylleman et al, 2004). A successful athletic performance also is the perceived potential in relation to the level of achievement and the perceived athletic performance cost. The indicator of a successful athletic performance is the result (outcome) achieved and the quality of performance process (task execution) (Ibid).

2.6 Components of Peak Performance

2.6.1 Fundamental attributes

The fundamental attributes contains the personality and motivational characteristics and dispositions of the athlete such as the athletes level of trait confidence, goal orientations, trait anxiety, and intentional style. These individual differences and factors are important because they influence the arousal and activation in the first place. Further why these factors are important is because the influenced arousal states then directly or indirectly have an impact to which extend the athlete achieves a desired task specific ideal performance state (Hardy et al, 1996).

It influences the task specific ideal performance state through trait anxiety which in turn influence cognitive and somatic state anxiety. This can further lead to a change in arousal and activation state that have an impact on the athletic performance. Both personality and motivational dispositions are very important for the performance, but also difficult to modify. This is because of the perceived competence of achievements in early childhood that have been established, and in this way formed the athlete‟s motivational disposition. Psychological factors rarely operate in isolation; they are influenced by athletes‟ foundation mental skills. These components must first be taken into consideration before examine other components of this model according to (Ibid, 1996).

2.6.2 Psychological skills and strategies

This component of the model consists of the various psychological skills and strategies the athlete adopts to be able to create, and reach the ideal performance state. Different athletes use different types of skills, and can depend on the previous component existing of fundamental attributes. Typical psychological skills are goal-setting which in turn can consist of specific process goals, relaxation strategies, self-talk, mental rehearsal, imagery, mental preparations, pre-performance and performance routines, automatization of routines, association/dissociation strategies and attributions. These psychological skills work along with other psychological skills and are used by the athlete in order to facilitate the performance to reach peak performance in a task specific ideal state (Gould, 1996).

2.6.3 Adversity coping strategies

The athlete also needs to be able to deal with different types of adversities, and this by using various adversity strategies. This because of the athlete can deal with many types of stressors, ranging from injury to travel demands, and other expectations that lies within the athletic atmosphere. These strategies can be developed as well as the previous psychological skills, and includes emotion-focused coping, problem-focused coping, cognitive restructuring, and avoidance strategies (Tenenbaum, 2004).

These methods are further used by athletes according to Tenenbaum, 2004 to appraise the environmental pressure that enable appropriate processing of information and decision making. These strategies can further be concretized to strategies as relaxation techniques, goal-setting, process goals, imagery, self-talk, attribution patterns and different associative and dissociative strategies. Many of these strategies in the components of adversity strategies are the same as the psychological skills strategies. The main difference is the way in which they are used, and can depend on the purpose of why the strategy is being adopted (Ibid, 2004)

2.6.4 Task specific ideal performance state

This component is the top of the model and is a special state that the athlete has reached and in which the athlete performs very well. This specific state has been referred to as flow (Hardy et al, 1996).

The content of this state can be the same for most athletes that have ever reached this state. The difference is or can be that some athlete‟s prefer a noisy audience while others want to listen to Mozart while performing. This is further depending on the athletes‟ level of trait-anxiety which in turn has an impact on emotions, cognitions, that further activates a physiological state in a given context. This state is a mixture of these variables (Ibid, 1996).

> The zone of optimal functioning Hanin, 2000 *shows "how an interaction of the athletes trait anxiety is functioning and shows to which extend the athlete needs to be psyched up, or relaxed in order to reach the special state. This is further also influenced and is depending on the social and organizational environment*

the athlete is performing in. Also in which environment the athlete prefers to perform in, and is a contributing influential component of how the athlete reaches allow state."

2.6.5 Physical, social, and organizational environment

These components of the model consist of the social and organizational environment in which the athlete performs in. This area is a surrounding component of the model and can be symbolized with a circle surrounding other components mentioned in the model. The environment can have both facilitative and debilitative effect on the way to achievement of an ideal performance state (Wylleman et al, 2004).

A new coach that enters the social environment can have a both good and bad influence on the athletes‟ way to reach an ideal performance state. Or if an athlete already is in an ideal performance state, a new coach can reinforce the athlete‟s ideal performance state. Or in reverse, also decrease the athlete‟s probability of succeed to reach or maintain in this state. Other variables as family problems, lack of finances within the club, unsupportive spectators, and so forth can be included in this component (Ibid, 2004).

The same variables can be reversed and serve as good facilitative variables in the social environment of the context in which the athlete performs in. All these five components must be taken into consideration in order to be able to facilitate specific psychological skill strategies, or coping with adversity strategies, to reach an ideal task specific performance state. Developmental model on transitions faced by athletes the developmental model addressed by (Ibid, 2004) serves as the second model in the study. The developmental approach in this model provides a link between the athletes past career experiences, the present situation and the athletes perceived future. The model adds a whole person approach to a whole career approach.

The whole person approach means helping athletes to deal with both athletic and nonathletic transitions. The whole career approach means helping athletes to cope with both normative and non normative transitions throughout the whole course of an athletic career, including the last athletic transition from sport to the post career. This is important to note because different spheres of life might influence or overlap, and create difficulties for the athlete to

perform at his or her best. In this way it becomes clear to see the athlete in the sport context, but to also consider the athlete‟s demands, resources and barriers outside of sport (Alfermann et al, 2007; Fallby, 2004; Wylleman et al, 2004).

2.7 Roles and responsibilities of Stakeholders

The National Standards for Youth Sports has come up with a general set of behavioral guides with identified stakeholders in mind. These guiding behaviors‟ are based on the NSYS philosophy, which maintains that every youth should be given the opportunity to grow and develop in sports, have positive experiences and not be left out or behind.

Stakeholders are encouraged to use these examples as a frame for their practices, tailored to the varying sports contexts http://www.sportsingapore.gov.sg/sport...sport/index.

2.7.1 Coaches and Sports Instructors

Coaches and sports instructors are encouraged to be youth-centric, focusing on individual athlete‟s development while making sure not to exclude any one player in the team. As youths look up to them, they are expected to serve as responsible role models who provide a safe environment at all times. Continual upgrading of skills is vital to their profession (Ibid).

2.7.2 Sports Managers and Administrators

Fairness and transparency are crucial to the decision-making processes that sports managers and administrators undertake. They are encouraged to develop youth-centric polices as they work towards nurturing a safe and healthy environment for youth sports (Ibid).

2.7.3 Spectators and General Public

Spectators and general public are those who support our youth athletes and encourage them to reach for greater heights. We encourage them to be respectful in their support, demonstrating positive behavior as they spur our youth athletes on (Ibid).

2.7.4 Parents, Guardians and Educators

Parents, guardians and educators play central roles in youth athletes‟ lives. As such, we encourage them to serve as good role models who are encouraging, inclusive and respectful at all times. They are also advised to be watchful and alert, never compromising on safety. It is crucial for them to manage expectation as they applaud all efforts, so as to develop healthy attitudes towards sports. The National Standards for Youth Sports Parents‟ Guide may be useful in providing further information for parents of youth athletes (ibid)

2.7.5 Members of the Media and Photographers

Members of the media are encouraged to be fair and sensitive, providing honest coverage that highlights the best sporting values. By avoiding sensationalism and seeking instead to inform and educate, the media can leave a positive impact on youth athletes, who will be better able to enjoy the best that competitive sports has to offer (Ibid).

2.7.6 Corporate Organizations' and Businesses

Corporations and businesses can get involved in youth sports by being „sports-friendly‟ employers, supporting staff with strong sporting backgrounds or those with children who would benefit from sports. Corporations and business leaders are also in a position to use sports to drive people positively. Organizations can also inculcate sporting culture by organizing sports movement or events with a category allocated to youths (Ibid).

2.7.7 Youth

The NSYS aims to promote positive sporting experiences for youths. We encourage youths to have fun as they strive to be better at their chosen sports, play fair and are respectful of their teammates, officials, coaches and opponents while practicing sports safety at all times. By sharing their experiences and applauding all efforts, we believe youths will take away the best that a sport has to offer (Ibid).

2.7.8 Sports Officials and Event /Competition Organizers'

Recognizing needs of the youth is critical to sports officials and event/competition organizers as they work towards promoting national standards in sports. By encouraging integrity and other healthy attitudes towards sports, they will positively impact youth athletes (Ibid).

2.8 The IAAF Coaches Education and Certification System (CECs)

Operation of CECS is co-coordinated by the IAAF Member Services Department (MSD) and the IAAF Regional Development Centre‟s (RDCs). The new 5-Level CECS structure has been created to specifically address the following areas www.iaaf.org/devolopment/ed.

Individuals interested in attending a Level I or Level II course should contact their national Federation directly. Level III and Level IV courses are normally staged at the RDCs and are designed for a smaller number of coaches who will have specialist duties within their Federation. The Level V is the IAAF Academy programme which is organized in cooperation with sport universities (Ibid).

2.8.1 Level I- Youth Coach

With the introduction of the new Level I in the CECS, there is the opportunity to emphasis and develop the educational aspects of kids‟ Athletics and Teens‟ Athletics. The new Level I will produce qualified Youth Coaches who will not only be able to train and prepare young children for kids‟ athletics competitions (7-12 yrs old) but also provide the „bridge‟ to „real‟ athletics. Youth coaches will be competent and able to take the kids through to the youth programmes of training and competition relevant to Teens „Athletics (13-15 of age). To make the most efficient use of resources and ensure the optimum application and activity, Level I courses will be conducted at locations in the countries of Member Federations, using IAAF accredited Level I Lecturers and standardized course materials (Ibid).

2.8.2 Level II –Assistant coach

The Level II course is intended to train coaches for effective work with youth and beginner athletes. The Level II syllabus covers all event groups and emphasizes the practical skills of

coaching. At the same time, the Level II course provides at theoretical base which is sufficient to allow coaches to continue learning, either through their own efforts or within the structure of the CECS. Entry for the Level II is granted to successful and active Level I coaches.

To make the most efficient use of resources, Level II courses will be, as for Level I, conducted at locations in the countries of the member federations, using IAAF accredited Level II Lectures and standard course materials. The course structure and time table for Level II courses are flexible (provided certain specified requirements are meet) in order to adapt to local conditions. The norm will be for a 14 day residential course (Ibid).

2.8.3 Level III –Coach

The level III course is designed to be an introduction to performance coaching for coaches who have performed well at Level II and have gained a Level of coaching specialization in one of the following six event groups:

- Sprints and Hurdles
- Middle and Long distance Running
- Race Walks
- Jumps Throws
- Combined events

With this specialization they can begin to meet their country‟s need for high level coaches. It is anticipated that the majority of level III participants will continue to level IV. In addition to elements specific to the events group, the level III syllabus contains core elements which are common to all events. On completion of a level III course a coach will be expected to be able to identify and coach the basic competition model for each event with in an event group. The coach we also be expected to be able to plan and implement a series of appropriate training sessions within the context of an annual training plan (Ibid).

2.8.4 Level IV-Senior Coach

The level of IV course builds on the experiences of Level III and can be thought of as the development of performance coaching, providing coaches with advanced level instruction in

their chosen event group. As with Level III, the Level IV syllabus includes event specific elements but more of the common core elements are now studied with a specific application to the event group context. On completion of a level IV course a coaches will be able to identify and coach high level and advanced competition models for their specific event or events (Ibid).

They will also be expected to be able to plan and implement macro cycles of training for high level athletes within the context of a multi-year plan. These plans should lead to the achievement of potential, elite performance and competitive results. Level III and Level IV courses are conducted at the RDCs. Entry to Level IV is open to coaches who passes Level III assessment procedures, have completed a minimum of one further year of practical coaching experience and have been recommended by their National Federation (Ibid).

2.8.5 Level V –Academy Coach

Perhaps the most important educational initiative in recent year to support the development of key personnel in Athletics was the introduction of the IAAF Academy in 2004, providing professional education of the highest level. To achieve this MSD has created partnerships with respected and recognized universities worldwide to offer courses which blend academic rigor in the sport sciences with the practical experiences of the most elite of IAAF experts. The IAA academy currently offers the following courses:

- Chief coach
- Youth chief coach
- Elite coach (Head Coach events group)
- Coaching Development Director

The academy aims to provide the coach with the relevant professional knowledge, understanding and practical experience to create an environment capable of delivering high levels of individual and team performance at specific events, or the developments of innovative coaching development environments, over multiple seasons (Ibid).

CHAPTER THREE

RESEARCH METHOD AND METHODOLOGY

3.1 Research Design

The main concern of this study is to investigate factors affecting middle and long distance running; the case of Sidama coffee athletics club and to recommend the possible solutions and a good research design is the core for the final analysis of the research results. Hence, under this study, descriptive survey research design was employed in the study. The reason for using this design is that it enables to describe the different factors that affecting the athletes.

To meet the purpose of this study both qualitative and quantitative (questionnaire, interviews and observation) research methods were used. The target populations for the studies are: athletes, coaches, SNNPR Athletics Federation and Sidama Zone Youth and Sport bureau and qualitative study conducted with club manager, Sidama Zone youth and sport bureau heads. Besides, observation check list has been conducted in the area to check the facility of the athletics field, the players and the environment in general.

3.2 Population and sampling procedures

For this research study, non-randomly purposive sampling method was used to select the following subject‟s all middle and long distance athletes, coaches, SNNPR Athletics Federation, Sidama zone youth and sport bureau expert & heads and club manager purposive sampling techniques were employed because of they are directly concerned with the issues under discussion and also because of they are few in number all of them were included in the study.

In generally 42 subjects participated. Accordingly, 25 athletes, 5 coaches, 4 SNNPR Athletics Federation staff members and 4 Sidama Zone youth Sport bureau staff experts participated in the questionnaire, 1 club Manager and 3 Sidama Zone youth and sport bureau heads were involved in the personal interview. The researcher assumes that these subjects are fit to give enough information on the topic under the study.

3.3 Source of data

Both primary and secondary sources of data were used for the study. As to primary data were collected through structured questionnaire and interview from athletes, coaches, Southern Nation Nationalities and People‟s athletics federation, Sidama zone youth and sport bureau experts, Sidama zone youth and sport bureau heads and club manager. As the secondary sources information were obtained from published and unpublished works or materials, journals, websites, books and articles. These data were collected from the online documents of the Country‟s sport federations and Sport offices of the zone.

3.3.1 Questionnaires

A questionnaire was employed to generate both qualitative and quantitative data relevant to the sample population. For this purpose, the questionnaire was designed comprising of both open ended and closed ended questions. The questionnaire also translated in to the Amharic languages for the convenience of data collection and it is use full for medium of communication with participants. Out of the total questionnaires distributed to the target population 25 athletes, 5 coaches, 4 SNNPR Athletics Federation staff members and 4 Sidama Zone youth Sport Bureau experts were participated in the questionnaire, 1 club Manager and 3 Sidama Zone youth and sport Bureau heads involved in personal interview.

3.4 Data Collection Instruments

One approach of collecting valid data employed is triangulating information of key items using various means. According to Hagan, 2003, triangulation assumes use of multiple methods to measure the same phenomenon. The purpose of triangulation “using different methods or techniques” (questionnaires, interviews, observation, and documentary analysis is to ascertain the validity of data findings. Triangulation methods assume that it is relatively hopeless to attempt to demonstrate the validity or reliability of data using only one method. In the same vein, it is proposed that the study be conducted within the qualitative and quantitative approaches. To this end, questionnaires, interviews and observation were used as the main source of data gathering instruments.

3. 5 Method of Data Analysis

In order to manage and acquire detailed information easily, the data collected through questionnaire were organized and presented in tables and analyzed using descriptive analysis methods. Since the items were many in number, they were analyzed and discussed following the presentation of each research questions, the analysis and presentation and discussion of results continued based on the research questions. The percentage was used to analyze the characteristics of respondents Such as age, sex, educational qualification, experience and sometimes yes or no questionnaires. Mean, standard deviations, and single one-sample t-test Calculated through the help of Statistical Package for Social Sciences (SPSS version 16.0) were used to analyze the quantitative data obtained from research questions.

Data obtained from the documents were analyzed in narration to complement the result of the data collected through questionnaire. This enabled the researcher to reach at some relevant conclusion and recommendations. The following Rating scales for data analysis were used to measure respondents‟ level of agreement on the quantitative aspect of the study. The calculated mean score for each quantitative items was taken to be the median line of the scales or at (test value=3.00).

- If **sig < 0.05** & t value < 0, →significantly lower than the cutoff point -- happened rarely or never
- If **sig < 0.05** & t value > 0, →significantly higher /greater/ than the cutoff point-- happened mostly or usually. (If "**Sig. (2-tailed)**" value is ".000", this actually means that ***p* < .0005;** it does not mean that the significance level is actually zero).
- If **sig > 0.05,** → insignificant difference --happened sometimes. Therefore, it can be concluded that the population means that are statistically insignificantly different.

In one sample t test if the ***standard deviation*** is greater the one or nearest to one(**σ > 1),** this indicates there were a deviation in respondents regarding the provided question otherwise if the standard deviation were less than one or nearest to zero(**σ < 1),** this indicates there were no deviation in the respondents response regarding the provided question. Having this for items that result in calculated mean value not significantly different from 3, it was considered as some times effect for the item; those items whose calculated mean value was

significantly less than 3.0 were assumed to have below average effect or rarely effective; and items with calculated mean value significantly greater than 3.0 were considered to have above average effect or most of the time effective. It is worth noting that the higher the calculated mean the highest agreement. This made the analysis and interpretation easier, increase the confidence level of the analyst and avoid unnecessary difficulty.

3.6. Ethical Consideration

The purpose of the study was explained to the participants and the researcher has asked their consent to answer questions in the questionnaires. The researcher also informed the participants that the information they provided was only used for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. In addition, the researcher ensured confidentiality by making the participants anonymous.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This part of the study deals with the analysis and interpretation of data gathered through questionnaire, interview and observation. And it presented in tables. The percentage was used to analyze the characteristics of respondents Such as age, sex, educational qualification, experience and sometimes yes or no questionnaires. Mean, standard deviations, and single one-sample t-test Calculated through the help of Statistical Package for Social Sciences (SPSS version 16.00) were used to analyze the quantitative data obtained from research questions and textual description the data were collected from athletes, coaches, club managers, South Nation Nationalities and Peoples Region Athletics Federation and Sidama Zone Youth and Sport bureau staff.

A totally of 42 subjects participated for the study. Accordingly, 25 athletes, 5 coaches, 4 SNNPR Athletics Federation staff members and 4 Sidama Zone youth Sport bureau experts were participated in the questionnaire, 1 club Managers and 3 Sidama Zone youth and sport bureau heads were involved in the personal interview. In this study a total of 24 questionnaires were distributed for athletes, 20 questionnaires were distributed for coach, 8 questionnaires were distributed for the South nation nationalities and peoples athletics federation and Sidama zone youth and sport bureau experts, 3 questionnaires were interviewed for club Manager and Sidama Zone youth and sport bureau heads were involved in the personal interview.

4.1Analysis of athletics data

Table 4:1 General Characteristics of Athletes Respondent

No	Items	Characteristics category	Frequency	Percentage (%)
1	Sex	male	14	56%
		female	11	44%
		total	25	100%
2	Age	Below20	4	16%
		20-25	15	60%
		26-30	6	24%
		Above 30	-	-
		total	25	100%
3	Marital status	single	23	92%
		married	2	8%
		divorced	-	-
		Widowed	-	-
		total	25	100%
4	Education Level	Grade 1-5 th	-	-
		Grade 6-10 th	24	96%
		Certificate	-	-
		Diploma	1	4%
		Above diploma	-	-
		total	25	100%
5	Types of event specialized	8oom	5	20%
		1500m	6	24%
		3000m	2	8%
		5000m	6	24%
		10000m	6	24%
		total	25	100%
6	Job	private	24	96%
		employee	-	-
		Job less	1	4%
		total	25	100%
7	Training years	1 year	4	16%
		2 years	1	4%
		3 years	7	28%
		4 years	6	24%
		5 years	4	16%
		6 years	3	12%
		total	25	100%

As regards to sex, out of 25(100%) athletes 14 (56%) of them are male and 11(44%) of athletes are female. This indicates that, there is less involvement of female athletes in athletics sport in the club. Regarding the respondents age as shown in the table 4.1 out of 25(100%) athletes, 4(16%) athletes were below 20 years of age and 15(60%) of respondents were 20-25 years of age category respectively and remaining 6 (24%) of the athletes were between 26-30 years of age.

As seen in the above table 4.1 majorities of the respondents 33(92%) were single and the remaining 2(8%) 0f respondents were married. In addition, with regard to educational background in item4 0f table 4.1from the total number of athletes respondents 24(96%) of athletes were grade 6-10th and remaining 1(4%) diploma. From the respondent as item 5 of table 4.1 the type of event they specialized; 5(20%) are 800m, 6(24%) 1500m, 2(8%) specialize 3000m, 6(24%) 5000m and 6(24%) of athletes specialize 10000m. As seen in the above table 4.1 item 6 indicates athletes job status most athletes of the 24(96%) have private workers and remaining 1(4%) jobless.

As seen in the above table 4.1 item 7 indicates most of the athletes 7(28%) have been in clubs for 3 years experience; 6(24%) are 4 year experiences; 4(16%) are 5 year experiences; 3(12%) are 6 year experiences and 1(4%) were 2 year experience.

Table 4.2 Athletes response concerning on different factors

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	Do you participate with full interest during training session?	25	4.96	0.2	49.000	.000
2	The effort of your coach in enhancing athlete‟s performance?	25	4.96	0.2	49.000	.000
3	Does your coach give clear instruction and goal?	25	4.88	0.332	28.342	.000
4	Does your coach gives for you feedback appropriately?	25	4.76	0.436	20.189	.000
5	Does your coach give positive feedback appropriately?	25	4.48	0.770	9.607	.000
6	Do you think an adequate dietary intake in terms of quality and quantity of food?	25	3.08	0.572	0.7	0.491
7	Your family supporting you to training in the club?	25	4.76	0.436	20.189	.000
8	There training program classified according to your ability, age and experience with in competitive units?	25	3.04	0.200	1.000	0.327
9	Have you get encouragement from south nation nationalities and people‟s athletics federation and Sidama zone youth and sport bureau during computation time?	25	4.16	0.624	9.287	.000

N=total participants, Scale: 1=never, 2=rarely, 3=sometimes, 4=mostly 5=usually

As can be seen from table 4.2 above, athlete‟s response on the above different kinds of factors to overcome were presented and the one- sample t-test results were calculated. The obtained t-values=.000 and all items mean value is above 4. To this end p-value is less than alpha value (at $p<0.05$, df =24, Sig. two-tailed) of each specified factors to overcome all item except item 6 & 8, were usually significantly greater than the cutoff point (3). This implies that, Generally speaking to sum up, even if many factors are existing reality it does not affect athletics. As it is indicated in table 4.2 above, item 6 obtained p-value =0.491. If p-value is greater than alpha value (at significance level of 0.05) and (mean=3.08, t=0.7 df=24,) were $p>0.05$ this shows that, there is no significance difference compared mean with

average mean. In supporting this, under open ended items factors suggested for the low level of quality of foods in the club.

As shown under table 4.2 above, item 8, athletes respondent asked where training program classified according to your ability, age and experience with in competitive units, (mean=3.04, t=1.000, df=24,) were p>0.05 this implies that, athletes sometimes insignificantly difference. This shows that, there is no individual based training program for different event group which the training program has given together for different event athletes.

Table4.3: Response on experience of training, performance test, payment, qualification & experience of coach and conductivity of training environment

No	Response item	N	Test value=1			Sig.(2-tailed)
			Mean	SD	T	
1	Have you had experience of training before you join this club?	25	1.72	.458	7.856	.000
2	Have you taken performance tests to join the club?	25	1.12	0.332	1.809	0.83
3	Did you get payments from your club?	25	2.00	.000a	-	-
4	Does your club have qualified and experienced coach?	25	1.64	.490	6.532	.000
5	Does the training environment conductive for athletics training?	25	1.12	0.332	1.809	0.83

N=total population, df=24 scale: 2=yes 1=no

As can be seen from table 4.3 above items 1, 3 & 4, one- sample t-test results were calculated. The obtained t-values (at p<0.05, df =24, their mean is approximately 2) and each specified factors to overcome all item were usually significantly greater than the cutoff point or 1.

As the table 4.3 above, item 2 & 5 athletes response calculated on one- sample t-test results, obtained the values (df=24,),if sig>0.05), were p>0.05, their mean is approximately 1. This implies that, insignificantly difference among respondents. Athletes join in the club without properly sated performance evaluation test. The consequence of not using performance evaluation test to select Athletes will lead to poor performance of the Athletics club as well

as it also leads to wasting resource, time and energy of Athletes. On the item5 one sample test result were implies training environment is not conductive for athletics training.

Table 4:4 Response on motivation, facilities & athletes relationship with coach

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	T	
1	Does the coach encourages and motivate you during training session?	25	4.92	.2769	34.671	.000
2	Does the club have sufficient facilities and equipments?	25	3.12	.7257	.827	0.417
3	Do you have positive relationship with your coach?	25	4.76	.4359	20.189	.000
4	The behavior of your coach is?	25	4.88	.332	28.342	.000
5	Do you have sufficient athletics courts for training?	25	2.36	0.7000	-4.571	.000
6	After you are selected for this club you are done on your best talent discipline?	25	3.04	0.2000	1.000	0.327

N=total population, df=24 scale: 5=Very Highly 4=high 3=moderate 2=low 1=very low

As seen from table 4.4 above, different kinds of factors to overcome were presented and the one- sample t-test results were calculated. The obtained t-values (at $p<0.05$, df =24, Sig. two-tailed) of each specified factors to overcome all item except item 2, & 6 were significantly higher than the cutoff point or average mean and each items mean is approximately 5. In the table 4, 4 above item 5, athlete‟s respondent asked on sufficiency of athletics courts for training and calculated on one sample t-test result, (mean2.36, SD=0.700, t-value=-4.571& sig=000). If sig<0.05 and t-value<0 this implies that significantly lower than cutoff point mostly were happened. This shows that there is no athletics training court.

In line with the above finding, on encouragement and motivation according, Hone Borne et al, 2001 stated that motivation is,

> *"The internal mechanism and external stimuli which arose and direct our behavior" Well, motivational role could not be neglected. This is also indicated by many respondents` that rewards such as badges, medals prize money… etc*

should be accessible for those athletes who perform well in the training and completion by classifying them, "Athlete of the month, champion athlete of the race…etc".

In addition, on coach-athlete relationship, Thompson, 2009 suggests that: "it does not matter how much knowledge a coach has, what qualification the hold or what other skill of coaching they posses –if a coach cannot build and develop effective relationship with athletes be cannot be an effective coach. This is the primary skill of coaching. When you are in the presence of your athletes it is the important that they view you as an appropriate confidence at all times. This confidence will be reflected by the way in which you stand in front of them, communicate with them and how you are seen to communicate with others. If you are not familiar with the athletes you are coaching, it is important to smile and make eye contact. It is often beneficial to establish eye contact before making an important point, even if you know your athletes very well."

Table 4.5: Response regarding on training years in this club

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	T	
1	How long have you been trained in this club?	25	3.52	1.005	2.587	0.16

N=total population, df=24 scale: 1=1Year 2=2 years 3= 3 years 4=4 Years 5=5 years and above

As can be seen from table 4.5, above item athletes response on how long have been trained in this club, item obtained t-values (at $p>0.05$ df=24, mean=3.52) were presented and the one- sample t-test results were calculated. If $p>0.05$ and it concluded that insignificantly difference among respondents. This implies that majority athlete" responded were three year training experience in the club.

Table 4.6: Response concerning on training days a week per days

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	T	
1	How many training days do you have per a week and hours per day?	25	4.44	.712	10.115	.000

N=total population, df=24 P<0.05 scale: 5=5 days/ week and 1 hrs/ day4=4 days/ week and 2 hrs/ day 3= 3 days/ week and 2 hrs/ day 2=2 days/ week and 3 hrs/ day 1= 1 days/ week and 2 hrs/ day

As can be seen from table 4.6, above item athletes response on training days week per hours, item obtained t-values (at p<0.05 df=24) were presented and the one- sample t-test results were calculated. The obtained values were significantly greater than the cutoff point. This implies that training given five days per week and two hours per days.

Table 4.7: Response concerning on kinds of feedback

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	What type of feedback always your coaches give for you?	25	2.44	.917	-3.055	.005

N=total population, df= 24 scale: 4=Positive 3=Negative 2= Both 1=never

As the table 4.7 above item athletes response on what types of feedback always your coaches give for you and items one- sample t-test results were calculated (mean=2.44, SD=0.917, t-value=-3.055,df=24). If p<0.05 and t-value <o this implies significantly lower than the cutoff point rarely happened. This implies coaches use rarely both types of feedback during the training time.

Table 4.8: Response regarding on hinder factors affecting athletics training

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	What do you think are the major problems that affect your training?	25	2.76	1.052	-11.141	.265

N=total population, df=24 scale :(1-9) A-I

In above table 4.8 shows athletes response on the hinder factors affecting training, calculated one sample t test for the item (mean=2.76, t=-11.141 p>0.05). If p>0.05, insignificant difference were happened sometimes. This result indicates the majority athletes responded was lack of balanced diet and sufficient facilities and equipments were the major and hinder factors for athletics training.

In line with the above finding, according, the other major possible factor which has got quite a significance number of respondent`s attention was, "lack of adequate and balanced diet". Related to this, Jackson, 1986 underscored that energy intakes peaked between age 16 and 29 years and then decline for succeeding age groups. A similar pattern occurred for female at all ages between age 20 and 29 years, the women consumed on average 35% fewer kcal then men on a daily basis…Individuals who engage regularly in match their higher energy expenditure level.

The aforementioned statement is quiet sounding when one looks the age category of trainee athletes, that is, 19-24 years (see table 4.1 item 2) which is by now on the ladder of peak energy intakes stage as it is described above.

The many events of Athletics require numerous sporting equipments. It is important for athletes to be able to recognize and understand how equipment for the specific events works and impacts their performance. Have you athletes named each piece and equipment as you show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well (Suzie Bennet et al, 2007).

4.2Analysis of Coaches Data

Table 4.9: General characteristics of Coach Respondents

No	items	Characteristics category	Frequency	Percentage (%)
1	sex	male	5	100%
		female	-	-
		total	5	100%
2	age	15-20	1	20
		21-25	1	20
		26-30	3	60%
		Above 30	-	-
		total	5	100%
3	Marital status	single	3	60
		married	2	40
		divorced	-	-
		Widowed	-	-
		total	5	100%
4	Level of coaching certification	1st level	1	-
		2nd level	4	80
		3rd level	-	-
		4th level	-	-
		5th level	-	-
		all	1	20
		total	5	100%
5	Year of service	1-3 years	1	20
		4-6 years	3	60
		7-9 years	-	-
		Above 9 years	1	20
		Total	5	100%
6	Types of distance you are coaching	short	1	20
		Middle	2	40
		Long	2	40
		total	5	100%
7	Education level	Complete grade 10th	-	-
		Certificate	-	-
		Diploma	1	20
		Degree	3	60
		M.sc and above	1	20
		total	5	100%

As regards to sex, out of 5(100%) all Coaches 5 (100%) are male .This indicates that, there is no involvement of female coaches in the club. This shows that little emphasis have been given to the female coach or on the other hand ,indicating less competition & opportunity by female coaches which may partly hinder the development of athletics sport in Sidama coffee athletics club. This is because for its full fledged development of athletics sport should constitute both male and females. Regarding the respondents age as shown in the table 4.9 out of 5(100%) coaches respondent, 1(20%) coach"s were 15-20 age category and 1(20%) of respondents were 21-25 age category respectively and remaining 3 (60%) of the coaches were between 26-30 years of age. As seen in the above table 4.9 majorities of the respondents 3(60%) were single and the remaining 2(40%) 0f respondents were married.

In the above table 4.9 out of 5(100%) of coach respondents, 4(80%) coaches were IAAF 2nd level coaching certificate and remaining 1(20%) were IAAF 3rd level coach. Concerning experience of the respondents, 1(20%) of coach were year of experience range from 1-3, 3(60%) 0f coach 4-6 years range experience and the remaining 1(20%) of coach above 9 years experience. When it comes to types of distance in coaching a coach respondents, 1(20%) of the coach were short distance, 2(40%) of respondents coaches middle and remaining 1(20%) of coach were long distance coaches.

Finally, with regard to educational background in item 8 table 4.9, from the total number of coaches respondent 3(60%) of coaches were degree holders, 1(20%) were masters degree and remaining 1(20%) diploma.

Table 4.10: Response regards on interest in coaching athletics &sufficiency of facilities

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	Do you have interest in coaching athletics?	5	4.8	0.447	9	0.001
2	Does the club have sufficient materials (facilities) during your training session?	5	3.00	.707	.000	1.000

N=total population, df=4, scale: 5=Very high 4= high 3=moderate 2= low 1=never

As can be seen from table 4.10, above item 1, coaches response on interest in coaching athletics club, item (at $p<0.05$ t-value=9, df=4, 4.8) were presented and the one- sample t-test results were calculated. If sig<0.05 and t-value <0 this concluded that, obtained values were significantly very higher than the cutoff point. This implies that coaches highly interested to coaching in this club. As the table 4.10 above item2, coaches respondent asked on does the clubs have sufficient materials (facilities) during your training session and items one- sample t-test results were calculated ($p>0.05$, df=4, mean=3.00, SD=0.707 & t-value=0). If sig>0.05 insignificant difference among respondents. This implies that, sufficiency of facilities and materials for the club during training session is not enough it is moderately.

Table 4.11: Response regards on training plan

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	Does your athlete participate in planning the training planed program?	5	4.8	0.447	9	0.001
2	Does the training program classified according to athlete"s ability, age, and experience within competitive units?	5	4.4	0.548	5.75	0.005
3	Does your trainer get appropriate nutrition from the club?	5	3.4	0.548	1.633	0.178
4	When you select athletes for a discipline do you consider their talent?	5	4.8	0.447	9.000	0.001
5	Do you periodically evaluate the effectiveness of the training program?	5	4.8	0.447	9.000	0.001
6	Do you motivate your athlete?	5	4.8	0.447	9.000	0.001
7	Do you provide positive feedback for your athletes?	5	4.00	0.707	3.162	0.034
8	Do you use different coaching skill method during training?	5	4.80	.447	9.000	.001

N=total population, df=4 scale: 5=usually4= Mostly 3=Sometimes 2=rarely 1=never

As seen from table 4.11 above all items1, 2, 4, 5, 6, 7&8 except item 3, different kinds of factors to overcome were presented and the one- sample t-test results were calculated. The obtained t-values (at $p<0.05$, df =4, Sig. two-tailed) of each specified factors to overcome all item except item 3 were significantly higher /greater than the cutoff point and all means approximately 5. This implies were usually happened. In the above table 4.11 item 3, respondents asked, does your trainer get appropriate nutrition from the club, items calculated on one sample t-test result (at $p>0.05$, sig. two-tailed), this indicates insignificant difference among the respondents.

In addition, data obtained from open ended question conducted, also showed that the coach usually use different coaching skill during training session.

- Building and developing relationships
- Providing instruction
- Providing demonstration
- Observation and analysis
- Providing feedback
- Skills of communication

In line with the above finding, on coaching skill, Thompson, 2009 stated that when a coach first begins to work with athletes he tends to be initially focused on developing his competence in the doing of his coaching. With this competence comes confidence in working with athletes. Here the focus is on the competence of doing your coaching by identifying the ***five basic skills of coaching*** that all coaches should use as a foundation for their work with athletes. These are shown in the diagram below. These five skills of coaching can also be represented on the fingers and thumb of a coaching hand.

- Building and developing relationships-the primary skill of coaching.
- Providing instruction and explanation –the „telling skill" of coaching.
- Providing demonstration- the „showing skill" of coaching.
- Observing and analyze- the „seeing skill" of coaching.
- Providing feedback-the „teaching skill" of coaching.

Table 4.12: Response on sufficient time to coach& coaching experience in the club

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	Do you have sufficient time to coaches the club?	5	2.80	.447	-1.000	0.374
2	How many years you coach this club?	5	3.20	1.095	0.408	0.704

N=total population, df=4 P>0.05 scale: 5= very high time 4=enough time to coach 3=Few times to coach2= very few times 1= Never & 4= 1years 3=2 years 2=3 years 1=4 and above

In the above table 4.12 items 1& 2 calculated on one sample t-test result (at p>0.05 df=4, sig. two-tailed), insignificant difference were sometimes happened. This implies that greater amount of coach respondent have few times to give training for the club and their experiences were 3 years coaching experience in the club.

Table 4.13: Response concerns on types of plan always you use.

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	Which type of plan always you use?	5	1.80	1.095	-2.449	0.070

N=total population, df=4 scale: 5=Session plan 4=weekly 3=Monthly 2= Annual 1= All

In the table 4.13 above items, respondents asked which types of training plan always you use and calculated on one sample t-test result (at p>0.05 df=4, sig. two-tailed), this indicates insignificant difference among respondents .this show that, coach uses sometimes monthly training plan.

Table 2.14: Response regards on how long of training session

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	For how long you train per session?	5	3.00	0.707	.000	1.000
2	For how many days do you give training per-week?	5	1.00	.000	.000	1.000
3	What is the focus of your training?	5	1.40	0.894	-4.000	0.16

N=total population, df=4 scale: 4= 60 min.3=90 min 2=120 min 1= above 2hr & 4=one-day 3=two-day 2= three day 1=4 days and above &3=Prior for winning 2=Prior for having fun 1=Prior for athlete performance development

In the table 4.14 above items 1& 2 calculated on one sample t-test result (at p>0.05 df=4, sig. two-tailed), this indicates insignificant difference. This implies duration of training session given for 2 hours in one day and 4 days per a week. As the table 4.14, above item 3, indicates coaches response on what is the focus of your training always and items one-sample t-test results were calculated (p>0.05, df=4). If sig>0.05 insignificant difference were happened. This implies that focus of coaches were prior for athletes performance development.

Table 4.15: Response concerns on leadership styles of coaching

No	Response item	N	Test value=0			Sig.(2-tailed)
			Mean	SD	t	
1	What leadership style do you follow during training session?	5	1.40	0.548	5.715	0.005

N=total population, df=4 scale: 4= Autocrat 3= Lassies- fair 2=Democratic 1=All

In the table 4.15 above items1, respondents were asked on what leadership style you follow during training session and items calculated on one sample t-test result. The obtained t-values (at t=5.715, df =4, Sig. two-tailed), if p<0.05 and t-value >0 significantly higher than cutoff point. This implies that coach follows mostly democratic styles of coaching.

Table 4.16: Response regards on hinder factors affecting athletics

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	How did you decide to train the athletics training?	5	2.80	0.447	-1.00	0.374

N=total population, df=4 scale: 5= Parental influence 4=Economic influence 3=Environmental influence 2= Balanced diet 1=all

In the above table 4.16 items, respondents asked on decide to train the athletics training, calculated on one sample t-test result (at p>0.05 df=4, sig. two-tailed, mean=2.80), insignificant difference among respondents. This implies that greater amount of coach respondent have replied balanced diet were mostly hinder factors for athletics training.

4.3 Analysis of data collected from SNNPR Athletics Federation and Sidama Zone Youth and Sport Bureau

Table 4.17: General characteristics of SNNPR Athletics Federation and Sidama Zone Youth and Sport Bureau experts

No	item	Characteristics category	frequency	Percentage (%)
1	Sex	Male	7	87.5%
		Female	1	12.5%
		Total	8	100%
2	Age	Below 20	-	-
		21-25	-	-
		26-30	1	12.5%
		Above 30	7	87.5%
		Total	8	100%
3	education level	Certificate	-	-
		Diploma	-	-
		Degree	6	75%
		Masters &above	2	12%
		Total	8	100%
4	work experience	1Year	-	-
		2 years	-	-
		3 years	8	100%
		Above 3 years	-	-
		Total	8	100%
5	marital status	Single	-	-
		Married	8	100%
		Divorced	-	-
		Widowed	-	-
		Total	8	100%
6	Place of work	SNNPR Athletics Federation	4	50%
		Sidama zone youth &sport bureau	4	50%
		Total	8	100%

As regards to sex, out of 8(100%) all SNNPR athletics federation and Sidama zone youth and sport bureau experts 7(87.5%) are male & 1(12.5%) were female. This indicates that, there is less involvement of female in the SNNPR athletics federation and Sidama zone youth and sport bureau experts. This is because for its full fledged development of athletics sport should constitute both male and females. As regarding the respondent‟s age groups were shown in the table 4.17, out of 8(100%) SNNPR athletics federation and Sidama zone youth and sport bureau experts, 1(12.5%) Sidama zone youth and sport bureau expert were 21-25 age category and remaining 7(87.5%) of respondents were above 30 years of age respectively.

Similarly the educational level of SNNPR athletics federation and Sidama zone youth and sport bureau experts of the respondents ranges from certificate to first masters and above. Accordingly 6(75%) of respondents had first degree in sport science and 2(25%) of respondents were masters in sport science. This indicates have SNNPR athletics federation and Sidama zone youth and sport bureau professionals had good educational back grounds.

Concerning experience of the respondents, all respondents 8(100%) was above 9 years experience. As seen in the above table 4.17 all respondents were married & out of 8(100%), 4(50%) from Sidama zone youth and sport bureau expert and all remaining 4(50%) SNNPR athletics federation sport professionals

Table 4.18: Response on SNNPR Athletics federation & Sidama zone youth & Sport bureau experts

No	Response item	alternatives	Number of respondents	Percentages
1	Are you employee	yes	8	100%
		no	-	-
		total	8	100%
2	Did you get payment (salary) from your club?	yes	-	-
		no	8	100%
		total	8	100%
3	Do you have well structured and organized athletics club?	yes	8	100%
		no	-	-
		total	8	100%

In table 4.18 items1, SNNPR Athletics federation & Sidama zone youth and sport bureau respondents were asked to respond regarding to employee or not, accordingly 8(100%) of respondents responded were employee. As shown above table 4.18 item2, 8(100%) of respondents responded didn‟t provide salary from the club and 8(100%) of respondents responded there is well organized and structured athletics club in a different places in SNNP region.

Table 4.19: Response regards on encouragement & incentives for the club

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	Did you encourage and give incentives for athletics club during their championship session?	8	4.6250	.51755	8.881	.000
2	Does the coach‟s give the training according to the planning time?	8	4.2500	.46291	7.638	.000

N=total population, df=7 P<0.05 scale: 5=usually4= Mostly 3=Sometimes 2=rarely 1=never

As seen from table 4.19 above, two different kinds of factors to overcome were presented and the one- sample t-test results were calculated. The obtained t-values (at $p<0.05$, df =7, Sig. two-tailed) of each specified factors to overcome both items were significantly greater than the cutoff point. If sig<0.05 and t-value >0, this implies that mostly happened.

Table4.20: Response regards on sufficiency of facilities & equipments

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	Does the club have sufficient materials (facilities)?	8	3.00	1.19523	0	1

N=total population, df=7 scale: 5=Very high 4= high 3=moderate 2= low 1=never

In table 4.20, above item, indicates response on sufficiency of materials and facilities, items one- sample t-test results were calculated ($p>0.05$, df=4). If sig>0.05 insignificant difference were happened. This implies that sufficiency of materials and facilities for the club were moderately.

Table 4.21: Response regards on financially supporter for the club

No	Response item	N	Test value=3			Sig.(2-tailed)
			Mean	SD	t	
1	Who supports financially the club?	8	2.2500	.46291	-4.585	.003

N=total population, df=7 scale: 5=Ethiopian athletics federation 4=Southern Nation Nationalities and Peoples youth and sport commission 3=Southern Nation Nationalities and Peoples athletics federation 2= Sidama zone youth and sport bureau 1= Non Governmental Organization and others

In table 4.21, above item, indicates response on who financially support the club and items one- sample t-test results were calculated ($p<0.05$, df=4). If sig<0.05 and t-value<0 significantly lower than the cutoff point were happened rarely. This implies that only Sidama zone youth and sport bureau financially support the club.

As the data obtained from interviewed, on major problems that face relation to support the club shows that; shortage of equipment and facilities, shortages of budget, lack of sufficient incentives and motivation from regional athletics federations, shortages of medical service, lack of different specialist, lack of sufficient balanced diet, lack of shower, lack transportation system & recreation areas.

As the information stated from interviewed and open ended questionnaire, some possible solution were raised from managers, coaches, SNNPR athletics federation officers and Sidama zone youth and sport bureau staff members and heads. These were:- SNNPR athletics federation & Sidama zone Youth & Sport bureau should work together smoothly and jointly with club & search a solution by giving high emphasis and designing new strategies for Athletics club, sufficient resources (money, facilities and equipment training areas and skilled man power), and allocating sufficient budget, building strong link between federal and regional athletics federations. Coaches should use varied instructional method, SNNPR athletics federation & Sidama zone Youth & Sport bureau supporting the coaches and athletes by giving sufficient incentives and motivating them for further achievement can help the development of athletics sport.

4.4 Findings from observation

In order to obtain information about availability of facilities and equipments and miscellaneous facilities like coaches and athletes wear, clinic, shower, cafeteria and etc, observation has been used by the researcher. Hence, the investigator has observed some athletics training fields are not available & performing their training in the schools & Arbegona woreda training fields. As stated by concerned parties the reason why they use school and woredas training field is because they have no their own training fields. Regarding to adequacy of basic training facilities and equipments like starting blocks, steeple cheese hurdles, photo finish camera, cones, soft balls, whistle, stop watch and meters except few types of equipments, basic facilities in running events are scare for conducting training. Another problem observed from the miscellaneous facilities like dormitory, changing room, shower, athlete and coaches sport wear and shoes, clean water, Transportation, Cafeteria & clinics were partially not available.

The other problem which the investigator has observed, there is no athlete‟s recorded document /profiles/ in correctly. In line with the above finding, according Thompson, 2009, states that the first stage of preparing a training plan is to gather background information about your athletes and the objectives for the forth coming season. The sort of information to collect is as follows: personal details, name, address, date of birth, telephone numbers, transport arrangements, objectives, performance (time, height, distance), experience, personal best, technical (development of event technique), competition experience (club, country, national),equipment, finance (when grants are obtained from?), competition (date of main competition, national & area championships, school, university championships), recent competition results, competition behavior, athletes other commitments (school, college, work, family, partner, hobbies & other sports), time available for training, planned holidays, medical ((previous injuries or illness, current problems (diabetes, asthma, etc), access to medical support, physiotherapy, on any medication-it is a banned substance?), training facilities (tracks & other running facilities, gymnasium, swimming pools & massage), coaching workshops, last season and key questions for the athlete (how serious are you about your athletics?, what do expect from your coach?).

To sum up the following problems are seen during the observation; there is no athletics training fields & miscellaneous facilities like changing room, shower, transportation, Shortage of basic athletics facilities like cones, starting blocks, photo finish camera, athletes and coaches wear & shoes, Low quality of athlete‟s cafeteria, toilet and shortages of medical service

4.5. Discussion of the findings

As in indicated in the interpretations the following points are mentioned as problems and Challenging for the athletes‟ face in the club. As the result, trainee athletes revealed serious problems as lack of individualized training for different track and field events, lack of adequate facilities, lack of adequate balanced diet, and lack of sufficient incentive and motivation.

From this notion, it is so easy to understand that there was consistency of views on the part the respondents. At the juncture, it is also important to remind that considerable numbers of respondents were complaining about the lack of individualized training for different track events in which they are now working, for example, many informants expressed it; we are done training with mixed short distance, middle distance and long distance trainee athletes. Not sufficient coaches and assistance coaches in each club, for that matter all athletes are do training together. Dick, F. W, 1997 indicated that physical fitness is served by individual sciences such us Pediatric and adult physiology, biochemistry, biomechanics and sports medicine and it can be defined as the individual‟s ability to meet the demands of a specific task. It primarily consists of elements of aerobic and an aerobic fatness, muscular strength and flexibility. Regardless of the performance level, sex and age, all competitors use one or more of these elements of fitness during their daily practice. For example, in an endurance event such as the marathon, aerobic capacity is the most important element for success, where as in springing events, such as the 100m, anaerobic power predominates. Consequently, training program has to address the most important elements of physical fitness for each individual sport & athletes.

Among various factors that affect or impact of middle and long distance athletes and challenge face administration and coaches are the availability of facilities, sufficient

dormitories, training place, training equipments and recreational centers respectively are identified by many respondents as the major attribute. Many events of Athletics require numerous sporting equipments. It is important for athletes to be able to recognize and understand how equipment for the specific events works and impacts their performance. Have you athletes named each piece and equipment as you show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well Suzie Bennet et al, 2007.

The other major possible factor which has got quite a significance number of respondent`s attention was, "lack of adequate and balanced diet". Related to this, Jackson, 1986 underscored that energy intakes peaked between age 16 and 29 years and then decline for succeeding age groups. A similar pattern occurred for female at all ages between age 20 and 29 years, the women consumed on average 35% fewer kcal then men on a daily basis… Individuals who engage regularly in match their higher energy expenditure level. The aforementioned statement is quiet sounding when one looks the age category of trainee athletes, that is, 19-24 years (see table 4.1 item 2) which is by now on the ladder of peak energy intakes stage as it is described above.

The last but not least hindering factor was found to be, "Lack of sufficient incentives and motivation". In line with, Hone Borne, et al, 2001 stated that motivation is, "the internal mechanism and external stimuli which arose and direct our behavior". Well, motivational role could not be neglected. This is also indicated by many respondents` that rewards such as badges, medals prize money… etc should be accessible for those athletes who perform well in the training and completion by classifying them, "Athlete of the month, champion athlete of the race…etc".

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the major findings of the study and drawn conclusion based on the findings. At the end, recommendations are forwarded that are thought to be helpful to address the problems that affect athletics.

5.1 Summary

The purpose of this study was to identify factors affecting middle and long distance running; the case of Sidama Coffee Athletics Club. In order to answer the questions, the descriptive survey research method was employed. The relevant data to the study were gathered through two sets of questionnaires, interview and Observation. In generally, 42 participants were involved in the study. These are 25 athletes, 5 coaches, 4 SNNPR Athletics Federation staff members and 4 Sidama Zone youth Sport bureau experts participated in the questionnaire, 1 club Manager and 3 Sidama Zone youth and sport bureau heads were involved in the personal interview.

The data obtained were analyzed using descriptive statements and various statistical methods such as frequency, percentage, mean, standard deviation, & one sample t-test. Finally, based on the analyzed data, the following major findings were obtained from the study:-

- The study also identified that, there is not in abundant facilities and equipment and training field.
- The study revealed training is not an individual based classified according to athletes ability, age and experience.
- There is no athlete"s recorded document or profiles.
- The study revealed coach use mostly monthly training plan.
- Training environment is not conductive for athletics training.
- Insufficient amount of quality and quantity of food.
- Athletes join in the club without properly performance evaluation test.
- Majorities of coach"s respondent replied have few times to give training for the club.

- The study revealed that, shortage of incentive for Athletes and Coaches from their administrative body.
- The study also identified that, lack of medical service.
- The job integration among the regional sport administrators, federations and coaches are not smooth.

Finally according to the finding majority of respondents from questionnaire, interview and observation the following are suggested as possible solutions for the factors.

- SNNPR athletics federation & Sidama zone Youth & Sport bureau should work together smoothly and jointly with club & search a solution by giving high emphasis and designing new strategies for Athletics club, sufficient resources (money, facilities and equipment training areas and skilled man power),
- Encouraging athletes by giving incentives during their competition season and making awareness program to be changing their attitude towards benefits of athletics sport in socially and economically.
- Building strong link between federal and regional athletics federations.
- Building different athletics training court.
- Allocating sufficient budget.
- Planning, following and evaluating what is to be done and what is already done on athletics in different times.

5.2 Conclusion

Based on the results of the study the researcher obtained and analyzed, the following basic points were forwarded as a conclusion.

The major constraints associate with their trainee athletes training are lack of individualized training for different event factors which the training has given together for different event trainee athletes, lack of adequate facilities, lack of adequate balanced diet, lack of medical services and different specialists and lack of sufficient incentive and motivation.

The job integration among the regional sport administration, federations and coaches are not smooth. In fact, the concerned bodies of the athletics sport leaders are not working jointly for the same goal it will affect the result of the Athletics club negatively.

Athletes join in the club without properly sated performance evaluation test. The consequence of not using performance evaluation test to select Athletes will lead to poor performance of the Athletics club as well as it also leads to wasting resource, time and energy of Athletes.

As it has been mentioned by the respondents, factor affecting middle and long distance running athlete; the case of Sidama coffee athletics club and attributed by several factors which have been summarized in to materials and equipment related, smooth relationship with sport administrators related, individualized training related, balanced diet related, medical service and related factors. These problems are highly interconnected and have to be approach in systematic manner by giving prior emphasis to the problem which needs urgent solution.

5.3 Recommendation

The researcher suggested the following recommendations in light of the summary and Conclusion made:-

- Shortage of materials and training equipments were found among the main hindering factors in the clubs. Thus some should be done by club itself and concerned bodies to allocate enough budgets to buy at least basic athletics equipments for trainee athletes. Again, the clubs should work jointly with athletics federation, private sport and fitness centers, sport Medias, governmental and non–governmental organization…etc so as either to get donations or generate incomes.
- Regional athletics federation should arrange a training program for all Athletics coaches in the region on title how to prepare Specific, Measurable, Adjustable and Realistic **(**SMART) training plan.
- The selection of Athletes is very important factor that influences the effectiveness of performance development level. Therefore coaches of the Athletics club should develop, scientific, systematic and appropriate ways of selecting and measuring performance.
- The concerned bodies of the regional sport administrator and athletics federations should work together smoothly and jointly with the club. Therefore establishing

good and productive relationships requires a considerable amount of effort, patience and co-operation for the successful of the some goal.

- Concerned bodies are expected to assignee enough budget in order to provide athletes with

  adequate and sufficient diets. Besides, due to inadequate input from different specialists, like physiotherapy, fitness instructors, sport psychologist, sport nutritionist, public relation, and etc.
- The regional athletics federation have to be rendered to search a solution by giving high emphasis and designing new strategies to equip the Athletics club with sufficient resources (money, facilities and equipment training areas and skilled man power) and the other way of creating conducive situation for the Athletics club performance progress again the above concerned bodies of the regional sport leaders should work together with different stake holder and should mobilize the society of the region to support the overall constraints of the Athletics Club in general.

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APPENDIX A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPORT SCIENCE

Questionnaire for athletes

The purpose of this questionnaire is to obtain information about factors affecting middle and long distance running: the case of Sidama coffee athletics club. Thus, the study is purely an academic and in no way affects the respondent‟s personality or the organization. It will be kept confidential so that your genuine view, frank opinion and timely responses are very valuable in determining the success of the study. Therefore, you are kindly requested to extend your cooperation honestly by providing relevant information and filling out the following questionnaire that are prepared for this intention.

Thank you in advance for your cooperation!!

Instruction

- ☞ No need to write your name
- ☞ Try to answer every question according to the instruction provided.
- ☞ If you want to give additional suggestions, Use the space provided at the end of questionnaire.

Part I. General information

1. Sex A/ Male B/ Female
2. Your Age A/ Blow 20 B/ 20-25 C/ 26-30 D/ Above 30
3. Marital status

   A. Single B. Married C. Divorced D/ Widowed
4. Education Level

   A/ Grade 1-5 th C/ Certificate E/ Above diploma

   B/ Grade 6-10 th D/ Diploma
5. Types of event specialized A/ 800m B/1500m C/ 3000m D/5000m E/10000m
6. Job A/ private B/ employee C/ job less
7. Training years A/ 1 years B/ 2 years C/ 3 years D/ 4 years E/ 5 F/ 6 years and above

Part II. Question

Give answer to the following questions by circl ɔ letter of your choice.

1. Do you participate with full interest during training session?

A/ usually B/ mostly C/ Sometimes D/ rarely E/ Never

2. The effort of your coach in enhancing athlete‟s performance?

A/ usually B/ mostly C/ Sometimes D/ rarely E/ Never

3. Does your coach give clear instruction and goal?

A/ usually B/ mostly C/ Sometimes D/ rarely E/ Never

4. Does your coach gives for you feedback appropriately?

A/ usually B/ mostly C/ Sometimes D/ rarely E/ Never

5. Does your coach give positive feedback appropriately?

A/ usually B/ mostly C/ Sometimes D/ rarely E/ Never

6. Do you think an adequate dietary intake in terms of quality and quantity of food?

A/ usually B/ mostly C/ Sometimes D/ rarely E/ Never

7. Your family supporting you to training in the club?

A/ usually B/ mostly C/ Sometimes D/ rarely E/ Never

8. There training program classified according to your ability, age and experience?

A/ usually B/ mostly C/ Sometimes D/ rarely E/ Never

9. Have you get encouragement from south nation nationalities and people‟s athletics federation and Sidama zone youth and sport bureau during computation time?

A/ usually B/ mostly C/ Sometimes D/ rarely E/ Never

10. Have you had experience of training before you join this club? A/ Yes B/ No

11. Have you taken performance tests to join the club? A/ Yes B/ No

12. Did you get payments from your club? A/ Yes B/ No

13. Does your club have qualified and experienced coach? A/ Yes B/ No

14. Does the training environment conductive for athletics training? A/ Yes B/ No

15. Does the coach encourages and motivate you during training session?

A/ Very Highly B/ high C/ moderate D/ low E/ very low

16. Does the club have sufficient facilities and equipments?

A/ Very Highly B/ high C/ moderate D/ low E/ very low

17. Do you have positive relation with your coach?

A/ Very Highly B/ high C/ moderat)/ low E/ very low

18. The behavior of your coach is?

A/ Excellent B/very good C/ Good D/ Bad E/ very bad

19. Do you have sufficient athletics training courts?

A/ Excellent B/very good C/ Good D/ Bad E/ very bad

20. After you are selected for this club you are done on your best talent discipline?

A/ Excellent B/very good C/ Good D/ Bad E/ very bad

21. How long have you been trained in this club?

A/ 1Year B/ 2 years C/ 3 years D/ 4 Years E/ 5 years and above

22. How many training days do you have per a week and hours per day?

A/ 1 days/ week and 2 hrs/ day

B/ 2 days/ week and 3 hrs/ day

C/ 3 days/ week and 2 hrs/ day

E/ 5 days/ week and 1 hrs/ day

D/ 4 days/ week and 2 hrs/ day

E/ 5 days/ week and 1 hrs/ day

23. What type of feedback always your coaches gives for you?

A/ Positive B/ Negative C/ Both D/ Never

24. What do you think are the major problems that affect your training?

(Rank order from the most serious barrier to the least by giving 1/one for the most hindering factor to10 /ten for the least one)

A. Lack of qualified and competent coaches

B. Lack of adequate facilities

C. Lack of well designed training program.

D. Lack of adequate and balanced diet.

E. Personal factors, relationship, living condition.

F. Lack of communication among staff members.

G. Lack of motivation.

H. Environmental factors

I. Lack of individualized training

THANK YOU !!!

APPENDIX B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPORT SCIENCE

Questionnaire for coach

The purpose of this questionnaire is to obtain information about the factors affecting middle and long distance running; the case of Sidama coffee athletics club. Thus, the study is purely an academic and in no way affects the respondent"s personality or the organization.

It will be kept confidential so that your genuine view, frank opinion and timely responses are very valuable in determining the success of the study. Therefore, you are kindly requested to extend your cooperation honestly by providing relevant information and filling out the following questionnaire that are prepared for this intention.

Thank you in advance for your cooperation!!

General Instruction

- ☞ No need to write your name
- ☞ Try to answer every question according to the instruction provided.
- ☞ If you want to give additional suggestions, Use the space provided at the end of questionnaire.

Background information

1. Your sex A/ Male B/ Female
2. Your age A /15-20 B/ 21-25 C/ 26-30 D/ Above 30
3. Marital status A/ Single B/ Married C/ Divorced D/ widowed
4. Level of coaching certification A/ 1st level B/ 2nd level C/ 3rd level D/ 4th level E/ 5th level
5. Year of service A/ 1-3 B/ 4-6 C/ 7-9 D / Above 9
6. Types of distance you are coaching A/ Short B/ Middle C/ Long
7. Education level A/ Complete grade 10th C/ Diploma
   B/ Certificate D/ Degree E/ M.sc and above

Questionnaire

Give answer to the following questions by circling the letter of your choice.

1. Do you have interest in coaching athletics?
   A/ Very high B/ high C/ moderate D/ low E/ never
2. Does the club have sufficient materials (facilities) during your training session?
   A/ Very high B/ high C/ moderate D/ low E/ never
3. Does your athlete participate in planning the training planed program?
   A/ usually B/ Mostly C/ Sometimes D/rarely E/ never
4. Does the training program classified according to athlete‟s ability, age, and experience within competitive units?
   A/ usually B/ Mostly C/ Sometimes D/rarely E/ never
5. Does your trainer get appropriate nutrition from the club?
   A/ usually B/ Mostly C/ Sometimes D/rarely E/ never
6. When you select athletes for a discipline do you consider their talent?
   A/ usually B/ Mostly C/ Sometimes D/rarely E/ never
7. Do you periodically evaluate the effectiveness of the training program?
   A/ usually B/ Mostly C/ Sometimes D/rarely E/ never
8. Do you motivate your athlete?
   A/ usually B/ Mostly C/ Sometimes D/rarely E/ never
9. Do you provide positive feedback for your athletes?
   A/ usually B/ Mostly C/ Sometimes D/rarely E/ never
10. Do you use different coaching skill method during training session?
    A/ usually B/ Mostly C/ Sometimes D/rarely E/ never
11. If your answer for question No 10 is “usually” what type if” No” why?

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12. Do you have sufficient time to coaches the club?

A/ Very high time to coach

B/ Enough time to coach

C/ Few times to coach

D/ Few times to coach

E/ Never

13. How many years you coach this club?

A/ 1 B/ 2 C/ 3 D/ 4 E/ 5 & above

14. Which type of plan always you use?

A/ Session plan B/ weekly C/ Monthly D/ Annual E/ All

15. For how long you train per session?

A/60 min B/ 90 min C/ 120 min D/ above 2hr

16. For how many days do you give training per-week?

A/ one-day B/two-day C/ three day D/ 4 days and above

17. What is the focus of your training?

A/ Prior for winning B/ Prior for having fun

C/ Prior for athlete performance development

18. What leadership style do you follow?

A/ Autocrat B/ Lassies- fair C/ Democratic D/ All

19. How did you decide to train the athletics training?

A/ Parental influence C/ Environmental influence

B/ Economic influence D/ Balanced diet E/ All

20. As a coach what possible solution would you suggest to alleviate the problem?

1). ----------

2). ----------

3). ----------

4). ----------

5). ----------

6). ----------

THANK YOU !!!

APPENDIX C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPORT SCIENCE

Questionnaire for SNNPR Athletics federation, Sidama zone youth and sport bureau staff members.

The purpose of this questionnaire is to obtain information about the factors affecting middle and long distance running; the case of Sidama Coffee athletics club. Thus, the study is purely an academic and in no way affects the respondent"s personality or the organization.

It will be kept confidential so that your genuine view, frank opinion and timely responses are very valuable in determining the success of the study. Therefore, you are kindly requested to extend your cooperation honestly by providing relevant information and filling out the following questionnaire that are prepared for this intention.

Thank you in advance for your cooperation!!

Instruction

- ☞ No need to write your name
- ☞ Try to answer every question according to the instruction provided.
- ☞ If you want to give additional suggestions, Use the space provided at the end of questionnaire.

Back ground information

1. Your sex A/ Male B/ Female
2. Your Age A/ below 20 B/21 – 25 C/ 26 – 30 D/ Above 30
3. Educational level A/ certificate B/ diploma C/ degree s D/ Masters and above
4. Work experience A/ 1Year B/ 2 Years C/ 3 Years D/ Above 3 Years
5. Marital status A/ Single B/ Married C/ Divorced
6. Place of work A/ Southern Nation Nationalities and Peoples athletics federation
   B/ Sidama zone youth and sport bureau C/ Both

Questionnaire

Give answer to the following questions by circling the letter of your choice.

1. Are you employee A/ Yes B/ No
2. Did you get payment (salary) from your club? A/ Yes B/ No
3. Do you have well structured and organized athletics club? A/ Yes B/ No
4. Did you encourage and give incentives for athletics club during their championship session? A/ usually B/ mostly C/ sometimes D/ rarely E/ never
5. Does the coach‟s give the training according to the planning time?
   A/ usually B/ mostly C/ sometimes D/ rarely E/ never
6. Does the club have sufficient materials (facilities)?
   A/ Very high B/ high C/ moderate D/ low E/ Very low
7. Who supports financially the club?
   A/ Ethiopian athletics federation
   B/ Southern Nation Nationalities and Peoples youth and sport commission
   C/ Southern Nation Nationalities and Peoples athletics federation
   D/ Sidama zone youth and sport bureau
   E/ Non Governmental Organization and others
   F/ All

8. To achieve the objectives of the club as a facilitators what is your possible solution for the problem?----------
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THANK YOU !!!

APPENDIX- D

አዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

በስፖርተኞች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ የሲዳማ ቡና ኣትለትክስ ክሌብ መካከለኛ እና ረጅም ርቀት አትሌቶች ሩጫ ላይ ያላቸዉን ተፅኖ ለማጥናትና መፍትሔ ለመፈለግ አስፈላጊውን መረጃ ለመሰብሰብ ስሆን ይህንን ጥያቄ ለመሙላት የምትሰጡት መረጃ ለጥናቱ እጅግ ከፍተኛ ጠቀሜታ የለዉ በመሆኑ እያንዳንዱን ጥያቄ በጥንቃቄ ሞልታችሁ ትመልሱልኝ ዘንድ በታላቅ ትህትና እጠይቃለሁ፡፡

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!!!

- ☞ ቅፅ ስሞሉ ስም መፃፍ አያስፈልግም
- ☞ ቅፅ ስሞሉ ኣማራጭ መልስ ላለዉ መልሱን የያዘዉን ፍደል በማክበብ ክፍት ቦታ የምሞላዉም ግልፅ የሆነ መልስ በመስጠት ተባበሩ፡፡
- ☞ ኣስተያየትዎን በባዶ ቦታ ላይ በኣጭሩ ይፃፉ ሆኖም ግን ቦታ ከጠበብዎት በወረቀቱ በስተጀርባ መዘርዘር ይችላሉ፡፡

አጠቃላይ መረጃ

መመሪያ አንድ፡- ምርጫዎን ክብ ምልክት በማድረግ ያመልክቱ፡፡

1. ፆታ ሀ/ ወንድ ለ/ ሴት
2. ዕድሜ ሀ/ ከ20 ዓመት በታች ለ/ ከ20-25 ዓመት ሐ/ ከ26-30 መ/ ከ30 በላይ
3. የቤተሰብ ሁኔታ ሀ/ ያላገባ ለ/ የገባ ሐ/ የፈታ
4. የትምህርት ደረጃ ሀ/ ክፍል 1-5 ለ/ ክፍል 6-10 ሐ/ የምስክር ወረቀት መ/ ድኘሎማ ሠ/ ከድኘሎማ በላይ
6. የምትሳተፍበት/ፍዉ የሩጫዉ ኣይኔት ሀ/800ሜ ለ/ 1500ሜ ሐ/ 5000ሜ መ/ 10000ሜ
7. የሥራ ሁኔታ ሀ/ የግል ስራ ለ/ የመንግስት ሰራተኛ ሐ/ ስራ አጥ

8. የስራ ልምድ ሀ/ ከ1ዓመት በታች ለ/ 2 ዓመት ሐ/ 3 ዓመት
መ/ 4 ዓመት በላይ ሠ/ 4 ዓመትና ከዚያ በላይ

መመሪያ ሁለት፡- በተቀመጡት አማራጮች ላይ ክብ በማድረግ መልስዎን ያስቀምጡ።

1 በስልጠና ወቅት በሙሉ ፍላጎት ትሳተፋላችሁ?

ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

2. የኣትሌቶች ቢቃት በመጨመር ዙርያ ላ ልጣኛችሁ ምን ያህል ጥረት ያደርጋል?

ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ... ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

3. አሰልጣኛችሁ ግልፅ የሆነ መመሪያና ግብ ይሰጣችኋል?

ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

4. ኣሰልጣኛችሁ በስልጠና ወቅት ኣስተያየት በኣግባቡ መሰረት ይሰጣችኋል?

ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

5. በስልጠና ወቅት አሰልጣኛችሁ በጎ የስልጠና ማስተካከያ /ኣስተያየት/ ይሰጣችኋል?

ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

6. የተመጣጠነ ምግብ በብዛትና በጥራት ይሰጣቸሃል?

ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

7. ቤተሰቦችህ/ሽ በክለቡ ዉስጥ ስልጠና እንድትወስድ ዲጋፍ ያደርጉላቸዋል?

ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

8. ኣሰልጣኛችሁ በልምምድ ወቅት በኣተሌቱ ኣቅም፡ዕድሜዉን እና ችሎታዉን ባገናዘበ መልኩ ስልጠና ይሰጣል? ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

9. በፈደራል እና በክልል ደረጃ ተወዳድራችሁ ዉጤት ስታገኙ የክልሉ ኣትሌትክስ ፈደረሽን የዞኑ ወጣቶችና ስፖርት ብሮ ማበረታቻ ያደርግላቸዋል?

ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

10. የዚህ ክለብ ኣትሌት ከመሆንህ በፍት የስልጠና ልምድ ኣለክ/ሽ? ሀ/ ኣዎ ለ/ የለኝም

11. ተመረጠህ ወደ ክለብ ስትገባ የብቃት መመዘኛ ዎስደሀል/ሻል? ሀ/ ኣዎ ለ/ ኣልወሰድኩም

12. ከክለባችሁ ክፍያ ታገኛላችሁን? ሀ/ ኣዎ ለ/ የለም

13. በቂ ልምድና በሙያዉ የተካነ የኣትሌትክስ ኣሰልጣኝ ኣላችሁን? ሀ/ ኣዎ ለ/ የለም

14. ስልጠና የምትዎስዱበት ቦታዎች ለኣትሌትክስ ስልጠና ምቹ ሁኔታ አለ ብላችሁ ታስባላችሁ? ሀ/ ኣዎ ለ/ የለም

15. አሰልጣኞቹ በስልጠና ወቅት ያነቃቃቸዋል?

ሀ/በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መኻከለኛ መ/ዝቅተኛ ሠ/ በፍፁም

16. በቂ የሥልጠና መሣሪያዎች አሉ?

ሀ/በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መኻከለኛ መ/ዝቅተኛ ሠ/ በፍፁም

17. ከአሰልጣኛችሁ ጋር መልካም ግንኙነት አላችሁ?

ሀ/በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መኻከለኛ መ/ዝቅተኛ ሠ/ በፍፁም

18. የኣሰልጣኛችሁ ባህሪ በስልጠና ዙርያ ላይ ምን ይመስላል?

ሀ/እጅግ በጣም ጥሩ ለ/ በጣም ጥሩ ሐ/ መኻከለኛ መ/ መጥፎ ሠ/ በጣም መጥፎ

19. በቂና ደረጃዉን የጠበቀ የኣትለትክስ መለማመጃ ኣላችሁ?

ሀ/ እጅግ በጣም ጥሩ ለ/ በጣም ጥሩ ሐ/ ጥሩ መ/መጥፎ ሠ/ በጥም መጥፎ

20. በስልጠና ወቅት አሰልጣኛችሁ በጎ የስልጠና ማስተካከያ /ኣስተያየት/ ይሰጣችኋል?

ሀ/ እጅግ በጣም ጥሩ ለ/ በጣም ጥሩ ሐ/ ጥሩ መ/መጥፎ ሠ/ በጥም መጥፎ

21. በዚህ ክለብ ዉስጥ ስንት ኣመት ቆይተሃል/ሻል?

ሀ/ 1 ዓመት ለ/ 2 ዓመት ሐ/ 3 ዓመት መ/ 4ዓመት ሠ/ 5 ዓመትና ከዚያ በላይ

22 .በሳምንት ስንት የልምምድ ቀን እና በቀን ለስንት ሰዓት ትሰራላችሁ?

ሀ/ በሳምንት 1 ቀናትና በቀን 2 ሰዓት መ/ በሳምንት 4 ቀናትና በቀን 2 ሰዓት

ለ/ በሳምንት 2 ቀናትና በቀን 3 ሰዓት ሠ/ በሳምንት 5 ቀናትና በቀን 1 ሰዓት

ሐ/ በሳምንት 3 ቀናትና በቀን 2 ሰዓት

23. አሰልጣኛችሁ በስልጠና ወቅት ምን ዓይነት ኣስተያየት ነዉ የምሰጣችሁ?

ሀ/ ኣወንታዊ (positive) ለ/ ኣሉታዊ (negative) ሐ/ ሁለቱም መ/ በፍፁም

24. ከዚህ በታች በተዘረዘሩት ኣትለትክስ ስፖርት ላይ ተፅኖ ልያመጡ በምችሉት መኻከል በተራ ቁጥር(1-10) ከኣንድ እስከ ኣስር ካሉት መኽከል በራስህ ላይ በይበልጥ ተፅኖ ልያመጣህ የምችለዉን ብያንስ ኣንዱ ላይ ትክ በማድረግ ይመልሱ፡፡

- ☞ ብቁ ችሎታ ያለዉ ኣሰልጣኝ ኣለመኖሩ
- ☞ ተመጣጣኝ መሳርያ፡-ጅምናዝየም፡ምቹ ሆነ የስልጠና መዳና ይህንን የመሳሰሉ ነገሮች ባለመኖሩ
- ☞ በትክክል የተቀረፀ የስልጠና ፕሮግራም ባለመኖሩ
- ☞ በቂ የሆነና የተመጣጠነ ምግብ ባለመኖሩ
- ☞ የሰዎች እይታ፡ በቅ የሆነ ግንኙነት ባለመኖሩ፡የኑሮ ሁኔታ
- ☞ ካስተዳዳር ኣካላት ጋር በቂ የሆነ ግንኙነት ባለመኖሩ
- ☞ ማበረታቻና የተለያዩ ሽልማቶች ባለመኖሩ
- ☞ በኣከባብያዊ ተፅኖ
- ☞ ለያንዳንዱ ኣትለት የተቀረፀ ፕሮግራም ባለመኖሩ

ኣመሰግናለሁ!!!

APPENDIX -E

አዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

በኣሰልጣኞች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ የሲዳማ ቡና ኣትለትክስ ክለብ መካከለኛ እና ረጅም ርቀት አትሌቶች ሩጫ ላይ ያላቸዉን ተፅኖ ለማጥናትና መፍትሔ ለመፈለግ አስፈላጊውን መረጃ ለመሰብሰብ ስሆን ይህንን ጥያቄ ለመሙላት የምትሰጡት መረጃ ለጥናቱ እጅግ ከፍተኛ ጠቀሜታ የለዉ በመሆኑ እያንዳንዱን ጥያቄ በጥንቃቄ ሞልታችሁ ትመልሱልኝ ዘንድ በታላቅ ትህትና እጠይቃለሁ፡፡

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!!!

- ☞ ቅፅ ስሞሉ ስም መፃፍ አያስፈልግም፡፡
- ☞ ቅፅ ስሞሉ ኣማራጭ መልስ ላለዉ መልሱን የያዘዉን ፍደል በማክበብ ክፍት ቦታ የምሞላዉም ግልፅ የሆነ መልስ በመስጠት ተባበሩ፡፡
- ☞ ኣስተያየትዎን በባዶ ቦታ ላይ በኣጭሩ ይፃፉ ሆኖም ግን ቦታ ከጠበብዎት በወረቀቱ በስተጀርባ መዘርዘር ይችላሉ፡፡

አጠቃላይ መረጃ

መመሪያ አንድ፡- ምርጫዎን ክብ ምልክት በማድረግ ያመልክቱ፡፡

1. *ፆታ* *ሀ/ ወንድ* *ለ/ ሴት*
2. *ዕድሜ* *ሀ/ ከ15-20* *ለ/ ከ21-25 ዓመት* *ሐ/ ከ26-30* *መ/ ከ30 በላይ*
3. የቤተሰብ ሁኔታ *ሀ/ ያላገባ* *ለ/ የገባ* *ሐ/ የፈታ*
4. የኣሰልጣኝነት ደረጃ *ሀ/1ኛ ደረጃ* *ለ/ 2ኛ ደረጃ* *ሐ/ 3ኛ ደረጃ* *መ/ 4ኛ እና ከዚያ በ*
6. የስራ ልምድ *ሀ/ ከ1-3 ዓመት* *ለ/ ከ4-6 ዓመት* *ሐ/ ከ6-8 ዓመት* *መ/ ከ8 ዓመት በላይ*
7. የምታሰለጥንበት የሩጫ ክፍል *ሀ/ ኣጭር* *ለ/ መካከለኛ* *ሐ/ ረጅም*
8. የትምህርት ደረጃ *ሀ/ 10ኛ ክፍል የጨረሰ* *ሐ/ ድፕሎማ*

ለ/ ምስክር ወረቀት *መ/ ዲግር* *ሠ/ ማስተርስ እና ከዚያ በላይ*

መመሪያ ሁለት፡- በተቀመጡት አማራጮች ላይ ክብ በማድረግ መልስዎን ያስቀምጡ።

1. ኣትሌትክስ ኣሰልጣኝ በመሆን ፍላጎት ኣለህ?

   ሀ/በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መኻከለኛ መ/ዝቅተኛ ሠ/ በፍፁም

2. በልምምድ ወቅት በቂ የሆኑ የስልጠና ቁሳቁሶች ለክለብዎ ይቀርባልን?

   ሀ/በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መኻከለኛ መ/ዝቅተኛ ሠ/ በፍፁም

3. ኣትሌቶች በታቀደዉ ፅቅድ መሰረት ይሳተፋሉን?

   ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

4. በልምምድ ወቅት በኣተሌቱ ኣቅም፡ዕድሜዉን እና ችሎታዉን ባገናዘበ መልኩ ስልጠና ይሰጣል?

   ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

5. የምያሰለጥኑበት ኣትሌቶች የተመጣጠነና ተገብ የሆነ ምግብ ያገኛሉን?

   ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

6. ኣትሌቶቹን ስመርጡ የኣትለሌቱን ተስጥኦ (talent) ለምልመላ መስፈት የደርጋሉን?

   ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

7. በየጊዘዉ በስልጠና ህደት ላይ የኣትሌቱን ዉጤታማነት ይገመገማሉን?

   ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

8. በስልጠና ወቅት ኣትሌቱን ያነቃቃሉን?

   ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

9 .ለኣትሌቱ ኣወንታዊ (positive) ግብረ መልስ ይሰጣሉን?

   ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

10. በስልጠና ወቅት በስልጠና መመርያ ዘደዎች ይጠቀማሉን?

   ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም

11. ለጥያቄ ቁጥር 10 ላይ ምላሽዎ ኣዎ ከሆነ ምን ዓይነት መመሪያ ኣደለም ከሆነ ምክናትዎን ይዘረዝሩ?

1----------

2----------

3----------

4----------

5----------

12. ለማሰልጠን በቂ ያህል ጊዜ ኣለህ? ሀ/ ብዙ ሰኣት ለ/በቂ ጊዜ ሐ/ ጥቅት ጊዜ
መ/ በጣም ጥቅት ጊዜ ሠ/ የለኝም

13. የዚህ ክለብ ዉስጥ ስንት ዓመት በኣሰልጣንነት ኣገልግለሃል?

ሀ/ 1 ለ/ 2 ሐ/ 3 መ/ 4 ኣና ከዚያ በላይ

14. ለጥያቄ ቁጥር 13 ላይ ምላሽዎ ኣዎ ከሆነ ምን ዓይነት ዕቅድ?

ሀ/ ዕለታዊ ለ/ ሳምንታዊ ሐ/ ወርያዊ መ/ ዓመታዊ ሠ/ ሁሉም

15. በቀን ዉስጥ ስንት ሰዓት (ደቂቃ) ስልጠና ይሰጣሉ? ሀ/ 60 ደቂቃ ለ/ 90 ደቂቃ ሐ/ 120 ደቂቃ መ/ 2 ሰዓትና ከዚያ በላይ

16.በሳምንት ስንት ቀን ስልጠና ይሰጣሉ? ሀ/1 ቀን ለ/2 ቀን ሐ/3 ቀን
መ/4 ቀንና ከዚያ በላይ

17. ስልጠናዎን ስሰጡ ምኑን ትኩረት ድርገዉነዉ የምያሰለጥኑት?

ሀ/ ማሸነፍ ለ/ ደስታ ሐ/ የኣትሌቱን ብቃት ለማሳደግ

18. ስልጠና ስሰጡ የትኛዉን የመርነት ስታይል ይጠቀማሉ?

ሀ/ ኣዉቶክራትክ ለ/ ለይሰስፈር ሐ/ ዲሞክራትክ መ/ ሁሉንም

19. ከዚህ በታች ከተዘረዘሩት መካከል በርግጠኝነት ለኣትሌቱ ተፅኖ ልያሳደር ይችላል የምሉት የትኛዉ ነዉ?

ሀ/ የቤተሰባዊ ተፅኖ ሐ/ ኣከባብያዊ ሁኔታ
ለ/ የኢኮኖምያዊ ተፅኖ መ/ የተመጣጠኔ ምግብ ተፅኖ ሠ/ ሁሉም

20. እንደ ኣትሌትክስ ኣሰልጣኝ በመሆንዎ መጠን ተፅኖ ለመቀነስ የምያስቀምጡት የመፍትሔ ኣቅጣጫህ ምንድር ነዉ?

1). ----------

2). ----------

3). ----------

4). ----------

5).----------

6).----------

7).----------

ኣመሰግናለሁ!!!

APPENDIX -F

አዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

በደ/ብ/ብ/ሕ/ክ/መ/ኣተሌትክስ ፌደሬሽን እና ሲዳማ ዞን ወጣቶችና የስፖርት ቢሮ ሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ የሲዳማ ቡና ኣትለትክስ ክሌብ መካከለኛ እና ረጅም ርቀት አትሌቶች ሩጫ ላይ ያላቸዉን ተፅኖ ለማጥናትና መፍትሔ ለመፈለግ አስፈላጊውን መረጃ ለመሰብሰብ ስሆን ይህንን ጥያቄ ለመሙላት የምትሰጡት መረጃ ለጥናቱ እጅግ ከፍተኛ ጠቀሜታ የለዉ በመሆኑ እያንዳንዱን ጥያቄ በጥንቃቄ ሞልታችሁ ትመልሱልኝ ዘንድ በታላቅ ትህትና እጠይቃለሁ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!!!

- ☞ ቅፅ ስሞሉ ስም መፃፍ አያስፈልግም።
- ☞ ቅፅ ስሞሉ ኣማራጭ መልስ ላለዉ መልሱን የያዘዉን ፍደል በማክበብ ክፍት ቦታ የምሞላዉም ግልፅ የሆነ መልስ በመስጠት ተባበሩ።
- ☞ ኣስተያየትዎን በባዶ ቦታ ላይ በኣጭሩ ይፃፉ ሆኖም ግን ቦታ ከጠበብዎት በወረቀቱ በስተጀርባ መዘርዘር ይችላሉ።

አጠቃላይ መረጃ

መመሪያ አንድ፡- ምርጫዎን ክብ ምልክት በማድረግ ያመልክቱ።

1. *ፆታ* ሀ/ ወንድ ለ/ ሴት
2. ዕድሜ ሀ/ ከ 20-25 ለ/ ከ 26-30 ዓመት ሐ/ ከ30 በላይ
3. የትምህርት ደረጃ ሀ/ ምስክር ወረቀት ለ/ ድፕሎማ
   ሐ/ዲግር መ/ ማስተርስ እና ከዚያ በላይ
4. የስራ ልምድ ሀ/ ከ1 ዓመት ሐ/ ከ 3ዓመት
   ለ/ ከ 2 ዓመት መ/ ከ 4ዓመትና ከዚያ በላይ
5. የቤተሰብ ሁኔታ ሀ/ ያላገባ ለ/ የገባ ሐ/ የፈታ
6. የምሰሩበት መስሪያ ቤት ሀ/ ደ/ብ/ብ/ሕ/ክ/መ/ ኣትሌትክስ ፌደሬሽን
   ለ/ ስዳማ ዞን ወጣቶችና ስፖርት ብሮ ሐ/ በሁለቱም

መመሪያ ሁለት፡- በተቀመጡት አማራጮች ላይ ክብ በማድረግ መልስዎን ያስቀምጡ፡፡

1. የመንግስት ሰራተኛ ናቸዉን? ሀ/ ኣዎ ለ/ ኣይደለም
2. ከክለቡ የገንዘብ ክፍያ የገኛሉን? ሀ/ ኣዎ ለ/ የለም
3. የተዋቀረና የተቀናጀ የኣትሌትክስ ክለብ ኣላችሁን? ሀ/ ኣዎ ለ/ የለም
4. በክልሉና በሀገር ኣቀፍ ደረጀ ተወዳድረዉ ስያሸንፉ ለኣትሌቱ የመበረታቻ ሽልማቶች ይሰጣለሉን? ሀ/ ዘወትር ለ/ ይበልጥ ኣብዛኛዉ ሐ/ ኣንዳንደ መ/ ለተወሰነ ሠ/ በፍፁም
5. በልምምድ ወቅት በቂ የሆኑ የስልጠና ቁሳቁሶች ለክለብዎ ይቀርባልን?
   ሀ/በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ መኻከለኛ መ/ዝቅተኛ ሠ/ በፍፁም
6. ኣሰልጣኙ በታቀደዉ ፅቅድ መሰረት ስልጠና ይሰጣልን? ሀ/ ኣዎ ለ/ ኣይሰጥም
7. ክለብዎን በፋይናንሻል የምደግፍ ኣካል
   ሀ/ ኢትዮጵያን ኣትሌትክስ ፌዴሬሽን
   ለ/ በደ/ብ/ብ/ሕ/ክ/መ/ኣተሌትክስ ፌደሬሽን
   ሐ/ በደ/ብ/ብ/ሕ/ክ/መ/ ወጣቶችና የስፖርት ኮምሽን
   መ/ ሲዳማ ዞን ወጣቶችና የስፖርት ቢሮ
   ሠ/ መንግስታዊ ያልሆኑ ድርጅቶችና ሌሎች
8. የክለቡን ዓላማ ለማሳካት ኣመቻች በመሆንዎ መጠን ተፅኖ ለመቀነስ የምያስቀምጡት የመፍትሔ ኣቅጣጫህ ምንድር ነዉ?

   1). ----------
   2). ----------
   3). ----------
   4). ----------
   5). ----------
   6)----------
   7).----------

ኣመሰግናለሁ!!!

APPENDIX -G

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPORT SCIENCE

Interview question for club Manager and Sidama zone youth &sport bureau heads

Respondents: Sidama Coffee Athletics Club Manager & administrators, Hawassa, Ethiopia.

Instruction: Hello, I am Gizaw Gimbo; I came from Addis Ababa University, School of graduate studies. I am here to interview Sidama coffee athletics club Manager and administrators about the Sidama coffee athletics club. We would like to ask you opinion on factors affecting middle and long distance running; in general. All comments, both positive and negative, are welcome. No harm is apparent as a result of participating in this club. If you are unable to continue an interview, I may stop the interview process at any time. I would like to assure you that confidentiality for your comments will be respected and will be used only for research purpose. Are you willing to participate in the interview? I greatly appreciate you taking time to speak with me.

If yes, proceed, if no, thank and stop here.

(Signature of interviewer certifying that respondent has given informed consent verbally)

Section I: Identification data **Background of respondents**

Name of club---------- Age----------Sex----------

Date of interview---------- Education level----------

Position of respondent---------- Address----------

Number of respondents---------- Position in the club----------

Section II: Interview guiding questions

1. Are there any community support grou organizations for the club? A/ Yes B/ No

   If yes, mention them----------

.

2. What major problems do you face relation to support the club?

1----------

2----------

3----------

4----------

5----------

3. As a Manager or administrator what possible solution would you suggest to alleviate the problem?

1). ----------

2). ----------

3). ----------

4). ----------

5). ----------

6). ----------

7). ----------

THANK YOU !!!

APPENDIX- H

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF SPORT SCIENCE

Observation check list

General information

9. Name of club----------
-
10. Topic of the study----------
--
11. Date of observation----------
12. Place of observation ----------
13. Number of the athletes Male----------Female----------
14. Length of the observation period---------- Starting----------Ending----------
15. N0 of training days per week----------

Adequacy of equipment and facilitates

Note: AV= Available PV = partially Available NA= Not Available

No	Equipment and facilities	AV	*PV*	*NA*	Remark
1	Training field				
2	Starting blocks				
3	Steeple cheese hurdle /water jump				
4	Photo finish camera				
5	Cone				
6	Soft balls				
7	Whistle				
8	Stop watch				
9	Meter				

Miscellaneous facilities

Note: AV= Available PV = partially Available NA= Not Available

No	Miscellaneous facilities	AV	*PA*	*NA*	**Remark**
1	Dormitory				
2	changing room				
3	Shower				
4	Athletes sport wear and shoes				
5	Coaches sport wear and shoes				
6	Clean water				
7	Transportation				
8	Cafeteria				
9	Clinics				
10	toilet				
11	Availability of Athletes document/ profiles				

Sign of observer----------

Date----------

DECLARATION

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

Name: Gizaw Gimbo

Signature: ----------

Date: ----------

This thesis has been submitted for examination with my approval, as a University advisor.

Name: Bezabeh Wolde (PhD)

Signature: ----------

Date: ----------