

**THE PRACTICE AND CHALLENGES OF ADMINISTRATION
AND COACHING ATHLETICS: FOCUSING ON SOME
SELECTED FIRST DIVISION CLUBS IN ADDIS ABABA**

BY

GETACHEW ZEWDIE

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

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIE
FACULTY OF LIFE SCIENCE
DEPARTMENT OF SPORT SCIENCe

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Acknowledgment

I would like to express my sincere gratitude and appreciation to my advisor assistance Professor Mebratu Belay for his guidance and constructive comments throughout my thesis work. I am also grateful to the research participants who showed their unreserved cooperation in giving me the required information.

I wish to extend my deepest gratitude to all my friends and relatives who in one way or another rendered their support during my study. Above all, I would like to thank God for being by my side in all my endeavors. I would like to thank Adama University and the office of ass. V. president for research and graduate school of Addis Ababa university and the department of sport science for financial support and facilitating the administrating work.

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Acronyms

A.A	Addis Ababa
IOC	International Olympic Committee
EAF	Ethiopian Athletics Federation
NSPE	National Sport Policy of Ethiopia
IAAF	International Association of Athletics Federation
MYSC	Ministry Of Youth, Sports and Culture of Ethiopia
AAAF	Addis Ababa Athletics Federation
LTAD	Long Term Athletics Development

Abstract

The purposes of this study are to study the practice and challenges of administration and coaching athletics: focusing on some selected first division athletics clubs in Addis Ababa. The subjects in this study were 86(35%) trainee athletes; 15(100%) coaches of the respective field and 3(100%) administrative heads; selected from the total population of 247, 15 and 3 respectively. As a methods of data gathering tools; questionnaire, interview, observational checklist and document analysis were employed. To analysis the collected data, both qualitative and quantitative methods such as descriptive statements and frequency counts, percentage, means, standard deviation, Chi- square and t-test were on use respectively. The result of the study revealed that trainee athletes' practice on average 3 days per week having one session per day that runs 1:45 hrs. Besides, some trainee athletes' are regular students of either elementary or high schools. The major constraints associated with trainee athletes training are found to be lack of individualized training for different track and field events, lack of adequate facilities, lack of sufficient incentive and motivation, and lack of adequate and balance diet. At the same time, among various factors that impede trainee athletes training in the clubs well equipped gymnasium, transportation, recreational center and medical service were found to be the scarcest ones. To overcome these problems, the following recommendations have been forwarded. These are re-examine the raining days, sessions and time spent in each session; working with all stakeholders so as to solve the problems of facilities; working jointly with regional sport commissions, training center, other clubs and sport organizations, Addis Ababa athletics federation, Ethiopian athletics federation, Ethiopian Olympic committee... etc and more should be done in recruitment procedures to include more talented athletes' in the clubs, on require bases on – job training should be offered for coaches; once equipments as well as qualified man power the clubs should open its door for individuals and clubs with reasonable cost.

CHAPTER ONE

INTRODUCTION

1.1 Back ground

In athletics, a coach or manager is an individual involved in the direction, instruction and training of the operations of a sports team or of individual sports people. This type of coach gets involved in all the aspects of the sport, including physical and mental athlete development. Athletics coaches train their athletes to become better at the physical components of the events. The coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach's job is to transfer as much of this knowledge and experience to the players to develop the most skilled athletes.

The aim of all coaching and support activity is that athletes are able to achieve their maximum potential and personal goals. Some club members will want to train simply for personal satisfaction and fitness, whilst others will wish to participate in competition at their chosen level. This must be their personal choice. The club's membership consists of a wide range of ages, from eight upwards (depending on membership rules/restrictions in force at the time). Different types of coaching are required to satisfy the specific needs of the various age ranges and to ensure that the process is one of Long Term Athletic Development (LTAD) rather than short term performance gain.

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 Special Olympics sports, athletics 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 Special Olympics athletes, and the coach has the responsibility of learning the skill level of each athlete. Using that knowledge, the coach takes the resources provided in this guide and adapts the information as it applies to each athlete. 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. If a skill or drill looks too difficult, the coach can simply modify it as required to help the athletes learn and perform. Keep in mind that to help athletes improve and grow, it is good for the coach to challenge them by continually observing and assessing their skills, providing new techniques and drills and giving positive encouragement, regardless of their skill level (IOC 2010).

Conversely, athletics is one of the purest of all sports, relying solely on the strength of human body rather than their technological implements to improve performance. Moreover, the sport and games played in a country can tell us a lot about the country. The way a sport is played often indicates how people in a particular country live (Brian Mac, 2001)

Likewise, when we mention sport and Ethiopia, the large number of first- class distance runners' immediately comes to our mind. In fact, at this stage one could safely and justifiably come to an agreement that Ethiopia has some of the best middle and long distance runners in the world. Accordingly, the New York Times called Ethiopia "running Mecca" due to its historical successes in the athletes program, in which it also took 5th place in the world ranking during the Olympic champion at Beijing (International Olympic Committee, 2010).

To strengthen this point, I think, quoting Judah (2008) assertion is apt:

... On 10 Sept, 1960, Abebe Bikila, an Ethiopia, won the Rome Olympic Marathon running bare foot. He thus becomes a sporting hero, an African ever to win a gold medal at the Olympics. Four years later in Tokyo, he was to repeat his success. Today Haile Gebreselassie and many others for Ethiopia are well known as some of the fastest runners on earth.

Nevertheless, this was not the case until Abebe won in Rome..., if we did not have Abebe we would never have had Haile.

Along with this, the same author argued, "Since Ethiopia joined the Olympic Games in 1956 up to Beijing Olympic, they have collected a total of 14 gold medals, 5 silvers and 12 bronze". In line with, all medals were won in long distance running competition that long distance running has brought Ethiopians not only joy but also inspiration and courage to overcome the challenges of poverty.

Broadly speaking, one can be also safe to say and figure out that Ethiopians, Kenyans, Algerians, Moroccan, Ugandans and many other countries from third world has been and still are the icon of running events particularly in middle and long distance.

Typically, the rationale behind their achievement lies on: the practice of this event requires very little infrastructure, having, a 'door-opener' a role model, an engagement with manual work at early age, for instance, long distance round – trip to school, fetching water and collecting fire wood... etc. could be mentioned as some of main factors. At this juncture, it is also important to remain that this assertion is totally in favor of the above statement.

From this notion, the researcher argument privates on the fact that Ethiopia track and field event athletes; in some selected first division athletics clubs in Addis Ababa, would repeat what has been achieved by track event athletes; provided that the journey of trainee athletes preparation is conducted under well organized and equipped athletics clubs, worked together in harmony with all stakeholders.

Again it is necessary to see some selected first division athletics clubs in Addis Ababa their establishment and their contribution for development of athletics in our country. For example federal crime investigation athletics club was established in 1984, and it contributed or produces a lot of elite athletes for Ethiopia. Such as, Derartu Tulu, Tirunesh Dibaba, Fatuma Roba, Kutre Dulecha, Gelete Burka, Kalkidan Gezahegne, Fantu Midekso, Sileshi Sihine, Abebe Dinkesa, Dejene Berhanu, Daniel Zegeye, Maru Daba, Nigusse Gechamo and etc just to name few.

On the other hands, Ethiopian commercial bank athletics club was established in 1983, and it has contributed or produces many elite athletes, these are Tigist Moreda, Addis Gezahegne, Senait Haile, Hiwot Sisay, Zemzem Ahimed, Sofia Assefa, Meseret Defar, Sentayehu Ejigu, Belaynesh Oljira, Hiwot Ayalew, Berhanu Alemu, Million Wolde, Merima Denboba, Assefa Mezgebu, G/Egziabher G/Mariam, Ayele Abshero, Tessema Abshero, Hunegnaw Mesfin, and etc just to name few.

In addition this Ethiopia electric power corporation athletics club was established in 1961, and contributed or produce some elite athletes thus are Meselech Melkamu, Wude Ayalew, Luchia Yisak, Zewdie H/Mariam, Asmeraw Gebru, Birtukan Adame, Afera Godifay, Hailu Zewdie, Tegaye Mekonnine, Demisew Fantaw, Yitayal Atinafu, Girma Tilahun, Alemayehu Geleta, Gebretsadik Abreha and ... etc just to name few.

At the very set of this chapter, it is clearly indicated that Ethiopia sport policy has been experiencing reforms in different depth and breadth explicitly focusing on training talented youths on either boarding or non- boarding based athletics clubs; to produce elite athletes with various fields of athletics including specific events that the country is not yet well known. Source the researcher got this information when interview each clubs.

1.2 Statement of the Problem

In the implementation of modern administration and coaching approach this student researcher has seen the practice and challenges of coaching athletics clubs: Focusing on some selected first division athletics clubs in Addis Ababa city, observed some complaints from training provider clubs not have on in depth understanding about modern training approach and lack of proper education that enables them to properly accomplish their mission. This shows that there are some problems which face athletics clubs to implement effectively proper training.

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

Apart from the aforementioned rational, the national sport policy of Ethiopia (NSPE, 2004) advocate and puts, "... organize special training and completion forums for talent youth in raining types of sports and recruit the gifted ones by working in conjunction with sports clubs and federations."

To this effect, appropriate implementation can favor. Aply influences the overall developments of the countries sport in many aspects, if the clubs and training center contributes and effective organizational structure... etc are precondition, as Sharkey (1986) agreed.

Taking there are all things in to account, the problem facing administrators, coaches and trainee athletes during the course of training. Due to various factors, such as training related environmental, personal, social, psychological physical character ... etc. therefore I found it timely and crucial to question, how do training is practiced and what are the major challenges encountered administrator, coaches and trainee athletes?

In order to meet the objective of the study the following research questions are addressed as a guide for treating the problem.

1. In what way the actual administration and coaching is practice?
2. What are the major hindering factors that affect coaches and trainee athletes?
3. What methods are used to select talented athletes and their training program?
4. To what extent facilities and equipments are available?
5. What possible solutions should be carried out to solve the problem?

1.3. Objective of the Study

General Objective of the Study

The general objective of this study is to examine the practice and challenges of administration and coaching the case of some selected first division Athletics clubs in Addis Ababa city.

Specific objective of the study

The specific objectives of the study are to:

1. Identify the actual administration and coaching of Athletics club practice.
2. Find out the hampering factors that coaches and trainee athletes face during the course of training.
3. Explore the procedure of selecting talented Athletes and the methods used to training them.
4. Provide suggestion to improve the practice of the training.

1.4. Significance of the Study

The significance of this study are to:

- Give insight for Athletics coaches and administrator to enhance their practice.
- Be used as a feed back for stakeholders and practitioners so as make them to be aware of the problems coaches and trainee athletes face.
- Invite other scholars to undertake a large scale research in the area of administration and coaching club athletes.

1.5. Limitation of the Study

During the process of this study there were shortage of reference materials on sport administration and coaching athletes in Ethiopia.

The researcher's feels that had it been possible to access these literatures, it have been possible to substantiate the practice of coaching athletics training in more and come up with better work. Hence, the researcher believes that this problem contributed to the limitation of the study. In fact, attempts is made to overcome this limitation by making use of some unpublished but relevant materials and documents Apart from this given not more than five months to complete this thesis.

1.6. Delimitation of the Study.

In order to make the study more specific and manageable, this study mainly focuses on identify the practice and challenges of administration and coaching athletics club trainee athletes in some selected first division in Addis Ababa city.

1.7. Operational Definition of Terms

Administration: - the act of administering; direction; management (Webster's new twentieth century dictionary).

Athlete: - is some who is good at sport, especially athletics, and takes part in sports competition.

Athletics: - track and field event sport comprises a group of athletic events or disciplines, each of which involves running, walking, throwing and jumping.

Challenge: - to call, invite, or summon to a contest controversy, debate, or similar affair; especially to invite to a duel.

Club: - to join, as a number of individuals, to the same end; to contribute separate powers to one end, purpose, or effect: usually with together.

Coach: - to train and instruct (athletes, actors, etc) (websites new twentieth century dictionary)

Coaching: - is often used to cover a wide range of activities; usually to help someone prepare for something.

Practice: - is an occasions when you do something in order to become better at it, or the time that you spend doing. (<http://www.macmillan dictionary. com>)

1.8. Organization of the Study

The content of the study was organised in to five chapters. Chapter one deals with background, statement of the problem, objectives of the study, limitation and delimitation, significance of the study, definition of terms used in the research document and organization of the study. Chapter two discusses about the relevant literature works of scholars. When one looks at chapter three its concern is on presenting the methodology of the study. Chapter four in its part reports the presentation, analysis and discussion of the study and finally chapter five presents the summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIW OF LITRACHERE

2.1 Administration and Management of Sport Clubs

The Sports Administration major is a business-oriented program designed for the individual who desires a career in the business side of sports. Preparation is focused toward employment in professional sport, sport regulatory agencies conference headquarters, athletic departments of division I or II colleges and universities (sports information, development, marketing to name a few), and facility management (for example the Alamo dome, Kemper Arena, and United Center).

Career Options:

Advertising Director/Professional Sports, Aerobics Instructor, Athletic Program Fund Raising and, Athletic Trainer, Development Director, Business Manager for Sports Team, Charitable Organization Manager, Clubhouse Manager, Coach, Corporate Fitness Director, Director of Player Development, Director of Team Operations, Equipment Manager, Health and Fitness Specialist, Health Club Manager, Hospitality Coordinator/Professional Sports Team, Investment Manager/Professional Sports Team, Manufacturer's Representative/Sporting Goods, Marketing Director/Professional Sports Team, Payroll Administrator/Professional Sports Team, Personal Trainer, Personnel/Human Relations Director, Physical Education Instructor, Physical Therapist, Player Contract Manager, Premium/Promotional Manager, Professional Sports Agent, Professional Sports Association Manager, Promotion Director/Professional Sports Team, Recreation Director, School Athletics Director, Scout, Special-Risk Insurance Agent for Sports and Recreation, Sports Facilities Architect, Sports Facilities Drafting Specialist, Sports Facilities Engineer, Sports Facilities Maintenance Personnel, Sports Historian, Sports Industry Publicist, Sports Information Director, Sports Merchandising Manager, Sports Museum Administrator/Curator, Sports Officiator, Sports Photographer, Sports Psychologist, Sports Public Relations Specialist, Sports Security Professional, Sports Statistician,

Sports Store Manager, Sports Writer, Sportscaster, Therapeutic Recreation Specialist, Ticket Operations Manager, Traveling Secretary/Professional Sports Team and Video Coordinator. (<http://www.bls.gov/oco/home.htm>)

Athletic club managers oversee the day-to-day operations of fitness facilities and athletic clubs. The manager is responsible for setting staffing schedules and for the maintenance and upkeep of the equipment within the facility. He or she is usually responsible for hiring new staff, implementing training programs for new and existing staff, as well as developing and implementing safety protocols and procedures within the facility.

The athletic club manager works to get more clients into the athletic facility and to constantly expand the number of members. This may include developing marketing programs or networking within the community. The manager will also work with currently clients of the athletic club to implement new programs, classes and uses of the facility to meet the members' needs.

The athletic club manager should have basic business skills as well as understanding budgeting, finance and management principles. Often computer programs and business management software are used to manage the athletic club so the manager should have basic computer skills. The manager will also be required to work with equipment manufacturers and outside vendors to keep the facility up to date with regards to the actual equipment used in the club while staying within the allotted budget (<http://www.bls.gov/oco/home.htm>).

Common work activities include:

- Managing the staffing schedules of the athletic club and ensuring that trainers, receptionists and other personnel are present at all times the club is open.
- Maintaining existing equipment for safety purposes and contracting the replacement or repair of damaged equipment.
- Training new staff and ensuring they are using correct safety practices while working with clients on the various equipments within the club.
- Managing payroll, accounts payable, invoicing, income and budget decisions for the club.

- Handling customer complaints, resolving disputes and ensuring customer satisfaction and continued membership at the athletic club.
- Planning and implementing membership drives, advertising programs and increasing the number of members at the athletic club at all times. Networking within the community to increase the visibility of the club and to increase potential new markets (<http://www.bls.gov/oco/home.htm>).

2.2. Leadership Qualities in the Sports Situation

There is a great deal of debate between practicing executives and academics as to what exactly constitutes good leadership. There is, however, some agreement that some technical expertise or ability in the area in which leadership is being practiced will help gain respect and get people to follow the example given. This does not mean that they need to know it all but they must show some understanding for the work that has to be undertaken and some knowledge of what is required to work in sport. If, after all, the leader knew everything then perhaps even he or she would do everything themselves.

Certainly the importance of recognizing and empathizing with the commitment required for effective operation in sports administration is a crucial leadership skill. In addition, there are many different qualities sought after in leader by different people. There is, however, some agreement that good leaders end to be extrovert, enthusiastic and have an 'attractive' personality character which is appealing to others.

In sports management and administration, the leadership qualities required is a bit like beauty – in the eye of the beholders. But here is a list of the qualities the author considers important: (Devid.C Watt, 1998).

- ✪ Technical knowledge (or at least credibility);
- ✪ Integrity;
- ✪ Honesty;
- ✪ Inspiration;
- ✪ Enthusiasm;
- ✪ Willingness to work hard;
- ✪ Love of sport;

✧ Administrative ability;

A leader in any situation must be aware of individual needs task needs and group maintenance needs if the dynamics of the individuals and groups are going to be combined successfully to get the necessary tasks completed.

This is a step beyond the basic concept of the hierarchy of individual needs espoused by A.H Maslow, which included:

- ✧ Physiological – the need to eat, drink and rest;
- ✧ Safety – to be safe from danger and feel secure;
- ✧ Social – have a feeling of ease with other people in friendship and belonging;
- ✧ Esteem – self respect and recognition by others;
- ✧ Self actualization – a feeling of achievement and personal development.

These are all valid, but need to be set in the group and task setting to see real achievement. Leadership must not be seen as dictatorial on virtually any occasion; it is more often a necessity to draw everyone together to get them pulling in the same direction rather than having them working in disjointed way or towards the wrong objective. The leader's job is to bring cohesion and involve everyone from the beginning in the big decisions to be made. To be leader does not mean making all the decisions - group decision making is preferable and promotes groupers responsibility and involvement. There may be some occasion when the leader has to take the final decision or make a decision on their own, but particularly in the sporting sphere the involvement of others will be vital to gain their support – as it is most likely that strong personalities will be involved.

It is vital to remember that while leaders are often thought to have some innate qualities, they will also require developing and adding to these qualities. John Adair has identified a number of skills which are relevant to the sports situation;

- ✧ Defining the task;
- ✧ Having the ability to identify exactly what is required to be done
- ✧ Planning – making the necessary plans for the task to be carried out;
- ✧ Briefing – telling everyone what their involvement is (in a shared discussion);

- ✪ Controlling – monitoring through the work to ensure that everything is proceeding according to plan;
- ✪ Evaluating – having a realistic assessment of what is happening in the process and how close the successful completion of the task is;
- ✪ Motivating- keeping everyone involved, enthusiastic and committed to fulfilling the task;
- ✪ Organization- ensuring that everyone is working in a planned coordinated way towards the end goal;
- ✪ Setting an example – showing a commitment and enthusiasm which will encourage others to follow and so ease the functioning of the operation towards the end goal.

One area where sport is often sadly lacking is that of establishing a training program for its managers and administrators. It has tended to expect a high level of commitment and innate ability coming off the sports field into the organization, and so has tended to believe that sport has people with the natural leadership ability and does not need to train or support them in any significant way.

This may be a major error since the skills required for leading a team on the park are not necessary the same, and most certainly not all the same, as those needed to head up a governing body or to be a manager of a sports organization. It is important that all sports bodies seek to develop leaders and encourage personal and professional development for those individuals, whether they are involved in a voluntary or paid capacity. The growth of the Running Sport program by the sports councils for volunteers, and vocational qualifications implementation in sports administration for paid personnel will both have a significant impact on the development of administrators and managers in the area of sports administration.

The importance of such initiatives cannot be over – emphasized as sport must not expect people to automatically possess leadership skills, they have to be nurtured and supported.

Following from this training and effective leadership development, it is hoped that everybody involved in the organization will work better as a team and work towards the

common objective. This will benefit everyone involved in terms of personal satisfaction and also produce the result the organization looking for.

Good leadership is the key to developing good teams, but the existence of a good leader does not automatically mean that the team will be effective. There are other issues that have to be considered and developed to produce a good effective team operation, and these will be considered now (Devid.C Watt, 1998).

You don't need to be intellectually bright to be a competent leader

Sir Edmund Hillary

2.3. The field of Athletics

During back to the Ancient Greeks, athletics was the only competition to be held in the first Olympic Games which took place in Athens in 776 BC. At this time the single athletic event was known as the 'stade,' a foot race which covered the length of the Athenian Olympic stadium.

The Olympic Games Continued to take place in Athens every four years, with all wars suspended for the duration of the games, over time, more events were added to the ancient games including longer running distances, the discus, the discus, Javelin, Jumping and wrestling (Retrieved on 12/10/2011/ from [http:// record Utitarium.com/athletic records](http://record.Utitarium.com/athletic_records)).

The Roman Games also incorporated a form of athletics although the events favored by the Romans where racing, wrestling chariot and most importantly gladiatorial combat and similarly the Celts, Teutons and Goths also took part in forms of athletic combat.

Athletics becomes more diverse during the Middle Ages when the sons of noble man were trained in running, Jumping and wrestling and there were often athletics contests between rival nobility. In the nineteenth century, the modern events that are familiar in athletics today began to emerge, initially as part of an official physical education program in schools (William, 1982).

Schools began to organize competitive meets, the earliest of which took place in Exeter College, oxford in 1850. The first modern Olympic Games took place in 1896 and

athletics were the key element of the games, with the competition being divided in to track and field events. In 1928 further progressions were made when women were allowed to take part in athletics competitions for the first time.

An international governing body of athletics, the International Association of Athletics federation (IAAF), was established in 1912 which developed a number of international standards, rules and competitions and which has regulated the sport since. Today there are numerous events which combine of make up the sport of athletics in competition; most of these events are carried out on a 400m track or inside the track on a grass field. These tracks are situated in an indoor or outdoor stadium depending on the season (Retrieved on 8/10/2011 from talkathletics. co.uk).

Athletics in Ethiopia

Sport activities including athletics have long past but short history in Ethiopians. With this regard, Abera (2011) as cited by Teshaynew (2010) described that the exact roots of Ethiopian Athletics cannot be traced accurately. However, there is a belief that sport was widely practiced in schools and military before 1897. Moreover, it is widely believed that modern athletics has been originated following the start of modern education and military services.

Even if the field of athletics event (running) has been widely, practiced sport activities in Ethiopia, famous athletes exist in, it is not free of problem.

According to Tsehaynew (2010) pointed out Athletic performance is mostly determined by factors such as physical conduction, technical and psychological activities.

2.4. Principles of training and Structuring for Practice

Principles of Training

Stimulating structural and functional adaptations that improve performance in specific task in the major objective of exercise training, these adaptation require adherence to carefully planned programs, with attention focused on frequency and level the of workouts, type of training ,speed, intensity, duration and repetition of the activity, rest intervals and appropriate competition. Application of these factors varies, depending on the performance and fitness goals. However, several principles of physiological conditioning are common to improve performance in the diverse physical activity classifications (IAAF 2001).

Principles of overload

The regular application of a specific exercise overhead enhanced physiological function to bring about a training response. Exercising at intensities greater than normal induces a Variety of highly specific adaptations that enable the body to function more efficient. A chewing the appropriate overload requires manipulating combinations of training frequency, intensity, and duration, with focus on exercise mode.

Principles of specificity

Exercise training specificity refers to adaptations in metabolic physiological functions that depend upon the type of overload imposed.

Specific anaerobic exercise stress(e.g., strength- power training) induces specific strength-power adaptations, while specific endurance exercise stress elicits specific aerobic system adaptations with only limited interchange of benefits derived between strength- Power and aerobic training. However, the specific principle extends beyond this broad demarcation. For example, aerobic training does not represent a singular entity requiring only cardiovascular overload. Aerobic training using the specific muscles in the desired performance most effectively improves aerobic fitness such activities as swimming, bicycling, running or upper body exercise.

Some evidence even suggests a temporal specificity in training response such that time of a day when training regularly occurred.

Principles of individual difference

Many factors contribute to individual variation in training response for example; a person's relative fitness level at the start of training exerts an influence. Even when a relatively homogenous group starts exercising at the same time, one cannot expect each person to reach the same time of fitness (or exercise performance after 10 or 12 weeks). Consequently, a coach should not insist that all athletes on the same time (or even in the same events) train the same way or at the same relative or absolute exercise intensity. It is unrealistic to expect all individuals to respond to a given training stimulus in the same manner.

Principles of Reversibility

Loss of physiological and performance adaptations occurs rapidly when a person terminates participation in regular exercise only 1 or 2 weeks of detraining significantly reduced both metabolic and exercise capacity with many training improvements totally lost within several months.

Principles for Structuring Practice

Big Movements before Small Movements

It is easier to make big movements which require less accuracy than it is to carry out small accurate movements. So big movements are easier to learn. When coaching the beginner it is better to get the big movements of a skill correct before worrying about the precision of advanced technique (Drnhelm, D.D and Prentice, W.E 2000).

Simple to Complex Tasks

It is obviously easier to make simple movements rather than complex ones. So training should always proceed from the simple to the complex. Try to understand the children's limitations and see the difficulties from their point of view rather than from your own.

Parts and Wholes

Simple movements are best taught as a complete, whole task. Complex movements which have many parts and are more difficult to learn may be best taught in parts. This means breaking the skill down into parts. These parts must relate to the whole skill.

Continuous Practice

All athletes can find long practices boring. This becomes even worse with children because their attention span is short. It is important to present interesting variations in practice and to break practices up into different parts which deal with different skills.

Practice and Competition Conditions

Children like to use what they have trained, not just practice it. When a skill is trained put it into a competition situation as soon as you can. Only older, experienced athletes will be able to concentrate on practice for long periods to develop a higher skill level. For children motivation can be maintained by testing their skills in competitions as soon as they can perform reasonably well. These competitions should be adapted to the children's development and need only last for a short time. Children will train a lot more easily if they are enjoying what they are doing.

Implications for the coach

- ✧ Practice within the children's limitations
- ✧ Encourage a wide range of movement experiences
- ✧ Coach simply. Use the KIS principle – Keep It Simple
- ✧ Use four guiding principles
 - Explain clearly and simply what they are trying to do
 - Demonstrate and suggest how they might do it
 - Give enough time for practice
 - Be patient and correct errors, one at a time, the most important fault first
- ✧ Do not expect too much too soon
- ✧ Develop basic movement patterns before special skills
- ✧ Do not give them too much to think about
- ✧ Point out the important things to concentrate on
- ✧ Help children evaluate their own performance
- ✧ Coach big, simple movements first
- ✧ Keep practices short with younger athletes
- ✧ Let them use the skill in a competition situation as soon as they can
- ✧ Use simple, easily understandable language
- ✧ Be positive when giving feedback

2.5. The Individual's Response to Training

Each individual is unique. Each individual brings to athletics his own capabilities, capacities and responses to training. Different athletes will respond to the same training in different ways. There is no such thing as an ideal training program that will produce optimal results for everyone. You, as the coach, need to understand the principles of training and apply them with your knowledge of the individual athlete. This knowledge should be of the many factors that affect the planning of the individual athlete's training program.

2.6. Training program

According to Dick (1997) stated, "Scientific based and systematic training program is a fundamental to the athlete fitness. Training provides the athlete with the basic means to adapt to his particular stressors through controlled exercise the principles of training which apply in designing fitness programs apply equally to elite performers, recreational, performers developing performers and those whose live are not oriented towards sport or physical recreation".

The interpretation of specificity is clear when one considers the type of fitness required for a given lifestyle. Whereas the athlete works to increase fitness towards some level of excellence. Thus, the lorry driver slumped at his wheel uses few abdominal or back muscles and should therefore attempt to improve muscle tone in these areas.

Effects of training

Training might be considered as having three level of effect.

1. Immediate: the immediate effect of training is the body's reaction to the stressor of the training stimulus's they include increased heart rate, perspiration, increased blood locates, high endocrine system involvement and fatigue.
2. Residual: - the residual effect of training is what might be considered as the body's recovery and preparation response. The recovery response is seen in raised general metabolism of sometime after exercise is concluded. During this time the body's resting state is restores with the waste products of energy expenditure removed, and are stressors related effects gradually eliminated. The preparation response is seen in the heightened

level of adaptation to future trainings stimuli .Having been stressed by the training stimulus, the body organizes itself to ensure that next time it will not be stressed so much by the same stimulus! Put another way, this effect of training ensures that the body is prepared for a greater training stimulus next time.

Cumulative: - the cumulative effect of training is the body's progressive adaptation through the preparation response. This is what is measured in fitness monitoring tests are over a period of months or even years (Drnheim, et al, 2000).

Points on fitness and Training

The following are some general points on fitness and training for athletes:

- Before beginning any exercise program, athlete should have a full medical check-up it is good practice to make this the start of regular annual check-ups. Some medical conditions may suggest a modified program.
- Nor is there an upper age limit for exercise. The right exercise program supported by relevant medical advice will keep the heart and muscle healthy to provide and use every required to enjoy one's lifestyle.
- The starting focus of all exercise programs is low intensity training to develop heart endurance
- Stiffeners following exercise are natural and not serious. Sharp pain rather than discomfort during the next bout of exercise may be cause for alarm. It might be due to slight muscle strain and rest followed by low intensity exercise and gentle stretching or a prescribed rehabilitation program should return things to normal. If the pain persists a physiotherapist must be consulted.
- Too much training does not shorten life, but too little may. It cannot be that training will necessarily lengthen life, but it will help make one's 'allotted sprain 'more enjoyable.
- There is no such thing as 'over training'. Physical, mental or emotional 'burn out', is due to the cumulative effect of all the stressors in one's life rather than compromise the training program, the overall picture must be reviewed with objectives and tasks prioritized to create space for adaptations to take place.

- Athletes don't 'go to fat 'when they finish serious training. The fact is that their appetites often stay high while their energy expenditure is now low and consequently, weight increases. Such athletes should maintain a program of lighter training as part of their personal fitness program and review eating habits. This approach will also help maintain general muscle tone.
- Training does not make people muscle bound. This is an obscure expression which reflects the fact that certain types of strength training will cause considerable increases in the size of the muscles, for example in body building. This will only happen if this is the objective of training and specific diets or exercises are pursued to this end. Normal exercise programs do not have this effect. In fact, by reducing fat around the muscles, and improving muscle tone, a more attractive definition of the limbs will result.
- Exercise machines are sound and safe to use provided their use is properly explained by a qualified instructor.
- Because fitness is specific, so also are fitness programs. The objectives of each phase of a training program should be clearly defined and the program planned to meet those objectives.
- Personal fitness programs, athletes must on the one hand set out details of physical activity and regeneration, nutrition, sport psychology and sport medicine relevant to the individual's needs (Gerry Carr 1999).

Planning the Training Program

One of the most important responsibilities of the coach is planning the athlete's training program. Planning is a long term process since elite athletes may not reach their full performance capabilities until 24 years of age or older.

In this long term planning the coach usually looks at what the athlete wants to achieve for a particular year and divides this year into a number of periods. For younger, inexperienced athletes performance targets may need to occur at more frequent intervals, such as the immediate season ahead. This is because young athletes are often unable to work towards objectives that they think of as being too distant.

The term 'periodisation' is used to describe the division of the training program into a number of periods of time. Each of these periods will have specific training objectives.

The major objective of any plan is to bring the athlete to the most important competitions of the season, fully prepared and in a physical and mental state to perform at a level never previously achieved. Achieving optimum performance at the right place and time is called "peaking".

Planning for the year or season ahead is done backwards. The coach and athlete decide what, where and when the major competitions will be for the season ahead. The next task is to work back in time through the early season competitions and the training periods until arriving at the beginning of the training year. All training plans should be simple and flexible as the plan will be modified according to the athlete's progress and improvements in the coach's knowledge and experience.

Development of an effective training program

According to Mohamed (2008) explains the steps involved when developing a training program. The process of creating a training program to help develop and individual's level of fitness comprises of 6 stages.

- Gather details about the individuals ,
- identify the fitness components to develop,
- Identify appropriate tests to monitor fitness status,
- Conduct a gap analysis and
- Compile the program.
- Monitor progress and adjust program

Stage1 The first is to gather details about the individuals age, reasons for wanting to get into the training, current or recent injuries, Health problems, the sports they play and how often, their dislikes and likes with regards training, and sports facilities they have access to gym, sports centers... etc. this is not an exhaustive list.

Stage2- The second stage is to determine which components of fitness they need to improve this could depend up on what the individuals wants to get fit for.

Stage 3- the Next stage is to identify appropriate tests that can be used to initially determine the individuals' level of fitness and then to monitor progress during the training. Identified test should be conducted and the results recorded.

Stage 4- we now know the individual's background, objectives and current level of fitness. We now need to conduct a gap analysis of the individual's current fitness (from test results at stage 3) and target fitness levels (identified at stage2) the results of this proves will assist in the design of the training so that desired level.

Stage5: The next stage is to prepare a training program using the results of the gap analysis and "FITT" principles.

- F- frequency- how often should the individual exercise?
- I. intensity- how hard should the individual exercise?
- T- Time- how long should each session last?
- T- Type or training activity

What exercise of training activity will help achieve the individual's fitness goals? Plan the program in four week cycles where the work load in the first three weeks increase each week (easy, medium, hard) and the fourth week comprises of active recovery and tests to monitor training progress.

Stage6- The program has now been agreed and the individuals can undertake the program. Every 4 weeks meet and discuss with the individuals how the training has gone, the test results, progress towards target fitness levels, and adjustments to the training program.

2.7. Factors affecting performance of athletes

Diet and Exercise

Not all diets are healthy. The food taken in must provide all the nutrients for body growth and the energy for exercise. A balanced diet must contain all the nutrients you need in the current amount.

Involvement in hard physical exercise does not seem to have any long- term effects on the digestive system however during hard exercise blood is diverted from the stomach to the working muscles, this means that any food in the stomach cannot be absorbed during the exercise often the body tries to get rid of this food during exercise by vomiting (Drnheim, et al, 2000).

Diet is a major importance to the sport person. Different performers require different types of food, reflecting the different types of physical activity that are undertaken. In addition, a person's diet may change prior to competition. The aims of the re-competition diet may be to:

- Build up stores of carbohydrates-so that energy can be produced for longer period of time.
- Enter the competition with as little in the stomach as possible this helps the breathing process
- Prevent gastric disturbances-the competitor should avoid gas -making foods onion, baked beans and cabbage.
- Provide positive psychological attitude- if a good diet is followed it helps to develop sense wellbeing, both before and during completion.
- During physical activity food stuffs must be avoided but sports people should drink liquid especially water to replace losses brought about by sweetening and energy production, and to help maintain body temperature.
- After hard physical activity it is important to continue replacing lost fluid and eating food replaces depleted energy stores. However eating should be delayed from between one to two hours after competition (Retrieve on 05/10/ 2011 from www.ocr.org.uk).

The environment and performance

The main factors to be considered are discussed below:

- The weather it can be too hot, cold humid or windy for a person to produce a high level performance. Few athletes can produce their best performances when it is raining or very cold. The training program should reflect the anticipated conditions that will prevail when the competition is due to take place. Remember, it is not just the cold that can affect performance. How many 'fun-runners' train in the evenings after work for special half marathon and then find that the event takes place in the heat of the day?
- The state of the sports area the track or the sports field can influence performances. Pitches with long or wet grass slow players down. Long grass can also affect the movement of a ball in a game. Artificial surface will also affect performance, if the

player is used to grass. Inside, a dusty or wet floor in a gymnasium can be slippery and is, therefore, very dangerous.

- The venue- the training program should take in to account where the event will be held. This is specially so if the event is to take place at altitude.

Lifestyle and performance

The way we live affects our performance. Training for fitness not only includes doing the correct physical work, but also means generally living our lives in a healthy way. It is not possible to burn the candle at both ends and produce a good class of performance. So, what do we mean by our well being? It covers;

- Physical well being:- a body working well, free from illness and injury.
- Mental well being: a relaxed attitude, a mind free from stress and worry
- Social well being:- a warm, contented, well fed existence in a settled social environment.

Athletes with a healthy lifestyle could be said to have a 'SASHED' approach to life:

- Sleep sufficient good quality sleep is an essential part of any training program.
- Attitude a positive attitude is desirable in all people. But essential in sportsperson's attitude' includes having respect for one's opponents and fellow players. Like a positive approach to competition, respect, for others is essentially and it can help, indirectly, to produce a better individual performance.
- Smoking:- smoking tobacco makes you smell, can ruin your health and can eventually kill you .
- Hygiene- good personal hygiene helps you to avoid infection and makes you feel good. For athlete, good foot care is essential.
- Environment-living in a pollution free situation can help to avoid respiratory illness. Also, climate and the weather can affect performance.
- Diet- a currently balanced diet can help you cope with the everyday stresses of life (Webster, 2000).

Age and Performance

Age does affect performance in a number of ways.

- Strength- full strength is not attained until a person is in their early 20s and muscular strength can be improved right through a person's 30s.
- Injury:-older people are more prone to injury than young people. They often take longer
- Flexibility- the very young are very flexible and this continues with women in to their teens. By their 30s men in particular tend to have lost much of their flexibility
- Reaction time:-this slows down with age.
- Experience- older people tend to make up for their reduced physical capabilities by using their skill levels to better effect. This is known as an experience

Injury and Performance

Being fit does not prevent illness although it is true that a fit person should recover from both illness and injury more quickly than an unfit person. Injury is one of the biggest problems that can face a sports person. It is often the single most limiting factor relating to performance.

Prevention of injury is better than cure .injuries are best avoided by:

- Training correctly and with the aim of developing those factors that are important for the event.
- Doing sufficient warm-up activities, including flexibility and stretching exercise to help prepare the body for work, and warming down.
- Using protective equipment, such as mouth guards, shin pads and helmets which are designed to protect the players, as well as enhance performance.
- Wearing the correct clothing for the sport concerned, as ill fitting shorts can chafe the inside of the leg and poorly fitting footwear can lead to a host of leg and foot injuries.
- Playing to the rules of the sport. Rules are not just about fair play but were also devised with the safety of the individual in mind. Referees and umpires are duty bound to enforce the rules to help protect players.
- Checking that the environment is safe (Honeybourne, et al, 2000)

2.8. The Roles of a Coach

The term “coaching” is often used to cover a wide range of activities usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve.

Many people would claim to help in this way, for example, parents, teachers, officials and sponsors. So what does coaching really involve? Coaching involves teaching, training, instructing and more. It is not simply about helping people to learn sports skills, improve performance and reach their potential. It is also about recognizing, understanding and providing for the other needs of athletes. These needs are many and cover a wide range such as social and emotional needs, as well as the more obvious needs related to athletics and competition.

As a good coach you should have a code of ethics which places the rights and needs of your athletes before those of yourself. You will need to develop a caring and continuing relationship with the athletes you coach. Participation in athletics is a social process. Your coaching will therefore have great power to shape the lives of your athletes.

It is possible to see your only job as a coach in setting exercises and tasks to bring about changes in performance. Experienced coaches will point out that this is only part of the picture. As a coach you will have many jobs and functions. Some you will perform willingly, others will be less attractive to you, but are just as important. All these jobs or roles contribute to being a successful coach (Peter J L Thompson 1991).

As a teacher – imparting new knowledge, skills and ideas

As a trainer – improving fitness

As an instructor – directing activities and practices

As a motivator – generating a positive and decisive approach

As a disciplinarian – determining a system of rewards and punishments

As a manager – organizing and planning

As an administrator – dealing with the paper work

As a publicity agent – working with the media

As a social worker – counseling and advising

As a friend – supporting

As a scientist – analyzing, evaluating and problem solving

As a student – willing to listen, learn and look for new knowledge

Most coaching situations any or all of these roles are combined, and in all these situations you will need to make decisions. Your philosophy of life guides everyday decisions, while your coaching philosophy guides all decisions with which you are faced as a coach. So coaching calls upon many skills that are gained by experience and knowledge. This knowledge can be learnt on courses like this, but means little without practical application (Peter J L Thompson 1991).

2.9. Influence of the Coach

Coaches can develop very close relationships with young athletes and become very important to them. Because they teach new and exciting activities, and reveal new abilities, they can assume significance in children's lives second only to that of the family. This may be particularly true where athletics becomes especially important to the child and the coach-athlete relationship continues for a long time. Coaches should be aware that they are in a position both to build confidence and to destroy it with a few words, or even a look

2.10. Coaching Behavior

Coaching demands a high level of professionalism, even when you are working as a volunteer. As a coach you must not only have high personal and professional standards, but also live by them. The coach-athlete relationship is not only a matter of preparing for achievement in the stadium. It is also a matter of shaping attitudes and being an educator in the broadest sense. Through your work and how it is carried out you project an image of coaching to athletes, to other coaches and to those who are not involved in coaching.

Athletics has a place above all other sports. Its various skills are fundamental to most other sports and modern training theory owes its existence to athletics. It is probably the most international of all sports and is the centre piece of the Olympic Games. Coaches,

because of their position in preparing several generations of athletes for their contribution to athletics, and because they enjoy a high profile as representatives of the sport, have an important role as ambassadors and guardians of the values of athletics (The official IAAF Guide to coaching athletics 2008).

2.11. Coach-Club or Institutions

Many coaches acquire their early experience and education through a club or similar institution. There should be some relationship between coach and club in those areas where clubs operate. It may be that this relationship should be formalized in some way, especially if the club has financed the coach's education. For these and other reasons there is at least the basis for a loyalty (Peter J L Thompson 1991).

2.12. Philosophy and Coaching Styles

In the past the often accepted role of the coach was to be a dominant, authoritarian leader with the athlete as a disciplined follower. In the modern world the athlete is exposed to wider views and his vocabulary has expanded to include the word "why?" This should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete.

Most coaches tend to coach in the style that they were coached themselves. This is sometimes effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms we can identify three distinct leadership styles, authoritarian, cooperative and casual.

The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching. The cooperative leadership style gives guidance and structure, but allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of athletes first, winning second". Good coaches will be able to modify their style according to the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style (The official IAAF Guide to coaching Athletics 2001).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Research needs a foundation for its inquiry, and inquires need to be aware of the implicit world views they bring to their studies (Creswell and Clark, 2007 as cited in Anduamlak, 2009). In light of this, philosophical foundations of a research represent underlying assumption on the nature of reality (ontology), how we gain knowledge of what we know (epistemology), the role values play in research (axiology), and the language of research (rhetoric).

The research design and method selected under here are, therefore, underpinned by the aforementioned foundations.

3.1. Research Design

Research design refers to the plan of action that links the philosophical assumptions to specific methods (Kumar, 1999). Thus, a descriptive survey method which is strongly believed to be the most appropriate for addressing the intended purpose of this study, "The practice and challenges of Administration and coaching some selected first division athletics club trainee Athletes" ,was employed.

In conformity to this, it may be safe if one consider Belay's (2007) summary, which reads:

...the goal of descriptive research is to describe some aspect of a phenomenon, involve a verity if research methods such as survey, observation, correlation and case study.

To make it more specific, he further goes on to add that typically survey method is used to scan a wide field of issues, populations, programs... etc in order to measure or describe any generalized features.

To this end, among many designs of research survey method was employed in this research as it can provide sufficient information regarding the subject.

3.2 Subjects of the Study

The participants of this study were some selected first division athletics club administrators, coaches, and trainee athletes; in Addis Ababa. Since the study was expected to investigate the aforementioned topic, it was assumed that it would be quite appropriate to get the relevant data directly from the horse's mouth, that is, from trainee athletes and also from coaches respectively. From a total of 100 questionnaires distributed to trainee athletes, 86 and for 15 distributed to coaches, all 15 were properly filled and returned. Accordingly, 86 trainee athletes and 15 coaches participated in filling the questionnaires. Besides this, 3 administrative heads have taken part in the interview.

Table 1: Sample selected form some selected first division athletics clubs trainee athletes, coaches and administrators.

No	Types First division athletics club in Addis Ababa	Population						Sample selected					
		Athletes			Coaches/ administrator			Athletes			Coaches/ administrator		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Ethiopia electric power corporation athletics club *	30 (62.5%)	18 (37.5%)	48 (100%)	1	2	3	15 (62.5%)	9 (37.5%)	24 (100%)	1	2	3
2	Ethiopia commercial bank athletics club *	32 (40%)	48 (60%)	80 (100%)	2	2	4	14 (41.2%)	20 (58.8%)	34 (100%)	2	2	4
3	Government rent home agency athletics club	11 (47.8%)	12 (52.2%)	23 (100%)	1	-	1	-	-	-	-	-	-
4	Federal crime investigation athletics club *	60 (50.4%)	59 (49.6%)	119 (100%)	6	2	8	30 (78.9%)	18 (21.1%)	38 (100%)	6	2	8
5	Defense athletics club	105 (60%)	70 (40%)	175 (100%)	5	-	5	-	-	-	-	-	-
6	Federal police athletics	121 (86.4%)	19 (13.6%)	140 (100%)	6	4	10	-	-	-	-	-	-
7	Administrative heads *	-	-	-	6	-	6	-	-	-	3	-	3
	Grand total	359	226	585	27	10	37	49	37	86	12	6	18

Source: Some selected first division athletics clubs in Addis Ababa, (2012).

Remark: of the population of trainee athletes 86(35%) and all 15(100%) respective coaches were considered in filling out of questionnaire. 3 administrative heads, participated in the interview.

3.3. Instruments of Data Collection

The data for the study were collected using questionnaire, interview and observational checklists. With regard to documents, athletes' record sheets were consulted.

Questionnaire

Two sets of questionnaires were developed in English and one was translated in to Amharic language to obtain information from trainee athletes' and coaches' of the respective track and field event. In order to elicit the necessary data, both questionnaires were constructed based on the reviewed of related literatures; consisting of four main sub-topics under it: I. personal profile, II. Practice execution and methods of selection talented athletes III. Major hindering factors and IV. Availability of facilities (See appendix-2 and 3) this was constructed in keeping with the main themes of research guiding questions as well.

In fact, this was attempted in order to make more the questions brief, attractive to look at, easy to be understood and reasonably to be completed quickly. Above all, bearing in mind the assumption that how I could easily analyses the questionnaire.

To satisfy the need for confidentiality, respondents were not asked to put their names on the questionnaires. Instead, they were kindly requested to indicate their sex, age, qualification and experience as far as the back ground characteristics are concerned.

Interview

Interviews are a type of survey where questions are delivered in a face-to-face encounter by and interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic (Kumar, 1999).

Accordingly, structured interview was designed to supplement and enrich the information that was drawn by the questionnaire. To strength this point, I think quoting Korthari's (2008) assertion is apt:

Unstructured interviews demand deep knowledge and greater skill on the part of the interviewer, ...happens to be the central techniques of collecting information in case of exploratory or formulate studies, but in case of descriptive studies we quite often use the

technique of structured interview because of its being more economical, providing a safe basis for generalization and requiring relatively lesser skill on the part of the interviewer.

Thus, three Administrators who are senior official expert of the club participated in the interview .Assuming that more information and that too in great depth could be obtained from these interviewees. Pertaining to the interview, every effort was made to create friendly atmosphere of trust and confidence in order the respondents would feel at ease while talking to and discussing with the interviewer. Hence, the interview was followed by probing a set of predetermined questions and taking note, comments which were given by each interviewee after questions, jot down on the note book until the last question comes to an end. Soon after the interview was over, again the whole idea was restated in order to incorporate if there is any missed point. Beside this, Interview was held in Amharic language for ease of communication and clarity of ideas. Finally, the whole idea of the interview was summarized and analyzed from what has been written on the note book during and after the discussion.

Observation Checklists

One set of observational checklist was designed and developed to determine to what extent the availability of track and field event athletic facilities and equipments were found (see appendix-4).

3.4. Sampling Procedures

At three sample selected athletics club, there are a total of 247 Trainee Athletes' and 15 Coaches' of the respective track and field event. So, out of these 247 Trainee Athletes' and 15 coaches' of the respective track and field event; 86 (35%) and 15(100%) were considered respectively.

In line with this, Koul (2006) pointed out that if the population under study is homogenous, a small sample is sufficient. In the mean time, to get representative sample of both male and female respondents, the entire total population 247 (100%) trainee athletes' were stratified in to two groups 125 male and 122 female. From total

population 35% of athletes, that is, 49 male and 37 females were selected by using simple random sampling lottery method (see table-1).

Accordingly, Koul (2006) as cited in Abera's paper (2011) shed more light on this matter that when employing the method of stratified random sampling, a researcher divides his population into different strata by same characteristics which is known from previous research or theories to be related to phenomenon under investigation, and from each of the smaller homogenous groups falling in each strata, the researcher draws randomly a predetermined number of units. In addition to randomness, stratification introduces a secondary element of control as a means of increasing precision and representativeness.

3.5. Pilot Test

The instruments which were initially prepared, was given to my advisor in order to comment the extent to which the items were appropriate in securing the relevant information for the research. Based on the feedback obtained from my advisor, amendments were made.

Yet again, the questionnaire was examined by University English teacher, to avoid errors related to language, ideas, and contents and to validate the frame items.

Beside this, the items were also examined by cooperation of a friend of mine who is PhD student of Marketing Management at Addis Ababa University, to see if he suggests to any modification and determine whether they lead to certain conclusion for significance purpose of the study.

Accordingly, based on the comments obtained from my adviser and friends, the questionnaire was restated as required.

Afterward, from the whole reaffirmed questions 20 items were considered to be rated for pilot test, for ten individuals of Tirunesh Dibaba National Athletics Training center so as to check the consistency of a test result.

In this regard, Koul (2006) pointed out that a test given to a group of students on one day should yield the same result if it is given to the same group on another day. To this effect, of several methods used to determine reliability, test - retest method was employed and analyzed by person product-moment correlation. The result computed

and obtained (+0.86) clearly shows that there is, 'very high correlation' between these two tests of the same type which was given to the same group of athletes within a brief interval periods, 1day.

3.6. Procedure of data collection

For those respondents who have been selected, the final copies of the questionnaires were distributed in face-to-face situation by the researcher. This was done intentionally, if there was a need for additional explanation on how to respond and to get back as many questionnaires as possible. Regarding observational checklists, it was filled during the period in which the researcher was in the club for the second time to collect the questionnaires. In addition to observational checklists, documents were consulted by the researcher to triangulate the result of questionnaires.

3.7. Method of Data Analysis

In this study, both qualitative and quantitative analytical procedures were employed. In conformity to this, as quoted Muluken (2006) suggested that qualitative and quantitative methods should be viewed as complementary rather than rival camps.

Hence, Frequency Counts, Percentage, Mean, Standard deviation, Rank order, Chi-square, and the t-test and descriptive statements were used to analysis the items of the questionnaire.

The data collected through structured questionnaires were presented in tables and analyzed by one of statically tools listed above and descriptive statements.

In addition, qualitative data were analyzed by summarizing the words of open-ended items of questionnaire, interview and observational cheek lists. Finally, the data were analyses and discussed to reach at certain findings which in turn were used to give conclusion and possible recommendation.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this section the results obtained from the questionnaire, interview observational check lists and documents were analyzed. Frequency counts, percentage, mean, standard deviation, rank order, chi-square and the t-test were statistical methods employed to present and analyze the structured items of the questionnaire quantitatively.

To supplement and enrich the information that was drawn using a questionnaire, the data from open-ended questions, interview and observational check list were analyzed and described qualitatively.

4.1 Background characteristics of the study group.

Based on the response obtained from administrative, track and field event trainee athletes and coaches' of the respective event in sample some selected first division athletics club in Addis Ababa, the characteristics of the study groups were examined in terms of their sex, age, marital status, education, work experience in and outside the club.

Table 2: Track and field event athletes and coaches involved in the study by sex, age, marital status, qualification and experience in and out-side the athletics clubs.

No	Variable	Athletes' category				Coaches' category					
		Characteristics categories	Responses			Characteristics categories	Responses				
		No	%	Mean	SD	No	%	Mean	SD		
1	Sex	Male	49	56.9	-	-	Male	12	80	-	-
		Female	37	43.1	-	-	Female	3	20	-	-
		Total	86	100	-	-	Total	15	100	-	-
2	Age	19	12	14	21.3	±1.5	32	2	13.3	39.7	±1.0
		20	16	18.6			35	3	20		
		21	26	30.2			46	5	33.3		
		22	8	9.3			55	2	13.3		
		23	14	16.3			58	2	13.3		
		24	10	11.6			61	1	6.7		
		Total	86	100			-	-	Total		
3	Marital status	Single	86	100	-	-	Single	3	20	-	-
		Married	-	-	-	-	Married	10	66.7	-	-
		Widowed	-	-	-	-	Widowed	2	13.3	-	-
		Divorced	-	-	-	-	Divorced	-	-	-	-
		Total	86	100	-	-	Total	15	100	-	-
4	Educational qualification	1-4	-	-	-	-	Certificate	4	26.7	-	-
		5-8	23	26.7	-	-	Diploma	10	66.7	-	-
		9-12	48	55.8	-	-	Degree	-	-	-	-
		College /university	15	17.5			Masters	1	6.6	-	-
		Total	86	100	-	-	Total	15	100	-	-
5	Trained or coached in the club (in month)	1-3	-	-	-	-	1-3	-	-	-	-
		3-6	16	18.6	-	-	3-6	-	-	-	-
		6-12	24	27.9	-	-	6-12	-	-	-	-
		>12	46	53.5	-	-	>12	15	100	-	-
		Total	86	100	-	-	Total	15	100	-	-
6	Years of experience in coaching (in years)	1	-	-	-	-	1	-	-	-	-
		1-5	7	20	-	-	1-5	7	20	-	-
		6.10	7	46.7	-	-	6.10	7	46.7	-	-
		>11	5	33.3	-	-	>11	5	33.3	-	-
		Total	15	100	-	-	Total	15	100	-	-

A breakdown of the study population in terms of gender as indicated in item 1 of table 2, in both case-athletes and coaches males constitute an overwhelming majority 49 (56.9%) and 12 (80%) respectively. At the same time, however, the finding shows that there are a sizeable number 37 (43.1%) and 3 (20%) respectively female respondents in the first case.

This may not be a surprising finding of female respondents in between male and females. In fact, in this respect, Webster (2001) made it explicit that women generally in society have often dictated which sports they could participate in and often denied the chance to take part in those sports which are considered 'unsuitable'-the 'considering' probably being done by men.

Beside this, men have consistently controlled the dominant governing bodies of sports and promoted sport as to male activity could be mentioned as some among many factors for imbalance presence of women in general sport sector and in particular athletics.

Regarding the age group of respondents in item 2 of the above table, the age of 86 trainee athletes' and their respective 15 coaches' were reported.

From the available report, the mean ages of athletes were 21.3 with a standard deviation of ± 1.5 and that of the coaches' were 40 with the standard deviation of ± 1.0 this clearly indicates that the majority of athletes are between 19-23 (21.3 mean ± 1.5 SD) and the age of the coaches are between 32-55 (40 mean ± 1 SD).

In view of this fact, one can easily deduce that the largest portion of both groups of athletes and coaches in the sample population belongs to the youngest age groups, except a few coaches.

With respect to marital status in item 3 of table 2 all athletes 86 (100%) and 3 (20%) coaches are single. Conversely, the vast majority of coaches 10 (66.7%) are married, and only 2 (13.3%) coaches are widowed.

In addition, with regard to educational background in item 4, a little bit more than 50% of athletes are attending high school /preparatory/ between grades 9-12. The rest are 2nd cycle grade (5-8) students each constitutes 23 (26.7%) and 15 (17.5%) are college university students. A lion's share of coaches, however, 4 (26.7%) certificate the majority are 10 (66.7) diploma holders and the only 1 (6.6%) masters coach.

Apparently, in the years spend as trainee and trainer category, as item 5 table 2 indicates most of the athletes 4 (53.5%) have been in the club grater than 12 months still 24 (27.9%) are in between 6-12 months similarly, 16 (18.6%) are in between 3-6 months.

From this motion, one can easily understand that new trainee athletes are not being injected in to the club like before. Besides this, as indicates item 6 table 2 indicates 3 (20%) of coaches do have coaching experience between 1-5 years; while most of them have coaching experience between 6-10 years 7 (46.7%) and the rest 5 (33.3%) of coaches do have coaching experience more than 11 years.

At this stage, therefore, if one is to draw a profile of what may be characterized as a typical trainee athlete and coach of the club are represented; one could come up with is attending high school education and young married male with diploma holder having here years experience in coaching respectively.

4.2 Finding and Discussions

Practical Execution

Table 3: Trainee athletes have taken medical examination before entering this club. Trainee athletes and their respective coaches' responses; on observed frequency (O) expected frequency (E) and calculated chi – square (X²) value

Subject	Responses			Total	Chi-Square
	Yes	No	I don't know		
Athletes	21 (49.12)	60 (0)	5 (0)	86	$X^2 = \frac{\sum(O-E)^2}{E}$
Coaches	5 (6.67)	8 (0)	2 (0)	15	
Total	26	58	7	101	$X^2 = 55.791$

P<0.05; df = 2, number in parenthesis are expected frequencies, critical value= 5.991

Chi square test of significance was computed in order to see whether the two groups have different or similar responses on the given statement. Since the calculated value x² (55.791) is much greater than the critical value (5.991) at the alpha 0.05 level, and consequently, the null hypothesis can be rejected. We can therefore conclude that trainee athletes' have not undergone through medical examination test before entering in to the club.

Table 4: Days free from training per week

Question	Respon dents	Responses and no. of respond ants with percentage.				Total
		1 day	2 days	3 days	4 days	
How many free days you have in a week	Athletes	-	-	13 (15.1%)	73 (84.9%)	86 (100%)
	Coaches	-	-	3 (20%)	12 (80%)	15 (100%)

In the aforementioned table considerable number of trainee athletes and their coaches in drifted 73 (84.9%) and 12(80%) respectively that they are free from training four day per week. This finding was also consistent with the results obtained during interview with administrative heads and technical directors.

However, from what has been stated above 13 (15.1%) of athletes ad only 3(20%) coaches agreed that they do have three free days per week.

Table 5: How often do you go to training per days?

Subject	Reponses and no of Respondents With Percentage				Total
	Once	Twice	Three times	If any other	
Athletes	86 (100%)	-	-	-	86 (100%)
Coaches	14 (93.3%)	-	-	1 (6.7%)	15 (100%)

From the informant all athletes 86(100%) and over whelming majority of coaches 14 (93.3%) admitted that they often go to training only once per day. However, only 1(6.7%) coach respondent agreed with six “sessions per week” which is at pre – competition and completion time.

Table 6: response on the minutes spent in training per session.

Subject	Reponses and no Of Respondents With Percentage				
	60 min	90 min	120 min	If any other	Total
Athletes	-	42(48.84%)	44 51.16%	-	86(100%)
Coaches	-	7(46.67%)	8(53.33%)	-	15(100%)

Table 6 shows response on the question: on average for how long you do the exercise per session from the table it can be observed that the number of responses for 90 min. Is 42 (48.84%) and 7 (46.67%) for athletes and coaches respectively.

Similarly, 44 (51.16%) of athletes and 8 (53.33%) coaches opted to say 120 min on the other hand there is no any athlete and coach respondent is found to have said 60 min and any other. So it could be seen that the vast majority of athletes and coaches respondents training session is between 90 min – 120 min. it could be then deduced on the acreage most of the subjects are engaged in training activates 105 min. per session.

Table 7: To what extent the training program is linked with specific athletics event.

Responses	No of respondents with percentage			
	Athletes		Coaches	
	No	%	No	%
Very high	27	31.40%	11	73.33%
High	21	24.42%	4	26.67%
Medium	26	30.23%	-	-
Low	4	4.65%	-	-
Very low	8	9.30%	-	-
Total	86	100%	15	100%

Asking track and field trainee athletes and their respective coaches' to what extent the training program is linked with specific athletics event, the following results were obtained of the total 56 trainee athletes who responded to the item, 27 (31.40%), 21(24.42%) and 26(30.23%) said that it was "very high", "high" and "medium" respectively.

The remaining 4(4.65%) and 8 (9.30%) respondents were, however, in the position of "low" and "very low" respectively.

This response clearly implies that the training program is going hand to hand with specific qualities which each events training requires.

Taken together, however, it can be discerned that the majority of athletes 74 (86.15%) believed that the training is linked with specific athletics events. On the other hand, the picture seems different in case of coaches that 11(73.33%) and 4(26.67%) said that "very high" and "high" respectively. As the result, at this stage one can be safe to say that all coaches are in close proximity of, "very high" agreement as the training program is linked with specific athletics event training requirements.

Table 8: the training program is classified according to ability, age and experience within competitive units.

Chi – square (X²) trainee athletes and their respective coaches.

Subjects	Responses			Total	Chi-square
	Yes	No	I don't		
Athletes	44 (4.267)	36 (12.8)	10 (2.6)	86	$X^2 = \frac{\sum(O-E)^2}{E}$ $X^2 = (5.013)$
Coaches	9 (0.75)	6 (3)	0 (0)	15	
Total	53	42	10	101	

P<0.05; df =2, number in parenthesis are expected frequencies, critical value = 5.991

Both trainee athletes and their respective coaches' were asked whether the training program is classified according to ability, age, experience within competitive units, 44 (51.16%) of athlete and 9 (60%) coach respondents said that it is classified and the remaining 36 (41.86%) of athletes and 6 (40%) coaches said, it is not. Nonetheless, only 10 (11.63%) athletes opted to say, "I don't know". Besides, the analysis of chi-square showed the

calculated value of ($\chi^2=5.013$) is not greater than the critical value 5.991, with an alpha level 0.05 and 2 degree of freedom. So, we fail to reject the null hypothesis and to accept the alternative hypothesis. Therefore, it is possible to say that there is no significant different between athletes' and coaches' responses. This implies that the training is classified according to ability, age and experience with in competitive units.

Table 9: Records of athletes profile are kept carefully and progressively.

Trainee athletes' and their respective coaches' responses; on observed frequency (O) expected frequency (E) and calculated chi-square (χ^2) value.

Subjects	Responses			Total	Chi-square
	Yes	No	I don't		
Athletes	12 (63.67)	64 (0)	10 (0)	86	$\chi^2 = \frac{\sum(O-E)^2}{E}$
Coaches	5 (6.67)	6 (0)	4 (0)	15	
Total	17	70	14	101	$\chi^2 = 69.86$

$P < 0.05$; $df = 2$, number in parenthesis are expected frequencies, critical value = 5.991

Chi-square test of significance was computed in order to see whether the two groups have different or similar responses on the above given statement.

Since the obtained value 69.86 of χ^2 does not exceed the critical value 5.991 of χ^2 $df = 2$, 0.05 alpha level of significance. Surprisingly, there is no statistical significance difference between the two responding groups. Therefore, it can be argued that the records of athlete profiles are not kept in the club carefully and progressively.

In line with this point, it is also indicated in the table 9, 64 (74.42%) and (53.33%) of athletes and their coaches affirmed respectively that records of athletes profiles are not kept carefully. However, 10 (11.63%) of athletes and 2 (13.33%) of coaches opted not to respond to this item.

Table 10: Trainee athletes have obtained benefit from the club.

Trainee athletes and their respective coaches responses.

Subjects	Responses				Total
	Poor	Fair	Good	Excellent	
Athletes	7 (8.14%)	19 (22.09%)	43 (50%)	17 (19.77%)	86 (100%)
Coaches	1 (6.67%)	6 (40%)	8 (53.33%)	0 (0)	15 (100%)

As it was also indicated earlier in table 10, 62 (72.09%) of the athlete respondents ranked their agreement between good and fair, that is 45 (50%) good and 19 (22.09%) fair to what extent that athletes have benefited out of the clubs. Similarly, 14(93.33%) coach respondents rated (53.33% good and 40% fair) to show their agreement to what extent athletes have benefited from athletics clubs. In a border sense, we can deduce from these two statistical analyses that athletes have benefited from training very much but still have a few reservations. Moreover, 17 (19.77%) of athletes and nonetheless coaches excellent response to what extent the benefit from the club.

Finally, 7 (8.14%) of athletes and 1 (6.67%) of coaches have poor responses to what extent the benefit from the club. The majorities of respondents are argued that the benefit from the club is almost good.

Table 11: When they are select trainee athletes for any discipline, is there consider their talent.

Trainee athletes and their respective coaches' responses on observed frequency (O) expected frequency (E) and calculated chi-square (x2) value.

Subjects	Responses			Total	Chi-square
	Yes	No	I don't know		
Athletes	27 (40.48)	21 (0)	38 (0)	86	$X^2 = \frac{\sum(O-E)^2}{E}$
Coaches	3 (9.6)	5 (0)	7 (0)	15	
Total	30	26	45	101	

P<0.05; df =2, number in parenthesis are expected frequencies, critical value = 5.991

Chi-square test of significance was computed in order to see whether the two groups have different or similar responses on the given statement. Since the calculated value χ^2 (49.91) is much greater than the critical value (5.991) at the alpha level 0.05, and consequently, the null hypothesis can be rejected. We can therefore, conclude that trainee athletes have not undergone through consider talent identification procedure when entering in to the club. This finding was also consistent with the results obtained during interview with administrative heads and technical directors.

Discussion in the Practical Execution

The analysis of the questionnaire and interview indicates that to practice with large number of athletes and coaches are a big challenge. Emphasizing on this issue, one of my informant, pseudonym Temesgen argued, "I am a short distance runner it requires perhaps more speed than other track and field event athletics. But I am now working with other middle distance and long distance runners etc."

From broader perspective, in this respect McArdle, et.al, (2001) pointed out, "... every year, performance improvements occur in almost all athletics competitions. These advances generally related to increased opportunities fro participation individuals with "natural endowment" more likely become exposed to particular sports". Besides, improved nutrition and health care, better equipment and more systematic and scientific approaches to athletic training contribute to superior performance.

The quote chosen above were representative of widely expressed responses of trainee athletes' and their respective coaches. Moreover, it concisely summarized what can effective and efficient sport training path should include as a bench mark opportunities of participation, talent identification, individualized training, nutrition, health service, availability of training equipments, and having competent coaches of the respective event.

Yet again, at the very outset of this chapter, trainee athletes' and their respective coaches' revealed that they are engaged in training 3 days per week having one sessions per day that runs on average 1: 45 hours (see table 4,5, and 6).

So, it is evident the above description that unless the training intensity is reconsideration, and also the session allotted per week requires reconsideration.

To strength the above point, I think quoting Faye's, et. al., (2005) assertion is appropriate that if you train too much or too intensely you are more likely to suffer injuries or become over trained, a condition characterized by look of ornery, aching muscles and joints and decreased physical performance.

As rule of thumb, for vigorous exercise program of strength training (4-5 days per week); and stretching exercise (3-5 days per week) is recommended (Daryl, 2007).

Above all, it is advised coaches should take in to account the development needs of the athlete directing, coaching, supporting and counseling, especially around training program per week and session allotted per week and session allotted per week are highly reconsideration.

Major Hindering Factors

Trainee athletes' and their respective trainers' ranked in an ascending order factors that are thought to be affecting their training. (one for the most hindering to ten for the last one)

Table 12 Major hindering factors that affect training

(The result, ranked in descending order)

No	Possible factors	Athletes		Coaches		D*	D2
		Score	Rank	Score	Rank		
1	Lack of qualified and competent coaches	88	10 th	44	9 th	1	1
2	Lack of adequate facilities	34	2 nd	12	1 st	1	1
3	Lack of well designed training program	82	9 th	36	7 th	2	4
4	Lack of adequate and balanced diet	52	4 th	27	2 nd	2	4
5	Personal factors relationship, living condition ...etc	88	8 th	31	4 th	4	16
6	Lack of proper supervision	71	7 th	42	8 th	-1	1
7	Lack of communication among staff members	68	6 th	35	6 th	0	0
8	Lack of sufficient incentives and motivation	35	3 rd	28	3 rd	0	0
9	Environmental factors	54	5 th	49	10 th	-5	25
10	Lack of individualized training for different track and field events	21	1 st	32	5 th	-4	16
Total						∑d=0	∑d²=68

* D*= different in ranks, correlation coefficient = 0.59, 86 trainee athletes and 15 coaches participated in filling the questionnaire.

N.B. rank, one for the most hindering factors to ten for the least.

The coefficient of correlation computed by spearman rank order method between these two sets two sets of score is $r = + 0.59$. In line with this, Kothari (2008) disclosed that for small

values of n (i.e., n less than 30), the distribution is not normal and such we use the table showing the values for spearman's rank correlation to determine the acceptable and rejection regions.

In the case, a two tailed test is appropriate and in the said table (value for spearman's rank correlation = r) in row for $n=10$ and column for a significance level of 0.05 and found that the critical value for (r) are ± 0.6364 i.e. / and the upper limit of the acceptance region is ± 0.6364 and since the calculated $r = +0.59$ is inside the limits of the acceptance region, we accept that there is moderate correlation between those two group on the ranked data.

Furthermore, the above table vividly indicate that as athlete ranked the most hindering factors in ascending orders from the 1st most hindering factor to the least one 10th that is lack of individualized training for different track and field events, lack of adequate facilities and lack of sufficient incentives and motivation... etc.

In the same manner, coaches ranked and found that lack of adequate facilities, lack of adequate and balanced diet and lack of sufficient incentives and motivation ... etc is the most hindering factors accordingly.

From this assertion without going in to greater detail, one can easily deduce that two of the most raked hindering factors are in the first three front lists of both groups, i.e., lack of adequate facilities and lack of sufficient incentives and motivations (see table 12).

Discussion on hindering factors

As indicated in table 12 the respondents were asked to rank the possible hindering factors that trainee athletes' face in the club from the most serious to the least once. As the result, trainee athletes ranked the most top three serious problems as look of individualized training for different track and field events, followed by lack of adequate facilities and lack of sufficient incentive and motivation. On the contrary to this respondent coaches' ranked lack of facilities followed by lack of balanced diet and lack of sufficient incentive and motivation. Yet, quite many respondents in one way or other expressed their idea in open ended and interview in favor of the above view. In the same vein, the result of correlation analysis on

table 12 explicitly depicts that there is high relationship between the responses of athletes' and respective coaches on these possible hindering factors.

From this notion, it is so easy to understand that there was consistency of views on the part the respondents. At the juncture, it is also important to remind that considerable numbers of respondents were complaining about the lack of individualized training for different track and field events in which they are now working, for example, many informants expressed it; we are done training with mixed short distance, middle distance and long distance trainee athletes. Not sufficient coaches and assistance coaches in each club, for that matter all athletes are do training together. The physiology of training (2006) indicated that physical fitness is served by individual sciences such us Pediatric and adult physiology, biochemistry, biomechanics and sports medicine and it can be defined as the individual's ability to meet the demands of a specific task. It primarily consists of elements of aerobic and an aerobic fatness, muscular strength and flexibility. Regardless of the performance level, sex and age, all competitors use one or more of these elements of fitness during their daily practice. For example, in an endurance event such as the marathon, aerobic capacity is the most important element for success, where as in springing events, such as the 100m, anaerobic power predominates. Consequently, training program has to address the most important elements of physical fitness for each individual sport & athletes.

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

The aforementioned statement is quiet sounding when one looks the age category of trainee athletes, that is, 19-24 years (see table 2 No.2) which is by now on the ladder of peak energy intakes stage as it is described above. In relation to this, one of the respondents has this to say:

... Per day are training sessions that is early in the morning look, the tasks we are engaged in, "Training and school works". Absolutely, it takes much of your energy unless you get adequate and sufficient diet. But, the question lays on about what amount and quality? We do not select food items; but we are looking food items containing carbohydrate, fat and proteins ...etc with sufficient amount. So far it is regarded by administrators as unreachable issue. While asked practically speaking the problem becomes worsen when one think of the fraud in the purchasing process and the current economical circumstance.

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

The Availabilities of Facilities and Equipments

Table 13: Summary of Athletes and Coaches Responses to Questions Related to Availability of Training Facilities

No	Questions	Athletes n=86	0(None)	1(VI)	2(IA)	3(AD)	4(VA)	Sam Total	Mean	SD
		Coaches N=15								
1	Training place (track)	Athletes	47	23	16	-	-	55	0.64	0.3
		Coaches	4	7	3	1	-	16	1.07	0.51
2	Field event area	Athletes	63	17	6	-	-	29	0.34	0.1
		Coaches	5	4	4	2	-	18	1.2	0.6
3	Track and field equipments	Athletes	44	28	14	-	-	56	0.65	0.42
		Coaches	7	4	3	1	-	13	0.87	0.45
4	Well equipped gymnasium	Athletes	80	6	-	-	-	6	0.07	0.03
		Coaches	10	5	-	-	-	5	0.3	0.01
5	Medical service	Athletes		41	39	16	-	167	1.94	0.8
		Coaches		5	4	6	-	31	2.1	1.0
6	Recreational center	Athletes	60	26	-	-	-	26	0.30	0.1
		Coaches	7	5	3	-	-	11	0.73	0.31
7	Sufficient dormitories	Athletes	86	-	-	-	-	-	-	-
		Coaches	15	-	-	-	-	-	-	-
8	Quality toilet for boys girls and employees sufficiently.	Athletes	-	38	28	20	-	154	1.79	0.76
		Coaches	4	7	3	1	-	16	1.1	0.62
9	Drinking water electricity telephone and internet supplies	Athletes	26	20	28	12	-	112	1.30	0.71
		Coaches	-	4	5	6	-	32	2.13	1.02
10	Transportation	Athletes	-	38	42	6	-	140	1.63	0.8
		Coaches	-	7	6	2	-	25	1.67	0.81
11	Changing room	Athletes	34	28	24	-	-	76	0.88	0.6
		Coaches	4	2	4	5	-	25	1.67	0.81
12	Shower	Athletes	36	26	24	-	-	74	0.86	0.5
		Coaches	-	6	6	3	-	27	1.8	0.9
13	Sport wear including shoes	Athletes	-	28	38	20	-	164	1.91	0.96
		Coaches	4	5	5	1	-	18	1.2	0.41
14	Formal education	Athletes	-	26	37	23	-	167	1.94	0.86
		Coaches	-	4	6	5	-	31	2.1	1.02
15	Library	Athletes	26	34	26	-	-	86	1	0.3
		Coaches	4	5	2	4	-	21	1.4	0.4
16	Cafeteria	Athletes	29	36	21	-	-	78	1.91	0.52
		Coaches	4	4	4	3	-	21	1.4	0.4
Aggregated mean									1.07	-

Very adequate (VA) = 4, adequate (AD) = 3, inadequate (IA) = 2, very inadequate (VI) = 1, none = 0.

As depicted in the table above, groups described their agreement in each section of the questions to what extent the training facilities are available.

Taken together the table lists of the facility in table 13, number 1, 2, 3, 4, 6, and 7 training place (track), field event area, track and field equipments, well equipped gymnasium, recreational center and sufficient dormitories recreational are found not in abundant as asserted by both groups of respondents. This can be also seen vividly from the aggregated mean values that the mean values of these items are very much lower than what is expected as cut of point, 1.07 aggregate mean.

On the other hand, athletes totally agree against coach respondents on the medical service response which is indicated of in number 5 table 13. Similarly, on the category of internet service and transportation in the same table number 9 and 10 respectively coaches are found in different position.

Table 14: The t-test, means, and SDs facilities are available of athletes and coaches response.

Respondents	N	Mean	SDs	T- test
Athletes	86	17.16	7.76	T =-0.648
Coaches	15	20.74	9.27	

P<0.05: two – tailed, df = 101 critical value = 2.13

The computed, t-test value in the above table shows that t= -0.648 which is less than critical value 2.13 (at df = 101 with and alpha level 0.05 and two – tailed test).

Hence, there is significant similarity between athletes' and coaches' responses pertaining to the availability of training facilities. Therefore, we can conclude from this assertion that there is shortage of equipment and basic facilities for conducting training in many of track and field athletics events, since they are not sufficient in terms of number and qualities (see table 13 mean values).

Discussion on the Availability of Facility and Equipment

Among various factors that affect or impede the performance of trainee athletes and challenge face administration and coaches are the availability of well equipped gymnasium, sufficient dormitories, training place, track and field equipments and recreational centers respectively are identified by many respondents as the major attribute. In line with this, one of the informants in open- ended questionnaire is quoted to have said.

“More technical event by its nature, requires very fine body movements, rapidly changing direction, neuromuscular coordination and like physical qualities unless we do have various types of and gymnasium machines or equipment with sufficient number and qualities..., it is hard to think to track and tiled event accomplishment..., even putting aside the lower status of sprinting and field event has in the club compared to middle distance and long distance event”

Similarly responses were repeatedly given interview and open ended questions. Regarding this, one of the informants, Bahiru, is worth mentioning. He rightly put it.

... Look, the fitness components to be improved, energy system involved, main muscle groups. Employed and specific movement patterns /modes perfumed... etc. to see or monitor progress of these staffs, the availability of various types of rating gymnasium machines have great significance. Above all, to maintain the training load, specificity, progression and to make it more individualized.

In fact, in this respect, from 16 possible factors that are believed to be the hindering factors of trainee athletes' and coaches; “well equipped gymnasium” is rated by many respondents as the most hindering factor since the mean values computed 0.07 and 0.3 for athletes' and coaches' respectively are by far below the aggregated mean value 1.07 which indicates the cut – off point (see table 13 No. 4)

The above idea, through expressed by a single coach it was shared by almost all coaches and administrative heads. When we look in to the above responses in depth, it is not hard to understand that there is shortage of gymnasium equipments in terms of number and qualities. This is also confirmed by researcher during the time of observation.

Many part indicants also pointed out that transportation as the common denominator, which impedes their training. In relation to this, one of the respondents commented the problem as follows.

... Not originally constructed as a training center, and dormitories they are live difference area in Addis Ababa city municipality, is far from the area where we are get transportation. On the top of this, the training program is scheduled early before 7:00 am at the time you could not get taxi. The only chance that we do have in our hand is "stand at early morning before 6:00 am and waiting a first bus to travel "Lege Har" where our transportation waits us.

Besides, quite as number of respondents explained that there is no recreational center and changing rooms. One research participant commented particularly on the absence of recreational center as follows.

After this all training load, had it been need red creational center, we would not have gone to any recreation center around our club just to take a cup of tea and to use internet service. Look on the days where there is no school and or training. Many athletes are seen setting in the nearby found many get of their home. For shore, this shows to what extent is the need of having recreational center.

Another participant commented in open ended question on the issue that he believes very important.

... We do not have well organized clinic in our club that when you encounter assort of injury / illness they sent you to the government clinics /hospitals ... no one is here who follows your case and both about your immediate recovery. This is also frightening as far as sport is not free from injury.

This all explanations at least give us a bird's eye view to what extent the availability of facilities and equipments have affected trainee athletes and coaches.

4.2.4 Analysis of Observational Checklist.

Basic materials and equipments necessary to carry out daily trainee athletes training session successful are established in short supply.

This can be also seen clearly from rating scales used to what extent these equipments and facilities are available in athletics club (see table 13).

In the nut shell, to make the training activities more effective, it is necessary to have an appropriate the physical environment with infrastructures and equipments, which facilitate the training program at large.

Table 15: Observational checklist for track and field first division athletics clubs in Addis Ababa equipments facilities.

Note: AV= Available

PV = partially Available

NA = Not Available

Checklist for track event	AV	PV	NA	Remark
. Track event				
Track for running event _____			√	
Equipments_____				
starting block		√		Addis Ababa
Photo finish camera			√	university stadium
Hurdle		√		Jal- Mada
Steeplechase hurdle			√	
Relay baton	√			
Water jump for steeplechase.			√	

Checklist for field event	AV	PV	NA	Remark
field event				
fields for throwing event_____		√		
fields for jumping event_____		√		
equipments _____		√		
Javelin			√	
Pole vault		√		
Long and Triple Jump			√	
High Jump		√		
Shot put		√		
Discus			√	
Hummer		√		
Mattress		√		
Posts and bar (s)	√			
Meters				

Gymnasium facilities			√	
Miscellaneous facilities	√			
clean water access				
Separate latrine		√		
Dressing room			√	
Shower			√	
Lunge		√	√	
Bed rooms			√	
Clinics			√	
Sport suits				
Library		√		
Cafeteria		√	√	
Transportation			√	
Other(s)			√	
		√		

Observation takes place at Addis Ababa first division athletics clubs at Jal-Mada, Addis Ababa university stadium at main campus when athletics clubs trainee athletes are do training.

As indicated table above, except very and few types of equipment, basic facilities in many track and field events are scarce or not available for conducting training.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Summary.

The purpose of this study was to identify the practice and challenges of some selected first division athletics club administrators, coaches and trainee athletes, in Addis Ababa.

In order to answer these questions, descriptive survey research method was employed. The data relevant to the study were gathered through two sets of questionnaires, interview and observational checklist from 86 trainee athletes, 15 coaches and 3 administrative heads of three first division athletics club in Addis Ababa (see table 1).

The data obtained were analyzed using descriptive statements and various statistical methods such as frequency, percentage, mean, standard deviation, rank order, chi – square and the t-test. Finally, based on the review of related and the analyzed data, the following major findings were obtained from the study.

- ❖ The study revealed that trainee athletes' and their respective coaches' are engaged in training on average 3 days per week having one session per day that runs about 1: 45hrs.
- ❖ It is reported in the study, about 60 percent of coaches have not obtained high level coaching course. However, 40 percent of coaches do have.
- ❖ The study disclosed that trainee athletes have not undergone through medical examination test before entering in to the club.
- ❖ It was admitted by trainee athletes that the training program is linked with specific athletics event 31.40 percent "very high", 24.42 percent "high" 30.23 percent "medium", 4.65 percent "low" and 9.30 percent "very low" respectively. On the other hand, a very high percentage 73.33 "very high" and 26.67 percent "high" is rated by coaches.
- ❖ The study revealed trainee athletes training is classified according to ability, age and experience. But a significant number of respondents agreed that it is not in individualized base.

Beside this 74.42 percent athletes and 53.33 percent coaches affirmed respectively that records of athletes profile are not kept carefully and progressively. However, significant percentage of athletes' 11.63 and 13.33 percent coaches opted not to respond to this item.

- ❖ Regarding the response of athletes on the question: the benefit trainee athletes' have obtained from the clubs, 72.09 percent were found in between "good and fair." Likewise, 93.33 percent coaches response relay in between "good and fair". On the other hand, 19.77 percent athletes and nonetheless coaches "excellent" responses to what extent the benefit from the clubs. Moreover, 8.14 percent athletes and 6.67 percent coaches have "poor" responses.
- ❖ The result of correlation analysis on table 12 explicitly depicts that there is moderate relationship between the responses of athletes and respective coaches on the lists of possible hindering factors.
- ❖ The research study showed major problems that affect trainee athletes and coaches. The following were found to be the first four most hindering factors: lack of individualized training for different track and field events, lack of adequate facilities, lack of sufficient incentives and motivation and lack of well adequate and balanced diet as ranked by trainee athletes. In the same manner, coaches ranked and found that lack of adequate facilities, lack of adequate and balance diet, lack of sufficient incentives and motivation and personal factors relationship living condition... etc.
- ❖ Among the different facilities and equipment; it was found out that sufficient dormitories, well equipped gymnasium, recreational center, training place and track and field equipments respectively were found not in abundant as asserted by both groups of respondents. On the other hand, shortage of medical service was identified by athletes. The same is true for coaches while the issue of sport wears including shoes and transportation was concerned.
- ❖ Finally the number of coaches and athletes ratio in all clubs has around 20 of 1 (20:1). This is very difficult to give modern way of coaching system. If it has improved by concerned bodies should be highly recommended. In addition to this if the structure of athletics club should be planned and organized is recommended.

5.2 Conclusions

Based on the data collected and the discussions undertaken, trainee athletes in the clubs are engaged in training on average 3 days per week having one session per day that runs 1: 45 hrs. Besides, some of them are found to be regular students either in elementary or high school.

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

In this respect, participants indicated that order effectively trainee athletes training to be carried out in the clubs the joint hands between Addis Ababa athletics federation, Ethiopia athletics federation, Ethiopian sport commission, Ethiopian Olympic committee and other concerned bodies are completely necessary to minimize and solve their challenges.

At the same time, among various factors that impede trainee athletes and respective coaches training in the clubs dormitories, well equipped gymnasium, recreational center, transportation, training place and medical service were found to be the scarcest ones.

5.3 Recommendations

The researcher suggested the following recommendations are in light of the summary and conclusion made.

The clubs should re-examine the training days, sessions, time spent in each training session, training place and number of coaches.

The clubs are highly advanced to work with regional sport commission, federal sport commission, other clubs, training center, and sport organizations etc... so as to identify early and inject talented young trainee athletes in to the clubs. Moreover, it should be given due emphasis in requirement of considerable numbers of female athletes.

Concerned bodies are expected to assignee enough budget in order to provide athletes with adequate and sufficient diets.

To have acquaintance with the ever growing scientific training coaches should get training on regular bases either on-job training or off seasons.

Shortage of materials and training equipments were found among the main hindering factors in the clubs. Thus some should be done by club itself and concerned bodies to allocate enough budgets to buy at least basic track and field equipments for trainee athletes. Again, the clubs should work jointly with Ethiopian athletics federation, Olympic committee, Addis Ababa athletics federation, private sport and fitness centers, sport medias, governmental and non – governmental organization... etc so as either to get donations or generate incomes.

The clubs should open its door by reducing qualified personal and crucial resources shortage to train individuals, training centers and others with a reasonable cost in order to generate its internal income.

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APPEDIX -1

Addis Ababa University

Factuality of life science

Department of sport science

Interview Guide for Administrator (S)

Part I. Back Ground Information

1. Sex _____
2. Age _____
3. Educational qualification _____ and major subject studied _____
4. Work experience _____
5. Position in the club _____

Part II. Main Questions

6. How do you see the practice of athletics events training?
7. Do you think that the problem faced athletes differ from event to event? Which means running, jumping and throwing events?
8. Do you think your club environment is conducive to conduct athletics sport training? Are there enough material & facilities?
9. How is the relationship among coaches, athletes and administrators?
10. When you are select athletes at first time what are your criteria? How you are seeing their talents?
11. In your club is there enough athletics coach? If your answer is yes or no how?
12. What do you think are the major hindering factors that affect coaches, administrators and athletes face respectively?
13. Could you suggest possible solution, if any to tackle the problems related to the practice of the training?

APPEDIX-2

Addis Ababa University

Faculty of Life science

Department of sport science

Questionnaire to be filled by same selected first division athletics clubs athletes.

The purpose of this questionnaire is to obtain information about the practice and challenges of administration and coaching the case of some selected first division athletics clubs in Addis Ababa. Thus, the study is purely an academic and in no way affects the respondent's personality or the organization.

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

Thank you in advance for your cooperation!!

General Direction

The questionnaire consists of mainly four parts: I Personal profile, II Practical execution, III Major hindering factors, IV Availability of Facilities and equipment as well as training related factors.

- 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.

A. General information

Part I: personal profile

Please circle your responses

1. Sex A. male B. Female
2. Age (in years)
 A. under 20 _____ B. 21-30 _____
 C. 31-40 _____ D. 41 and above _____
3. Marital status
 A. Single B. Married
 C. Divorced D. widowed
4. Educational Back ground
 A. Read and write (1-4) B. Primary (5-8)
 C. High school (9-12) D. collage /university
5. How long have you been trained in this club?
 A. 1-6 Months B. 7-12 Months
 C. 1-2 years D. more than 3 year

B. Main Data

Part: practical execution of the training program.

6. Have you taken medical examination before entering to this club?
 A. yes B. No C. I don't know
7. How many free days do you have in a week?
 A.1 day B. 2 days C. 3 days D. 4 days
8. How often do you exercise per day?
 A. Once B. Twice C. Three times D. If any other (specify) _____

9. On average for how long you do the exercise per session?

A. 60 min. B. 90 min C. 120 min D. if any other (specify) _____

10. To what extent the training program is linked with specific Athletics' event

You are contending?

A. Very high B. High C. Medium

D. Low E. Very low

11. Is the training program classified according to ability, age, and experience?

Within competitive units

A. Yes B. No C. I don't know

12. If your answer for question No11 is "No or don't know" what is (are) your

reason(s)? _____

13. Do you periodically evaluate the effectiveness of the training program?

A. Yes B. No C. I do not know

14. If your answer for question No 13 is "No or Do not know" what is (are) your

Reason (s)?

15. Do records are carefully and progressively kept about each athlete?

A. Yes B. No C. I do not know

16. How do you rate the benefit that you have obtained from the club?

A. poor B. Fair C. Good D. Excellent

17. After you are selected for this club you are done on your best talent discipline? A. Yes
B. No C. I do not know

18. If your answer for question no 17 is "no or do not know" what is (are) your reason(s) _____

Part III: Major hindering factors

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

(Rank order from the most serious barrier to the least by giving 1/one for the most hindering factor to 10 /ten for the least one)

- _____ A. Lack of qualified and competent coaches
- _____ B. Lack of adequate facilities
- _____ C. Lack of well designed training program.
- _____ D. Lack of adequate and balanced diet.
- _____ E. Personal factors, relationship, living condition, change
In residence.... etc
- _____ F. Lack of proper supervision.
- _____ G. Lack of communication among staff members.
- _____ H. Lack of sufficient incentives and motivation.
- _____ I. Environmental factors
- _____ J. Lack of individualized training for different track and field events.

20. Please write from your personal experience if there is (are) any barrier(s)

Other than listed above _____

Part IV: Facilities

21. How could you rate the availability of training facilities? Please answer the following questions by putting “√” sign in one of the blank spaces provided in front of statements that you think describe your agreement.

None = 0, Very inadequate = 1, Inadequate=2, Adequate=3, Very adequate=4

No	Availability of	None (0)	Very inadequate (1)	Inadequate (2)	Adequate (3)	Very adequate (4)
1	Training place (track)					
2	Field event area					
3	Track and field equipments					
4	Well equipped gymnasium					
5	Medical service					
6	Recreational centre					
7	Sufficient dormitories					
8	Quality toilet for boys, girls and employees separately and sufficiently					
9	Drinking water, Electricity, telephone and internet supplies					
10	Transportation					
11	Changing room					
12	Showers					
13	Sport wear including shoes					
14	Formal education					
15	Library					
16	Cafeteria					
If other please state: _____						

22. In executing your daily training program, what was your major success?

And challenges? Please list down point by point

A. Success

B. Challenges

23. What do you suggest at least to minimize the challenges you have

Mentioned above?

24. Please use the space below to offer further comments you may wish to make on the training practice and challenges of the field event trainee Athletes'?

APPEDIX -3
Addis Ababa University
Faculty of Life science
Department of sport science

Questionnaire to be filled by some selected first division athletics club coaches in Addis Ababa.

The purpose of this questionnaire is to obtain information about the practice and challenges of administration and coaching the case of some selected first athletics club in Addis Ababa. Thus, the study is purely an academic and in no way affects the respondent's personality or the organization.

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

Thank you in advance for your cooperation!!

General Direction

The questionnaire consists of mainly four parts: I Personal profile, II Practical execution, III Major hindering factors, IV Availability of Facilities and equipment as well as training related factors.

- 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.

A. General information

Part I: personal profile

Please circle your responses

1. Sex A. male B. Female
2. Age (in years)
A. under 20_____ B. 21-30_____
- C. 31-40_____ D. 41 and above_____
3. Marital status
A. Single B. Married
C. Divorced D. widowed
4. Educational Back ground
A. certificate B. Diploma
C. degree (B.A, B.Ed, B.Sc) D. Master (M.A, M.Ed, M.Sc)
5. How long have you been trained in this club?
A. 1-6 Months B. 6-12 Months
C. 1-2 years D. more than 3 year
6. How many years of experience do you have in coaching athletes?
A. below 1 year B.1-5 years
C.6-10 years D.11 years and above

B. Main Data

Part II: practical execution of the training program.

7. Did club trainee athletes take medical examination before entering to this club?

- A. yes B. No C. I do not know

8. How many rest day you have per week?

- A. 1 day B. 2 days C. 3 days D. 4 days

9. How often do you go to training per day?

- A. Once B. Twice C. Three times D. If any other (specify) _____

10. For how long you train per session?

- A. 60 min. B. 90 min C. 120 min D. if any other (specify) _____

11 To what extent the training program is linked with specific Athletics' event

You are coaching?

- A. Very high B. High C. Medium
D. Low E. Very low

12. Is the training program classified according to ability, age, and experience?

Within competitive units

- A. Yes B. No C. I don't know

13. If your answer for question No12 is "No or don't know" what is (are) your

reason(s)? _____

14. Do you periodically evaluate the effectiveness of the training program?

- A. Yes B. No C. I do not know

15. If your answer for question No 14 is "No or Do not know" what is (are) your

Reason (s)?

16. Do records are carefully and progressively kept about each athlete?

- A. Yes B. No C. I do not know

17 How do you rate the benefit that field event trainee athletes' have obtained?

From the training center

- A. poor B. Fair C. Good D. Excellent

18. When you are select athletes for any discipline are you consider their talent? A. Yes B. No

C. I do not know

19. If your answer for question no 16 is "no or do not know" what is (are) your reason (s) _____

Part III: Major hindering factors

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

(Rank order from the most serious barrier to the least by giving 1/one for the most hindering factor to 10 /ten for the least one)

- _____ A. Lack of qualified and competent coaches
- _____ B. Lack of adequate facilities
- _____ C. Lack of well designed training program.
- _____ D. Lack of adequate and balanced diet.
- _____ E. Personal factors, relationship, living condition, change
In residence.... etc
- _____ F. Lack of proper supervision.
- _____ G. Lack of communication among staff members.
- _____ H. Lack of sufficient incentives and motivation.
- _____ I. Environmental factors
- _____ J. Lack of individualized training for different track and field events.

21. Please write from your personal experience if there is (are) any barrier(s)

Other than listed above _____

Part IV: Facilities

22. How could you rate the availability of training facilities? Please answer the following questions by putting “√” sign in one of the blank spaces provided in front of statements that you think describe your agreement.

None = 0, Very inadequate = 1, Inadequate=2,
Adequate=3, Very adequate=4

No	Availability of	None (0)	Very inadequate(1)	Inadequate (2)	Adequate (3)	Very adequate (4)
1	Training place (track)					
2	Field event area					
3	Track and field equipments					
4	Well equipped gymnasium					
5	Medical service					
6	Recreational centre					
7	Sufficient dormitories					
8	Quality toilet for boys, girls and employees separately and sufficiently					
9	Drinking water, Electricity, telephone and internet supplies					
10	Transportation					
11	Changing room					
12	Showers					
13	Sport wear including shoes					
14	Formal education					
15	Library					
16	Cafeteria					

If other please state: _____

23. In executing your daily training program, what were your major successes?

And challenges? Please list down point by point

A. Success

B. Challenges

24. What do you suggest at least to minimize the challenges you have

Mentioned above?

25. Please use the space below to offer further comments you may wish to make on the training practice and challenges of the trainee Athletes'?

APPENDIX- 4
Addis Ababa University
Facility of life Science
Department of sport Science

Observational checklist

(Facilities)

Note: AV= Available

PV = partially Available

NA= Not Available

Checklist for track event	AV	PV	NA	Remark
1. Track event Track for running event ----- Equipments--- ----- <ul style="list-style-type: none"> • starting block • Photo finish camera • Hurdle • Steeplechase hurdle • Relay baton • Water jump for steeplechase. 				

Checklist for field event	AV	PV	NA	Remark
<p>2. field event</p> <p>fields for throwing event_____ fields</p> <p>for jumping event_____</p> <p>equipments _____</p> <ul style="list-style-type: none"> • Javelin • Pole vault • Long and Triple Jump • High Jump • Shot put • Discus • Hammer • Mattress • Posts and bar (s) • Meters 				

3. Gymnasium facilities				
--------------------------------	--	--	--	--

<p>4. Miscellaneous facilities</p> <ul style="list-style-type: none"> • clean water access • Separate latrine • Dressing room • Shower • Lunge • Bed rooms • Clinics • Sport suits • Library • Cafeteria • Transportation • Other(s) 				
---	--	--	--	--

Observation takes place at Addis Ababa first division athletics clubs

DECLARATION

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

Name: - : - Getachew Zewdie

Signature: -----

Date: - -----

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

Name: - Meberatu Belay (Ass.pro.)

Signature: - -----

Date: - -----