

**A STUDY ON DROP OUT ATHLETES' FROM
ATHLETICS EVENT: HAGERSELAM ATHLETICS
CENTER**

GETAHUN WOLDEMESKEL

A THESIS SUBMITTED TO

THE DEPARTMENT OF SPORT SCIENCE

**PRESENTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE
DEGREE OF MASTER OF SCIENCE IN SPORT
SCIENCE**

**ADDIS ABABA UNIVERSITY
ADDIS ABABA ETHIOPIA
MAY 2018**

**Addis Ababa University
School of Graduate Student**

**This is to certify that the thesis is prepared by
Getahun Woldemeskel, entitled:**

***Drop out of Athletes' from Athletics event: Hagerselam
athletics center and Submitted in partial fulfillment of
requirement Degree of Masters in Sport Science
compiles with the regulations of the university and
meets the accepted standards with respect to
originality and quality***

Signed by Examining Committee:

External

Examiner

Name	Signature	Date
------	-----------	------

Internal Examiner

Name	Signature	Date
------	-----------	------

Advisor

Name	Signature	Date
------	-----------	------

DECLARATION

I hereby that this honors thesis represents my own work and had not been previously submitted to this or other institution for a degree, diploma or other qualification. Citations from the authors were listed in the references. A signature of confirmation by:

Name: Getahun Woldemeskel

Signature _____

Date_____

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

Advisor name: Dr. Bezabh Wolde

Signature _____

Date_____

ACKNOWLEDGMENTS

It would have been difficult to accomplish this research in its present form had it not been for the help I received from many individuals. Thus, I would like to express my thanks to those who helped me during the process of conducting the research. Thanks are due to Addis Ababa University and the department of Sport Science for the financial support and for facilitating the administrative work. I like to thank my adviser Dr. Bezabih Wolde for his constructive and critical comments he offered me throughout the entire under takings of this research.

I would also like to thank my wife for their care and love, advice and altruistic support while conducting the research., I want to express my gratitude to my friends Matiwose Befkadu, and Adisu for their support encouragement, I would like to thank those individuals who supported me in facilitating administrating my questioners, I would also like to thank to Gezachwe Teshome he is the manager of *Hagerselam* athletics center who honestly supported me during the collecting of data of the research Finally like to be impossible to name all the people with whom I have discussed and clarified my thoughts. Therefore, I am indebted to all my friends, colleagues and acquaintances for their valuable inputs.

TABLE OF CONTENT

Contents	Pages
ACKNOWLEDGMENTS.....	i
TABLE OF CONTENT.....	ii
LIST OF TABLE.....	vi
ACRONYMS	vi
ABSTRACT.....	ix
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Research question	4
1.4. Objective of the Study.....	4
1.4.1. General objective.....	4
1.4.2. Specific objective	5
1.5. Significant of the Study	5
1.6. Delimitation of the Study.....	5
1.7. Limitation of the Study.....	5
1.8. Operational Definition	6
1.9. Organization of the Study	6
CHAPTER TWO	7
RELATED REVIEW LITERATURE	7
2.1. History of Athletics	7
2.2. Athletics in Ethiopia	8

2.3. The Benefits of Athletics	10
2.4. Definitions of dropout.....	10
2.5. Drop out Athletes in Different Sport.....	11
2.6. Drop out reason in athletics sport.....	13
2.6.1. Coach.....	15
2.6.2. Migration	19
2.6.3. Sociological	20
2.6.4. Sport- Related Injury.....	21
2.6.5. Education	25
2.6.6. Parents	26
2.6.7. Economy	28
2.6.8. Interest Conflict.....	28
2.7. The Demographic relation on the drop out.....	32
2.8. The Consequence of Drop Out	36
CHAPTER THREE.....	38
RESEARCH METHODOLOGY.....	38
3.1. Research Design.....	38
3.2. Study area.....	38
3.3. Method of Sampling.....	38
3.3.1. Population of the study	39
3.3.2. Sampling the study	39
3.4. The source of data	40
3.4.1. Primary source of data	40
3.4.2. Secondary source of data.....	40

3.5. Instruments of Data Collection	40
3.5.1. Questionnaires	40
3.5.2. Interviews.....	40
3.5.3. Observation /Document analysis	41
3.6. Data Collection Procedure	41
3.7. Method of Data Analysis	41
3.8. Piloting.....	42
3.8.1 Validity	42
3.8.2 Reliability	43
3.9 Ethical Consideration	43
3.9.1 Informed Consent.....	43
3.9.2 Voluntary participation	44
3.9.3 Anonymity and confidentiality	44
CHAPTER FOUR.....	46
ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA.....	46
4.1. Enrollment and drop out of athletes in the Athletics Center ...	46
4.2. The Rate of Drop out Athletes in Athletics Event.....	48
4.2.1. The Drop out Trainees in the Running Event.....	48
4.2.2.The Rates of Drop out Athletes from Filed Event	49
4.3. Analysis of drop out athletes responds for general Characters of the athletes	50
4.4. Analysis of the responds of the Drop out Athletes for Reason of Drop out.....	57
4.5. Analysis of general characters of coaches.....	60

4.6. Analysis of Coaches Responds on the Reasons for Drop out of Athletics Sport.....	63
4.7. Analysis of coaches’ responds for open- ended question	68
4.8. Analysis of drop out athletes ‘responds for open ended question	69
4.9. Analysis of the manager responds to the interviews items	72
4.10. Discussion.....	76
CHAPTER FIVE	91
SUMMARY, CONCLUSION AND RECOMMENDATIONS	91
5.1. Summary	91
5.2. Conclusion	93
5.3. Recommendations	94
REFERENCE	
APPENDIX	

List of table

	Page No
Table 1 Enrollment and Dropout of Athletes	46
Table 2: The Rate Drop out Athletes classify in the Athletics Specialization	48
Table 3: The Rate Dropout Trainees classify Running	48
Table 4: The Rate of Dropout Filed Event Athletes.....	49
Table 5: Sex of the Subjects'	50
Table 6: Ages of the Athletes	50
Table 7: Educational Status of the Dropout Athletes	52
Table 8: The Athletics Specialization.....	52
Table 9: Athletes stay from the athletics center.....	53
Table 10: The coming zone/special <i>wordas</i> /of the drop out Athletes.....	55
Table 11: Analysis of the Responds of the Drop out Athletes for Reason of Drop out.....	57
Table12: Number of Coaches in the Athletics Center	60
Table 13: Marital status of the coaches.....	61
Table 14: age of the coaches	61
Table 15: Educational Statues of the Coaches.....	61
Table 16: Educational Background of the Coaches	62
Table 17: IAAF Coaching Level of the Coaches	62
Table 18: The Coaching Experience the Coaches on the Athletics Center	63
Table 19: Your Coaching Area at the Center	63
Table 20: Analysis of coaches responds on the Reasons for Drop out of Athletics Sport	64

List of Figures

	Pages
Figure 1: Age of Drop out.....	51
Figure 2: Drop out Athletes from Athletics Specialization	53
Figure 3: Athletes stay in Athletics center	54
Figure 4 :The Coming zone of Drop out Athletes	56
Figure 5: Responds of Athletes Reasons for Drop out Athletes from Athletics	57
Figure 6: As can be seen from above table20, the coaches' of the athletics center	65

ACRONYMS

EAF – Ethiopia Athletics Federation

HSAC_ Hagerselam athletics center

IAAF – International Amateur Athletics Federation

ICF_ International Coach Federation

NGOs _Non-governmental organizations

RICE _ R_ Rest

I_ ice

C_ comprehension

E _ elevation

St.dv_ standard deviation

ABSTRACT

The purpose of this study was to examine the major reason of athletes drop out from athletics event: Hagerselam athletics center. The study comprises 80 drop out trainees, 4 coaches and 1 manager the Hagerselam athletics center. Probable sampling by using snow ball approaching techniques was to focus on particular sampling techniques of the study which would best enable to answer research questions. Then, quantitative and qualitative survey study is used to carry out this research. Three instruments such as questionnaire, semi-structure interview and document analysis list were used. The descriptive analysis of the data was analyzed by using both qualitative and quantitative methods. The result of the study clearly showed that Hagerselam Athletics Center had its own problem for drop out of athletes from regular training program of the athletics center. The altitude of the athletics center was one challenge for intensive training program , athletic center and parents were not directly communicated, lack of motivation, lake of the access quality of education, the absences of physiotherapist and health center in the athletic center , not given enough pocket many, the presser of clubs coaches, lack of role model in the short distance & field event, majority of the short distance athletes exposed for sport related injuries , Specially *haddy*, *silte* and *kembata* zone of drop out athletes exposed for migration. Hawassa,sidam and welita zone athletes exposed by sport related injuries..To overcome these problems, the following recommendations have been forwarded: should have to physiotherapist and health center, should have to prepare and take an agreement between athletic center and the parents, need to structure rewards and recognition based on improvement as opposed to outcome, essential to prepare a favorable program for training adjacent with their schooling, All stockholders involved in youth athletics need to have a clear understanding of the philosophy of athletics programs, need to be educated to take part and create a positive experience for the young athlete and Athletics center is working together anther stakeholders.

Key word: Athletics, drop out athletes, reasons

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Athletics sport is the most popular sport in Ethiopia, especially when some elite athletes won medals in the world long distance competition. Besides, it has got popular acceptance when athletics sport results in Ethiopian athletics championship and international athletics sport competitions were improved. This phenomenon has resulted for the establishment of different athletics clubs; and it is one of the reasons to establish Hagerslam Athletics Center. Among different centers, Hagerslam Athletics Center is found 365 kilometers away from Addis Ababa and 90 kilometers from Hawasa city in Sidama zone Hagereslam wereda, with an altitude of 2,800 meters and categorized as having a tropical highland climate. Monthly temperature variation is highly low, due to its high altitude and closeness to the equators (HSAC, 2018).

Hagerslam Athletics Center was established by south region youth and sport bureau in 2001 E.C and the aim of the training center is; firstly, bring together the potential young athletes from different zones and *weredas* of the south region; secondly, to give well organized training for the three years and finally, the athletes can be transferred to different clubs, regional athletics team and national team depending on their results. According to HSAC database, there are various athletes who have been competing in the Ethiopian Athletics Champion, Olympic Games and world athletic champion and other private computational arranged managers, to be maintained so many athletes (HSAC, 2018). According to HSAC five years (2005-2009) report however, the researcher

observed that, 120 (40.28%) drop out from the total 298(100%).This means 64(53.33%) were female and 56(46.66%) were male trainees left from the athletics center.

On average the report indicates employment of the athletics center per year 24(41.52%) athletes dropped out from the athletics center, it implies that 11.2 (46.66%) were male and 12.8(53.33%) were female trainees which left the training center every year. Previous research of (Leulseged, 2017) justification, the reason for dropout is athletes desire to participate in other non-sporting activities rather than in long-time-stays in athletics sport (Leulseged, 2017). Thus, the purpose of this study is to identify and examine the reason for drop out that has not justified and clearly enumerated well by different researcher.

Concerning Youth sport dropout, a lot of research has been conducted since the early 1970s. Gould &Petlichoff (1988) estimated that around 35% of children drop out of sport each year. Different researchers have discussed a number of reasons for youth dropout in different domains. (Butcher, Linder & Johns, 2002; Patriksson, 1988; Seippel, 2005) believed “More time for school”, “More time for other sports” and “Did not like the coach” are dominant factors for youth dropout. Klint& Weiss (1987) reported that dropout was the result of having other things to do, not liking pressure, lack of fun, taking too much time, not being as good as they wanted, and not liking coaches, not being able to be with friends, injuries, training being too hard and anxiety. Conflicts of interest, lack of fun and low perception of ability were also pointed to as major reasons for withdrawal. Despite these all reason for dropout throughout the world.

According to Enoksen, (2011), he examine the major reasons of drop out in the Norwegian young athletes and the result of the research showed injures and the lack of fun were the major affected reason of the drop out

of the young athletes and Lulseged (2017) study in the Turunesh Dibaba sport academy, he examine the major reasons of drop out in the academy and the result of the research showed economical problem and the lack of access of education were the major affected reason of the drop out of the young promising elite athletes and recommended possible solution.

A little research was conducted in Ethiopian context. For that reason, the study aimed to investigate the reason to athletes drop out in case of Hagerselam athletics center. This research was differ from the previous researches, examine the major reason of the drop out in the Hagerselam athletics center in south region, the correlations of the demographic relation of the drop out in athletic center, indicated the specific living zones of the drop out trainees in south region, and give the possible recommended solution.

1.2. Statement of the Problem

According to Patriksson, (1988) & Seippel, (2005) in each year thousands of children and youths become involved in athletics program however, in each year numbers of athlete dropout from the athletics training program. While some withdraw athletes from athletics to try out other sport program, others withdraw athletes from athletics completely. In previous years youths prefer to participate in education and in other non-sporting activities rather than in long-time-consuming athletics sport involvement Seippel, (2005). This situation has raised great concern in Ethiopia and within Hagerselam Athletics Center in particular. So, to identify the problem the researcher believed that we need first to understand factors influencing for dropout of athletes in addition to factors influencing participation because the researcher

intention identify the major reason of drop out of athletes from athletics event in case of Hagerselam athletics center.

In fact the Hagerselam athletics center was supported by south region youth and sport bureau, then all athletes selected by coaches from different zones and weredas computations however the trainees return to their areas' before completed the three year organized training program by means of different reasons. As a result, there was a gap of substituting former super stars with emerging new young champions in World Athletics Championship and Olympic' Games. This implies that, Ethiopia in general and Southern region in particular were endangered in producing competing athletes in the world athletics events. Therefore, studying the issue of dropout was up to agenda so as to alleviate the very chronic problem of the Hagerselam athletics centers.

1.3. Research question

In order to study the problem, an attempt will be made to answer the following questions.

1. What were the major reasons for the athlete's dropout from the *Hgerselama* athletics center?
2. What was the extent of drop out of athletes from athletics event in Hagerselam Athletics Center?
3. What were the relations of the reason of drop out and demographic variations of the athletes?

1.4. Objective of the Study

1.4.1. General objective

Examine the major reasons of drop out athletes from athletics sport in the case of Hagerselam athletics center.

1.4.2. Specific objective

More specifically this study would strive to:

Identify the reasons of dropped out athletes from athletics event.

Assessed the extent of dropped out of athletes from athletics event.

Identify the various types of dropouts in relation to demographic variations of the athletes.

1.5. Significant of the Study

The important of this research is, it will identify the major reason of athletes dropped out from athletics event in Hagerselam athletics center and further more at the national level it will enable or alarm the concerned bodies to control, minimize, and prevent the dropout of the athletes from athletics event in order to use appropriate prevention methods, so as to minimize waste of money, human resource and time. Finally the research will be important for further studies.

1.6. Delimitation of the Study

This study mainly focused on the reason of dropped out of athletes from athletics event in case of Hagerselam athletics center. The scope of this study is therefore delimited to the athletics training centers established in south region youth and sport bureau found in Sidama zone, Hagerselam wereda.

1.7. Limitation of the Study

The researcher during the study has faced some problems like; some respondents were unable to return the questionnaires in the defined schedule and some are also reluctant to cooperate to fill the questionnaires’.

1.8. Operational Definition

Athletics:-Track and field sports which embrace events in jumping, running and

Throw in <http://www.athleticsdb.com/index>.

Athletics center : Organization where by South region youth and sport bureau and Ethiopian

Athletics Federation athletes and coaches are employ aiming for collect the potential athletes training give the organized training and lastly transfer clubs.

Coach: -Coach: is a person who trains on athlete to reach to performance (Thompson, 2009:7).

Drop out Athlete:-A person who trains to compete in athletics event through running, Jumping and throwing events and he/she dropped out from the athletics event did not accomplishing the athletics training program (lulseged , 2017).

Reasons: are the difference types of reasons for the causes of drop out of the athletes (Enokson, 2002)

1.9. Organization of the Study

This research was organized in to five chapters. The first chapter deals with introduction, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and operational definition. The second chapter deals with the review of related literature. The third chapter covers the research methodology. The fourth chapter presents the analysis and interpretation of the data collects and finally the fifth chapter deals with summary, conclusion and recommendation.

CHAPTER TWO

RELATED REVIEW LITERATURE

In this chapter the research questions begin to unfold, using literature reviews the vehicle. This literature review assists in giving a clear picture of what do expects in the study.

The purpose of this chapter is to explain the meaning of drop out, the reasons of drop out, the extent of drop out, demographic relation of the drop out and the consequences of drop out. This literature study forms a fundamental and integrated part of planning and understanding of the research project.

2.1. History of Athletics

Athletics is a natural sport per excellent constitutes, the most competitive physical training and allows the human beings to satisfy his basic primitive instincts for movement and subject to the discipline of the rule. The earliest form of athletics is organized bases, generally recognized as taking place during the years of classical antiquity notably in ancient Olympic Games. The first modern Olympic Games were hold at Athens in 1896 and the foundation of International Amateur Athletics federation was established in 1912. Since those days the athletics program has been continually modified and extended not always in an apparently rational way, since the event included in the Olympic program in the early days were based on those originated by British then further progression were made when women were allowed to take part in athletics competition for the first time in 1928 (Ballestrore, 1992)

Track and field events are generally individual sports with athletes challenging each other to decide a single victor. The track events are

winning by the athlete with the fastest time, while the jumping and throwing events are won by the athlete who has achieved the greatest distance or height in the contest. The running events are categorized as sprints, middle and long-distance events, relays, and hurdling. Accepted jumping events include long jump, triple jump, high jump and pole vault, while the most common throwing events are shot put, javelin, discus and hammer. LA84 foundation, (2012)

2.2. Athletics in Ethiopia

Ethiopia has an extremely rich and long tradition of Athletics in Africa. Ethiopia synonymous with athletic victory and Olympic success story and not with some other negative aspects unlike others wants us to believe. Abebe Bikila, Mamo Wolde, MirusYefer and yes the incredible Haile Gebresellasie, Kenenisa Bekele, Seleshi Selhin, Derartu Tulu, BerhaneAdere, FatumaRoba, Meseret Defar, Turunesh Dibaba, Egejayhu Dibaba etc. are some of our incredibly talented and highly recognized world class athletes who made this nation and its people very proud time and time again. They are our heroes and heroines and they deserve our at most respect and admiration. Largely, the role of these unique and remarkable people and their contribution to the public at large has been deservedly acknowledged not only on a local and national level but also on international level as well. As result, they are highly recognized and honored not only by the people and by the government of this nation, but by tens of thousands of people elsewhere. Many athletics fanatics even go further as to the extent of worshipping our heroes and that is no exaggeration at all. As Ethiopians, they made us proud time and repeatedly and we will always be proud of them. Wondiye Aychiluhim , (2012).

On the other hand, Ethiopia has the tradition of winning in almost all athletic competitions and that includes the Olympic Games. In what can be signaled as a symbol of courage, strength and endurance, Ethiopian athletes made the Ethiopian flag and the Ethiopian national anthem synonymous with any international athletic victory including world and Olympic athletic competitions. Ethiopia stands at the top of the world in that regard. Ethiopia first caught the attention of the world and made apparent its great athletic potential during the Rome Olympic Games in 1960. When a previously unknown runner named *Abebe Bikilla* won the gold medal in the marathon race. A race he run barefoot and he was the first ever marathon gold medal for Africa. Since, then Ethiopia has produced countless heroes. In spite of it is back of trained manpower and adequate training facilities, Ethiopia continue to produce amazing athletes with a population of above 100 million people. It is the second most populated nation Africa. The country has plenty of future athletes. (Wondiye Aychiluhim, 2012).

Ethiopia Athletics Federation, which receives some annual support from the Ethiopia Government, has also begun to shift its attention toward the younger athletics developments. Then expand their horizons and potentials in regional youth Athletics developments. As a result, more of the country's top young athletes have begun to take part in various international youth competition. Particularly in south region the *Hgerselam* athletics center select the talented and promising young elite athletes from different zones and *were as* of the south region and train for the three year subsequently transfer to clubs and national athletics team continually produce the promising young elite athletes.

2.3. The Benefits of Athletics

Wondiye Aychiluhim ,(2012) The sport of Athletics encourages athletes of all abilities and ages to compete at their optimum level. Through the track and field based athletics-training program, participants can develop total fitness to compete in any sport. As with all athletics, training projects offers athletes the opportunity to learn through skill development and competitive settings and to be involved in large social settings. In essence, success in athletics depends on the athlete's determination and practice habits. Yet merely by participating in an athletic training program, the athlete can learn: self-discipline, the ability to make independent decisions, lifelong fitness skills that will help him or her lead a more productive and independent life. There are many different skill levels demonstrated by athletics projects, and the coach has the responsibility of learning the skill level of each athletes. Using that knowledge, the coach takes the resources provided in this guide and adapts the information as it applies to each athletes. Levels from basic to advanced are accommodated in the guide, giving the coach a range of skills and drills to choose from all information is a guideline, to be used by the coach in a way that works for his or her athletes.

2.4. Definitions of dropout

Athletes left from athletics event without the accomplishment of the three year of organized training program in the Hagerselam athletics center.

Drop-out is defined as premature termination of a training program. A general definition includes categories wider than formal training and including organized activities and courses. According to the different researcher defined to drop out.

Drop out athletes means athletes who are unable to continue participating in athletics event. Dejnozka and Kapel (1991).A term is

used to describe individuals who leave an activity, a course, or a program before completing its requirements.

The term 'drop-out' most often designates an sport training in the training center who has been in membership during the regular sport training center term and who withdraws or is dropped from membership. Good (1973).

Drop-out agrees in assuming the premature termination of a cycle or stage. Some describe this situation of pupils or students who leave training center before completing a training year or a particular level of studies. Ortiz and Basile (1982). Drop out in athletics sport activities and educational program were needs to many demands like to require physical, psychological, environmental, social and motivational conferrable area. According to pervious writers defined the educational program drop out more often a drop-out is defined as the pupil or student him/herself who drops out. A drop-out is generally defined as a pupil who leaves school before the end of the final year of the educational stage or cycle in which he/she is enrolled. UNESCO 1980:13, Brimer and Pauli (1971).A drop-out can be defined as a child who enrolls in school but fails to complete the relevant level of the educational cycle. At the primary level this means that the drop-put fails to reach the final grade, usually grade UNESCO (1987).

2.5. Drop out Athletes in Different Sport

Reasons of drop out athletes in the different sport events are deferent to countries to countries, academy to academy, clubs to clubs, training centers to training centers, environments to environments, societies to societies, culture to culture, economical status to economical status, mental conations, peer groups, parent's to parents, coaches to coaches,

motivation to motivation and etc. According to the previous studies confirmed that the reason of athletes drops out.

Adolescence sport dropout has been an issue for researchers since the early 1970s. Patriksson(1988),assortments of reasons for withdrawal were discovered, including conflicts of interest, lack of fun and low perception of ability (Cervelló, Escartí, &Guzmàn, (2007).

Weiss &Amorose, (2008). Patriksson,(1988). Moreover, differences between groups such as gender, types of sports and age have been studied (Molinero, Salguero, Tuero, Alvarez &Márquez, (2006); Salguero, Gonzalez, Tuero & Marquez, (2003); *Butcher et al., (2002).*

The theory of planned behavior Ajzen, (1991) so far not all research in this area has been carried out within such frameworks. Nicole S. Mc Clone, (2015) examined dropout of youth soccer across five European countries employing a basic psychological needs theory, and Guzman and Kingston (2012) looked at sport dropout and motivation as a function of age and gender based on self-determination theory.

Previous studs found that work-related reasons and other personal reasons (such as not interest, lazy and tired) were the common dropout reasons in general public. The Chinese University of Hong Kong, (2009).

Previous research result indicated the Spanish Swimmers indicate that an athlete's decision to drop out of competitive swimming seems to be influenced by numerous factors. Although some of them may be unavoidable conflict of interest and are out of the control of the coach, several motives could be addressed with modifications of the training atmosphere.

An effort should be made to structure the swimming environment so the needs of the athletes can be met. . A. Salguero, *et al*, (2003). However, as

stated previously much study has been conducted to examine dropout in sport outside of several particular frameworks or models.

For example; Enoksen (2011), Lemez, Goncalves, Coelho, Silva and Malina (2013) ice hockey; Figueiredo, Goncalves, Coelho, Silva and Malina (2009), and Molinero, Salguero, Alvarez, and Marquez (2009) soccer. Fraser-Thomas et al (2008) studied youth sport dropout and prolonged engagement from a developmental perspective focusing on physical and psychosocial factors.

2.6. Drop out reason in athletics sport

Athletics sport was consisted in three deferent events there are running, throwing and jumping each events need to different sport demands depend on the nature of activates for example sprinting activity more need to strength ,more anaerobic adaptation, than marathon runner and the marathon demands different from jumping and throwing activities.

For in this case all athletes of in athletics sports exposed for different athletics drop out reason depend on the sex, age, experiences of athletes, etc particularly young athletes more exposed to drop out.

The pervious researchers argued reasons for youth sport dropout from athletics sport involvement, there are common athletics sport dropout reasons across all situations, but it is true that athletics sport dropout reasons vary in not like environmental, personal, social service, and etc. Same athletics events dropout reasons that became a problem for one country or/and trainer could be insignificant reasons for other. Enoksen, E. (2011).

It is believed by researchers that utilize this framework in their studies that intrinsically motivated athletes will continue participation whereas when an athlete expresses no real desire and can no longer identify

reasons for doing the behavior, a classification of motivation is attached to the athlete based on the continuum and the risk of drop-out is greater. Ryan & Deci, (2000)

Increased levels of a motivation or a lack of perceived competence and a decrease in the satisfaction of relatedness and autonomy needs were noted in research framed within self-determination theory. *Calvo et al., (2010)*.

Foundation on obtainable injuries, educational, economic, and social-cultural, coaches, parents and interest conflict conditions in this study examine and challenge to find out major causes for athletics sport dropout from structured sport involvement. Give details for the reason of the drop out one by one depends on the rationalization of the studies or related literature. This research is study for withdraw of trainees from athletics event by the promising from point of view center of attention on social-cultural, injuries, economic, education, parent, coaches, emigrational process and interest conflict in the *Hagerselam* athletics center.

The current research has study that rationales such as injuries, economical factors, educational factor, socio-cultural, coaches, parents, and interest conflict in the case of *Hagerselam* athletics center are becoming more important with the correlation of age of the trainees. Young Athletes who drop out from athletics sport rate performance ability linked to competition as a more important reason than those dropping out from athletics sports. Gender variation that have emerged are that girls drop out correlation to boys because they feel that they have low performance ability and that they occurrence too much pressure, experiences of the trainees in the athletics center and indicated the extent of the coming places of the trainees.

2.6.1. Coach

Coaches are the very important person for trainees because they are play for a trainees as coaches, as friends, as father, as facilitator, as doctor, as a motivator etc. because the coaches activities of at any time correct and models of their trainees. Different researcher indicated how to the role of coaches affected their athletes?

Coach is a role model to his athletes. Coaching technique, coaching style, coach's attitude and coach's care were the essential elements for their dropout consideration. This results of the study agreed with previous studies that character of a coach and his coaching skills played an important role to his athletes (Blazar& Kraft,(2015), Côté& Gilbert, (2009).

Coach is considered as the most important element in the engagement of sport, as he/she provides training program to enhance physical competence and also solves the psychological problems of athletes such as the motivation of sport, self-esteem, anxiety, relationship between teammates in training and competition (Baker, Cote, &Hawes, (2000).

It has also been argued that athletes with high coach perceptions exhibit higher satisfaction. (Côté& Gilbert, 2009) and are therefore less likely to stop participation. Rodrigues *et al.*, (2009).agree that the importance of relationships between coach and athlete overshadow coaching methods, as obtaining and maintaining athlete respect should take precedence. Koh, Mallett, & Wang, (2009). However these studies were conducted in young athletes, who cannot necessarily be applied rugby, because it is likely there are different implication attached to the coach-athlete relationship. On the other hand this research assumes the coaches and athletes relation importance for reducing of drop out from athletics sport.

The duty of a coach is to improve sport performance of his athletes and it consists of both physical and psychological competences. The coach be supposed to have the intellectual capacity of the successful training manner to pick up athletes' performance, and he be supposed to have positive attitude on problem solving (Côté& Gilbert, 2009; pp. 307-323). He also should create and maintain a good relationship between each other, so fewer argued would have occurred .Becker, (2009).

The coach be supposed to assist his athletes build up their own practice, with the intention was, a personalized training approach for the uniqueness of physique and sport position, or even character of each individual athletes Nater & Gillmore, (2008).

The coach should communicate regularly with his athletes for better understanding on progression of training Cushiona, Armourb, & Jones, (2006).

In Bussmanns (1995) research estimated was approximately 75% of female athletes and 57% of male athletes in the coach's role in athletic achievements as a result was very much. Hence, this research may be argued that coaches not only contribute to an athlete's success by encouraging them but may also influence them to dropout by improper behavior. Fraster-Thomas, Cote & Deakin, (2008).

In a study on adolescent swimmers, it was confirmed that participants who perceive the support of their coach were willing to continue, however those with authoritative coaches wanted to dropout (Pelletier, Fortire, Vallerand & Briere, (2001). As a result of such research it may be argued that the coach plays a vital role in motivating athletes to continue engagement, therefore an important part of the coaches' role is to try their best to positively motivate athletes at all times. Barnett, Smoll & Smith, (1992)

In another studies can be implied that coaches with poor social support and/or an authoritative style discourage athletes so much that they dropout of sport (*Gould et al, 1996; pp.322-340, Pelletier et al, 2001;pp.279-306*). Unfavorably, having a positive relationship with athletes and receiving social support can be a positive factor for increasing athletes' motivation .*Sarrazin et al, (2002)*.

Pervious Study that the coach is instrumental in shaping the motivational climate created for adolescent athletes. At the initiation of this study we expected reasons for drop-out to conform to commonly held perceptions that teenage rowers withdraw from their sport due to financial cost, early mornings, and the commitment required *Temesgen Haile, (2011)*

Coaching, as defined by the International Coach Federation (ICF), is an ongoing partnership that helps clients produces fulfilling results in their personal and professional lives. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life. *Temesgen Haile, (2011)*

Coaching is the process of imparting knowledge and skills from coach to trainees. According to *Temesgen Haile, (2011)* coaching is an interactive process that helps individuals and organizations to develop more rapidly and produce more satisfying results. As a result of coaching, clients set better goals, take more action, make better decisions, and more fully use their natural strengths.

What emerged from our study indicated that all these participants loved their sport, but withdrew primarily because they felt they did not belong, their need for relatedness was not being met. The results from this study provide an insight in reasons for drop out in rowing which we hope can

be used to inform coach education and the development of more athlete-centered rowing program for adolescent athletes.

Communication of coaches and athletes

Good communication has vital role for facilitate the relationship of coaches and athletes but the coaches all time communication is not good. Pervious researchers indicates role of the communication of coaches and athletes.

Communication is the sculpture of effectively sharing meaningful information with community by means of an exchanging of experience. Coaches wish to motivate the athletes they work with and to provide them with information that will allow them to train effectively and improve performance. Communication from the coach to athlete will initiate appropriate actions. However, requires the athlete to receive the information from the coach but also to understand and accept it. Coaches need to ask themselves (TesfayeFisseha2012).

An athlete and a coach should feel close to one another, there should be feelings of trust and respect for one another and of course just plain liking the other person. As a coach, you may consider being more open with your athletes, trusting them with some small details of your emotional states might be a start. Consider it a “test of the waters”, if they react in a way that you expect/want and earns your trust, then share more.

This process of sharing items and trusting your athletes with the information can lead to them feeling closer to you and to them. Respect will grow from their respecting your privacy and your taking the risk of sharing with them (TesfayeFisseha2012).

The researcher quarreled an important factor in the athlete relationship is the sense that coach adds positively to athletes efforts. It is important

that both feel that they are better together than apart. For example, typically an athlete will appreciate a coach's expert knowledge and experience; whilst the coach will appreciate the athlete ability to learn and to follow what they show him. This research argued communication is important for coaches and athletes relation as well as coaches provide information to the athlete that will allow them to take actions to effect change, it is important that they provide the information in a positive manner. Look for something positive to say first and then provide but the coaches provide information for athletes that commands or not attractive way the athletes to take the action and interoperated negatively and day today the athletes interests is down finally athletes exposed for drop out.

2.6.2. Migration

Many pupils' leaves from the Ethiopian to developed countries for survival of life; it is challenged for the long time sport programs especially for young athletes and the athletics centers. Because the program of athletics center design for three years and the goals of athletics centers are generate the young elite athletes for national and international level computations.

According to *Leulseged Petrose,(2017)* study's in Ethiopia a vast number of athletes train in athletics center, clubs and under athlete managers, yet some athletes transfer to industrial countries and among them some participate in different athletics competition representing the hosting country. The rate and reasons for Ethiopian athletes migration is poorly identified and need to be researched.

Previous research stated young trainees also migrate from the athletics training center to places where good athletics training facilities are available. 8 (9.6%) former trainees of the training center migrated to developed countries. Among them two (2) subjects left in the county

where they were travelling to participate in international youth athletics championships.

Four (4) subjects left the center and their country after receiving invitations from abroad through athletes' managers. Moreover, two (2) subjects were travelled to abroad by private traveling agencies. (*Leulseged Petros , 2017*).

2.6.3. Sociological

There are many social and cultural barriers that confront trainees specially women who want to coach. Parents, family, the media, the education system and peers all have an impact on the decision by a woman, to pursue a coaching career (Babkes and Smith (2001) Almost half of the athletes who had dropout experience agreed that social value was a possible reason of dropout. Scanlan and Lewthwaite (1986) believed that social evaluation and recognition were two criteria for sport enjoyment. This research argue the social value is on cases for drop out of the athletics center however it is not argue the major reasons for drop out in case of the research center.

Athletes do not have adequate satisfactory to remain in the sport industry if their social evaluation and recognition were low. Boiché and Sarrazin (2009) suggested that social support was one of the social and cultural factors that could contribute to quantity and duration of physical participation. Brustad, Babkes and Smith (2001) also concluded that regular physical activity should link to social acceptance positively. The researcher argued the athletics sport is not significantly support the social and cultural values of the community. The communities assume that athletics sport as recreational activates or do not assume like a job.

This was further explained by *Guiletet al., (2002)*, and they commented that social constraints could predict possible dropout in athletes.

Athletes' perception of priorities in the activity might vary under social conditions (Boiché & Sarrazin, 2009). The results of study showed that athletes with dropout experience agreed with the above mentioned studies but those with no experience disagreed. The possible explanation could be athletes with no dropout experience might be more independent from any external opinion, they believed themselves strongly, and thus had no dropout experience. The research argued all humankind under control his /her social-cultural constraints than the perception of the athletes control by social constraint.

2.6.4. Sport- Related Injury

Most of the time sport- related injuries are the challengeable issue particularly for the young athletes, because young athletes have not immediate response for physiological and psychologically change in the training load. For in this case the majorities of the young trainees exposed for drop out. These injuries occur for young trains indifferent reasons.

According to many researchers' studies the challenges and consequence of sport- related injuries in drop out of the athletics sport.

Sport injuries are injuries that typically occur while participating in organized sports, competitions, training sessions, or organized fitness activities. These injures may occur in teens for a variety of reasons, including improper training, be shortage of appropriate for safety equipment, and rapid growth during puberty (*MengistuSahle, 2012*).

According to *Coabley et.al (2009)* an explanation is that relatively older athletes originally selected for training and performance on the high level during their adolescence year (15 -18), withdraw from completion level during their junior and senior years due to injuries, over training, burnout and boredom.

Previous research stated sport injuries are among the major reasons for falling an athlete's effectiveness, *Patel and Nelson (2000)*. Additionally, lack of medical and professional support in relation to sport injuries often leads to dropout.

Even if a study by *Vorobjev (1994)* showed that injury alone does not necessarily lead to sport dropout, what is rather more critical, are the mental consequences of the injury.

Amongst the majority frequent type of injury are muscle and/or tendon strains and fractures, although research has shown that improved understanding and apply safety rule can reduce injuries. For example *Vorobjev (1994)* has implied that lack of warm-up, boring exercises, inappropriate shoes, lack of attention to an individual's metabolism and hormone malfunction are among the most frequently reported cause of injuries.

Generally, in the reported literature, sport injury has been noted as a critical factor for sport dropout (*Slater, A. & Tiggemann, M. (2010)* & *Butcher, Linder & Johns, 2002*).

It may possibly be argued that where sport injury has been ignored in previous studies related to dropout; this may be due to the lack of a personal report opportunity and/or questionnaires not interested genuinely into this topic (*Siesmaa, Blitvich & Finch, 2011*).

The coaches and the trainees understand the different sport related injuries in which time accord, to prevented and treated mechanism. According to the L& A indicated different athletics- related injuries and pervasion mechanism there are:

The most common injuries in athletics

The multi-event nature of track and field poses a particular challenge to a coach trying to prevent and treat athletic injuries because each event presents its own unique problems.

Heat problems

Heat problems can be among the most disturbing and serious injuries. Heat cramps, heat exhaustion and heat stroke must be identified and treated quickly and appropriately. It is important to understand how the body handles excess heat during exercise. During exercise the amount of heat produced by muscular activity exceeds the amount of heat dissipated by the body, so the body's temperature rises. This rise in body temperature causes increased sweating and blood flow to the skin. Heat is dissipated by the evaporation of sweat from the skin to the cooler surrounding of the air. High environmental temperatures and humidity increase the danger of heat problems because they inhibit the body's ability to reduce heat. LA84 foundation, (2012).

Injury Classifications

There are two main classifications of athletic injuries: acute and overuse.

An acute injury is the result of a single, sudden trauma. An example of an acute injury would be a long jumper landing with his ankle inverted.

An overuse injury is caused by repeated micro trauma. Each small trauma on its own is not enough to cause an injury; however, the sum total effect results in an injury. These injuries may become chronic. Achilles tendonitis or shin splints are examples of overuse injuries. Soft Tissue Injuries: Sprains are injuries that occur around a joint, damaging the ligaments that attach bone to bone.

Sprains are caused by an overextension of the normal range of motion for that particular joint. The most common cause of ankle sprain is inversion. Sprains are graded as follows to indicate severity: First-Degree Sprain: the ligaments around the joint are stretched. Symptoms are temporary pain, loss of function, weakness, tenderness at the point of injury and mild swelling. Recovery time: 1–7 days. Second-Degree Sprain: The ligaments around the joint are partially torn. Symptoms are tenderness over soft tissue, weakness, swelling, discoloration and limited function. Recovery time: 1–4 weeks. Third-Degree Sprain his is a complete rupture of one or more ligaments around the joint. Symptoms are constant pain, loss of function, extreme tenderness over ligaments, swelling and discoloration recovery 4–6 weeks.LA84 foundation, (2012)

Injuries by athletics Event

Sprinters and Hurdlers:

These include strains in the hamstrings (back of the thigh), quadriceps (front of the thigh) and hip flexors (area in the front of the thigh where the leg bends at the hip).Treatment for upper leg strains is I-C-E, a compression wrap to reduce swelling, and referral to an M.D. if pain persists. Gentle stretching (not forced) can begin 24 hours after a mild strain's attaches muscle to bone. A tendon is covered by a sheath that surrounds it completely.LA84 foundation, (2012).

Distance Runners

Distance runners suffer many of the same injuries sprinters and hurdlers experience. Plantar Fasciitis stress fractures. Treatment for plantar fasciitis is I-C-E, rest, stretching the lower leg and small muscles of the foot, and placing a plastic heel cup or ¼-inch felt heel pad inside the running shoe. Some individuals may need to see a podiatrist to be

fitted for an orthotic (a custom molded foot-stabilizing device for insertion in the running shoe).LA84 foundation, (2012).

Shot Putters and Discus

The throwers are susceptible to torso and upper limb problems as well as leg injuries. Tendonitis, epicondylitis elbow, torn knee ligaments, hand injuries (usually wrist and finger sprains, rotator cuff tears, knee pain (including patella femoral pain or chondromalacia), Neck Injuries, returning an injured athlete to training and computations. LA84 foundation, (2012)

If you could only have one thing available to deal with injuries at a practice or a track meet, it should be ice! You should also have a well-stocked training kit on hand. A basic training kit should contain the following medical items: band-aids, disinfectant, antibiotic ointment, scissors, athletics tape, elastic wraps for compression, under wrap, tape adherent, gauze pads, Vaseline or skin lube, Q-tips and cotton ballsLA84 foundation, (2012).

2.6.5. Education

Instructional or educational requirements and occupational obligations, on the one hand, and continuing sport profession, on the other result in conflict between an individual's priorities. In many studies, time constraints and coordination between sporting activities and educational activities have been considered to be a major factor for sport dropout (Krein& Mayer, 1985; Enoksen, 2002).

When an individual is required to spend too much time engaging in sport they will have less time for school activities. This may lead to sport dropout and may lead to feelings of tension and frustration. The researcher argued the conflict of educational prerequisite and training program consequences of the drop out of athletics sport in view of that

the training program and educational program are do not interfere one each other priority. Enoksen (2011) studied that when interviewed, female athletes explain that lack of time coordination between school homework and sport activities led them to sport dropout. Maybe, by professional planning and making an allowance for long term perspective of plans, it may be achievable to advanced moderate sport.

The consequence of key people's support (i.e. parents, teachers and coaches) should not be without being seen as their emotional support encourages the individual. A suitable instructional planning and use of educational facilities could play a key role in optimizing athletes' sport plans and minimizing drop out athletes. The researcher argued the roles of parent, teachers and coaches are very important to facilitate and planed the educational program and training session because the decreasing of educational result of the trainees indirectly influenced the training results of the trainees.

2.6.6. Parents

The parent's roles are important for the young athletes completing the program of the training center successfully, they are the first and the key persons for the development of children talent and they support by finances, give the positive reinforcement for develop his/her talent efficiently and effectively, give the correct direction and facilitate equipment's because family is the first model of the young athletes.

Many studies have examined the role of parents in talent development. 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.

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. *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 even mothers were more involved in the aspect of providing emotional and tangible support for elite English tennis players than fathers.

It is no hesitation that injury and no achievement were the possible dropout reasons, as previous studies had the same conclusion (*P. Edouard, 2011; Pascal Edouard, Pruvost, Edouard, & Morin, 2010; Scanlan & Lewthwaite, 1986; Young, Pain, & Pearce, 2007*). Yet, it was found that parental influence was not regarded as a dropout reason for school athletes. It was different from the conclusion of a previous study which suggested parent could affect the possible decision of dropout sport in their children (*Fraser-Thomas et al., 2008*). The result of this study showed that half of the athletes (50%) parent's expectation as a reason of dropout. The majority of the athletes (68%) disagreed that parent's education level had any potential influence in dropout.

2.6.7. Economy

Finance is the most important for achieving any mission and the lack of finances is the most case of the athletics center challenges for effectively develop young elite athletes. For in this case many athletes left from the training center. According to the Lulseged P. (2017)

Economics acting a significant task in youth sport involvement and withdraw. In previous study the greater number of the youth sport dropout reason from organized sport involvement were identified as economic factors. 28 subjects (19 male and 9 female) confirmed that they left the center to help their family and themselves financially by involving themselves in some income generating activities (this took a 33.7% share of total dropout). Leulseged Petros, (2017).

2.6.8. Interest Conflict

A situation in which a member of staff has a private or personal interest which is likely to appear to influence the objective exercise of an aspect(s) of his/her athletic duty.

For the purpose of this study, the term 'conflict of interest' includes perceived and potential as well as actual conflicts of interest. According to (A. Salguero, et al, 2003). Young athlete's distinguished conflict of interest is one which a reasonable person would consider likely to compromise objectivity and a potential conflict of interest is a situation which could develop into an actual or perceived conflict of interest. In case of conflict of interest showed in different directions.

Personal or commercial interest

Financial or non-financial interests to the employee or to a relative or friend of the employee are other causes of conflict. Financial interest refers to anything of non-trivial monetary value², including, but not

limited to, pay, commission, consultancy fees, equity interests, forgiveness of debt, property, royalties, and intellectual property rights. Non-financial interest refers to any non-financial benefit or advantage, including, but not limited to, enhancement of an individual's career, education or professional reputation; access to privileged information or facilities (Roderick Ogley, 1999).

Relative or friend

Any member of an employee's close family (i.e. spouse, parents, siblings or children); his/her partner; close personal friends; or any other person with whom the employee has a relationship which is likely to appear, to a reasonable person, to influence his/her objectivity (Kenneth Boulding, 1963).

Determining a conflict of interest

In order to determine whether a conflict of interest exists, it should be determined whether the private, personal or commercial interest is likely to interfere, or appear to interfere, with the objective judgment the employee should show in performing his/her University duties. An employee should ask him/herself if relevant others (e.g. managers, students, customers, colleagues, members of the public) would trust his/her judgment if they were in possession of the facts of the private, personal or commercial interest. Could others reasonably conclude that it might influence the employee to act other than in the interests of the University and in accordance with the Principles above? Serious conflicts of interest include, but are not limited to, the following points (PoojaKataria, 2007)

Exposure of a conflict of interest

The responsibility for avoiding conflict of interest, in the first instance, lies with the individual employee. If a conflict of interest situation arises,

the employee should disclose the conflict of interest, in full, and seek a resolution. He/she must then take no part in the matter(s) relating to that interest unless, and until such time, as the potential conflict is resolved in accordance Roderick Ogley,(1999).

Failure to disclose a conflict of interest

Failure to disclose an actual or perceived conflict of interest, or to cease involvement in the situation until the conflict has been resolved, constitutes a breach of the employee's contract of employment and may result in disciplinary action, and in serious cases could result in dismissal. In determining whether disciplinary action is appropriate, consideration will be given to the extent to which the employee was aware of the actual or perceived conflict of interest and/or made a reasonable decision not to declare it. Roderick Ogley, (1999).

Resolution of conflicts of interest

Once a conflict has been disclosed, the Reviewer is responsible for resolving the conflict of interest as soon as is reasonably practicable. Until that time, the employee must take no part in the particular activity relating to the potential conflict. Every effort should be made to reach agreement with the employee regarding the solution. Resolution of the conflict may not go beyond the scope of the employee's contractual obligations (explicit or implicit) without the employee's agreement. Pooja Kataria, (2007).

Data obtained until present in research on youth sport motives of participation have shown the presence of a fairly consistent set of motivational factors such as having fun, improving skills, making friends or getting/staying in shape. However, the same motives do not always emerge in all studies and it has been demonstrated that participation

motivation may change or be dependent upon factors such as age, gender, perceived ability or sport type and level (A. Salguero, et al, 2003).

The previous year's an increasing interest in the dropout problem in sport can be seen in most western countries, especially in the rapidly growing children's and youth sports, in which attrition is extremely high. Factors related to the physical make-up and performance capacities are minor indicators for withdrawal. Psychological and social factors are presumably more important and children or adolescents dropout from sport due to numerous motives, including conflicts of interest, lack of playing time, lack of success or improvement, dislike of the coach, boredom and others. (A. Salguero, et al, 2003).

Using Harters (1982; 1999) Competence Motivation Theory as a framework, an additional purpose is to study the relation between underlying motivational processes (i.e., perceived physical, social and cognitive competence) and surface level reasons for dropping out of organized sports. Moreover this study aims to examine whether perceived physical, social and cognitive competences are related to frequency of physical activity/inactivity among domain dropout trainees. Gould and Petlichkoff (1988) have claimed that descriptive research does not provide a complete understanding of why youths discontinue in organized sports, which calls for a study of the underlying motivational processes to comprehend the surface level reasons for dropping out.

Studies that have used a more theoretical approach, such as Competence Motivation Theory (Harter, 1982; 1999) and Achievement Goal Theory (Nicholls, 1989) when trying to grasp these processes, indicate that children and adolescents who withdraw from youth sports are more ego-oriented and perceive themselves to have lower physical competence than those individuals who remain involved in sports

(Cervellò et al., 2007; Ommundsen & Vaglum, 1997; Sarrazin, Vallerand, Guillet, Pelletier, & Cury, 2002; Ullrich-French & Smith, 2008).

Moreover, McCarthy, Jones, and Clark-Carter (2008) found that perceived competence strongly predicts enjoyment in sports while Butcher, Sallis, McKenzie and Alcaraz (2001) have shown that perceived physical competence predicts participation in sports and the extent to which youths change from one sport to another. However, no study has examined if physical competence can predict the amount of physical activity after domain-general dropout.

Pervious study result the Spanish swimmers indicate that an athlete's decision to drop out of competitive swimming give the impressions to be influenced by several reasons. Even though some of them may be manifest the conflict of interest and out of the control of the coach, several motives could be addressed with modifications of the training atmosphere. An effort should be made to structure the swimming environment so the needs of the athletes can be met (*A. Salguero, et al, 2003*).

2.7. The Demographic relation on the drop out

Demographic relation to drop out indicated in this research because the extent of drop out indicated like age, sex, places, and experiences of sty the athletics center. Molinero et al (2006) studied the main reasons for dropout in young soccer players and aimed to compare withdrawal motives with those rated as important by participants in other team sports. Dropouts (150 males and 159 females, ranging in age from 14 to 18 years) were administered the Questionnaire of Reasons for Attrition by Gould, Feltz, Horn and Weiss (1982). The most important reasons for attrition from the different team sports were having other things to do, dislike of the coach and lack of team spirit.

Reasons related to the team work were also given high ratings. Less important reasons concerned old age, rewards and competition. Although the results revealed some differences between sports, the finding remains that both conflict of interests and aspects of the sport environment are major motives for withdrawal from team sports.

Time and gender relation on the drop out in athletics sport

The resent research resulted indicated the amount of time the subject lived in the training center was confirmed in years. The average interval of subject in the training center was 1.122 years (1.065 years for male and 1.212 years for female) (Lueseged P 2017),

In previous study correlation of gender in the drop out of Iranian youth roller skaters significant multivariate effect was obtained for gender (WilksA=0.81, F6,59=2.26,p<0.049). Analysis of individual items by "t"-test demonstrated that females placed greater emphasis than males on "did not like the pressure" ($t_{j,64}=11.65, p<0.002$), "training was too hard" ($t_{j,64}=6.31, p<0.015$), "did not like to compete" ($t_{l,64}=6.02, p<0.017$) "did not win enough" ($t_{j,64}=5.27, p<0.024$), and "did not feel important enough" ($t_{l,64}=3.16, p<0.044$) (A. Salguero, et al, 2003).

Age relation to drop out with athletics sport

Sports are the most popular leisure activity in Western countries, especially in Sweden where almost 90% (~1.7 million) of all children and youths at times have been participating in some of the 20,000 sports clubs located throughout the country (Wagnsson, 2009). Even though participating in organized sports continues to be one of the most popular leisure activities, a significant number of the athletes quit organized sports as they grow older.

The decline in youth sport participation starts at the age of 13 and continues until late adolescence (i.e. 17-18 years), when only

approximately 30% of all youths still participate in organized sports (Enocson 2011 & Wagnsson, 2009). In other words, there is no problem getting children involved in organized sports, but keeping them involved seems to be a great challenge. The previous study of (Lulseged Petros 2017) indicated 51(16.6%) trainees were drop out and the correlation of age and drop out in the Turenash Dibaba training center the mean chronological age of the subjects, when they left the center, was 19.45 with Standard Deviation \pm SD 1.908 (for male 19.80 and for female 18.88 with \pm SD 1.950 and 1.718 respectively) distribution of chronological age of the subject. The chronological age of the subjects when they leave the training center according to the data the former trainees' minimum age level found was 14 and maximum 24 years of age when they leave the center. Among them maximum dropout occurred at the age of 19, 18 and 20, in which 25.3%, 21.7% and 16.9 % dropout occurred respectively.

Types of athletics sport relation with in drop out

In the resent research indicated which sport was affected by drop out (Lulseged P 2017) justify in the Turenash Debaba sport academy was Middle and long distance 35 trainees left ,Sprint and hurdle 16 trainees left, and Field events 32 trainees drop out from athletics center. In this research identify which parts of the athletics events more affected by drop out in cases of Hagerselam athletics center.

Rates of the Drop out Reason

The present study contributors were attained highly on the statement "I did not like awards". Yet, it was the least significant reason for sport dropout in a study by Molinero et al (2009), therefore, perhaps cultural differences in the type of awards and beliefs have led to this difference. The effect of the social environment on skating dropout was less than median (Mean=2.44). The mean dropout scores in statements 34, 35, 36,

37 and 38 (i.e. my parents or friends no longer wanted me to compete, I was not comfortable with closefitting skating suits, my parents complained about the mixed presence of both male and female athletes in open skating pistil due to cultural reasons my family was not happy with my presence in skating, my parents do not like the social atmosphere of the pistil, and unsound grounds in team distracted me from the skating scene) was lower than the given mean. Yet, the mean score for dropouts in two statements “I did not like the negative relationship between skate coaches” and “the negative relationship between players annoyed me” was higher than the given mean.

Therefore the social environment was not a factor for skating dropout in the current study, yet, it was found to be the case in previous work. An important contributory factor for this lack of congruence could be related to the research tool. In many previous studies, lack of social support demonstrated by the coach, the parents and teammates is considered as a social environmental factor. Yet, in the questionnaire utilized in the current study statements related to such factors were considered to reflect executive factors and staff. It is noteworthy to mention here that the mean score of skating dropouts in two statements, i.e. “relationship between teammates” and “relationship between coaches” was higher than the given mean. The effect of the contribution in other sports and recreational activities on skating dropout (mean = 3) was at the medium level. Maximum respondents’ mean score (3.72) was related to statement 41 “I did not have any other choice to enjoy myself” whereas minimum mean score (2.49) was related to statement 44 “it was not exciting enough”. Involvement in other activities is considered to be among the primary reasons for skating dropout Sisjord, (1993). Returning to the work of Enoksen (2011), only 3.3% of professional athletes in 1983 and 1.8% in 1989 dropped out of track and field in favors of alternative

sports and/or recreational activities. The effect of economic factors on skating dropout (mean=4.25) was higher than median level. Maximum mean score 4.81 was related to statement 48 “for championship in skating involves a lot of cost”. Minimum mean score 3.01 was related to statement 51 “skating courses membership costs a lot”. Like as in this research assume which type of reason more significantly affected the *Hagerselame* Athletics Center.

2.8. The Consequence of Drop Out

The consequences of drop out athletes from athletics events occurs several crises such as the wastage of resources, money, human resources, and time. As well as arise the shortage of the promising young elite athletes in the national and international athletics computation. According to McCarthy, Jones, and Clark-Carter (2008) have found that perceived competence strongly predicts enjoyment in sports. In line with this, it seems reasonable to suggest that perceived competence underlies the surface reason “not fun.” However, the results in the present study did not support this hypothesis, showing no significant differences between those with high or low physical and social competence respectively when comparing the strength of the motive “not fun”.

However, researcher found significant differences between participants with high versus low perceived physical competence in relation to the reason “to much pressure”. These results may be interpreted as a consequence of a selection out of sport effect, meaning that sport participants with low perceived physical competence are sorted out of their sport, for example, because they are not able to handle the demands existing in organized sport. As previously reported, “too much pressure” becomes a more important motive between the ages of 11-13. Consequently, further research could usefully investigate if there is a

relation between age, physical competence, and the dropout motive “Too much pressure”. Furthermore, dropout youths, who rated themselves to have low social competence, attach significantly greater importance to the motive “Did not like the team members” than drop outs reporting high social competence. According to (Weiss, 2004) this might indicate that participants rated by others to have low sport-specific competence have difficulties being fully accepted by their peer group and are consequently more likely to drop out of sports because of disliking their team mates.

CHAPTER THREE

RESEARCH METHODOLOGY

This section of the thesis deals with the research design, data source, population size and sampling techniques. It also presents the instrument of data collection, methods of data analysis piloting and ethical consideration

3.1. Research Design

The main concern of this study is to examine the major reasons of drop out of athletics sport in Hgerselama athletics center and to recommend the possible solutions Hence, under this study, mixed method design was employed and researcher has intended to examine the variables of the drop out were used by; quantitative and qualitative techniques. The quantitative study was done among trainees and coaches the qualitative study conducted with the manager of athletics center by semi-interview. Additionally, document analysis has been conducted in the document of the registrar of the athletics center.

3.2. Study area

The area of the study is to examine the major reasons of the drop out of athletes from Hagerselam athletics center athletics in addition to this area found 365km far from Addis Ababa city and 90 km far from Hawassa city in south region sidama zone Hagerselam werda the name of the athletics center is Hagerselam athletics center but the trainees collect from different zones and werdass of south region.

3.3. Method of Sampling

In order to attain the objectives of the research valuable the researcher used both qualitative and quantitative data collection method.

Information was gathered from different sources besides for various data gathering tools to obtain for relevant information; intensive review of related literatures is made to support the study.

3.3.1. Population of the study

In the Hagerselam athletics center within the five year (2005 -2009 E.C) report indicated indicate 298 athlete's enrolled that mean 149 (50%) were male and 149(50%) were female athletes enrolled then within five year 120(48.19%) of athletes left from the athletes center so the tare gate population of this study was 120 athletes they are left from the athletics center before the completing of the five year (2005 -2009 E.C) training program 64(53.33%) were females and 56(46.66%) male and from the target population of the study 58(48.33%) from running event ,28(23.33%) from throwing and 34(28.33%) from jumping event and age of the trainees' between 16-22 years old.

3.3.2. Sampling the study

Probable sampling techniques using of snow ball approaching techniques were employed were employed because they are May or may not directly concern with the drop out athletes. The research assumes that the subjects are fit to give enough information on the topic under the study. in that case 80 (66.6%) athletes selected from the target population that means 36(30%) were males and 44(36.6%) were females and 48(60%) runner, 13(16.25%) thrower and 19(23.75%) jumper of the former trainees were used, age of the trainees' between 16-22 years and the training center have only 4 coaches and 1 manager directly were used by a censuses.

3.4. The source of data

In order to obtain the necessary data the research used primary and secondary source of data.

3.4.1. Primary source of data

The primary sources of data for this study were collected from drop out athletes, coaches and the manger of the athletics center

3.4.2. Secondary source of data

Secondary data sources were training center office document

3.5. Instruments of Data Collection

The researcher used instruments of data collection technique based on their appropriateness to research question and for reason of the drop out of athletes from athletics events in Hagerslam athletics center. So as to gather the data, the researcher used open and close ended questionnaire, semi- structured interview and document analysis.

3.5.1. Questionnaires

Questionnaires were employed to generate both qualitative and quantitative data relevant to the demographic characteristics and reasons of drop out characteristics of the sample population. For this purpose, the questionnaire was designed comprising of both open-ended and close-ended questions.

3.5.2. Interviews

The other source for the qualitative data collecting was the interview which was conducted for only the manger of the athletics center. The semi- structured interview was used to gather information that cannot be collected using questioners and those questions that need detail

explanation. Interview questions were also be semi -structured that were suitable for gathering appropriate information. To keep interviewee comfort, increase their confidence and their voice was not recorded while interview was made.

3.5.3. Observation /Document analysis

The third data collecting way was used to the document analyses the recording information from the registrar of the athletics center for used to the extent of the drop out trainees in each year and the type of event specialization.

3.6. Data Collection Procedure

In conducting the study, the following relevant procedures were utilized. First, data assessed to get information from what have been done in the relation to the problem. Second, before distributing the prepared Pilot test questionnaire was carried out to determine the clarity of instruction and to ensure the validity and reliability of the research instrument. There were 20 respondents involved in this questionnaire. The finding of the Pilot test was used to revise arrangement of the questionnaire, i.e. order of questions, and skip patterns, and to clarify some questions. The questionnaire was also translated into the local language, Amharic for the convenience of data collection and its use for medium of communication with the participants. Out of the total questionnaires distributed to sample population, all (100%).

3.7. Method of Data Analysis

The analysis and interpretation of data gathered through questionnaire, semi –structured interviewed and document analysis presented in tables or bar chart. The percentage was used to analyze the characteristics of respondents Such as the general characteristics of the athletes and

coaches and like that age, sex, educational qualification, experience, marital states, the coming zone of the former drop out trainees of the center and Mean and standard deviations calculated through the help of Statistical Package for Social Sciences (SPSS version 20) were used to analyzed and interoperated the quantitative data achieved from research question and textual description.

3.8. Piloting

Before the actual data is collected, the researcher conducted a pilot study in the former trainees' in Hagerselam Athletics Center, which were not included in the final sample. From the pilots of the athletics center, giving a total of 20 pilot subjects. The piloted questionnaire included 23 reasons for attrition in athletics. Respondents were asked to indicate in a Liker type scale whether each reason was important, somehow important or not at all important to drop out of athletics in the Hagerselam athletics center. The collected response calculated by split-half method of reliability testing and the results of pilot study on open ended questions also helped improve content validity (Iraki, Margaret Wanjiku, 2005).The purpose of the pilot study was to enable the researcher to improve the reliability and validity of the instruments.

3.8.1 Validity

In this study, two types of validity were tested: face validity and content validity. Face validity refers to the chance that questions in an instrument would misunderstand. To improve face validity a pilot study was conducted after which responses to each item were scrutinized to identify any misunderstandings and ambiguity. Items that were found to be misunderstood or ambiguous were modified thereby improving face validity. The other type of validity, content validity, refers to whether an instrument provides adequate coverage of a topic. Expert opinions,

literature searches and pre-testing of open ended questions were used to improve content validity. Consequently, the instrument constructed with guidance from university supervisors; according to Iraki, Margaret Wanjiku(2005).

3.8.2 Reliability

It is essential with the purpose of the research instruments are piloted as a way of finalizing them. This is very important as it enables the reliability of the instruments to be determined. Reliability is synonymous with repeatability or stability. A measurement that yields consistent results over time is said to be reliable (Wiersma, (1985) & Iraki, Margaret Wanjiku(2005). When a measurement is prone to random error, it lacks reliability. The study used the split-half method of reliability testing. The research instruments were piloted in order to assess their reliability. Twenty former trainers from Hagerselam athletics center were selected for piloting the instruments. Split-Half technique of reliability testing was employed whereby the pilot questionnaires were divided into two equivalent halves and then a correlation of the reliability coefficient of 0.88.

3.9 Ethical Consideration

3.9.1 Informed Consent

Informed consent, according to Iraki Margaret Wanjiku(2013) is the system for communicating the research study to potential participants and providing them with the opportunity to make autonomous and informed decisions regarding whether to be participants in the study or not. It gives the participants the freedom and self-determination to participate or not. In addition, informed consent gives the participants the opportunity to understand the procedures to be employed, the risks, and the demands that may be made upon them (Best & Kahn, 2001:45).

Thus, the researcher has to explain all the required information to his/her prospective participants, including the right to confidentiality, the non-disclosure of information, the right to withdraw from the research process at any time, and the benefits of the research. The researcher also provided the participants with the opportunity to ask questions. In the context of this study, the participants will be Hagerselam athletics center trainees, coaches and manger of the center will be participating.

3.9.2 Voluntary participation

If informed consent is to be fully implemented, the researchers have to ensure that the participants have the freedom to voluntarily choose to be members of the research study or not. In the context of this study, the coaches and sport staffs will not coerced by anyone to participate, to withdraw, or to remain as a participant.

That would infringe upon their human rights, and the data collected through coercion would be unreliable. With this in mind the researcher will obtain the former trainers, coaches, and athletics center officers voluntarily.

3.9.3 Anonymity and confidentiality

The researcher is responsible for ensuring the confidentiality of the protected information, but also for maintaining of the confidentiality of information with regard to the privacy and dignity of the participants. Thus, was confidentiality involves the trainees, coaches and manger right to have control over the use of or access to his or her personal information, as well as the right to have the information that he or she shares with the researcher to be used anonymously and its source to be kept confidential (Iraki Margaret *Wanjiku, 2013*).

The researcher will give the participants full assurance that their names and the names will not be revealed. In addition, they were providing with safe places where the interviews will to be conducted. The questionnaires were complete anonymously. No one except the researcher was allowed seeing the information provided by the participants. The researcher will not release any information regarding the participants without the participants' permission.

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

This part of the study deals with the analysis and interpretation of data gathered through questionnaire, semi structured interview and document analysis. The data collected from these techniques presented in tables and/or bar charts. The frequency and percentage were used to analyze general characteristics of respondents such as; age, sex, educational qualification, experience, marital status, the coming zone of the former drop out trainees of the center and sometimes yes or no questionnaires. Mean and standard deviations calculated through the help of Statistical Package for Social Sciences (SPSS version 20.00) were used to analyze the research related quantitative data obtained from research questions and textual description the data were collected from former athletes, coaches, manager and document analyses from the Hagerselam athletics center.

4.1. Enrollment and drop out of athletes in the Athletics Center

Table 1 Enrollment and Dropout of Athletes

year	enrollment of the trainees			Number of drop out trainees before completing the three year of program		
	M	F	total	M	F	total
2005	20	20	40	9	13	22
2006	25	25	50	10	12	22
2007	34	34	68	9	10	19
2008	35	35	70	12	12	24
2009	35	35	70	16	17	33
Total	149	149	298	56	64	120

As illustrated in table 1 the total rate of the trainees enrollment and drop out of the athletes of the five consecutive year of organized program of in Hagerselama athletics center were 298 trainees employed within this year that means out of 298(100%) in attendance were 149(50%) of males and the remain 149(50%) have of the athletes were females. In this training year 120 athletes or 56(46.66%) there were males and 64(53.33%) were females drop out from the training center within five years as a result of different reason. A totally of 80 dropped out athletes selected by snowball sampling techniques followed by participated in this study. Accordingly, out of 80 athletes 44(55%) were female and 36(45%) there were male. within the aim of this study from the total enrollment of the athletes were 120(48.19%) athletes all most half of the trainees dropout in five year that means the average enrollment of the per year was 60 athletes but in the document analyses results in average 24(40.06%) trainees per year left from the organized training program of the athletics center by means of different cause.

The researcher examined the reasons of drop out athletes in case of the Hagerselam athletics center by the 25 questionnaires were distributed for all former trainees of athletics center to left the current training year, 18 questionnaires were distributed for coaches then and coaches of the athletics center

4.2. The Rate of Drop out Athletes in Athletics Event

Table 2: The Rate Drop out Athletes classify in the Athletics Specialization

Athletics event	Sex of the trainees		
	male	female	total
running	22	36	58(48.33%)
throwing	17	11	28(23.33%)
jumping	17	17	34(28.33%)
total	56	64	120(100%)

In the table 2 shown the athletes drop out from different athletics sport in the athletics center the documents of the athletics center indicated then 58(48.33%) were running,28(23.33%) were throwing and 34(28.33%)were from jumping events drop out of the athletics sport in case of Hagerselam athletics center. In this case the runners were more dropped out than the throwing and jumping events activities in the Hagerselam athletics center out of the total drop out of athletes within the five year.

4.2.1. The Drop out Trainees in the Running Event

Table 3: The Rate Dropout Trainees classify Running

Running specialization	Drop out athletes		
	Male	female	total
Short distance	17	28	45
Middle and long	5	8	13
total	22	36	58

As table 3 revealed indicated the rate of which part of the runner affected by the drop out of athletics center from 45(77%) were short distance that means 17(29.31%) were male and 28(48.278%)were females and the remaining 13(23%) that mean 5(8.62%) were male and 13.79%) were female from the middle and long distances and 22(37.93%) were male the total running and 36(6206%)were females from the total running events drop out within five years.

4.2.2.The Rates of Drop out Athletes from Filed Event

Table 4: The Rate of Dropout Filed Event Athletes

Filed event	Drop out athletes		total
	male	female	
throwing	17	11	28
jumping	17	7	34
total	34	28	62

The table 4 indicated that in which parts of the field events drop out athletes then 28(45.16%) were thrower that means 17(27.42%) were male and 11(17.74%) were females trainees left from the center and34 (54.84%) were jumper that mean17 (27.42%) were male and 7(11.29%) were females trainees left from the athletics center. From the total filed event drop out athletes 34(54.84%) were male athletes and the remaining 28(45.16%) were females trainees left from athletics center within five years.

4.3. Analysis of drop out athletes responds for general Characters of the athletes

Table 5: Sex of the Subjects'

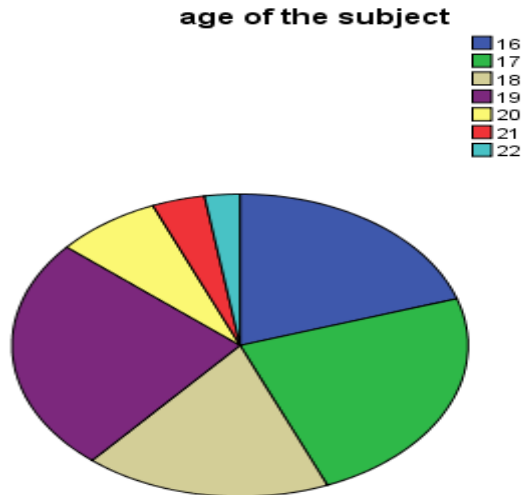
Item 1	sex	Frequency	Percent
sex of the drop out athletes'	Female	44	55%
	Male	36	45%
	Total	80	100%

As enumerated in table 5; sex of the participants', out of 80(100%) of the former drop out trainees 36 (45%) of them were males and 44(55%) of trainees were females. This indicates that, there are the female trainees more exposed than male trainees to drop out reasons of athletics sport in Hagerselam athletics center.

Table 6: Ages of the Athletes

Item 2	age	Frequency	Percent	mean	St.dev
Age of the drop out athletes	16	16	20.0	17.97	1.53
	17	19	23.8		
	18	14	17.5		
	19	20	25.0		
	20	6	7.5		
	21	3	3.8		
	22	2	2.5		
	Total	80	100.0		

Figure 1 : Age of Drop out



Athletes

Regarding the drop out athletes age as illustrated in the table 6 and figure 1 out of 80(100%) of drop out trainees age 16,17,18,19,20,21and 22 years that means the frequency and the percentage of the participant indicate 16(20%),19(23.8%),14(17.5%),20(25%) , 6(7.5%) , 3(3.8%) and 2(2.5%) .This indicates the larger part of age of the former athletes exposed to drop out of athletics sport in case of Hagerselam athletics center indicate level of ages exposed from higher to lower order 19, 17, 16, 18, 20, 21 and 22. In addition to the age analyses indicate the majorities of participants drop out from athletics center between ages 16– ages 19. These ages were very important age level to achieving specialization of athletics sport and enhance pick performance levels in deferent athletics events.

As seen in the above table 6 in descriptive statics the mean and standard devotion of age of the drop out trainees were 17.9750 and 1.53421 that means the trainees left from the athletics center 17.975 average ages.

Table 7: Educational Status of the Dropout Athletes

Item 4	Grade level	frequency	percent
educational statuses of the drop out athletes	5-8	12	15.1
	9-10	44	55.0
	11-12	24	30.0
	total	80	100

In addition to educational backgrounds of the participants' in the item 4 indicated, table 7 also identified that the total number of athletes respondents 11(13.8%) of athletes were grade 5th-8th, 3(41.3%) of participants were grade 9th -10th and remaining 36(45%) of athletes were grade 11th-12th.

Table 8: The Athletics Specialization

Item 5	Athletics sport	Frequency	Percent
In which areas of athletics specialization you participate?	running	48	59.3
	throwing	13	16.0
	jumping	19	23.5
	total	80	100.0

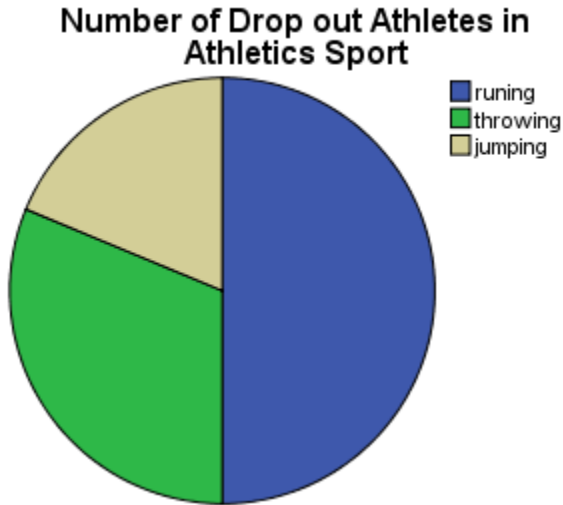


Figure 2: Drop out Athletes from Athletics Specialization

As can be seen the table 8 and figure 2 in item 5 of indicated the rates of drop out athletes in different types of athletics event there were 48(59.3%) are running, 13(16.0%) throwing and 19(23.5%) jumping. As the results of the table 9 indicates the majority or all most half of the participants drop out from running events.

Table 9: Athletes stay from the athletics center

Item 6	Year	Frequency	Percent	Mean	St.dv
Athletes stay from the athletics center	1	40	50	1.7	0.785
	2	24	30		
	3	16	20		

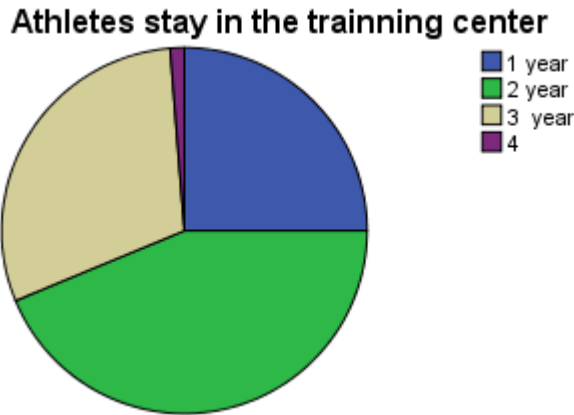


Figure 3: Athletes stay in Athletics center

As can be seen in the above table 9 and figure 3 item 6 indicates how many years stay in the athletics center followed by the 40(50%) of the athletes left from the center in one year, 24(30%) of the trainees left from the center in the 2nd year of the training program and 16(20%) of the trainees left from the athletics center in the 3rd training year. with the intention of table 9 understand the majority of the participants stay from the center from 1-2 years in table 9 indicated the mean and the standard deviation of the athletes stay in the training center 1.7 and 0.78595. for the reason of this the average of subjects' stay in the training center were 1.7 years or below the two years of the training program.

Table 10: The coming zone/special *wordas* /of the drop out Athletes

Zones/wer das	Frequency	Percent	Valid Percent
Dawassa	7	8.8	8.8
Sidama	16	20.0	20.0
Welayta	7	8.8	8.8
Haddiya	8	10.0	10.0
Kembata	6	7.5	7.5
Gedio	2	2.5	2.5
Dawero	4	5.0	5.0
Silte	6	7.5	7.5
Gurage	5	6.3	6.3
Gamo gofa	2	2.5	2.5
Kefa	2	2.5	2.5
Dawro	3	3.8	3.8
Dehub omo	4	5.0	5.0
Dalaba	4	5.0	5.0
Segen	1	1.3	1.3
Yeme	3	3.8	3.8
Total	80	100.0	100.0

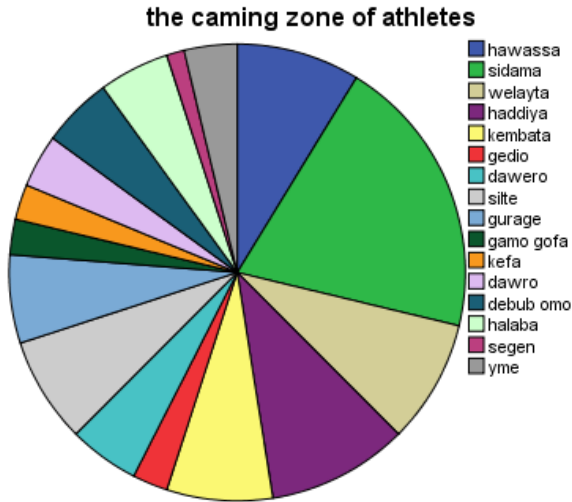


Figure 4 :The Coming zone of Drop out Athletes

As seen in the above Table 10 and figure 4 item 7 indicates the coming zone/special ward / of the participants'. In this item indicated the athletics center was collected the trainees from all zones and special wards of the southern region. The data were collected from the documented of the athletics center. Followed by analyses of the documented data the place where of the participants' indicated that the level of the dropoutrate; Sidama16 (20%), Haddiya 8(10%), Hawasa 7(8.8%), Welita7 (8.8%), Kembata 6(7.5%), Silte 6(7.5%), Gurage 5(6.3%), Halaba 4(5.0%), Dawero 4(5.0%), Yeme 4(5.0%), Derashe 3(3.8%), Debubeomo 3(3.8%), Gedio 2(2.5%), Ganogofa 2(2.5%), Kefa 2(2.5%), and segenhizboch1(1.3%). Accordingly, Sidamas', Haddiyas', Hawasas', Welitas' . Kembatas', and Siltes', athletes were majorly affected by drop out syndrome.

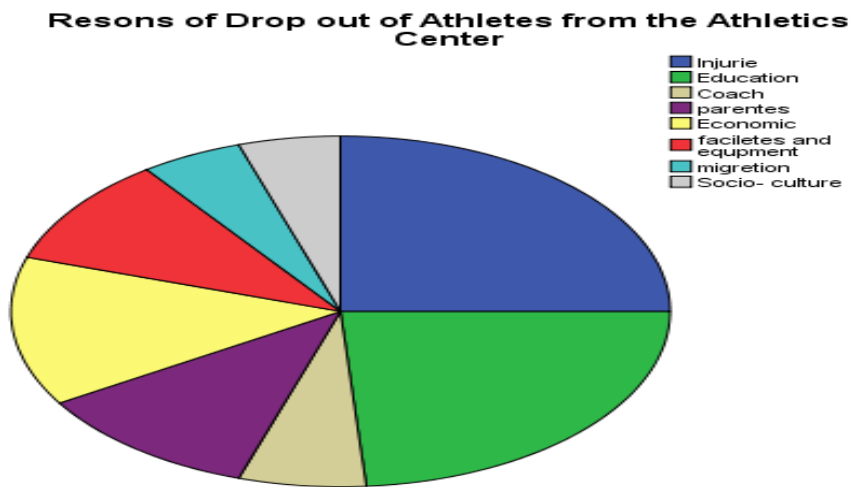
4.4. Analysis of the responds of the Drop out Athletes for Reason of Drop out

Table 11: Analysis of the Responds of the Drop out Athletes for Reason of Drop out

No	Item	Number of athletes	mean	St. dv
1	Do you agree sport- related injuries contributed to drop out of athletes?	80	3.96	1.634
2	Do you agree education contributed to drop out of Athletes?	80	3.01	1.642
3	Do you agree economical problem contributed to drop out of athletes?	80	3.61	1.804
4	Do you agree emigrational process contributed to drop out of athletes?	80	3.61	1.774
5	Do you agree coach contributed to drop out of athletes?	80	1.84	1.206
6	Do you agree parents contributed to drop out of athletes?	80	2.44	1.474
7	Do you agree lack of interest contributed to drop out of athletes?	80	1.65	1.485
8	Do you agree socio - cultural contributed to drop out of athletes?	80	3.20	1.76

N= number athletes, Liker scale: 5 Scale: 1=very disagree, 2=disagree, 3=moderate, 4= agree 5=very agree

Figure 5: Responds of Athletes Reasons for Drop out Athletes from Athletics



Center

As can be seen from above table 11 and figure 5 the trainees’ of the former trainees’ of the athletics center responded for item 1 Do you agree sport- related injuries contributed drop out of athletes? Followed by the responds of the participants’ measured by the one- sample t-test result was calculated. The obtained mean=3.96 and standard devotion 1.634.

As can be seen from above table 11 and figure 5 the drop out athletes ’ of the former trainees’ of the athletics center responded for item2 do you agree education contributed to drop out of athletes? Followed by the responds of the participants’ measured by the one- sample t-test result was calculated. The obtained mean=3.01and standard devotion 1.642. For that reason because the mean values of the respond is nearest to the highest values of the mean. In this result many respondents’ highly agree educational possess were doing significantly contributed to drop out of athletics sport.

As can be seen from above table 11 and figure 5 the participants' of the former trainees' of the athletics center responded for item3 do you agree economical problem contributed to drop out of athletes? Followed by the responds of the participants' calculated the obtained mean=3.61and standard deviation 1.804. This result many respondents' highly agree economical problem was significantly contributed to drop out of athletics sport.

As can be seen from above table 11 and figure 5 the participants' of the former trainees' of the athletics center responded for item4 do you agree emigrational process contributed to drop out of athletes? In this result many respondents' highly agree migration was significantly contributed to drop out of athletics sport.

As can be seen from above table 11 and figure 5 the participants' of the former trainees' of the athletics center responded for item5 do you agree coach contributed to drop out of athletes? Followed by the responds of the participants' measured by the spss version 20 results was calculated. The obtained, mean=1.84 and standard deviation 1.206. In this result many respondents' agree coaches were significantly contributed to drop out of athletics sport.

As can be seen from above table 11 and figure 5 the participants' of the former trainees' of the athletics center responded for item 6 do you agree parents contributed to drop out of athletes? Followed by the responds of the participants' measured by the spss version 20 was calculated. The obtained mean= 2.44 and standard deviation 1.474. In this result many respondents' agree parents were significantly contributed to drop out of athletics sport.

As can be seen from above table 11 and figure 5 the participants' of the former trainees' of the athletics center responded for item 7 do you agree

interest conflict contributed to drop out of athletes? Followed by the responds of the participants' measured by the spss version 20 results was calculated. The obtained mean= 1.65and standard devotion 1.485. In this result many respondents' agree lack interest were significantly contributed to drop out of athletics sport.

As can be seen from above table 11 and figure 5 the participants' of the former trainees' of the athletics center responded for item 8 do you agree socio - cultural contributed to drop out of athletes? Followed by the responds of the participants' measured by the spss version 20 results was calculated. The obtained mean= 3.20and standard devotion 1.76. In this result many respondents' highly agree socio - cultural factor were significantly contributed to drop out of athletics sport.

4.5. Analysis of general characters of coaches

Table12: Number of Coaches in the Athletics Center

Item 1	sex	Frequency	Percent
The numbers of coaches in the athletics center	Female	1	25.0
	Male	3	75.0
	total	4	100.

As regard to table. 12 number of coaches, out of 4(100%) of Coaches 3 (75%) are male and 1(25%) is female .This indicates that, there is less participation of female coaches in the athletics center. 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* Hagerselam athletics

center . This is because for its full-fledged development of athletics sport should constitute both male and females.

Table 13: Marital status of the coaches

Item 2	Status of mirage	Frequency	Percent
Marital status of the coaches	single	2	50.00
	married	2	50.0
	total	4	100.0
	Status of mirage	Frequency	Percent

As seen in the above table 13 2(50%) respondents/cloches /of the training center were single and the remaining 2(50%) of respondents/coaches were married

Table 14: age of the coaches

The ages of the coaches	26-30	Frequency	present
		1	25.0
	above 30	3	75.0

As seen in the above table 14 1(25.0%) respondents/cloches /age of the training center was between 26-30 and the remaining 3(75.0%) of respondents/coaches /age of were above 30.

Table 15: Educational Statues of the Coaches

Item 4 educational status of the coaches	Frequency	Percent
All are degree holder	4	100.0
Other level	0	0
total	4	100

As illustrated table 15 educational status of the coaches all are the degree holder.

Table 16: Educational Background of the Coaches

Item 5 Educational background of the coaches	frequency	percent
Physical education	3	75
Another profession	1	25
Total	4	100.0

As can be seen above the table 16 the educational backgrounds of the 3 (75%) of respondents (coaches) were physical education and sport and the remaining 1(25%) Respondent (coaches) were from other profession. Followed by regarding of the table 16 the educational statuses of all coaches were the degree holder.

Table 17: IAAF Coaching Level of the Coaches

Item 6	Number	Frequency	Present
IAAF Coaching Level of the Coaches	Level 2	2	50%
	Level 3	2	50%
		4	100%

In the above table 17 out of 4(100%) of coach respondents, 2(50%) coaches were IAAF 2nd level coaching certificate and remaining 2(50%) were IAAF 3rd level coach.

Table 18: The Coaching Experience the Coaches on the Athletics Center

Item 7	year	frequency	percent
The coaching experience of the coaches in athletics center	1-3	2	50.0
	7-9	2	50.0
	total	4	100.0

As can be seen above table 18 concerning experience of the respondents, 2(50%) of coach were year of experience range from 1-3 and 2(50%) of coach 7-9 years range experience. When it comes to types of athletics sport in coaching a coach respondents, 2(50%) of the coach were running, 1(25%) of respondents coaches throwing and remaining 1(25%) of coach were jumping events coaches.

Table 19: Your Coaching Area at the Center

Item 8	event	Frequency	Percent
your coaching area in the athletics center	running	2	50.0
	throwing	1	25.0
	jumping	1	25.0
	Total	4	100.0

As can be seen above table19.Concerning answer of the respondents, 2(50%) of coach were the running events train and the 1(25%) of coach was train the thrower and the reaming one 1(25%) coach was train the jumper athletes.

4.6. Analysis of Coaches Responds on the Reasons for Drop out of Athletics Sport

Foundation on existing physically, economic, social and other conditions, this research application tried to identify most important reasons for athletics sport dropout from organized sport participation in south region

in the case of *Hgerselam* athletics training center According to the questioners distributed for coaches of the athletics center and collected through questionnaires reasons identified for athletics sport dropout were the data of Mean and standard deviations calculated through the help of Statistical Package for Social Sciences (SPSS version 20.00) were used to analyze the quantitative data obtained from research questions.

Table 20: Analysis of coaches responds on the Reasons for Drop out of Athletics Sport

No	Item	N	Mean	Std. div
1	Do you agree sport-related injuries for the reason of drop out in your training center?	4	4.50	.577
2	Do you agree education is contributed to drop out of in your athletic center?	4	3.01	1.633
3	Do you agree economical problem is contributed to drop out of in your athletic center?	4	3.50	1.752
4	Do you agree an emigrational posse is contributed to drop out of in your athletic center?	4	3.75	.957
5	Do you agree coach is contributed to drop out of in your athletic center?	4	1.25	.50
6	Do you agree parents are contributed to drop out of in your athletic center?	4	3.50	1.291
7	Do you agree interest conflicts are contributed to drop out of in your athletic center?	4	2.75	1.258
8	Do you agree socio- cultural factors are the reason of drop out in your training center factor?	4	3.25	1.69

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

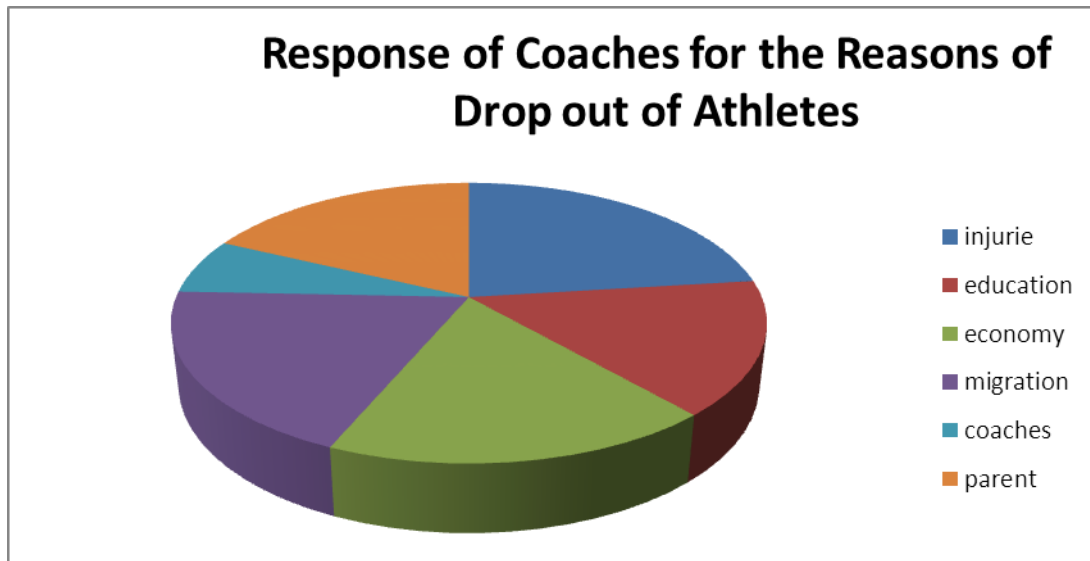


Figure 6: As can be seen from above table 20, the coaches' of the athletics center

As can be seen from above table 20 and figure 6 responded to item 1 do you agree sport-related injuries for the reason of drop out in your training center factor? Followed by the response of the coaches calculated by the spss version 20 result was considered. The obtained Mean = 4.50 and standard deviation = .577. In case of this result sport – related injuries were highly significantly contributed for drop out of athletics sport.

As can be seen from above table 20 and figure 6 the coaches' of the athletics center responded to item 2 do you agree educational process is the reason of drop out in your training center factor? Followed by the response of the coaches calculated by the spss version 20 result was considered. The obtained Mean= 3.00 and standard deviation = 1.633. The in case of this result educational factor was significantly contributed for drop out of athletics sport but it is not greater than sport related injuries.

As can be seen from above table 20 and figure 6 the coaches' of the athletics center responded to item 3 do you agree economical factors are

the reason of drop out in your training center factor? Followed by the response of the coaches calculated by the spss version 20 result was considered. The obtained Mean 3.50 and standard deviation =1.732. In case of this result economical factors were grater affected than educational factors nevertheless it is not greater affected than sport related injuries for drop out of athletes.

As can be seen from above table 20 and figure 6, the coaches' of the athletics center responded to item 4 do you agree migration process factors are the reason of drop out in your training center factor? Followed by the response of the coaches calculated by the spss version 20 result was considered. The Mean 3.75 and standard deviation =0.957. In case of this result emigrational process factors were grater affected than educational and economical factors nevertheless it is not greater affected than sport related injuries for drop out of athletics sport.

As can be seen from above table 20 and figure 6, the coaches' of the athletics center responded to item 5 do you agree coaches factors are the reason of drop out in your training center factor? Followed by the response of the coaches calculated by the spss version 20 result was considered. The obtained Mean 1.25 and standard deviation =0.50. In case of this result the coaches do not agree the coaches' factors for drop out of the athletics in case of Hagerselam athletics center.

As can be seen from above table 20 and figure 6, the coaches' of the athletics center responded to item 6 do you agree parental factors are the reason of drop out in your training center factor? Followed by the response of the coaches calculated by the spss version 20 result was considered. The obtained Mean 3.50 and standard deviation =1.291. In case of this result the coaches of the athletics center agree parents are one factors of drop out in case of Hagerselam athletics center. Parental factors were equally contributed as economical factors for drop out of

athletes from the athletics center. As well as parental factors are grater affected than educational and coaches factors nevertheless it is not greater affected than sport related injuries and emigrational process for drop out of athletics sport?

As can be seen from above table 20 and figure 6 the coaches' of the athletics center responded to item 7 do you agree factors of interest conflict are the reason of drop out in your training center factor? Followed by the response of the coaches calculated by the spss version 20 result was considered. The obtained Mean =2.75 and standard devotion =0.957. In case of this result the coaches of the athletics center agree interest of trainees are one factors of drop out in case of Hagerselam athletics center but Interest conflicted factors were lower contributed for drop out of athletes from the athletics center.

As well as interest conflicted factors are fewer affected than educational, economical, emigrational, parental and sport related injures factors and interest conflicted factors more affected than coaches factors. As can be seen from above table20, the coaches' of the athletics center responded to item 8 do you agree socio- cultural factors are the reason of drop out in your training center factor? Followed by the response of the coaches calculated by the spss version 20 result was considered. The Mean =3.75 and standard devotion =1.258. In case of this result the coaches of the athletics center agree socio – cultural of the trainees are one factors of drop out of the trainees in case of Hagerselam athletics center. Socio – cultural factors were significantly contributed for drop out of athletes from the athletics center.

4.7. Analysis of coaches' responds for open-ended question

Answer to item 9 the open ended question. Write the other drop out of reasons in your observation in the athletics center. The four coaches of the athletics center answer the two coaches the same like the chronological age of the trainees during inter the training center the it is not tested in the scientific way , anther the lack of motivational activates one of the reason of drop out and the ways of talent selection are the training center is not good because talented trainees selection is the results of project coaches, pervious students physical education teachers ,parent aground, the medical aground of the youth ,etc. these all are the responsible bodies for talented trainees selection time then in this case the ways of the talented trainees selection is one cause of drop out in the Hagerselam athletics center.

The another two coaches clamed climates of the place where the Hagerselam athletics center is in high altitude area know in this case it is difficult to practices the intensive training program in this altitude. The coaches' clamed many times after the intensive training program many trainees affected by injures. They write specially the short distance trainees left from the training by injuries case that means the climatic situation is not good for all athletics program. The coaches put on the answer sheet indirectly the absence of physiotherapist in the athletics center is one contributed reason for drop out because they indicated the injured trainees treated in the Hagerselam health center so the health center are not properly treated the injured athletes. Finally the athletes left from the athletics center.

4.8. Analysis of drop out athletes ‘responds for open ended question

Based on the provided question, the majority of former trainees mentions as a justification for drop out; the climate of the athletics center, educational grade level is not mach to the training program, coaches of the other clubs pressure trainees to join particularly sidama coffee, Hawassa and south police athletics. Besides, they did not fixed and not consider the chronological age of the trainees during the selections, the lack of motivational activates, and using of improper ways of talent selection, the lack of physiotherapist, etc. these all are contributed for the drop out of athletes in the Hagerselam athletics center.

For the item 10, 48 trainees argued the sport- related injuries are the most exposed of the drop out from athletics event. In amassing of the 21 short distance trainees argued by stress fractures, hamstrings, quadriceps, 14 long distance runner argued by stress fractures and 13 field event trainees argued by Tendonitis, torn knee ligaments, hand injuries, knee pain and Neck Injuries, however from section two questioners in item1 the trainees asked do you agree sport –related injures the reason of you drop out from athletics event? The result of the item 1 calculated by spss version 20 given 3.96 mean it is recorded the highest point the correlations of the other result. Then the same question asked for coaches responded 4.50 mean relatively the higher result from other items.

For the item 11 the trainee’s responds the 20 respondents answered indicated for supported family by economical like as farming and anther jobs participated.7 respondents respond the lack of the pocket many from the athletics center. In the section two item 3 ask the trainees do you agree the economical problem the reason of you drop out the result

of the respondents calculated by spss version 20 mean and the coaches ask the same responds of calculated by spss version 20 the result indicated 3.50 mean then the economical problems are the one challengeable reason for the completion of the three year training program in the Hagerselam athletics center.

For the item 12 the trainee's responds the 18 respondents answered indicated for more interested for education then the places of the training center had the lack of educational access.4 trainees move to the higher education do not the accomplished of the training program. In the section two item's 2, ask the trainees do you agree the educational factors of the reason of you drop out. The results of the trainee's and coaches' respond calculated by spss version 20 3.01 and 3.01 mean then the educational factors were anther challengeable reason for the completion of the three year training program in the Hagerselam athletics center.

For the item 13 the trainee's responds the 20 respondents answered indicated for emigrational process to transfer to well developing country for economical served. 1 trainees move for the process of academic scholar. In the section two item's 2, ask the trainees do you agree the emigrational process of the reason of you drop out. The results of the trainee's and coaches' respond calculated by spss version 20 3.61 and 3.75 mean then the emigrational process were anther challengeable reason for the completion of the three year training program in the Hagerselam athletics center.

For the item 14 the trainee's responds the 10 respondents indicated for married, 5 trainees the lake of their socio - cultured for athletics sport. In the section two item 8 ask the trainees do you agree the socio-cultured problem the reason of you drop out the result of the respondents calculated spss version 20 3.01 mean and the coaches ask the same

question responds of calculated by spss version 20 the result indicated 1.88 mean then the socio - cultured problems are the relatively affected for completion of the three year training program in the Hagerselam athletics center.

For the item 15 the trainee's responds the 4 jumper trainee's respondents for complain the coaches' have lack of skills and, 3 trainees responded influence the lack of communication between their and their coaches. In the section two in item 5 ask the trainees do you agree the coaches are the reason of you drop out the result of the trainees and coaches respondents calculated by spss version 20 1.84 and 1.25 mean then the coaches' problems are the relatively slight affected for completion of the three year training program in the Hagerselam athletics center.

For the item 16 the trainee's responds the 7 trainee's respondents for the pressure of parent's interest only for education and 6 trainees argued the lack of awareness' for the athletics sport in the family member. In the section two in item 6 ask the trainees do you agree the parents are the reason of you drop out the result of the trainees and coaches respondents calculated by spss version 20 2.44and 3.50 mean then the parents' influenced were the relatively affected for completion of the three year training program in the Hagerselam athletics center.

For the item 17 the trainee's responds the 5 trainee's respondents interested for another sport activates and 8 trainee's responds indicated is not perform education and sport training with at the same time then education is greater than athletics sport in their perspective. In the section two in item 7 ask the trainees do you agree the interest conflict were the reason of you drop out. the result of the trainees and coaches respondents calculated by spss version 20 1.65 and 2.75 mean then the

interest conflict influenced were the relatively affected for completion of the three year training program in the Hagerslam athletics center.

4.9. Analysis of the manager responds to the interviews items

Responses of the manger for the interview do not recorded only recorded by write, the first item was how would you examine the character of trainees and coaches relationship? Manger of the athletics center reflection for the relationships of trainees and coaches in the Hagerslam athletics center have been a good relationship like as a family, friend, as a problem solver and give respect for each other. Not only respect each other but all are the community also respected for every body of the athletics center. The manager responds the principles of athletics center first discipline second result. The researcher's observations the athletic center appreciate the relationship of trainees and coaches as well as other pupils of the athletics center. Indirectly responds of the trainees and coaches for the item 5 did you agree the coaches of the athletics center for the reason of drop out? The respond of this question indicated the majority of the respondent's not agree the coaches of the athletics center for the reason of drop out of trainees in the Hagerslam athletics center.

The second item of the interviews for the manager asks how you would describe the feeling of the trainees in the athletics training program. The manager reflected for this interviews in different time assessed indirectly the feeling of the trainees in the Hgerslam athletics center was specially differ depend on the type of events, sex and the level of experience. On the event specialization particularly the field event and the short distance trainees feel the only long distance athletes assumed as athletes and not only the trainees but also the coaches' argued this point. in addition to

after the three organized program the trainees transfer clubs and compete in the national and international level competitions and the trainees feel the chances of field trainees and sprinters after the three year regular training program left from athletics event for in this case start the interest conflict on the trainees motivation and the trainees motivation decreased day to day and finally he or she left from the training center. The manager reflection this perspective is the big challenges of the Ethiopian athletics field event and sprinter results improvement. Motivation is very important for promising elite athletes, the lack of role model, lack of known previous elite athletes in the international level from the country, lack of good reinforcement for promising field and sprinter elite athletes, most of the time the short distance and field event coaches are not motivated to train in this area this is the one challenge, another challenge the stockholders of the athletics sport are not accepted as athletics sport in this area, majority of stockholders of the Ethiopian athletics federation have not equally treated all events of the athletic, then this idea is influenced the promising elite athletes in the athletics center. The researcher observed the history of the Ethiopian athletics sport all of the heroes of the Ethiopian young athletes are long distance runners for example Abebe Bikila, Hailege Geselesse, Kenenisa Bekele, Derartu Tulu, Turunsh Dibaba all heroes of disciplines are long distance. Then interest conflict is one of the reasons of drop out in the Hagerslam athletics center.

The third interview's question was how you would communicate trainees and coaches of the athletics center. The manager's reflection good communication is important for searching of need assessment, formulating of good program, formulating of objectives, for giving good learning and training, assessing the training program and finally judging

the achievement of the athletics center activity for the sort of weakness and strength of the athletics center and give the chance of revised the plane of athletics center.

The fourth interview question ask for the manger of the athletics center was how would you mange the school and training timetable of the trainees. The mangers' reflection was before setting the program of the training take the school schedule from the school. And the school management bodies' and the mangers of the athletics center deal with the time table of the school program and training session additionally disused coaches and manger of the center and adjust the training sessions and school program. Another reflection of the manger the trainees' practical session is three day per week without interfiling the school time. However indicated responds of the trainees and the coaches for the item 3 educational factor is one of the reason of drop out of athletes in Hagerselam athletics center.

The mangers' reflections for the fifth interviews how would you communicate parents of the trainees? The manger reflects was for communication between athletics center and parents of the trainees are not directly communicated. Communication of parents of the trainees and the athletic center are very important for achieving the goal of athletics center. Because the athletics center is select the trainees from different zones and weredas of the south region then the parents of the trainees are not found near to the athletics center then the athletics center community like as parents but combination is important for encouraging of athletes, partners know the result of chilled, for achieving the goal of trainees, parents support the trainees financially , for reinforcement, parents know the goal of athletic center and the values of athletics center, reduce the negative perspectives of society for athletics sport, etc. finally is not understand the manger response the trainees

and parents communication but coaches and trainees argued in the item 6 the parents are a one factors of the reason of drop out in the Hagerselam athletics center.

The manger suggestions for the six interviews question were how would you manage the injured trainees of the athletics center? The athletics center have no the health center and no health profusions like as physiotherapist. For in this case the athletics center trainee's treated in the Hagerselam hospital. The trainees do not satisfy the serves of the hospital. In this case the athletes train for the long times consequently the injured part of the body from simple to chronic injures as a result discontinue the training and finally left from the training center.

The mangers' reflection for the seven interviewed question was did you have the pocket many for the trainees, the manger answerers was yes however all trainees of the athletics center have the pocket money pay per months according to the seniority and the result of the athletes because the training center argued the pocket money of the of the trainees consider as motivator, but the pocket money is not enough for the trainees, in another direction the family economical statues influence the result of trainees interest, because the trainees to begin with initiated for athletics sport then gradually influence or change the interest of the trainees to the economical interest finally left from the athletics event, even same athletes move to the developed countries for survive his/her and family life the manger tale the economical problem and injures the big challenges for the drop out of athletes from athletics event. By default the responses of the trainees and coaches for the economical factors was the reason of the drop out in the Hagerselam athletics center.

The manager reflections for the eight interviews' question why in your perspective area the trainees should drop out from athletics center? The manager side first the big challenges of the drop out do not match the

trainees grade levels during the starting time of the athletics training because same trainees join in the training center nearly during the completing of high school or preparatory, and thus, the trainees transfer to college or university. Second, economical problem of the family, socio-cultural problem, specially same areas the region like South Omo zone trainees more exposed by cultures' marred situation and lack of awareness of the parents for the athletics sport in that area, emigrational process specially Hadiya, Silte, and Kembata zone trainees more affected, injures are the another problems for athletes continually perform the training program specially the first year trainees more suffer by injuries, the climatic condition of the training center is one challenge for intensive training program and the absence of physiotherapist and other medical professionals. The responds manager and the majority of former trainees and coaches in the questioner by default agree the drop out reasons of trainees in the Hagerselam athletics center.

4.10. Discussion

Dropout rate

When looking at (table 1) the dropout rate during the period of the study, researcher can see that there notable statically significant difference between males and females when compared to each other. The dropout rate increased over time and from year to year, and it was higher among females. In the 2005, dropout rate of 13(10.83%), was reported for females and 9(7.5%) was reported for males in the same way in the 2006 report, dropout rate of 12(10%), was reported for females and 10(8.3%) was reported for males but in the 2007 report indicated slightly decreased , dropout rate of 10(8.3%) was reported for females and 9(7.5%) was reported for males but in the 2008 report indicated increased , dropout rate of 12(10%), was reported for females and of 12(10%), was reported for males and in the 2009 report, dropout rate of

17(14.66%), was reported for females and of 16(13.33%), was reported for males. This indicates that male athletes are more able to continue their athletics career than female athletes (lippe.1976). The result shows that the highest dropout rate occurred when the athletes were average 18 years old. Being relatively older within the competitive athletics age group advantages may be attainable compared with relative younger athletes. (Cobley et al., 2009) a one year age difference particularly during puberty, can promote physical characteristics and performance differences. The researcher recommends young athletes are different physically, psychologically, physiologically and socially. With such young, still developing athletes, it doesn't make much sense to recognize and reward athletes based solely on head to head competition. Instead, we should be assessing and evaluating each athlete's performance relative to him or herself. Furthermore, we need to structure rewards and recognition based on improvement as opposed to outcome because the average age of drop out athletes of the research was 18 years old the age of this important for athletics sport for achieving pick level. But the athletics center is not properly threatened this age of athletes for in this case there is no young promising athletes in this your and there will be no elite seiner athletes in the next year.

For item 4 in (table 5) illustrated the educational backgrounds of the athletes' identified that the total number of athletes respondents 11(13.8%) of athletes were grade 5th-8th, 3(41.3%) of participants were grade 9th -10th and remaining 36(45%) of athletes were grade 11th-12th. The majority of drop out athletes the result indicated from preparatory and high school students. According to (Nicholls, 1989) when trying to grasp these processes, indicate that children and adolescents who withdraw from youth sports are more ego-oriented and perceive themselves to have lower physical competence than those individuals who remain involved in

sports and concedes during selection of athletes educational grade level of the athletes is important otherwise the athletes accomplishment of high school and preparatory school and training time of the year. The outsiders recommend during the selection of the trainees from different zones and weredas the concerned bodies' parallel to concede the athletes educational status and the training year age.

According to (table 9) item 6 indicates how many years stay in the athletics center followed by the 40(50%) of the athletes left from the center in one year, 24(30%) of the trainees left from the center in the 2nd year of the training program and 16(20%) of the trainees left from the athletics center in the 3rd training year. with the intention of table 4.8 understand the majority of the participants stay from the center from 1-2 years in table 9 indicated the mean and the standard deviation of the athletes stay in the training center 1.7 and 0.78595. for the reason of this the average of subjects' stay in the training center were 1.7 years or below the two years of the training program. According to Patriksson, (1988) & Seippel, (2005) in each year thousands of children and youths become involved in athletics program however, in each year numbers of athlete dropout from the athletics training program. According to (Lueseged P 2017), the recent research resulted indicated the amount of time the subject lived in the training center was confirmed in years. The average interval of subject in the training center was 1.122 years (1.065 years for male and 1.212 years for female). The Hagerslam athletics center recruited the trainees from different zones and weredas of the south region with no formal agreement. This aspect of the athletics center affected the clubs while the trainees left without noticing. Therefore, athletics center should have to prepare and take an agreement between athletic center and the parents. . According to McCarthy, Jones the consequences of drop out athletes from athletics events occur several

crises such as the wastage of resources, money, human resources, and time. As well as arise the shortage of the promising young elite athletes in the national and international athletics computation, and Clark-Carter (2008) have found that perceived competence strongly predicts enjoyment in sports.

The Response rate

The response rate of the study was relatively high (table 5), 80 of the 120 drop out athletes answered the questionnaires and accepted the offer to tack part in this study. The response person 44(55%) and 36(45%) for males and females, respectively. the participants in the study were between 16-22 years old. This considered being an optimal period for training and performance and very critical age for athlete's future involvement in athletics event.(Enoksen 2002 & Bussmann,1995).according to the findings in cobley et al, (2009) review article ,the rate of age effect are most likely to occur in highly popular sport like athletics. The rates of age are primarily associated with physical maturation and the selection of athletes within the talent developmental strategies of the sport (Barnsley & Thompson, 1988). The socio- cultural influences challenging to enhance performance by adopting earlier computations and talent identification have also been associated with the first appearance of the rate of ages in athletics sport (Daniel & Janssen, 1987). However, the rate of ages risk did not increase linearly with skill level and age group (Cobley et al., 2009) and the young athletes more likely to develop low competence perception up on being faced with consistent sport selection disadvantages and negative sports experiences, and may thus terminate their involvement.

Sport –related injuries

In (table 11), item 1, do you agree sport-related injuries for the reason of drop out in your training center? The majority of athletes argue indicated in this result injury was major reason for drop out of the athletes. The open ended item 10 ask for athletes and coaches and managers argues the cases of injuries were happen by not early treatments are not in athletics center because there is no physiotherapist and healthy center in athletics centre. The coaches' result in (table 20) indicated an injury is the first reason for drop out of athletes in the Hagerselam athletics center. (*MengistuSahle, 2012*).These injures may occur in teens for a variety of reasons, including improper training, be shortage of appropriate for safety equipment, and rapid growth during puberty , Generally, in the reported literature, sport injury has been noted as a critical factor for sport dropout (Slater, A. & Tiggemann, M. (2010) &Butcher, Linder & Johns, 2002).

It may possibly be argued that where sport injury has been ignored in previous studies related to dropout; this may be due to the lack of a personal report opportunity and/or questionnaires not interested genuinely into this topic (Siesmaa, Blitvich& Finch, 2011). *Vorobjev (1994)* has implied that lack of warm-up, boring exercises, inappropriate shoes, lack of attention to an individual's metabolism and hormone malfunction are among the most frequently reported cause of injuries. The runner and jumper thrower most time exposed by torn knee ligaments, hand injuries (usually wrist and finger sprains, rotator cuff tears, knee pain (including patella femoral pain or chondromalacia), Neck Injuries quadriceps (front of the thigh) and hip flexors (area in the front of the thigh where the leg bends at the hip, returning an injured athlete to training and computations. LA84 foundation, (2012) and recommendation according to LA84 foundation, (2012) treatment for

plantar fasciitis is I-C-E, rest, stretching the lower leg and small muscles of the foot, and placing a plastic heel cup or ¼-inch felt heel pad inside the running shoe. Treatment for upper leg strains is I-C-E, a compression wrap to reduce swelling, and referral to an M.D. if pain persists. Gentle stretching (not forced) can begin 24 hours after a mild strain's attaches muscle to bone. A tendon is covered by a sheath that surrounds it completely.LA84 foundation, (2012).the researcher recommend for preventing injuries. For effective work, the *Hagerselam* Athletics center should have to physiotherapist and health center.

Economical

In (table 11), item 3, do you agree economical factors are for the reason of drop out in your training center? The majority of athletes argue indicated in this result economy was the second major reason for drop out of the athletes in the finding of this study. The open ended question For the item 11 the trainee's responds the 20 respondents answered indicated for supported family by economical like as farming and anther jobs participated.7 respondents respond the lack of the pocket many from the athletics center. The mangers' reflection for the seven interviewed question was did you have the pocket many for the trainees? the manger answerers was yes however all trainees of the athletics center have the pocket money pay per months according to the seniority and the result of the athletes because the training center argued the pocket money of the of the trainees consider as motivator, but the pocket money is not enough for the trainees, in another direction the family economical statues influence the result of trainees interest,

Finance is the most important for achieving any mission and the lack of fences is the most case of the athletics center challenges for effectively develop young elite athletes. For in this case many athletes left from the training center. According to the Luleseged P. (2017).then according to

these ideas the athletics center is not conceder as related to drop out of athletes issues. But for the next time the concerned bodies of the athletics center are properly think monthly pocket many of the athletes.

Educational

The result of this study indicates (table 11& 20) that problems and symptoms of stress, caused by the requirements of education on the one hand and pursuit of the athletics career, on the other hand, can caused large inner conflict sand problems for the athletes. School demands were mentioned as the 3rd major reason for dropping out athletics event the total dropout rate due to school priority during the study years were 3.61 and 3.01 mean average , most of the athletes went to obligatory high school and preparatory school work became a problem for many athletes. The reports difference between males and females indicated small predominant of females (Enokson, 1985), For the item 12 the trainee's responds the 18 respondents answered indicated for more interested for education then the places of the training center had the lack of educational access.4 trainees move to the higher education do not the accomplished of the training program. The fourth interview question ask for the manger of the athletics center was how would you mange the school and training timetable of the trainees. The mangers' reflection was before setting the program of the training take the school schedule from the school. And the school management bodies' and the mangers of the athletics center deal with the time table of the school program and training session additionally disused coaches and manger of the center and adjust the training sessions and school program. Another reflection of the manger the trainees' practical session is three day per week without interfiling the school time. The researcher recommended during the selection of the trainees the concerned body's parallel need to

facilitate a comprehensive learning. Place in addition to essential to prepare a favorable program for training adjacent with their schooling.

According to (Enokson, 2011) a suitable instructional planning and use of educational facilities could play a key role in optimizing athletes' sport plans and minimizing drop out athletes. The researcher argued the roles of parent, teachers and coaches are very important to facilitate and planed the educational program and training session because the decreasing of educational result of the trainees indirectly influenced the training results of the trainees so the Hagerselam athletics center give the training for the three day per week the managers response. But the athletes were not only the time for education but also they fund the access of quality education.

Migration

The results of this study indicates (table 11 & 20) that problems of migration was mentioned as the 4th major reason for dropping out athletics event the total dropout rate due to serving of life and scholarship during the study years were 3.61 and 3.75 mean of average of athletes argues these ideas.. The rate and reasons for Ethiopian athletes migration is poorly identified and need to be researched. According to the outer recommended the Hagerselam athletics center recruited the trainees from different zones and weredas of the south region with no formal agreement. This aspect of the athletics center affected the clubs while the trainees left without noticing. Therefore, athletics center should have to prepare and take an agreement between athletic center and the parents. According to *Leulseged Petrose,(2017)* study's in Ethiopia a vast number of athletes train in athletics center, clubs and under athlete managers, yet some athletes transfer to industrial countries and among them some participate in different athletics competition representing the hosting country. The pervious

researcher recommend for the migration all stakeholders working together to prevent athletes drop out.

Coaches

The findings from the document, the experience of the coaches in the athletics center is; two coaches had two years' experience and the two coaches had 7-9 years' experience. Even if there are experienced coaches, the rates of drop out in athletics events are frequent. Based on the athletes and coaches response indicated(table 11 &20) the contributions of coach for drop out 1.8 and 1.25 average means were less compare from the anther factors means not significantly contributed for drop out. According to (Baker, Cote, & Hawes, (2000) coach is considered as the most important element in the engagement of sport, as he/she provides training program to enhance physical competence and also solves the psychological problems of athletes such as the motivation of sport, self-esteem, anxiety, relationship between teammates in training and competition and the athletics center result shown of coach is a role model to his athletes like as coaching technique, coaching style, coach's attitude and coach's care were the essential elements for their dropout consideration. This results of the study agreed with previous studies that character of a coach and his coaching skills played an important role to his athletes (Blazar& Kraft,(2015), Côté& Gilbert, (2009). The researcher recommends coaches apply a significant influence on the young athlete. As it has been noted in the research on dropout from sport, the perception of a "negative coach" arose as a primary reason why youngsters leave sports. These individuals play a critical role in the youth sport experience. They, therefore, need to be educated to take part and create a positive experience for the young athlete. But the athletics center of concerned bodies does not directly understand the responsibility of the coaches' only practical work.

Parents

The results of this study indicates (table 11& 20) that parents was mentioned as the 5th major reason for dropping out athletics event the total dropout rate the finding this study was parents pressure more exposed for athletes drop out the study report indicated their feelings during the study years were 3. For the item 16 the trainee's responds the 7 trainee's respondents for the pressure of parent's interest only for education and 6 trainees argued the lack of awareness' for the athletics sport in the family member. The managers' reflections for the fifth interviews how would you communicate parents of the trainees? The manger reflects was for communication between athletics center and parents of the trainees are not directly communicated. According to (TesfayeFisseha2012) process of sharing items and trusting your athletes with the information can lead to them feeling closer to you and to them. Respect will grow from their respecting your privacy and your taking the risk of sharing with them.

according to (*Gould et al, 2008; Holt et al, 2004; Pummell et al, 2008*) Parents provided practical support in sports from a longitudinal perspective, parents played different critical roles and provided various support during the different stages of development. And (*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 even mothers were more involved in the aspect of providing emotional and tangible support for elite English tennis players than fathers. *According to Fraser-Thomas et al., 2008* suggested parent could affect the possible decision of dropout sport in their children. But the Hagerselam athletics center trainees was not

direct communicated parents for in this case athletes drop out from the center at any time the parents contribution are not significantly because the reasons of manger shown not communicated the athletes center. But the previous research indicated the important of parent role in athlete developing process.

Interest Conflict

The results of this study indicates (table 11& 20) that parents was mentioned as the 6th major reason for dropping out athletics event the total dropout rate the finding this study interest conflict is not significant factors for drop out of athletes. As can be seen from above table 11 the participants' of the former trainees' of the athletics center responded for item 7 do you agree interest conflict contributed to drop out of athletes? Followed by the responds of the participants' measured by the spss version 20 results was calculated. The obtained mean= 1.65and standard devotion 1.485. In this result many respondents' agree lack interest were contributed to drop out of athletics sport. The second item of the interviews for the manager asks how you would describe the feeling of the trainees in the athletics training program. The manager reflected for this interviews in different time assessed indirectly the feeling of the trainees in the Hgerselam athletics center was specially differ depend on the type of events, sex and the level of experience. On the event specialization particularly the field event and the short distance trainees feel the only long distance athletes assumed as athletes and not only the trainees but also the coaches' argued this point. According to (A. Salguero, et al, 2003).Young athlete's distinguished conflict of interest is one which a reasonable person would consider likely to compromise objectivity and a potential conflict of interest is a situation which could develop into an actual or perceived conflict of interest. In case of conflict of interest showed in different directions.

Financial or non-financial interests to the employee or to a relative or friend of the employee are other causes of conflict. but not limited to, enhancement of an individual's career, education or professional reputation; access to privileged information or facilities (Roderick Ogley, 1999), his/her partner; close personal friends; or any other person with whom the employee has a relationship which is likely to appear, to a reasonable person, to influence his/her objectivity (Kenneth Boulding,1963). In order to determine whether a conflict of interest exists, it should be determined whether the private, personal or commercial interest is likely to interfere, or appear to interfere, with the objective judgment the employee should show in performing his/her University duties (PoojaKataria, 2007). The previous year's an increasing interest in the dropout problem in sport can be seen in most western countries, especially in the rapidly growing children's and youth sports, in which attrition is extremely high. Factors related to the physical make-up and performance capacities are minor indicators for withdrawal. Psychological and social factors are presumably more important and children or adolescents dropout from sport due to numerous motives, including conflicts of interest, lack of playing time, lack of success or improvement, dislike of the coach, boredom and others. (A. Salguero, et al, 2003).

Socio –Cultural

The results of this study indicates (table 11& 20) that parents was mentioned as the 6th major reason for dropping out athletics event the total dropout rate the finding this study interest conflict is not significant factors for drop out of athletes, 5 trainees the lake of their socio - cultured for athletics sport. In the section two item 8 ask the trainees do you agree the socio-cultured problem the reason of you drop out the result of the respondents calculated spss version 20 3.01mean and the

coaches ask the same question responds of calculated by spss version 20 the result indicated 1.88 mean then the socio - cultured problems are the relatively affected for completion of the three year training program in the *Hagerselam* athletics center. According to Scanlan and Lewthwaite (1986) believed that social evaluation and recognition were two criteria for sport enjoyment. This research argue the social value is on cases for drop out of the athletics center however it is not argue the major reasons for drop out in case of the research center. Many social factors in the athletics environments can be of importance as to whether an athlete chooses to pursue a sport career or not .Being a part of stimulating training environment with good relationships to friends and competent coaches may have a positive impact on the choices that athletes might make (Brown 1985). The influence of social factors was reported to the 5th most mentioned drop out reason but was not a marked factor when compeered with the other factors in this study. The report difference between male and female were quite small (Enokson, 1985).

Other Reasons

Answer to item 9 the open indeed question. Write the other drop out of reasons in your observation in the athletics center. Chronological age of the trainees during inter the training center the it is not tested in the scientific way, the lack of motivational and the ways of talent selection are the training center is not good, the climate of the athletics center, educational grade level is not mach to the training program, coaches of the other clubs pressure trainees to join particularly sidama coffee, Hawassa and south police athletics. The lack of physiotherapist, etc. these all are contributed for the drop out of athletes in the Hagerselam athletics center. according to (Butcher, Linder & Johns, 2002; Patriksson, 1988; Seippel, 2005) believed “More time for school”, “More time for other sports” and “Did not like the coach” are dominant factors

for youth dropout. Klint& Weiss (1987) reported that dropout was the result of having other things to do, not liking pressure, lack of fun, taking too much time, not being as good as they wanted, and not liking coaches, not being able to be with friends, injuries, training being too hard and anxiety.

According to Enoksen, (2011), he examine the major reasons of drop out in the Norwegian young athletes and the result of the research showed injures and the lack of fun were the major affected reason of the drop out of the young athletes and Lulseged (2017) study in the Turunesh Dibaba sport academy, he examine the major reasons of drop out in the academy and the result of the research showed economical problem and the lack of access of education were the major affected reason of the drop out of the young promising elite athletes and recommended possible solution. Further perspective several factors may influence the significance of age rates in the development of experts performance in the young talented athletes.

The path to success in sport require intensive long –term in deliberate practice, often refer to the 10 year rule of attainments.(Baker ,2003) it is important to target maturation difference and the process by which athletes are selected(cobaly et . al ,2009). According to the research literature coaches and responsible leaders should recognized essentially for early selection, identification, intensive training and representation at junior and adolescent aged beyond stages of puberty and maturation (i.e. 15-16 years of age) (Baker ,2003 & Coet ,et.al 2007) the delaines selection might the reduce rate of ages and indirectly help to reduce risk of compromising the athlete’s during his development, furthermore, it is important to inform and raise awareness for rate of ages in national sport organization responsible for the infrastructure and coordination of youth sport. (Cobal et.al, 2009) proposed the total reconsideration of in a

change in age group cut off to reduce potential age inequality in given sport group. The outer recommended the various cut off data used across sport contest also this will not prevent rate of age within the given sport. In addition high quality of educational procedure and selection for critical of responsible coaches for the talent development of further sport elites is of vital important.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The inner most intention of this study was to examine the major reason of drop out of athletes from athletics event: Hagerselam Athletics Center. The study was mainly designed to answer the following basic research questions:

What are the major reasons of drop out of athletes from athletics event in Athletics center?

What was the extent of drop out of athletes from athletics event in Hagerselam Athletics Center?

What were the relations of the reason of drop out and demographic variations of the athletes?

In order to answer these questions, qualitative and quantities survey method was employed. The data persistent to the study were gathered through open and close ended questionnaires, semi –structured interview and document analysis's from 80 drop out athletes, 4 coaches ,1 manger of the athletics center and office document of the athletics center. The data obtained were analyzed by using statically package of the social science (spss version 20) soft ware accepted general character of the drop out athletes and coaches computed by percentage and frequency and interpreted by table or cart and the question related to reason of the drop out computed by 5 liker scale the result calculated by mean and standard devotion, open- ended question and interviews data described by only by words.

At last, on the bases of review of related literatures and analyzed data, the following main findings were obtained from the study.

The finding from the athletics center indicated that, the rate of the enrollment and the drop out athletes within the five consecutive years of the organized training program of the athletics center enrolled totally 149 males and 149 females trainees affiliated or staffed from 2005-2009 Ethiopian calendar, on the other hand 120 (100%) that means 56(46.6%) were males and 64(53.3%) were females former trainees flowed by 58(48.3%) runner, 28(23.3%) thrower and 34(28.3%) jumper were all formers trainees of the Hegereselam athletics center from 2005-2009 E.C, these trainees left from the athletics center not completion of the three year regular training program.

Accordingly, the total number of drop out runners, the majority of the trainees were sprinters and hurdle race athletes in particular, the average of the trainees stay in the training center was 1.7 years or the average of male trainees stay 1.81 year and female stay 1.69 years in the athletics center. This implies that they spent almost half of the completed training program time when they left the center.

The study also revealed that, most of the respondents of the former trainee in the study area are female 44(55%) dominated out of the total respondents male accounted for only 36 (45%), the average age of the drop out of trainees 17.9 or 18 aged depend on the respondent answers of the former trainees, the majority of former trainees gone from the athletics center to the high school and preparatory level of trainees. This indicates that, the preparatory school trainees while finishing grade 12 transfer to college or university. Thus, the trainees left the athletics center before the completing as expected. As a result, trainees most drop out from Sidama 16 (20%), Haddiya 8(10%), Hawasa 7 (8.8%), Welita 7 (8.8%), Kembata 6 (7.5%), and Silte 6(7.5%).

The findings from the document, the experience of the coaches in the athletics center is; two coaches had two years' experience and the two coaches had 7-9 years' experience. Even if there are experienced coaches, the rates of drop out in athletics events are frequent. Generally, based on former trainees and coaches responses the reason for drop out are sport related injuries, economical problem, emigrational process and educational factors were the major reason ranging from 1* to 4* level. Besides, there are additional reason like socio-cultural problems, coaches' related factor, parent, and interest conflict, but relatively do not significant issues for the athletics center as cause despite other researcher claim economic issue as a major factor.

5.2. Conclusion

Based on the major findings of the study, the following conclusions have been drawn. The basic motive of the study was to examine the major reason of drop out athletes from athletics event in case of Hagerselam athletics center. Athletic center and parents were not directly communicated, lack of different motivational activates in the athletics center ,lake of the access quality of education, the absences of physiotherapist and health center in the athletic center ,not given enough pocket many, the presser of clubs coaches, lack of role model in the short distance & field event ,majority of the short distance athletes exposed for sport related injuries , Specially haddya, silte and kembata zone of drop out athletes exposed for migration and Hawassa, sidam and welita zone athletes exposed by sport related injuries.

The anther finding the coach and athletes argued the coaches had not significant role for drop out but the researcher observed the majority of the coaches coached in the running evens even the major athletes

dropped from this events female athletes more exposed by drop out reason

Sport related injuries, economical problem, migration and educational factors were the major reason ranging from 1* to 4* level.

*Majority of the trainees left from Sidama*16 (20%), Haddiya 8(10%), Hawassa 7(8.8%), Welita7(8.8%), 6(7.5Kembata%), and Silte 6(7.5%).

Athletic center and parents were not directly communicated

Lack of motivation

Lack of the access quality of education

The absences of physiotherapist and health center in the athletic center

Not given enough pocket money

The pressure of clubs coaches

Lack of role model in the short distance & field event

Majority of the short distance athletes exposed for sport related injuries

Especially *haddya, silte* and *kembata* zone of drop out athletes exposed for migration.

Hawassa, sidam and welita zone athletes exposed by sport related injuries

5.3. Recommendations

Depending upon the findings of the study, the following recommendations were drawn:

For effective work, the Hagerselam Athletics center should have to physiotherapist and health center.

The Hagerselam athletics center recruited the trainees from different zones and weredas of the south region with no formal agreement. This aspect of the athletics center affected the clubs while the trainees left

without noticing. Therefore, athletics center should have to prepare and take an agreement between athletic center and the parents.

Young athletes are different physically, psychologically, physiologically and socially. With such young, still developing athletes, it doesn't make much sense to recognize and reward athletes based solely on head to head competition. Instead, we should be assessing and evaluating each athlete's performance relative to him or herself. Furthermore, we need to structure rewards and recognition based on improvement as opposed to outcome.

During the selection of the trainees the concerned bodies parallel need to facilitate a comprehensive learning place. Besides, essential to prepare a favorable program for training adjacent with their schooling

All stockholders involved in youth athletics need to have a clear understanding of the philosophy of athletics programs.

Coaches and parents apply a significant influence on the young athlete. As it has been noted in the research on dropout from sport, the perception of a "negative coach" arose as a primary reason why youngsters leave sports. These individuals play a critical role in the youth sport experience. They, therefore, need to be educated to take part and create a positive experience for the young athlete.

Athletics center is working together different regional and zonal government and non government organization bureau, because the athletics center needs control not only regional and zonal youth and sport offices but also the contributing of another stakeholder.

REFERENCE

- A. Salguero, R. Gonzalez-Boto, C. Tuero, S. Márquez,(2003). Identification of dropout reasons in young competitive swimmers, *J sports med phys fitness* .43:530-4.
- Ajzen, I. (1991). The theory of planned behavior. *organizational behavior and human decision Processes* 50, 179-211
- Baker, J., Cote, J., & Hawes, R. (2000). The relationship between coaching behaviors and sport anxiety in athletes. *Journal of science and medicine in sport*, 3(2), 110-119.
- Barnett NP, Smoll FL, Smith RE. Effects of enhancing coach-athlete relationship on youth sport attrition. *Sport Psychologist* 1992;6: 111-27.
- Ballesteros (1992); IAAF basic coaching Manual, published in England.
- Becker, A.J. (2009). It's not what they do; it's how they do it: athlete experiences of great coaching. *International Journal of Sports and Science & Coaching*, 4(1), 93-118.
- Blazar, D., & Kraft, M.A. (2015). Exploring mechanisms of effective teacher coaching: a tale of two cohorts from a randomized experiment. *Educational evaluation and policy analysis*, 37(4), 542- 566.
- Boiché, J., & Sarrazin, P. (2009). Proximal and distal factors associated with dropout versus maintained participation in organized sport. *Journal of Sports Sciences and Medicine*, 8, 9-16.
- Bloom, B. S. (1985). *Developing talent in young people*. New York: Ballantine Books.

- Brustad, R.J., Babkes, M.L., & Smith, A.L. (2001). Youth in sport: psychological considerations. In
Handbook of sport psychology (2nd ed.). New York: Wiley.
- Butcher, J., Lindner, K., & Johns, D. (2002). Withdrawal from competitive youth sport: a retrospective ten-year study. *Journal of Sport Behaviour*, 25,145-163.
- Butcher, J., Sallis, J. F., McKenzie, T. L., & Alcaraz, J. E. (2001). Longitudinal study of children's participation in organized sport and instructional programs. *Avante*, 7, 86-96.
- Bueno, J., Weinberg, R.S., Fernández-Castro, J., & Capdevila, L. (2008). Emotional and motivational mechanisms mediating the influence of goal setting on endurance athletes' performance. *Psychology of Sport and Exercise*, 9(6), 786-799. doi: <http://dx.doi.org/10.1016/j.psychsport.2007.11.003>
- Bussman ,G. (1995).How to prevent drop out in competitive sport .new studies in athletics 1.23_29
- Calvo, T. G., Cervello, E., Jimenez, R., Iglesias, D., & Murcia, J. M. (2010). Using Self-Determination Theory to explain sport persistence and dropout in adolescent athletes. *The Spanish Journal of Psychology*, 13(2), 677-684.
- Cecic Erpic, S., Wylleman, Z., & Zupancic, M. (2004). The effect of athletic and non-athletic factors on the sports career termination process. *Psychology of Sport and Exercise*
- Cervello E.M, Endrolo, M.esertin.A. Guzmàn J.F ,(2007). Youth sport drop out from the achievement goal theory .psicotbema,199 (I) 65_71.

- Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International journal of sports science & coaching*, 4(3), 307-323.
- Cushiona, C.J., Armourb, K.M., & Jones, R.L. (2006). Locating the coaching process in practice: models „for“ and „of“ coaching. *Physical education and sport pedagogy*, 11(1), 83-99.
- Cobley ,S,Beker ,J,Wittie,N,Mckinna ,J, Annual,(2009). Age grouping and Athletedevelopment, Ametas analytical review of relative age effect in sport, *sport medicine* ,39,(3),235-256.
- Dejnozka, Edward L., Kapel. David E.. Gifford. Charles S.. and Kapel Marilyn B., (1991). *American Educators' Encyclopedia*, Greenwood Publishers. New York.185
- Dirks, K. T. (2000). Trust in leadership and team performance: evidence from NCAA basketball. *Journal of Applied Psychology*, 85(6), 1004-1012.
- Doctoral diss(2009). Karlstad: A study of young people’s psychosocial development Karlstad University Study,:53.
- Durand-Bush, N., & Salmela, J. H. (2002). The development and maintenance of expert athletic performance: Perceptions of world and Olympic champions. *Journal of Applied Sport Psychology*, 14, pp.154-171. doi:10.1080/10413200290103473
- Enoksen, E. (2002). Talent development in sport. longitudinal and retrospective study of a selected group of promising track and field athletes, Norwegian School of Sport Sciences. Oslo.
- Enoksen, E. (2011). Drop-out Rate and Drop-out Reasons among Promising Norwegian Track and Field Athletes. *Scandinavian Sport Studies Forum*, 2: 19-43.

- Field, T., Diego, M., & Sanders, C. E. (2001). Exercise is positively related to adolescents' relationships and academics.
- Fraser-Thomas, J., Cote, J., & Deakin, J. (2008a). Examining adolescent sport dropout and prolonged engagement from a developmental perspective. *Journal of Applied Sport Psychology*, 20, 318- 333.
- Fraser-Thomas, J., Cote, J., & Deakin, J. (2007). (2008b). Understanding dropout and prolonged engagement in adolescent competitive sport. *Psychology of Sport and Exercise*, 9(5), 645-662. doi:10.1016/j.psychsport.08.003.
- Fraser-Thomas, J., Côté, J., & Deakin, J. (2008). Understanding dropout and prolonged engagement in adolescent competitive sport. *Psychology of Sport and Exercise*, 9, 645-662.
- Figueiredo, A.J, Gonçalves, C.E., Coelho, e., Silva, M.J., & Malina, R.M. (2009). Characteristics of youth soccer players who drop out, persist or move up, *Journal of Sports Sciences*. 27, 883–891.
- Good, C. V. (ed.), (1973) *Dictionary of Education*, 2nd edition, McGraw-Hill, New York.
- Gould, D., Dieffenbach, K., & Moffatt, A.(2002). psychological characteristics and their development in Olympic champions. *Journal of Applied Sport Psychology*. 14, pp.172-204. doi:10.1080/10413200290103482
- Guillet, E., Sarrazin, P., Carpenter, P., Trouilloud, D., & Cury, F. (2002). Predicting persistence or withdrawal in female handballers with social exchange theory. *International Journal of Sports Psychology*, 37, 92-104.

- Gould, D., Udry, E., Tuffey, S., & Loehr, J. (1996). Burnout in competitive junior tennis players: I. A quantitative psychological assessment. *The Sport Psychologist*, 10, 322–340.
- Gould, D., Feltz, D., Horn, T., & Weiss, M. (1982). Reasons for attrition in competitive youth swimming. *Journal of Sport Behavior*, 5(3), 155–165.
- Gould, D., & Petlichkoff, L. (1988). Participation motivation and attrition in young athletes. In Smoll, R. Magill, R. & Ash, M. (Eds.), *Children in sport*. Champaign, IL: Human Kinetics.
- Gould, D., Lauer, L., Rolo, C., Jannes, C., & Pennisi, N.(2008). The role of parents in tennis success: Focus group interviews with junior coaches. *The Sport Psychologist*, 22, pp18- 37.
- Gould, D, Lauer, L, Rolo, C, Jannes, C & Pennisi, N. (2006). Understanding the role parents play in tennis success: A national survey of junior tennis coaches. *British Journal of Sports Medicine*, 40, pp. 632- 636. doi:10.1136/bjism.2005.024927
- Gulbin, J. P., Oldenziel, K. E., Weissensteiner, J. R., & Gagné, F. (1 2010). A look through the rear view mirror: Developmental experiences and insights of high performance athletes. *Talent Development & Excellence*, 2, pp.149-164.
- Guzman, Jose & Kingston, K. (2012). Prospective study of sport dropout: A motivational analysis as a function of age and gender. *European Journal of Sport Science*, 12, 431- 442.
- Hagerslam athletics center, (2010) report.
- Harter, S. (1982). The perceived competence scale for children. *Child development*, 53, 87-97.

- Harter, S. (1999). *The construction of the self: A development perspective*. New York: The Guilford Press.
- Hayman, R., Polman, R., Taylor, J., Hemmings, B., & Borkoles, E. (2011). Development of elite adolescent golfers. *Talent Development & Excellence*, 3, pp. 249-261.
- Henrik Gustafsson , (2007).burn out in competitive and elite athletes, unverisetiesbiblioteket.
- Holt, N. L., & Morley, D. (2004). Gender differences in psychosocial factors associated with athletic success during childhood. *The Sport Psychologist*, 18, pp.138-153
- Holt, N.L. (Ed.). (2008). *Positive youth development through sport* London, England
- IAAF January 1st 2012 Coaches Education and Certification System
www.iaaf.org/development/ed.
- Iraki, Margaret Wanjiku (2005) teachers' perceptions of the role of performance appraisal in enhancing teaching and learning , kiambu county, kenya , E55/13958
- Klint, K-A., & Weiss, M.R. (1987). Perceived competence and reasons for participating in youth sports: a test of Harter's competence motivation theory. *Journal of Sport Psychology*, 9, 55-65.
- Koh, K.T., Mallett, C., & Wang, C.K.J. (2009). Examining the ecological validity of the coaching behavior scale (sports) for basketball. *International Journal of Sports and Science & Coaching*, 4(2), 261-272.
- Kenneth Boulding. (1963), *Conflict and Defense: A General Theory*. Harper and Row Publishers, New York pp- 4.

- Kreim, G. & Mayer, R. (1985). Abbruch der Sportlichen Karrieren im Jugendalter.(Interruption of asports career in adolescent). Sports Wissenschaft, 15(4): 398-409.
- LA84 foundation, (2012) track and field coaching manual, , 136 - 149).www.la84foundation.org.
- Lemez, S., Baker, J., Horton, S., Wattie, N., & Weir, P. (2013). Examining the relationship between relative age competition level, and dropout rates in male youth ice-hockey players. Scandinavian Journal of Medicine & Science in Sports, doi: 10_11/sms.12127.
- Leulseged Petros. ,(2017). reasons for youth sport dropout from organized sport: Ethiopian youth sport academy athlete Tirunesh Dibaba sport training center.
- McCarthy, P.J., Jones, M.V., & Clark-Carter, D. (2008). Understanding enjoyment in youth sport a development perspective. Psychology of Sport and Exercise, 9, 142-156.
- Molinero, O., Salguero, A., Tuero, C., Alvarez, E., & Marquez, S. (2006). Dropout motives in Young Spanish athletes: relationship to gender, types of sport and level of competition. Journal of Sport Behavior, 29, 255-270.
- Molinero, O., Salguero, A., Alvarez, E., & Marquez, S. (2009). Reasons for dropout in youth soccer: a comparison with other team sports. European Journal of Human Movement, 22, 21-30.
- Mengistu Sahle, 2012, Causes Of Short Distance Athletes Ingury And Prevention: Some Selected Clubs In Southern Nation Nationality People Republic Region, Ethiopia.
- Mugenda O. M. & Mugenda, G. A. (1999). Research methods- Quantitative and Qualitative Approaches, Acts Press, Nairobi.

- Nater, S., & Gillmore, R. (2008). You haven't taught until they have learned: John Wooden's teaching principles and practices. *Fitness Information Technology*, 17(1), 102-107.
- Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Cambridge, MA: Harvard University Press.
- Nicole S. McClone, (2015) *Psychological Factors That Impact the Drop-Out Rate in Adolescent Sports*, University of Central Florida.
- Ommundsen, Y., & Vaglum, P. (1997). Competence, perceived importance of competence and dropout from soccer: a study of young players. *Scandinavian Journal of Medicine & science in Sports*, 7, 373-383.
- Ortiz, E. and Basile. A. 1982 *Educational Administration Terminology*, UNESCO Division of educational Policy and Planning. Paris.
- P. Edouard, 2011; Pascal Edouard, Pruvost, Edouard, & Morin, 2010; Scanlan & Lewthwaite, 1986; Young, Pain, & Pearce, 2007)
- Patel, D.R., & Nelson, T.L. (2000). Sports injuries in adolescents. *Medical Clinics of North America*, 84, 983-1007.
- Patriksson, G. (1988). Theoretical and empirical analyses of drop-outs from youth sport in Sweden. *Scandinavian Journal of Sport Sciences*, 10, 29-37.
- Pelletier, L. G., Fortier, M. S., Vallerand, R. J., Briere, N. (2001). Associations among perceived autonomy support, forms of self-regulation, and persistence. A prospective study. *Motivation and Emotion*, 25, 279-306.
- Pooja Kataria. (2007), *Conflict Resolution*. Deep and Deep Publications, New Delhi pp.12-13.

- Pummell, B., Harwood, C., & Lavallee, D. (2008). Jumping to the next level: A qualitative examination of within-career transition in adolescent event riders. *Psychology of Sport & Exercise*, 9, pp. 427-447
- R. Gonzalez-Boto, C. Tuero, S. Márquez, (2003). Identification of dropout reasons in young competitive swimmers the journal of sport medicine and sport science 532.
- Roderick Ogley,(1999). *Conflict Theory*, edi. by Lester Kurtz, Encyclopedia of violence, Peace and conflict vol. 1, Academic Press, London .p.402.
- Rodrigues, J., Andrade, R., Graca, A., & Mesquita, I. (2009). Importance awarded to knowledge for coaching and self-perception of competence manifested by Portuguese basketball coaches. *Revista de psicología del deporte*, 18(3), 451_ 455.
- Rosenstock I. M (1966). Why people use health services, *Milbank Memorial Fund Quarterly* 14, 94- 124
- Routledge. Coackley, J. (2011). Youth Sport: What Counts as “Positive Development”. *Journal of Sport and Social Issues*, 35 (3) <http://www.sportsingapore.gov.sg/sport...sport/index>.
- Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. doi: 10.1037//0003-066X.55.1.68
- Slater, A. & Tiggemann, M. (2010) “Uncool to do sport”: A focus group study of adolescent girls’ reasons for withdrawing from physical activity. *Psychology of Sport and Exercise*, 11 (6), 619- 626. ISSN 1469-0292.

- Sandford, A., Duncombe, R., & Armour, K., M. (2008). The Role of Physical Activities/ Sport in Tackling Youth Disaffection and Anti-Social Behaviour. *Educational Review*, 60 (4),
- Sarrazin, P., Vallerand, R., Guillet, E., Pelletier, L., & Cury, F. (2002). Motivation and dropout in female handballers: a 21-month prospective study. *European Journal of Social Psychology*, 32, 395-418.
- Scanlan, T.K., & Lewthwaite, R. (1986). Social psychological aspects of competition for male youth sport participants: IV. Predictors of enjoyment, *Journal of Sport Psychology*, 8(1), 25-35.
- Sisjord, M. K. (1993). Personal experiences from organized sport, comparisons between participants and drop-outs. *Norges idrettshøgskole*
- Seippel, Ö-U. (2005). Orker ikke, gidder ikke, passer ikke? Om frafallet i norsk idrett. *Cannot stand, do not bother, do not fit? About dropout in Norwegian sport*. Oslo: Institute for samfunnsforskning.
- Siesmaa, E.J., Blitvich, J.D. & Finch, C.F. (2011). A systematic review of the factors which are most influential in children's decisions to drop out of organised sport. In A.D. Farelli (Ed.), *Sport Participation: Health Benefits, Injuries, and Psychological Effects* (pp. 1-45). Hauppauge, NY: Nova Science Publishers, Inc.
- Stambulova, N.B., Stephan, Y., & Japhag, U. (2007). Athletic retirement: a cross-national comparison of elite French and Swedish athletes. *Psychology of Sport and Exercise*, 8, 101- 118.

- Stephenson, J., Bauman, A., Armstrong, T., Smith, B., & Bellew, B. (2000). The costs of illness attributable to physical inactivity. Canberra: Commonwealth Department of Health and Aged Care.
- Stephens, A., Edwards, S., Moses, J., & Mathews, A. (1989). The effects of exercise training on mood and perceived coping ability in anxious adults from the general population. *Journal of Psychosomatic Research*.
- Suzie Bennett et al (2007), special Olympic Athletics coaching guide
- Tesfaye Fisseha (2012), the current practice and challenges of Ethiopian national team short distance athletes, *AAU*, pp 10-15
- Temesgen Haile, (2011)*. Factors that affect women coaches towards elite sport coaching position in Addis Ababa city administration, *AAU*, pp 8.
- The Chinese University of Hong Kong. (2009). Consultancy study on sport for all-participation patterns of Hong Kong people in physical activities. Hong Kong: Hong Kong Government.
- Thompson, P. (2009). Introduction to coaching athletics. The official IAAF Guide to coaching athletics. Bpn359, Mc 98007, Monaco.
- Ullrich-French, S., & Smith, A. L. (2009). Social and motivational predictors of continued youth sport participation. *Psychology of Sport and Exercise*, 10(1), 87-95.
- <http://dx.doi.org/10.1016/j.psychsport.2008.06.007>
- Ullrich-French, S., & Smith, A.L. (2008). Social and motivational predictors of continued youth sport participation. *Psychology of Sport and Exercise*, 10, 87-95.

- UNESCO. Office of Statistics 1980 Wastage in Primary and General Secondary Education:
Statistical study of Trends and Patterns in Repetition and Drop-out, Division of Statistics on Education Office of Education, Paris
- UNESCO, ROEAP 1987 Coping with Drop-out: a Handbook. UNESCO Regional Office for Education in Asia and the Pacific, Bangkok.
- Vorobjev (1994), rapport for IAAF's iddettsmedisinske condrence i Helsingfors I 1994 for tidlin specializing innen baraneidrettin a medical report from the sports congruence in Helsinki 1994. Too early specialization in children and youths sports). Helsingfors.
- Wagnsson, S. (2009). Föreningsidrott som socialisationsmiljö. En studie av idrottens betydelse för barns och ungdomars psykosociala utveckling. [Socialization through organized youth sports:
- Weiss, W.M., & Weiss, M.R. (2004). Exploring development difference in sport commitment Journal of Sport and Exercise Psychology, S197.
- Weiss M.R. Petilchkoff.L.M. (1989) Cheldren motivation for participation in and withdrawal from sport. Identifying the missing link. pediatric exercise science:1:195 _211.
- Weiss, M.; Amorose, B.(2008) Motivational orientations and sport behaviour. In Advances in Sport Psychologist, 3rd ed.; Horn, T., Ed.; Human Kinetics: Champaign,IL, USA, Volume 3, pp. 115–156.
- Wiersma, W. (1985). Research Methods in Education. An Introduction, 3rd Edition London Alyn and Bacon Inc.
- Wolfenden, L. E., & Holt, N. L. (2005). Talent development in elite junior tennis: Perceptions of players, parents, and coaches. Journal of

Applied Sport Psychology, 17,pp. 108-126.doi:
10.1080/10413200590932416

Wondiye Aychiluhim , (2012). Assessment of practice and challenging
problems in track trainees Performance, Addis Ababa University,
pp 7-10.

Websites

<http://www.athleticsdb.com/index>

APPENDIX A

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF SPORT SCIENCE

Questionnaire for drop out athletes

The purpose of this questionnaire is to obtain information about factors affecting middle and long distance running: the case of *Hagerselam* Athletics Center. 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/ 16 B/ 17 C/ 18 D/ 19

E 20

F 21

G 22

H/above 22

3. Marital status A. Single B. Married C. Divorced

D/ Widowed

4. Education Level A/ Grade 5-8th B/Grade 9th -10th

C/ Grade 11th-12th D/ above
grade 12th

5. **Types of event specialized A/ runner B/ thrower C/ jumper**
6. **If for question 5 your answer is runner write you specific participation area of event -----**

7. **Training years in the athletics center A/ 1 years B/ 2 years C/ 3**
8. **Write your zone/special /wardas/ -----**

**Section Two
Research Related Question**

The first part of the questioner investigates interpersonal relationship between club coach athletes of the club. Five alternatives for each question

❖ Very disagree 2. Agree 3. Moderate 4 agree 5. Very agree

❖ Use tike mark in the box. Please answer every question:

reason	Very disagree	disagree	moderate	agree	very agree
1- Do you agree cache's factors for drop out?					
2. Do you agree patentee's factors for drop out?					
3. Do you agree economical factors for drop out?					
4- Do you agree educational factors for drop out?					
5. Do you agree migration factors					

for drop out?					
6. Do you agree sport related injures factors for drop out?					
7- Do you agree interest conflict factors for drop out?					
8- Do you agree socio- cultural factors for drop out?					

Section Three

Open Ended Question

9. Write other reasons for drop out in cases of athletics center --

.....

10. If you are agreeing sport - related injures the cause for your drop out from athletics sport, write in which type of injures you exposed.

.....

11. If you are agree economical factors the cause of drop out from athletics sport, write the type of economical problem

.....

12. If you are agreeing educational factors the cause of drop out from athletics sport, write in which situation economical problem exposed for drop out you.

.....

.....
.....

13. If you are agreeing migration for the cause of drop out from athletics sport, write the process of emigration.

.....
.....
.....
.....

14. If you are agreeing socio-cultural factors for the cause of drop out from athletics sport, write the type of socio-cultural factors.

.....
.....
.....
.....

15. If you are agreeing coaches factors for the cause of you drop from athletics sport, write in which situation coaches exposed for you drop out.

.....
.....
.....
.....

16. If you are agreeing parents factors for the cause of drop out from athletics sport, write in which situation parents exposed for you drop out.

.....
.....
.....
.....

17. If you are agreeing the lack of interest for the cause of drop out from athletics sport, write in which situation interest exposed for you drop out.

.....

Thank you!!

Appendix F

**Addis Ababa University
School of Graduate Studies
Department of Sport Science**

Interview questions for Manger's of the athletics centre

- 1. How would you examine the character of athletes and coaches relationship?**
- 2. How would you describe the feeling of the trainees in the athletics training program?**
- 3. How mach day communicated with athletes and coaches?**
- 4. How would you mange the school and training timetable of the trainees.?**
- 5. How would you communicate parents of the trainees?**
- 6. How would you trite the injured trainees in the athletics center?**
- 7. Did you have the pocket many for the trainees?**
- 8. Why in your perspective should be trainees drop out from athletics center?**

የዚህ መጠይቅ ዋና ዓላማ በሀገረሠላም አትሌቲክስ ማሰልጠኛ ላይ ያለውን የአትላቶች መጠነ ማቋረጫ ላይ ለሚደረግ ጥናትና መፍትሔ ለመፈለግ አስፈላጊውን መረጃ ለመሰብሰብ ስሆን ይህንን ጥያቄ በመሙላት የምትሰጡት መረጃ ለጥናቱ እጅግ ከፍተኛ ጠቀሜታ ያለው በመሆኑ እያንዳንዱን ጥያቄ በጥንቃቄ ሞልታችሁ ትመልሱልኝ ዘንድ በታላቅ ትህትና እጠይቃለሁ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!!!

አጠቃላይ መመሪያ

- ቅፅ ሲሞላ ስም መፃፍ አያስፈላግም
- ቅፅ ሲሞሉ አማራጭ መልስ ላለው መልሱን የያዘውን ፍድል በማክበብ በክፍት ቦታ የሚሞላውም ግልፅ የሆነ መልስ በመስጠት ተባብሩ።
- አስተያየትዎን በባዶ ቦታ ላይ በአጭሩ ይፃፉ ሆኖም ግን ቦታ ከጠበብዎት በወረቀቱ በስተጀርባ መዘርዘር ይችላሉ።

ክፍል አንድ

- | | | |
|---------------|---|------------------------------|
| 1. ያታ | ሀ/ ወንድ | ለ/ ሴት |
| 2. ዕድሜ | ሀ/ 16 ለ/ ከ17 ዓመት ሐ/ 18 መ/ 19 ሠ/20 ሸ/21 ቀ/22 | |
| 3. የቤተሰብ ሁኔታ | ሀ/ ያላገባ | ለ/ ያገባ ሐ/ የፈታ |
| 4. የትምህርት ደረጃ | ሀ/ 5-8 ክፍል | ለ/ 9-10 ክፍል ሐ/ ከ11-12 ክፍል መ/ |

ከ12 ክፍል በሊይ

- | | |
|--|------------------------------|
| 5. በማሰልጠኛው ውስጥ የቆየህበት /የቆየሽበት/ ጊዜ | ሀ/ 1 ዓመት ለ/ 1-2 ዓመት ሐ/3- ዓመት |
| 6. በየትኛው የአትላቲክስ አይነት ነው የምትሳተፈው /ፉው/። | ሀ/ ሩጫ ለ/ዝላይ ሐ/ ውርወራ |

.....
13. ከስደት ጋር የተገናኘ ከሆነ በምን አይነት ሁኔታ ለመልቀቅህ/ሽ/ ምክንያት ሆነ የምትል ከሆነ ጻፍ/ፊ/፡፡

.....
14. . ከማህበረሰብ እና ከባህል ጋር የተገናኘ ከሆነ በምን አይነት ሁኔታ ለመልቀቅህ/ሽ/ ምክንያት ሆነ የምትለውን/የምትደውን ጻፍ/ፊ/፡፡

.....
15. ከአሰልጣኝ ጋር የተገናኘ ከሆነ በምን አይነት ሁኔታ ለመልቀቅህ/ሽ/ ምክንያት ሆነ የምትለውንጻፍ/ፊ/፡፡

.....
16. ከወላጅ ጋር የተገናኘ ከሆነ በምን አይነት ሁኔታ ለመልቀቅህ/ሽ/ ምክንያት ሆነ የምትለውንጻፍ/ፊ/፡፡

.....
17. ከፍላጎት መጋጨት ጋር የተገናኘ ከሆነ በምን አይነት ሁኔታ ለመልቀቅህ/ሽ/ ምክንያት ሆነ የምትለውንጻፍ/ፊ/፡፡

.....
አመሰግናለሁ!!!

ብዛት

ዓመት	ወደማሰልጠኛው የገቡ			ከማሰልጠኛው የለቀቁ		
	ወ	ሴ	ድምር	ወ	ሴ	ድምር
2005						
2006						
2007						
2008						
2009						
አጠቃላይ						

የአቋረጡ ሰልጣኞች ብዛት በየአትሌቲክስ አይነቱ

የአትሌቲክስ አይነቱ	ጾታ		
	ወ	ሴ	ድምር
ናጫ			
ውርወራ			
ዝላይ			

ናጫ የአቋረጡ ሰልጣኞች ብዛት

የናጫ አይነት	ወ	ሴ	ድምር
አጭር			
መካከለኛ እና ረጅም			
አጠቃላይ			

ከሜዳ ተግባር የአቋረጡ ሰልጣኞች ብዛት

የተግባሩ አይነት	ወ	ሴ	ድምር
አሎሎ			
ዲስክስ			
ጦር			
መደሻ			
አጠቃላይ			

