JIMMA UNIVERSITY

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DEPARTMENT OF SPORT SCIENCE

CHALLENGES AND PRACTICE OF TALENT IDENTIFICATION OF ATHLETES IN SOME ATHLETICS PROJECTS: THE CASE OF BENCH MAJI AND KAFFA ZONES

BY

SAN DORCHUM NIGUSIE

A THESIS SUBMITTED TO JIMMA UNIVERSITY, SCHOOL OF GRADUATE STUDIES COLLEGE OF NATURAL SCIENCES DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF THE MASTERS OF SCIENCE IN ATHLETICS COACHING SPECIALIZATION

JIMMA, ETHIOPIA

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Abstract

The purpose of this study was to explore the existed challenges and practice of talent identification of athletes in some athletics projects in Bench Maji and Kaffa Zones. In order to achieve the proposed study, cross-sectional design was applied. Both primary and secondary data sources were used. In these Zones four athletics projects namely Bonga, Guraferda, Tello and Bita were included in the study. In case 9 Zone Sport officers, 8Woreda sport officers and 4 coaches were selected by using purposive technique and 49athletes/trainees (by using simple random sample technique) a total of 70 were selected to be the subjects of the study. Generally mixed (probability and non – probability) sampling techniques were used for this study. Questionnaire, interview, and observation have been used as data collection instruments. The data have been analyzed using both quantitative and qualitative methods by describing statements and Mean, standard deviations, calculated through the help of Statistical Package for Social Sciences (SPSS version 21) were used to analyze the quantitative data obtained from research questions. Percentages and frequency of responses to the survey were compiled and presented in frequency tables. The null hypotheses were tested using chi-square. The findings indicated that absence of sport talent identification programs, inadequate financial and technical support by the stalk holders, absence of knowledgeable coaches on talent identification, absence of necessary equipment for training and to carryout talent identification process, no opportunities for athletes to participate in competitions, lack of sport scholarship for potential talented athletes and other related problems. Finally the researcher on the basis of findings of the study recommendations were drawn, Regional Athletics federation should find away to upgrade the knowledge of coaches and formulate and apply programs for identifying athletes with potential, Regional Athletics Federation and offices of Zone Youth and Sport bureau should be work with different stalk holders to fulfill the constraints of sources.

Key words: *Athletics, Challenges, Facilities, Identification, Project, Talent.*

Abbreviation / Acronyms

CYD - Composite Youth Development

GDR - German Democratic Republic

LTAD - Long Term Athlete Development

SNNPR- Southern Nation Nationalities and Peoples Region

TI - Talent Identification

TID - Talent Identification and Development

TD - Talent Development

CHAPTER ONE

1. INTRODUCTION

1.1. Background

Athletics commonly known as track and field events were originated almost along with the first human kind on earth. To survive, early humans engaged themselves in running, jumping and throwing activities, all of which are natural body movements that enabled early humans to overcome the challenges of nature (IAAF, 1990). Athletics is a collection of sporting events that involve competitive running, jumping, throwing, and walking. The most common types of athletics competitions are track and field, road running, cross country running, and race walking. The results of racing events are decided by finishing position (or time, where measured), while the jumps and throws are won by the athlete that achieves the highest or furthest measurement from a series of attempts (Wikipedia).

Athletics competitions date back to ancient times. By the 8th century B.C., athletics events were part of the original Olympics (Greek Olympic Games - 776 B.C.). The main event in the Olympics was the Pentathlon, which involved a short foot race (180 m.), long jump, discus throw, javelin throw and wrestling. During the Olympics peace was declared, a sacred truce in all Greece. Some of the events from that time, such as javelin and discus throwing, are still part of modern athletics. From the time of the first modern Olympic Games until now, Athletics has been one of the main sports in the Olympics. Athletics was included in the first Modern Olympic Games in 1896 (Athens). Women were first allowed to participate in track and field events in the 1928 Olympics (Amsterdam). Modern athletic events are usually organized around a 400m running track on which most of the running events take place (Wikipedia).

Although the exact roots of Ethiopian Athletics cannot be retraced back accurately, it is widely believed that the sport was extensively practiced in schools and military camps before 1897. Ethiopian first participated at the Olympic Games in1956 at Melbourne (Australia) since 1956 in athletics, boxing and cycling and has sent athletes to compete in every summer Olympic Games since then, except for the 1976, 1984, and 1988 Games. National Olympic committee of Ethiopia was founded in 1948. Since 1964, Ethiopia has produced countless athletics heroes (Bekele, 2015) and (Sahilu, 2012).

Sport talent identification is the process of recognizing current participants with the potential to become elite players. It entails predicting performance over time by measuring physical, physiological, psychological and social attributes as well as technical abilities, either in isolation or in combination (Williams and Reilly, 2000).The process of talent identification should detect factors affecting performance in competitive sport and predict the potential of future performance. Although talent identification is widely practiced by coaches, managers and parents, it is based on instinct and experience but little support comes from science (Crespo, 2006).In our country individuals are participated in particular sports might be determined by factors such as traditions, ideals, desire to take part in sport according to its popularity, parental pressure and school teacher's specialty, the proximity of sport facilities etc. This system can lead to more popular sport in a particular area having a plentiful supply of athletes while the lower supportive sports struggle for participants (Sahilu, 2012). But for many specialists involved in sport, hoping that individual and help those individuals choose the sport that is best suited to their abilities (Bompa, 1985).

Talent identification should be followed concomitantly with the talent development in order to direct those potential performers towards elite performance. Sport talent development is the provision of athletes with a suitable learning environment so that talent potential can be realized (Williams and Reilly, 2000). Creating an appropriate environment in which to nurture talent may play a more significant role in the development of expertise. Adequate facilities and equipment, competent coaches, time for training, training and practice that are directed towards enhancing athletes' development (Ibid, 2000). According to (Dust, 2005), players should be provided with a suitable learning and training environment so that they have the opportunity to realize their potential.

There are several differences between what are referred to in Ethiopia as 'Clubs' and 'Projects'. First, an age difference: clubs are for senior athletes, whereas projects are usually for under 17. Second, an administrative difference: Clubs are non-governmental, whereas projects are governmental or run by the ministry in charge of Sport or by one of the athletics federations, be they regional or national. Thirdly, there is a legal difference between clubs and projects: the former are granted autonomy and are ruled by status, whereas the later are run as part of their administration of origin. Finally, the selection of athletes by regional federations for domestic

competitions can only be made from projects, and not from clubs, otherwise the regional and Addis Ababa Athletics Federation would be too advantaged (Wolde, 2017).

It can be argued that Ethiopian athletics does not really need grass-root training structures in order to win medals in international competitions and to challenge neighboring Kenya in the road-race circuit, but the lack of any formally structured grass-root training is a serious handicap for the local sports authorities in their ambition to diversify the areas of sports excellence beyond solely distance running disciplines. In the mission statement of each federation (National and Regional Federations), it is clearly and explicitly stated that they should play an active role in grass-root athletics. Yet none of the athletics federations are taking this seriously (Wolde, 2017). In case this research was conducted with specific reference of Bench Maji and Kaffa Zones' selected athletics projects to explore challenges and practice of talent identification of athletes in grass root athletics projects.

1.2. Statement of the Problem

Today day, athletics is the most popular game that is practiced in all notion of the world. It's simplicity of the competition and luck of a need for expensive equipment makes athletics popular all over the world. As replied by (Tesfaye, 2012), athletics is a dynamic sport that needs understanding and solving problems of training to create performance improvement to compete in a frequent changing environment.

In order to produce blue ribbon athletes in Ethiopia, putting base at grass root level is the first and the most. The core of this is talent identification and development procedures. It is a tool for production of potentially talented young athletes at early stage. Coaching without talent identification and development of player procedure will be west of time, energy, money and become working for worthless on none directed generation to their specific fate (Brhanu, 2012).

As many research studies assured, proper identification and selection of athletic talent has many benefits in the development of children's specific sport talents. Purposes of talent identification, in the modern world are saving costs, increasing the likelihood of success, extending useful sports champions life, leading non-talented individuals to other areas and avoid wasting money and frustration and better distribution of talent (Mohamedi, 2004). But as far as the knowledge of the researcher, there seems to be a problem of assessment in sport talent to select perspective athletes who have an outstanding future sports specific talent. It is also replied by (Berihu, 2015) that selection of athletic talent in our country is done without giving proper exercise trainings and there are no talent identification development standards and norms.

Even in Addis Ababa, the practice of talent identification process was in implemented by observation of players current or previous performance that means by competition experience and accepting coach's idea, these trade is not enough to talented player (Zemedkun, 2014). Competitive sports are present at all level in Ethiopia and athletics is one of these sports. Talent identification for competition has in reality been operating every since organized competitive sport began and talent identification allows countries to get the best form of its limited sporting recourses. But so far talent identification has not been practiced (Ibid, 2012). Similarly (Assefa, 2017), stated that in SNNPR there are a number of challenges that affect the grass root sport projects, among these dearth of talent identification program was known.

In the case of Bench Maji and Kaffa Zone athletics projects, young athletes were usually leaves the athletics sport after the completion of grass root trainings. Only a few athletes were joined the next athletics clubs. As a result many youngsters lack role models and lost confidence to be competent in the future. But it is strongly recommend that athletics 'projects' belong to clubs at the national, federal or city administrations levels (Wolde, 2017). There are literatures existing in the issues under studying. However, some researches that are exist in this concept, (Sahilu, 2012), (Brhanu, 2012), (Berihu, 2015), and (Genanew, 2010), my inquiry is a little bit different from the existing literatures and studies.

Intentionally this study was conducted to dig out the challenges and practice that holdback talent identification of athletes at grass root level and recommend for those who it may concern for further solutions. In order to do this, the researcher designs the following basic research question

1.3. Research Questions

- Are the coaches qualified?
- What were (was) the method(s) used in talent identification?
- What were factors affecting talent identification?
- Does competition contribute in athletics talent identification process?
- What were the contributions of stakeholders in athletics sport talent identification process?

1.4. Objective of the Study

1.4.1. General Objective

The purpose of the study is to find out the challenges and practice of talent identification of athletes in selected athletics projects in Bench Maji and Kaffa Zones.

1.4.2. Specific Objectives

- To assess the Qualification level of coaches.
- To identify the methods of talent identification in athletics projects.
- To investigates the major factors that affect athletes' talent identification process in athletics projects.
- To assess the contribution of competition in athletics talent identification process.
- To identify the contributions of stakeholders in talent identification and development process of athletes.

1.5. Significance of the study

The importance of this research could be suggesting the challenges of talent identification of athletes in athletics projects. It help to identifying the gap between scientific and the traditional practices in talent identification of athletic sport to be improved. And suggesting the knowledge of coach at grass root level and contribution of stalk holders in sport talent identification was another aspect of this study. It provides scientific explanation and criteria regarding to talent identification that helps coaches and stakeholder working with youth. It also provides favorable suggestions that would help for the development of athlete's performance and how coaches identify the athlete's talent. It was provide with significant information for those who want to conduct research to improve the talent identification and development in sports as a whole.

1.6. Delimitation of the study

To conduct this research in all level of athletics projects that found in all Zones of Southern Region is the difficult task for researcher, because of numerous numbers of athletics projects throughout the region which seems to be consuming time and money. It requires more than one year gathering information. Therefore, to make it manageable , the scope of the study confined to covers only Bench Maji and Kaffa Zone athletics projects on the challenges and practices of talent identification of athlete in short and middle distance respectively. To carry out any research work it is important to delimitate, the delimitation of the study manageable size in order to investigate the problems thoroughly.

1.7. Limitation of the study

Any research activity requires varied, relevant, updated and accessible sources of data. However, the effort of the researcher was seriously challenged by scarcities of financial and time sources. In addition, the most limitations are lack of reference materials, and other resources, including related researches in our context. Besides these, there are factors that may have negative influence on findings such as lack of accurately recorded profiles of athletes and unclear explanations in the documents.

1.8. Operational definition

- **Talent:** - Talent generally is considered an exceptional natural ability to attain goals, therefore, logically; athletic talent ought to be exceptional natural ability of an individual to perform a sports-related task or activity (Moon, 2003).
- **Identification:** -refers to the ability to display exceptionally high performance in a domain that requires skills and training (Buller, 2003).
- **Talent identification: -**is used synonymously with selection criteria and refers to as recognizing current participants with the potential to become elite performers and predicting performance over various periods of time by measuring physical, physiological, anthropometrical and psychological attributers (Regaier, 1993).
- **Talent development: -** refers to supplying athletes with a suitable environment in which to develop and accelerate performance (Abbott and Collins, 2004).
- **Talent detection: -** refers to the discovery of potential performers among those who are not currently involved in the sport in question **(**Williams and Reilly, 2000**)**.
- **Talent selection: -**refers to an ongoing process of identifying individuals currently playing a particular sport, who demonstrate prerequisite levels of performance needed for participation at more advanced levels (Ibid, 2000).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

2.1. Introduction and Purpose of Review

Many studies have been conducted in the area of talent identification and development. Although literature review covers wide variety of such studies, this review will focus on major themes including talent identification in sports, talent development in sports, advantages of scientific method of talent identification and development, talent predictors in athletics and challenges of talent development.

2.2. Talent

Talent is a term that is often used to measure any manner of ability or achievement in a particular domain. Sport talent is any exceptional natural ability of an individual to perform a sports-related task or activity (Jonatan, 2010). It also is defined as a superior ability/level demonstrated or possessed by an individual in a chosen sport type, which encompasses superior level in all attributes, parameters, or variables necessary for success in a particular sport.

According to (Davidson, 1998), talent has five properties: (1) Talent originates in genetically transmitted structures and hence is at least partly innate. (2) Its full effects may not be evident at an early stage, but there will be some advance indications, allowing trained people to identify the presence of talent before exceptional levels of mature performance have been demonstrated. (3) These early indications of talent provide a basis for predicting who is likely to excel. (4) Only minorities are talented, for all children were, then there would be no way to predict or explain differential success. Finally (5), Talents are relatively domain-specific.

There is a need for talented children/athletes to be identified and selected more effectively to be assisted in their sport development projects. This can also facilitate tracking of children/athletes from remote areas/disadvantaged communities ultimately resulting in the selection of the children based on their talent level. Following the talent identification and/or selection process the children/athlete must be provided with an adequate infrastructure to enable them to develop to their full potential. This includes the provision of appropriate coaching, training and competition programs, along with access to appropriate equipment, facilities, sport sciences and medicine and educational and life management support**.**

2.3. Talent Identification in Sports

Talent identification refers to the process of recognizing current participants with the potential to become elite players. It entails predicting performance over time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities, either in isolation or in combination (Regaier, 1993), (Williams, 2000). Similarly, other studies support this definition by defining talent identification in sport as a process in which individuals who are more likely to prosper in a given sport are identified according to the test of specific factors (Hadavi, 2000), define talent identification as a means of harnessing sporting talent to bring about future success in international arena.

Several studies have had varying findings on the methods to be used when identifying talented athletes. Some studies support the use of natural methods while others recommend application of scientific methods (Gulbin, 2002); (Lyle, 1997). According to Balyi and Hamilton as cited in (Nigam, 2010), application of scientific methods in talent identification involves application of a series of tests that are thought to measure key factors for success in a specific sport.

Talent has several properties which are genetically transmitted and partly innate (Davidson, 1998). These properties include players' anthropometric characteristics (e.g., stature, mass, body composition, bone diameter, limb girth) are related to performance in important and sometimes complex ways (J. Borms, 1996). These properties serve as basis for predicting those individuals who are more or less likely to succeed at some later stage (Williams, 2000).

A study conducted by (M. Jankovic, 1997) to compare successful and less successful 15- to 17-year olds using measures of maximal oxygen uptake, anaerobic power, grip and trunk strength measures, and heart volume (absolute and relative), found out that successful players had superior physiological fitness compared to the others. Another study by (Janssens, 1997), showed that performance in short (30 m) and prolonged "shuttle" running discriminated between successful and less successful 11- to 12-year old soccer players. Similarly, in a study by (Panfil., 1997) found out that elite 16-year olds recorded better performance in running and jumping than their less elite counterparts. It is on the basis of these findings that made (M. Jankovic, 1997)to conclude that physiological measures could be useful in predicting later successful performance. These conclusions are supported by (Abbott and Collins, 2004) who note that tests examining

physical, motor and psychological factors are vital when identifying current performance ability or future performance.

Utilization of scientific methods to identify athletes with potential reduces time required to reach high performance, enhances the coach training effectiveness, increases competitiveness and number of athletes aiming to attain high level and increases confidence (Bompa, 1999). Review of literature indicates that talent identification programs across the globe are not firmly grounded on scientific rationale (Williams, 1998) and rely heavily on the intuition or 'eye' of expert coaches and talent scouts in identifying talented sports performers (Williams, 2000). Similarly coaches and scouts most often rely on subjective assessment based on their experience (Williams, 2000) and their “eye for talent” (Christensen, 2009).

Some studies suggest that talent identification should be done by experienced coaches (Abbott and Collins, 2004) ; (S. Helsen, 2000). This is supported by a study carried out by (Hadavi, 2009) whose purpose was to design a model for talent identification and development in Iranian athletes that found out that coaches apply the coach-made methods which are based on their personal experience as well as the standard criteria. Another study carried out by (Harati, 2011) to determine the important indices in talent identification for swimming was a survey among elite women swimming coaches. Regarding the method for identification and selection of talented individuals, the study found out that coaches advocated the use of experimental method, observation method, and scientific method as their priority. Identification and selection was done based on coaches' views on anthropometric, psychomotor, skill, and psychological characteristics.

Although there is lack of empirical studies that have been undertaken to explore the most advantageous method to be used in identifying talented athlete in any sport (Falk et al., 2004),some studies recommend that effective identification of athletes requires a combination of the coaches' experience and the use of sport science testing (Moreno as cited by Rivas, 2009). A study by (Fernández-Río, 2012) found out that despite the enormous amount of youngsters that are enrolled in physical activity classes from an early age, many talented athletes are being ignored due to a deficient structure for talent identification. The process of talent identification requires coaches' sufficient knowledge that will not only enable them define more relevant talent indicators (Vaeyens, 2008) but also enable them to apply both objective and subjective

assessment in identification of athletes with potential to become elite. Omitting any of these components might lead to wrong assessments and interpretations of athletes' potential (V. Trninić, & Vukičević, S., Papić 2008). Talent identification in sports plays a very important role in eliminating the frustrations of participating in a sport that one is not suited to (Ghita, 1994). Through exposure of different individuals, particular sports talent identification system acts as a filter to remove people who have relatively few perceived important characteristics, leaving people who should have a relatively strong chance of success in that sport (Nigam, 2010)

2.4. Talent Development in Sports

Talent development in sports is the most important stage in the process of achieving sporting success (Ebrahim, 2007). It is aimed at providing the most optimal learning environment to help promising youth athletes realize their potential (Williams, 2000). Optimum environment involves provision of adequate number of competent coaches, experts and managers, adequate and availability of quality facilities and equipment for training and testing as well as time for training, actual training and practice that are directed towards enhancing athletes' development (Williams, 2000); Martin et al., 2004). Availability of these essential resources can significantly influence the ability to engage in the required amount of high quality training (David & Baker, 2007). It is recommended that these resources be allocated to help identify and develop talent to enable athletes to reach the top in their sport (Abbott and Collins, 2004).

2.4.1. Coaching Knowledge of Sport Talent Development

(Collins, 1998) define a coach as someone who orchestrates learning activities and mediates social climate while diagnosing and remediating performance. The basic task is to develop and improve the performance of teams and individuals (Lyle, 1996). In order to do this effectively, the coach must utilize many different types of knowledge to solve problems and ultimately make decisions (Gilbert & Jackson, 2004). This suggestion is supported by Gilbert and Trudel (2005) who emphasize that coaches, like teachers, require knowledge from a number of different domains. Additionally, a study by (Trninić, 2009) found out that coaches' expert knowledge and experience, as well as scientific acquisitions enables them to stimulate the development of athlete's personality and his/her understanding of a particular sport, skill development, upgrading the level and the number of motor programmes, as well as encouraging the development of selective decision making and decreasing the reaction period.

The ability of the coach to devise an environment that fosters optimal learning is the most significant key to athlete's development (Baker, 2003). Congruently, (Kirk, 2005) notes that quality of coaches and teachers are key factors in the success of any program oriented to improve physical activity. Additionally, (Trninić, 2009) state that top-level coaches encourage continuity in learning and in perfection of technical-tactical knowledge and skills, development of competitive experience and psychosocial development of athlete's personality.

A study carried out by (Pavlovic, 2007) found out that the most important characteristic of a successful coach is the ability to ensure provision of high quality practice. Additionally, the likelihood of talented athletes to become elite is based on provision of best coaches and training (Williams and Reilly, 2000), (Morris, 2000). Furthermore, studies indicate that having experienced coach with knowledge about latest training techniques is valuable to the development of a talented player (Roetert & Harmon, 2006).

Access to essential resources such as knowledgeable coaches during the learning process also influences skill development (Horton, 2004). Horton (2004) emphasize that the ability of the coach to devise an environment that fosters optimal learning becomes a significant key to athletes‟ development. Additionally, (Horton, 2004) point out that access to high quality coaching would appear to be an important component in maximizing athlete's development. Furthermore, (Cobley, 2001) observes that the expert volleyball coach plays a critical role in structuring an optimal practice environment that exemplifies the tenets of practice. Bloom et al. (as cited in Russell (2005) point out that coaches at the elite level spend most of their time on the cognitive or tactical elements while coaches of beginners and intermediates focus more on the fundamentals of the sport. They also suggest that non-expert coaches might not be able to impart a large amount of tactical knowledge because of their own limitations in this regard. (Ned, 2004) observes that a head coach has a critical role in assisting freshmen student-athletes in their program with the transition from high school to college.

(Ned, 2004) further recommends that a head coach should know the components of the transition programs offered by both the university and athletic department, and develop his or her own transition model to increase the chances of a well adjusted freshman student-athlete. Corrinne (1998) points out that coaches and teachers play a crucial role in teaching skills, providing opportunities and nurturing talent. Additionally, effective coaches have been found to frequently

provide feedback and incorporate numerous prompts and hustles, provide high levels of correction and reinstruction, use high levels of questioning and clarifying, predominantly engage in instruction and manage the training environment to achieve considerable order (Douge & Hastie, 1993).

According to Samela (as cited in Durand et al. 2001), expert coaches' goal is to create conducive environment that will improve performance by investing considerable amount of time into planning and structuring practices so that the highest quality of training could occur. US researchers (Smoll, 1997) have undertook a large amount of work looking at programmes to improve coaching effectiveness through their Coaching Effectiveness Training (CET). The results of their research suggest that trained coaches are more supportive, provide more reinforcement and encouragement and are less punitive than non-trained coaches. Participants who played for trained coaches exhibited a significant increase in self-esteem and a decrease in anxiety through the season, compared to participants from a control group. The results of the study are converse to a review by Brustad et al. (2001) who suggest that coaches have a significant impact on participants' enjoyment, satisfaction, self-esteem and perceived competence.

A coach's lack of experience and understanding of the sport, as well as an inability to handle pressure and distractions all undermine the athlete's trust in him or her (Giacobbi, Whitney, Roper & Butryn, 2002). Coaches can be seen as performers and their performance directly affects their athletes (Gould, 1999). Elite athletes desire a coach who will implement a clear performance plan, develop an atmosphere that will cultivate optimal learning, and is committed to helping them succeed (Baker, 2003), (Gould, 2002). Athletes seek a coach who can adjust to their specific individual needs (Giacobbi et al., 2002). Over-coaching and unrealistic expectations by a coach can negatively affect an athlete (Gould et al., 2002).

2.4.2. Facilities and Equipment for Sport Talent Development

Creating an appropriate environment in which to nurture talent may play a more significant role in the development of expertise than does heredity (Salmela as cited in Williams and Reilly, 2000). According to (Abbott, 2002), the government should support and develop sports by providing the funding to purchase sports equipment, supporting student-athletes to participate in national university sports and supporting organization of university games. For instance,

(Sotiriadou, 2005) report that Tennis Australia supports the importance of having different types of facilities in order to meet player development needs.

(Helsen, 2000), note that talent plays a limited role in the development of elite athletes. They emphasize that factors such as facilities are necessary for athlete with potential to become an expert in sport. These views are supported by (Gore, 2004) who carried out a study which sought to reach a better understanding of how outside commitments, access to particular services/facilities and teammate roles affect athletic talent development. The findings of the study indicated that access to facilities and services was important to all the athletes, regardless of elite level.

2.4.3. Motivation Environment for Sport Talent Development

According to McCullough as cited in (Wilson, 2006), motivation can be defined as the intensity and direction of effort. There are two forms of motivation: Intrinsic motivation that is the need to feel competency and pride in something McCullough as cited in (Wilson, 2006), and extrinsic motivation that is performance of an activity in order to attain some separate outcome (Deci, 2000). (Ryan, 1997) emphasizes that intrinsic motives are most common for continuation in a particular sport and athletes must have intrinsic motivation to continue participating in sports.

(Fauzee, 2009) noted that coaches play an important role in sport motivation during training and competition. Ibid, (2009) emphasize that motivational words enhance player's confidence, allay stress and also keep player's spirit high. In their study, also observed that friends give encouragement to continue being in sports, rewards motivate players to keep participating, role model of famous players and environmental influences such as facilities and equipment facilitate participation in sports. Additionally, a study by (Holt, 2004) also noted that elite youth football players were motivated to play football by the love of the game and the desire to succeed. Furthermore, opportunity to play professionally is also a motive to play sports at college level (Gaston-Gayles, 2004).

Another study carried out by (Gibbons, 2003) aimed at finding out the success factors and obstacles that most influenced U.S Olympian development. The study found out that the most significant influences among success factors and obstacles were dedication and persistence of the athlete, effective coaching, support from family and friend, love of sport, excellent training and competition opportunities and strong financial support. On the other hand, Olympians reported

lack of financial support, conflict with roles in life, lack of training/competition opportunities, and lack of expertise support, poor quality competition, lack of and low quality facilities for training as obstacles to their development. A 25-year case study carried out by (Enoksen, 2011) to identify the total dropout rate and drop out reasons for a group of promising track and field athletes found out that among the most common reasons for drop out included education demands and lack of motivation.

(Ryan, 1997) conducted research on athletic motivation and whether initial motivation predicted adherence to that particular sport. The purpose of their study was to explore how athlete's initial motives for initial activity in a particular sport related to his or her continuation and participation in sport. The study found out that extrinsic motives were generally the athlete's reason for beginning participation in a particular sport, while intrinsic motivation were most common for continuation in a particular sport.

A study by (Medic, 2007) compared male and female non-scholarship athletes from Canada and United States using sport motivation scale. The findings of this study suggest that differences in motivation were dependent on scholarship status. In a study by Riewald and Peterson, (2004), US Olympic Committee contacted past Olympians and asked them to complete a survey about numerous aspects of their development. The Olympians were asked to list up to five factors that contributed most to their success and five obstacles that had to be overcome in their quest for success. Identified factors influencing their success included; dedication and persistence, family and friends, coaches, love of sport, training programs and facilities, natural talent, competitiveness, focus, work ethic and financial support. The Olympians listed the following as obstacles to their success lack of financial support, conflict with roles in life, lack of coaching expertise or support, lack of support, mental, lack of training/competition opportunities, medical problems, lack of social support, physical limitations and failure.

2.4.4. Competitions Environment for Sport Talent Development

Gaining experience with high level competitions is seen as an important part of the talent development process (Henriksen, 2010). Competition provides ultimate test where all the factors such as skill, physical conditioning, knowledge, motivation and strategy are tested together (Rogers, 2005). For instance, (Sotiriadou, 2005) observes that Croquet Australia events provide its athletes top-level competition that helps improve the general standard of play. In

order to produce elite sport "stars", competitions should be held on a regular basis (Houlihan & Green, 2008).

2.4.5. Time for Practice and Training for Sport Talent Development

It has been confirmed that training is essential to developing an athlete (Ericsson, 1993), but it should be provided in the correct doses for the particular stage of the athlete (Stotlar & Wonders, 2006) and conversely, they must provide adequate recovery for the athlete (Ericsson, 1996). Training for world competitions requires at least 25- 35 hours per week for several years; therefore, time and commitment are both absolutely essential (Rogers, 2005). However, (Ericsson, 1993) argued that it was not simply the accumulation of training hours that lead to superior levels of performance but also the training quality was also important (Ericsson (1996). Given the need to invest considerable time and effort into one's activity to achieve excellence, (Thomas, 1999) and (Rogers, 2005) emphasizes that athletes require adequate time away from school to train; the athletes may spend three hours a day in a serious training in seven days. Expert athletes accumulated more hours of training than non-experts (Helsen, 1998), Starkes et al., 1996; (Deakin, 1998). These findings were supported by (Baker, 2003) who found that expert athletes from basketball, netball, and field hockey accumulated significantly more hours in video training, competition, organized team practices, and one-on-one coach instruction than non-expert athletes. Additionally, lack of time and coordination of time is a typical reason for dropout within competitive sport (Enoksen, 2002).

2.5. Advantages of scientific methods of Talent Identification and Development

It substantially reduces the time required to reach high performance by selecting, individuals' who are gifted "in sport". It eliminates a high volume of work, energy, and talent on the part of the coach. The coach's' training effectiveness is enhanced by training primarily those athletes with superior abilities. It increases competitiveness and the number of athletes aiming at and reaching high - performance levels. As a result, there is a stronger and more homogenous national team capable of better international performance. It increases an athlete's self-confidence, because his/her performance dynamics are known to be more 'dramatic than' other athletes of the same age who did not go through the selection processes. It indirectly facilitates applying scientific training, because sport scientists who assisting talent identification can be motivated to continue to monitor athletes, training (Bompa, 1999).

2.5.1. Anthropometric Models

The use of scientific talent identification program was initiated within East and central European countries (Bompa, 1994). These models were based almost exclusively on identifying the physical and anthropometrical characteristics of elite in younger players. However, such models inevitably are limited since, (1) anthropometric and physical factors are unstable during adolescence, (2) determinants of performance have been found to vary with age, and (3) recent research into anthropometrical difference of successful athletes in different sports or specific events has been inconclusive. However, (Abbott, 2002) concluded that in the age group 16 to 18 most males and female are post-pubertal and anthropometrical and physiological factors will have stabilized, meaning that these factors will be carried into adulthood. This is also true in girls who achieve this stage a little prior than males. Besides this, (Majumdar, 2003) states that full height is typically attained at age 16 in girls and age 18 in males.

2.6. Talent predictors in athletics

2.6.1. Physical predictors of talent

There is research evidence to suggest that players anthropometric characteristics (e.g. structure, mass body composition, bone diameter, limb girt) are related to performance in important and sometime complex way (Borms, 1996). The implication is that such measurements may assist in identification of talent (Cater, 1985). Success full young soccer player for instance, appear to have soma to type /physiques to old successful performer (Pena Reyes et al… 1996; Malina and co-workers, this issue) in particular adult stature, which is commonly used for predication, is strongly influenced by genetic factor (Lykken), whilst other physical attribute (e.g. muscle mass, body fat) are seen as being more amenable training and dietary influence (Bouchard, 1997).

A health of research evidence indicates that elite youth soccer player have greater biological age (i.e. more physical mature) than their less proficient counter and coach appear to favors players advanced in morphological growth during the selection process (Panfil., 1997) , this trend in favor of children born early in the selection year (i.e. September - December is apparent in several countries (e.g. Sweden- Belgium) united Kingdom) and persists in to adult elite squads (the colleagues, this issue). Over 505 of player who attended the English football association's national school at Lille shall were between September and December.

A similar percentage of players selected for the England national team during the 1986, 1990, 1994 and 1998 world cup qualifying campaigns were born early in the selection year (Ricchardson, 1998), this later finding suggests a residual bias' as result of selection policies at youth level that favors individuals born in the early part of academic year. Goal keepers and defender, who tended to be tallest and heaviest players adult level (Franketd 1995) many of the physical qualities that distinguish elite and sub-elite players may not be apparent until late adolescence, confounding the early selection of perfumer (Fisher, 1990) the implication is that the predication of the future elite player form an performance measurement may be un realistic in younger age group because performance could be affected by the player growth and maturation. Since late maturing children can compensate for any apparent disadvantage is size and strength by working on their technical capabilities or by improvement in other area such ability and muscular pioneer) it is improving that talent identification process is not overly biased toward the early maturing child.

Any potential bias can result in late maturing and potential talented dropping out of the game at the early age. Furthermore, late maturing player are more likely to miss out on the experience of high quality can children key mess ere in that young players should be selected on the skill and ability rather than on physical size.

2.6.2. Physiological predictors of talent

Physiological measures have also been employed in an attempt to identify key predictors of performance (Jankovic, 1997), (Panfil, 1997), etc. (Jankovic, 1997) compare successful and less successful 15-17- year olds using measures of maximal oxygen up take (vo2 max) an a aerobics power, grip and took strength measurement and heart volume (absolute and relative) they deemed successful player to be those were late selected in clubs playing in the top league in Croatia, Germany, Italy, and England while those considered less skill full did not progressive be young regional league. The successful superior physiological fitness compares other.

(Janssens, 1997) showed that performance in short (30m) and prolonged “shuttle” running discredited between successful and less successful 11 to 12 soccer. Similarly in study by (Panfil., 1997)elite 16year old recorded better performance running and jumping than their fewer counterparts. In age cent study, Franks et.al (1999) analyses data form 64 player who attend the English football association's national school (14-16 year) between 1989 and 1993.

Anthropometric characteristic as well as aerobics and an aerobic measurement were recorded in the group of youth player selected others factor may determine their employability as professionals. It may need that talent becomes harder to predict in later year since the population of player become smaller and more generous, particularly with respect physical and physiological profile.

2.6.3. Psychological predictors of talent

Intuitive, it is through that success full player distinguished formless successful player on the basis of psychological factors the assumption is that talented player possesses personality characteristics that facility learning /training and competition a two coaches and scout may argue that talent and less talented player can be differentiated on the basis of their psychological 2 make up researches have yet to identify specific personality characteristic or over all psychological profile that are predictable association with successful sport not clear or consistence relationship has been personality and expertise (Vealey, 1992); Auweele et al 1993;) Researcher have typically repeated that talented players committed, self-confident and less prone to anxiety, both prior to during competition, able to employ various psychological coping strategies effectively more highly motivated and better at main training concentration during performance (Au et al 1993) although these measure have been more successful than earlier "trait" measure distinguishing elite and sub-elite player, there no consistence evidence to suggest that such personality "proofing" can be employed talent identification (Vealey, 1992). It is also questionable weather talent identification should be based or "state" or interaction variable, since these can charge from day to day. Such measure may not provide strong indication of typical behavioral "traits" at present the use of psychological test for talent identification purposes cannot be endorsed scientifically (Fisher, 1990).

2.6.4. Sociological consideration

The relative importance of heredity and environmental in developing expertise has been debated for some time. Sociological research place grated emphasis on the importance of success in sport and particular soccer is socialization in to the particular culture (Carlson, 1993) parental sup part and positive attitude to children's involvement in sport are extremely important during the entire growth period, e.g. see (Côté, 1999c), social class has significant effect up on participation. Even in soccer traditional through to be preserve of the work classes, children in the middle class back

grounds are usually advantaged as result of their parents increased financial support, great mobility and flexibility in from sport their children to various activities and more supportive encouragement of the child children form single parent families and ethical minority groups are specially disadvantage (English sport council 1995) facilities , practice and role of coach some scientists have argued that the behavior of their involvement with child are more important in the development of talent than are initial ability level (Carlson, 1993).

The child's maturation readiness (biological, social psychological) for instance involvement in sport is also essential to experience satisfaction, fulfillment and enjoyment (Singer, 1999), creating are appropriate environment in which to nurture talent may play more significant role in the development of experts than does heredity (Salmela 1996). (Côté, 1999b) suggested four distinct stage of participation in sport namely sampling specializing investment and recreation years.

2.6.5. Parental Support

According to (David, 2005) Parents Appear to be important as financial supporters, as organizers of Transportation, in providing moral support, as supportive in times of such as injuries, and in their presence at practice. However, parental roles differ, and research concerning performers has revealed different stages in the development of talent, including shifting demands on the parents. Research suggests that in the early years, the sampling years (ages 6–12), optimum parental support is given to encouraging their child's participation, having fun, and enjoying the learning. In programs for the development of talent, it is recommended that parents provide the child with access to varied programs of physical education and sport from an early age. Rather than additional advice, the children require understanding and emotional support from their parents.

The middle years, the specializing years (ages 13–15), are characterized by a greater commitment of the child as well as the parents to a particular sport. More accomplished coaches are sought, and the parents often devote more resources to the activity. They are providing the child with financial support and transportation needed for training and competition. Often, the family's routine can be dominated by the child's talent development. During the later years, the investment years, parental involvement might decrease. Parents provide support in a background role and can be essential in providing financial as well as emotional support. During the

investment years, athletes often need help in overcoming setbacks, such as major sporting defeats, injuries, pressure, and fatigue. Also, the departure of a trainer or the breaking up of a training team can be a stressful event implicated in competition sport of great importance is that parents provide an understanding environment to which their children can retreat, if necessary.

2.7. Challenges (accounts) of Talent Development

Talent development should inculcate all the ingredients of success or performance at the right time. In this regard, there are numerous researches that examined the development of talent in sport (Bloom, 1985), (Ericsson, 1993), (Côté, 1999a), (Starkes, 2003) with the three main viewpoints or accounts or variables: The genetic account, the practice account, and the psychological skills. Although the genetic, practice, and psychological skills accounts have strong components, none have been able to fully explain talent development. This is why contemporary researchers have advocated a shift toward a more interactional approach (account) of talent development that acknowledges the relative contributions of nature, nurture, psychological skills and sociological factors (Bush, 2001), (Singer, 1999). Though the current study underscores the importance of interactional account, it is worthy while to overview all the accounts.

2.7.1. Genetic Account

Numerous experts have remarked on the importance of genetics or heredity to talent development in sport (Bloomfield, 1994), (B. J. Sharkey, 1986), (Bompa, 1994) cited in (Lynn, 2003). The genetic account of talent development placed emphasis on innate characteristics being responsible for exceptional performance. (Bouchard, 1997) in (Lynn, 2003). Genetics have been shown to contribute to factors such as height, body composition, flexibility, morphology, aerobic capacity, adaptability to training, muscle tissue composition, psychological skills and personality traits (Lynn, 2003). It was also possible that genetic physiology differed between and within certain sports. For example, the genetic physiology of goalkeeper player's is different from other player.

Genetic advocates supported the note on that an elite athletes must first possess a favorable genetic make-up and also be highly responsible to training and practice in order to become an elite athletes. Hence, while talent is identified performance variables must have a

strong genetic nature in order to properly gauge development (Regnier, 1993). This means selecting variables that have strong genetic components. For example: Maximal aerobic power and capacity has been found to have a heritability range of anything between 40% and 93% (Klissouras 2001) in (Klissouras, 2007), Maximal an aerobic power, capacity and endurance have a heritability range of 70% and 90% (Klissouras, 2001) in (Klissouras, 2007). Maximal muscle strength exhibits a heritability range of between 22% and 100% (Klissouras, 2001) in (Klissouras, 2007). Muscle fiber type has been found to have a heritability range of between 5% and 100% (Klissouras, 2001) in (Klissouras, 2007).Motor coordination and acquisition exhibits a heritability range of 45% to 91%. Motor activities such as walking and running seem to be more closely related to heredity than activities such as balancing and shooting (Klissouras, 2007) other studies have shown that the heritability estimates for movement accuracy and for movement economy are 87% and 85% respectively (Missitizi et al., 2004) in (Klissouras, 2007).

Somatotype has been found to have a heritability range of between 69% and 90% (Klissouras 2001; Klissouras et al., 2007). (Klissouras, 2007)found that heritability of ectomorphic components to be 87%, mesomorphy to be at 75% and endomorphy to be at 69%. These figures were largely confirmed by Klissouras (1997) in Klissouras et al (2007). Height has been found to be approximately 85% heritable Hohmanet al., (2003) in(Klissouras, 2007).

From the above discussion and presentation, it can be seen that the role of genetics in physical performance and success in sport is a scientifically proven and accepted fact. However, there are those who hold to the view that deliberate practice is the only determinant of success in all domains, including sport (Ericsson, 1993).

2.7.2. Practice Account

Researchers advocating the practice, or nurtures, account of talent development promoted the belief that appropriate environmental conditions could lead to the development of talent in sport for all people regardless of genetic potential. In this account the role of genetics was deemphasized. Initial research on expert performance and expertise, introduced by De Groot (1978) was centered on world-class chess players. Simon & Chase (1973) advanced De Groot's research by developing a theory proposing that expert chess players did not vary from non-experts in terms of their basic capabilities and general potentials. Simon and Chase's theoretical perspective eventually became a dominant theory and molded expertise research for years to

come (Ericsson, 1993). Thereby extending early theories of expertise, the theory of deliberate practice was proposed to explain talent development by (Ibid, 1993). These researchers believed that expertise was achievable by essentially anyone and that talent emerged through an expansive period of deliberate practice. Deliberate practice was defined as any highly structured; goal directed activity designed exclusively to improve performance through well-defined tasks, informative feedback and possibilities for repetition and correction of errors (Ibid, 1993).

The deliberate practice theory of (Ericsson, 1993) is a highly nurtures model that holds the development of expertise and expert performance in multitude of domains including, sports is dependent mainly on extensive and deliberate practice (Bush, 2001). Furthermore, Ericsson and colleagues have indicated that the theory also applies to expertise in sport (Ericsson, 1993). Researchers examining the application of the theory of deliberate practice to the domain of sport have investigated in Soccer (Helsen, 2000). Typically, the relationship between hours spent in sport specific practice and level of attainment is consistent with the tenets of deliberate practice theory.

Although the theory of deliberate practice was attractive to those who believed that anyone could become world-class athletes, it did not explain why some people trained extensively for over 10 years, yet never reached elite athletes potential. (Singer, 1999) wondered about the “what and how” of deliberate practice, rather than only about the amount of deliberate practice. For (Singer, 1999), the "what and how" included the training and expertise of coaches in the soccer players environment and the extent to which feedback and monitoring of goals by coaches was emphasized. They asserted that coaches played a significant role in deciding which techniques and strategies were taught as well as how and how long athletes were trained. Expert coaches were also found to possess the goal of producing an environment that was most conducive to improve performance in the athletics and making practice enjoyable for them.

Generally in the LTAD, research has shown that it takes between 8 and 12 years of training for a talented athlete to reach elite levels. This has been summarized by the “10 year or 10,000 hour rule” and equates to approximately 3 hours of practice each day for 10 years. While the intensity required at the outset of the athlete’s development continuum is not the same as the intensity required at the end, the common thread among all stages of development is the coach. More specifically it is the coach’s attention to the rate at which athletes grow and develop

and their ability to make adjustments to the overall training program that contributes to the success. Coaches are argued to become familiar with the maturation principles for young athletes and apply these principles to training, competition and recovery schedule. In practice, all coaches working with young people have to concern themselves with the health and well-being of the athletes and their development.

In general, the implementation of sport programs that follow a LTAD model will enable coaches to develop individualized programs based up on each individual and take advantage of the critical periods of accelerated adaptation to training. It will also ensure that athletes develop to their full potential. The LTAD framework is athlete centered, coach-driven and supported by administration and sport science. Furthermore, the (Singer, 1999) "what and how" of the deliberate practice are fully explained in the long-term athlete development approach. So as to (Thompson, 2009), the main concept of athlete's development involves taking a long term approach to athlete's development and training.

This long-term approach is designed to help individuals of all ages and all abilities to optimize their development and potential. In its simplest form athlete's development relates the structure and nature of training at any time to where an individual athlete is on their developmental pathway. This means that individuals are "doing the right things at the right time" for their long-term, not necessarily immediate, development. Along with practice, some researchers also believed that certain psychological characteristics allow athletes to succeed. Therefore, let us have a look on psychological skills impacts on the development of talent.

2.7.3. A Psychological Skills Account

Mental skills such as self-confidence, goal-setting, imagery, self-talk, mental toughness etc are obviously important in enhancing athlete's performance. For instance, goal-setting is important both as a motivational strategy and as a strategy to change behavior or enhance performance. It is also used as an intervention strategy to rectify problems or to redirect efforts. As (Wuest, 2006)identified, there are four distinct ways in which goal-setting influences performance: it focuses attention, mobilizes effort, nurtures persistence, and leads to the development of new learning strategies.

Imagery also has been used in a variety of ways to enhance performance. It can be used to mentally practice skills or to review outstanding previous performances. By remembering the kinesthetic sensations associated with the ideal performance, the athletes hopes to replicate or improve performance. Imagery has also been used as an anxiety-reduction technique. The athletes visualizes anxiety producing situations and then "sees" himself or herself successfully coping with the experience, thus increasing confidence to perform successfully in similar situations (Wuest, 2006). Researchers also reveal that elite athletes had been found to possess significantly higher levels of psychological skills than less elite athletes (Bush, 2001). In this study it was consistently determined that commitment and self-confidence were related with high-level performance, cited in (Lynn, 2003). In strengthening this, Vealey (2000) in (Wuest, 2006) states that compared to less-successful soccer players, successful athletes possess more self-confidence; employ more effective coping strategies to maintain their optimal competitive focus despite obstacles and distractions. More efficiently regulate their level of activation to be appropriate for the task at hand, tend to be more positively pre-occupied with their sport and have a high level of determination and commitment to excellence. (Wilson, 1999) also concluded that elite athletes utilized mental skills more than their non-elite counterparts in both training and competition.

In general, it was concluded that elite athletes were extremely confident and dedicated individuals who were willing to do anything to be the best, even if they sacrificed other important activities (Lynn, 2003). Although the research findings on the fore mentioned three accounts of talent development were beneficial, no single account was able to explain talent development completely. Hence, there was a shift of idea (view) on the part of the researchers to the interactional account. The interactional account encompassed genetics, practice, psychological skills and situational factors such as the influence of family, coaches and teammates.

2.8. Situational factors

2.8.1. Coach Behavior

Research into coach effectiveness has focused predominantly on investigating the behaviors of coaches. Through behavioral observation, a number of characteristics have emerged to identify effective coaches. In general, effective coaches frequently provide feedback and incorporate numerous prompts and hustles, provide high levels of correction and reinstruction, use high

levels of questioning and clarifying, predominantly engage in instruction and manage the training environment to achieve considerable order (Douge& Hastie, 1993) in (Martin, 1997). In striving to improve and to win, athletes require excellent coaching, management and competition (Martin, 1997).

The thinking should be done first before training begins. If so players develops both long-term and short term goals, these form a defined framework for all meaningful subsequent decisions, training plans then become relatively simple to create. A good coach thus must provide a good example and also be well rounded to make value judgments with conviction and credibility (Martin, 1997). Martin and his colleague also underlines that a competent coach is an expert at creating a master development plan and is able and willing to utilize the expertise of qualified and trusted people to assist with the execution of this plan. Besides these, they stress that for a coach to create useful training plans individualized for athlete's needs, a sizable time commitment is required.

2.8.2. Sports: Involvement, Participation, and Dropout

According to (D. P. Gould, L., 1988), millions of children participating in sports each year, it is vital to understand the motives for, predictors of, and detractors to involvement. Children participate in youth sports for a variety of reasons and have multiple reasons for involvement. For example, the largest study of its type conducted to 8000 children) identified the reasons children report for participating in sport. These reasons included to have fun, to do something they good at, to stay in shape, to learn new or improve their skills and to play as part of a team.

These motives for participation are interesting for several reasons. First, regardless of gender, the most important reason for participating is to have fun. Second, most young athletes have multiple motives for involvement; there is interplay of skill development, physical development, and social interaction. Finally, "to win" is rated 8th in participation motives for school sponsored sports and was not even listed by non-school sport participants (Seefeldt, Ewing, & Walk, 1992).

2.8.3. Diet and exercise

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

training 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 of 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.

2.8.4. Age and Development

Age does affect development in a number of ways. Full strength is not attained until a person is in their early 12s and muscular strength can be improved right though a person's 15s. 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 boys in to their teens. Reaction time is also inclined down with age (Sharkey, 2002).

2.8.5. Physical fitness

According to (Sharkey, 2002), physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity. The relationship between the soundness of the body and the activities of the mind is subtle and complex. Much is not yet understood. But we do know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong; that hardy spirits and tough minds usually inhabit sound goods.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Study area

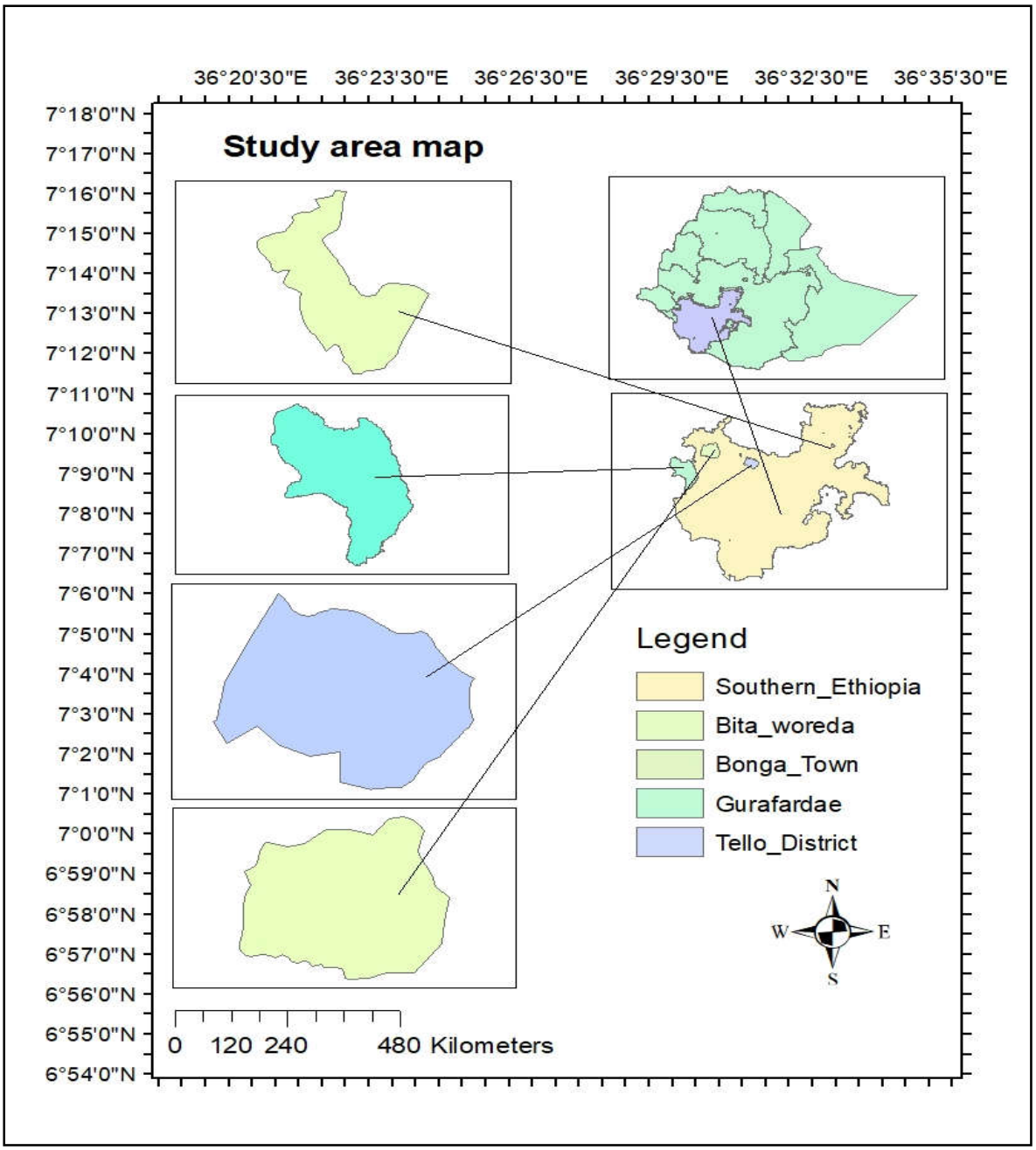

Figure 1Geographical location of Bench Maji and Kaffa Zone.

Southern Nations, Nationalities, and Peoples' Region (often abbreviated as SNNPR); is one of the nine ethnically based regional states of Ethiopia. Its capital is Awasa. The SNNPR borders Kenya to the south (including a small part of Lake Turkana), the Ilemi Triangle (a region claimed by Kenya and South Sudan) to the southwest, South Sudan to the west, the Ethiopian region of Gambela to the northwest, and the Ethiopian region of Oromia to the north and east. Besides Awasa, the region's major cities and towns include Sodo, Arba Minch, Bonga, Chencha, Dila, Irgalem, Mizan Teferi, Wendo, Welkite, and Worabe.

This study was conducted in Bench Maji and Kaffa Zone (found in SNNPR), Athletics projects of three Woreda and one city administration as it show in the above map.

3.2. Research design

This study was designed to investigate the current challenges and practice of talent identification of athletes in some selected athletics projects of Bench Maji and Kaffa Zones. Specifically, the cross-sectional design was suited for this study. This is because the research was one time study and design was suited to studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population. They are useful in obtaining an overall 'picture' as it stands at the time of the study. It is about what you want to find out about, identify the study population, select a sample (if you need to) and contact your respondents to find out the required information (Kumar, 2011).

3.3. Sources of data

3.3.1. Primary Sources of data

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character Kothari (2004). That is the data was collected through employing multitude of data gathering techniques includes structured questionnaire, interview and observation checklist.

3.3.2. Secondary Sources of data

Secondary data is previously published data found in books, journals, government publications, websites and other forms of media. Secondary data is used to form rationales for the research and to support or counter-argue the research findings (BTEC's). Secondary data may either be published data or unpublished data. The sources of unpublished data are many; they may be

found in diaries, letters, unpublished biographies and autobiographies and also may be available with scholars and research workers, trade associations, labor bureaus and other public/ private individuals and organizations Kothari (2004). Therefore recorded files of athletes' profiles, coach's training schedules/lesson plan and report files were secondary sources of data in which the relevant information would be gained to be the sources of data.

3.4. Population

A population is a group of individuals with at least one common characteristic which distinguishes that group from other individuals. Hence, 17 Sport officers, 4 coaches and 100 athletes/trainees, a total of 121 were identified as population of the study which was found in Bench Maji and Kaffa Zone during the study period.

3.4.1. Study population

All athletics projects' athletes/trainees, coaches and sport officers of Woreda and Zone of the Bench Maji and Kaffa Zones. Generally 70 were participated. Accordingly, 17 sport officers, 4 coaches and 49 athletes/trainees involved in the study. The researcher assumes that these subjects are fit to give enough information on the topic under the study.

3.5. Sampling Technique

Both probability (simple random) and non-probability (purposive) sampling were used and it was conducted on 4 athletics projects under two Zones. Projects were named according to administrative structure namely Guraferda, Telo, Bita and Bonga respectively. The target population consists of 9 sport officers from Zone, 8 sport officers from Woreda in which athletics projects were found, 4 athletics projects' coaches and 49 athletes or trainees were used as a source of data for the purpose of the study.

To determine the sample size of athletes, we use Cochran (1963:75), who formulated the equation, $no = \frac{(z\alpha/2\ p*q)^2}{e^2}$ Where,

- $n_0 =$ is un adjustment sample size,
- $Z = Z_{\alpha/2}$ is the test statistic of standard normal distribution at significance level of α.
- e = is the margin of error,

- P = is the estimated proportion of an attribute that is present in the population, and
- q = is 1-p estimated proportion of an attribute that is absent in the population.

In this case we have 95% desired confidence level with margin error 5% and Z is 1.96 from statistical tables (mathematically accepting region), p = q = 0.5 assumed equal proportion .

Applying the above equation the result will be, $no = \frac{(1.96*0.5*0.5)^2}{(0.07)^2} = 49$

Therefore from athletics projects in Bench Maji and Kaffa Zones 4 of them were taken as a sampling and from the list of 4 athletics projects with M = 29 and F = 20 total of 49 athletes/trainees (by simple random, specifically fish bowl draw or lottery method) and 4 coaches, a total of 17 sport officers from Woreda and Zone Sport Offices were selected by purposive method. It is clearly shown below in table 1.

3.5.1. Sampling Determination

Table 1Athletics Projects with specific population

Athletics Projects	**Zone**	**Zone Sport Experts**			**Woreda Sport Experts**			**Coaches**			**Athletes/total**			**Athletes/sample**		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Guraferda	Bench Maji	5	-	5	1	1	2	1	-	1	16	9	25	8	5	13
Telo/Oda	Kaffa	4	-	4	2	-	2	1	-	1	12	13	25	7	6	13
Bonga					2	-	2	1	-	1	13	12	25	8	5	13
Bita					2	-	2	-	1	1	14	11	25	6	4	10
Total		**9**	**-**	**9**	**7**	**1**	**8**	**3**	**1**	**4**	**55**	**45**	**100**	**29**	**20**	**49**
Purposive	Purposive	Purposive			Purposive			Purposive			Simple random					

Table 2 Athletics Projects with specific discipline

Athletics Project	Zone	Discipline								
		Running			**Throwing**			**Jumping**		
		Short D.	**Mi D.**	**Lo D.**	**Jav**	**Dis.**	**Shpu**	**LJ**	**HJ**	**TrJ**
Guraferda	Bench Maji	✓	✓	-	-	-	-	-	-	-
Telo	Kaffa	✓	✓	✓	✓	✓	✓	✓	-	✓
Bonga	Kaffa	✓	✓	-	-	-	-	-	-	-
Bita	Kaffa	✓	✓	-	-	-	-	-	-	-

3.6. Variable

3.6.1. Dependent Variable

The variable that is used to describe or measure the problem under study is called the dependent variable (Dariye, 2011). If one variable depends upon or is a consequence of the other variable, it is termed as a dependent variable (Kothari, 2004). Considering this, the dependent variable of the study was talent identification.

3.6.2. Independent Variable

The variables that are used to describe or measure the factors that are assumed to influence the problem are called independent variables (Dariye, 2011). Coaches' knowledge, methods of talent identification, competition, stalk holders and facility and equipment were independents of this study.

3.7. Data collection Method

The following data collection instruments were applied to cover the objective of the study and have been developed and administered to the respondents.

3.7.1. Questionnaire

Self-made type of questionnaire was used for this study to collect the desired data from the sample of trainees, coaches and sport experts from two Zones. Closed and open ended questions were included in the questionnaires. Even though most of the questions were closed ended, some open ended questions are parts of the questionnaires for respondents. The questions in the questionnaires for the respondents was aimed at coaches' reaction, discovery of their experiences and knowledge towards the talent identification, availability of instructional equipment and

facilities and factors hindering the implementation process of talented athletes. Similarly related questions were designed for trainees and sport experts. The questionnaires were prepared in English and Amharic language for all respondents to avoid language barriers. The respondents have answered the questions on their own.

3.7.2. Observation

Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. In this study the observation was take place in coaching time at training field until the last time in their stay. The researcher has observed the whole situation using listed checklist consecutively two times each athletics projects for a total of three weeks. Coaches' skill, knowledge, coaching aid utilization, instruction quality, athletes' participation, and other related situation was considered carefully in field observation.

3.7.3. Interview

The interview is in a sense an oral questionnaire (Academic). Instead of writing the response, the subject or interviewee gives the needed information orally and face-to-face (or via the telephone). So in this study, the interview has delivered to coaches and sport officers to identify the problems in talent identification of athletes in projects. The interview was conducted by guiding interview questions. The interview was focused on three coaches and two sport officers from Woreda and Zone with a total of five participants were involved.

3.7.4. Pilot study

The pilot test was held to check if the data gathering tools were appropriate to collect the data that help to answer the research questions. And to establish that the instruments are clear and understandable to the research participants (to avoid confusion). For this reason 10 questions were given for the target group.

3.7.4.1. Validity and Reliability

Before collecting the actual data, a pilot test was conducted on 5 voluntary coaches of football projects in Bench Maji Zone. The researcher checked the internal consistency of the questionnaire through SPSS (version 21), and was calculated Cronbach alpha revealed an acceptable reliability 0.765 which was fit the purpose of the study. In the same case, before the actual use, the items were included in the interview and observation was tried out in a pilot study conducted in Bench Maji Zone.

3.8. Method of Data analysis

The data collected to investigate the practices and challenges of talent identification of athletes in some selected athletics projects was organized and classified in line with the objectives of the study. To analyze data, both qualitative descriptions and quantitative analysis were used. The process of data analysis involved editing, coding, tabulating, classifying (Kothari, 2004) and feeding in computer and analyzing using computer software packages Microsoft Excel 2007 and SPSS (Statistical Package for Social Science) 21 versions. The organized data's result was presented in descriptive statistical, specifically in the form of tables and percentages. As it stated by (Kothari, 2004) descriptive characteristics refer to qualitative phenomenon which cannot be measured quantitatively; only their presence or absence in an individual item can be noticed. Data obtained this way on the basis of certain attributes are known as statistics of attributes.

The chi-square test was applied in this study. Because Chi-square test is only used with measures, which places cases into categories. The test indicates whether the results from the two measures are about what one would expect if the two were not related. A contingency table needs to be made and the chi-square test has to apply whenever the researchers want to decide whether membership in one category has a bearing on membership in another. A chi-square test compares the observed distributions with the distributions which would be expected if there was no relationship between the two set of categories. In this study the chi-square test was be use to determine whether the number of responses falling into different categories differ from chance. It is used in those cases where data are nominally scaled.

3.9. Ethical Consideration

Official letter was written from Jimma University to Bench Maji and Kaffa Zone sport offices, Bonga City Administration, Bita, Guraferda and Tello Woreda Sport Offices and the information gathered was kept confidential, the culture and values of each individual was respected.

3.10. Data Quality Control

Data quality was ensured by giving one day training for data collectors, close supervision and reviewing the collected data daily for completeness and consistency and during data sorting and analyzing.

CHAPTER FOUR

4. ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

4.1. Characteristics of the Respondents

Identifying, analyzing and interpreting the respondent's characteristics are very important that it provides essential information on respondent's ability to provide accurate data. The study sought responses from both male and female of the Sport Officers, athletics coach and trainees. The details on demographic information of the respondents are shown as follows.

4.1.1. Demographic information of Respondents

4.1.1.1. Sport Officers/experts

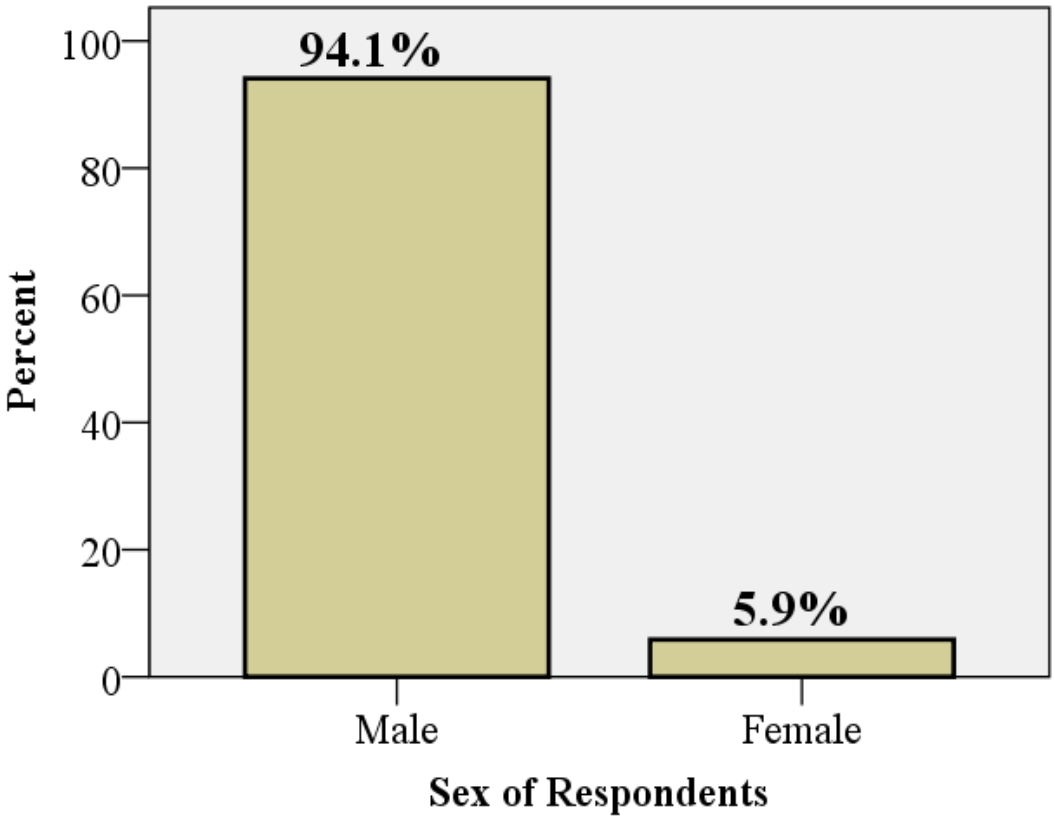

Figure 2 Gender of Sport Officers obtained from survey

The analysis in Fig.1 above shows that out of 17 Sport Officers who participated in this study, 16 (94.1%) were male and the remaining 1 (5.9%) were female. It is clearly indicated in the above graph that there was gender imbalance in the administration of Sports offices.

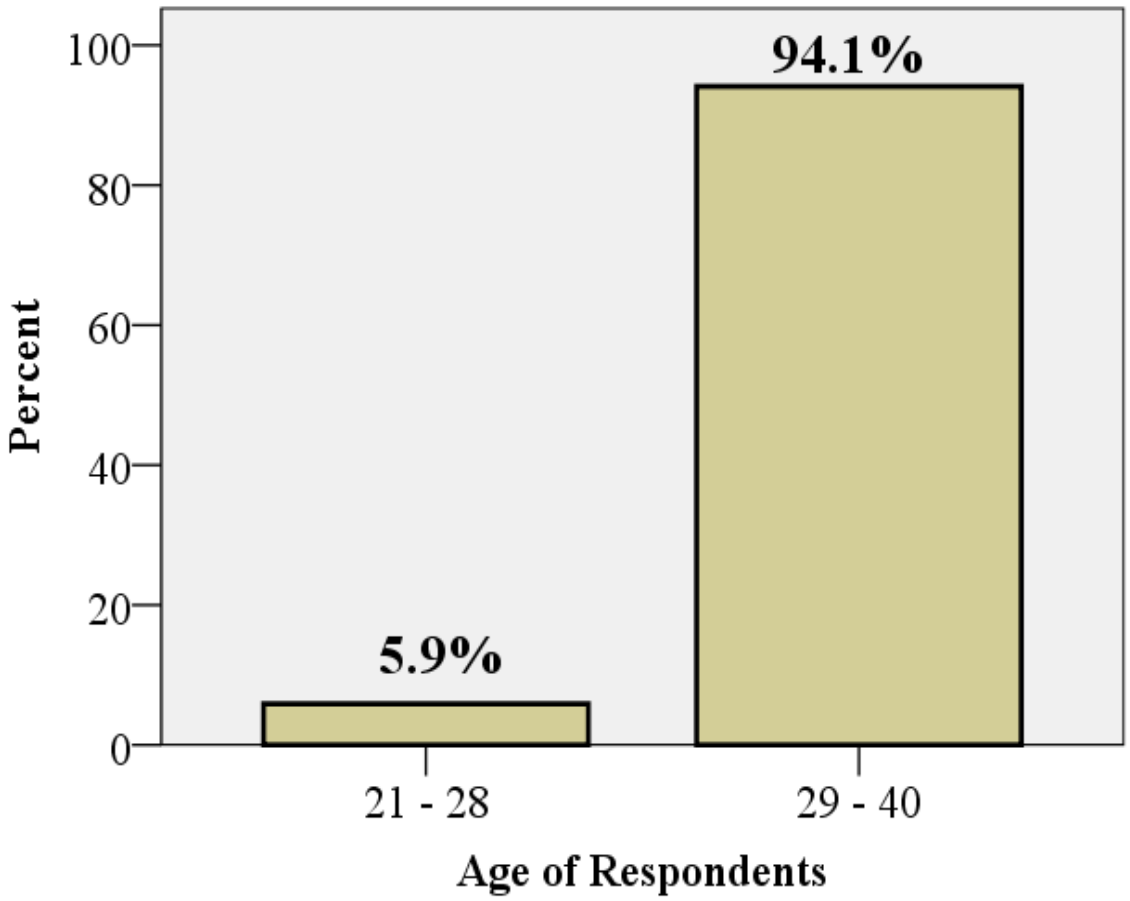

Figure 3 Age of Sport Officers obtained from survey

According to above Fig. 2, the age group of Sport officers/experts, of 1 (5.9%) were grouped in the age category of 21-28 years and 16 (94.1%) of them were grouped in the age category of 29-40. It implies that most number of sport officers were adults and a few was youngster.

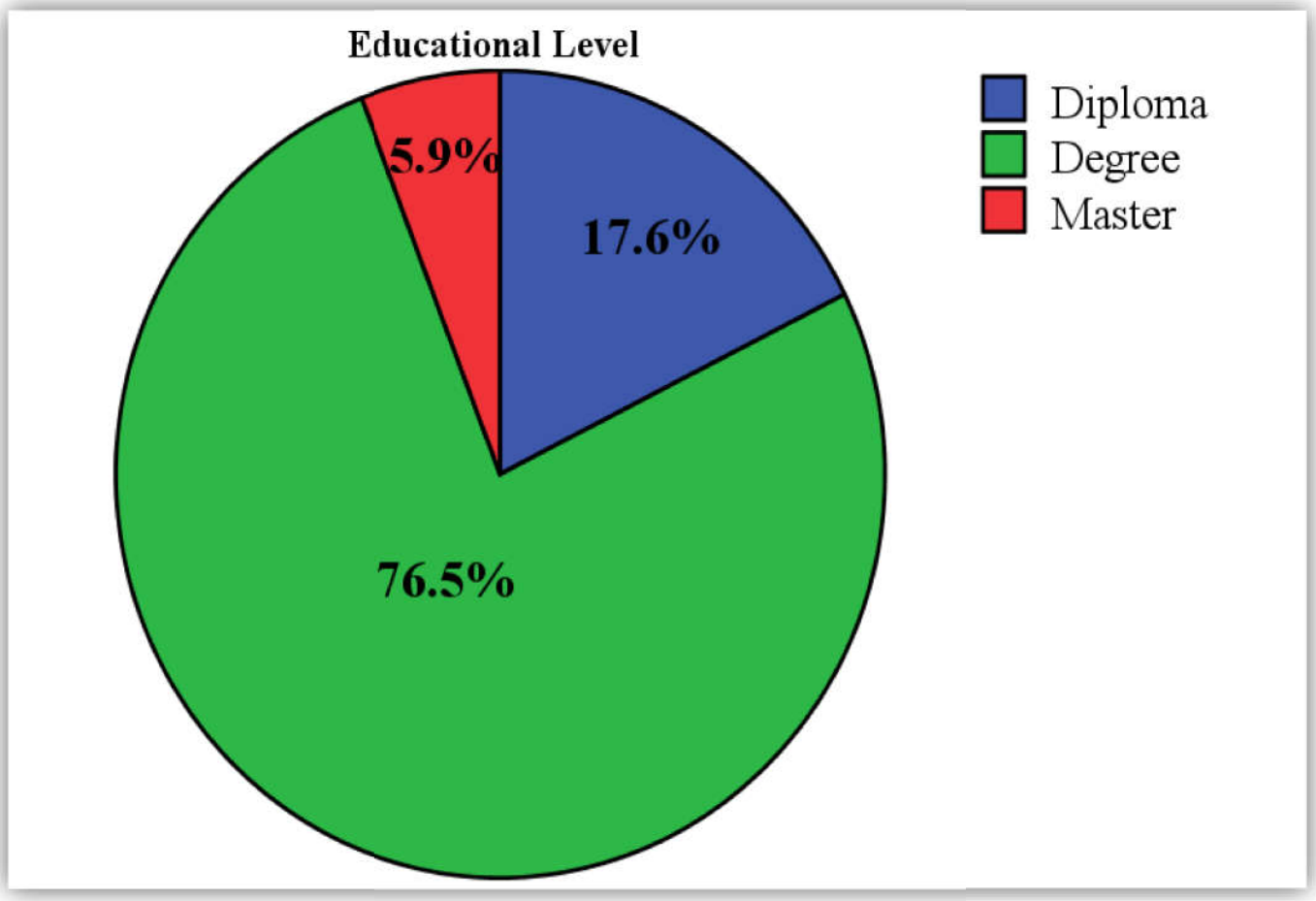

Figure 4 Educational level of sport officers obtained from survey

It is shown that the largest number of Sport officers 13 (76.5%) were qualified in degree, 3 (17.6%) were diploma holders and the remaining 1(5.9%) was Masters Degree. It is clear that more number of the sport officers were good enough qualified in their profession. Only commitment was needed to be fit in what the current sport mobilization required.

4.1.1.2. Athletics Coaches

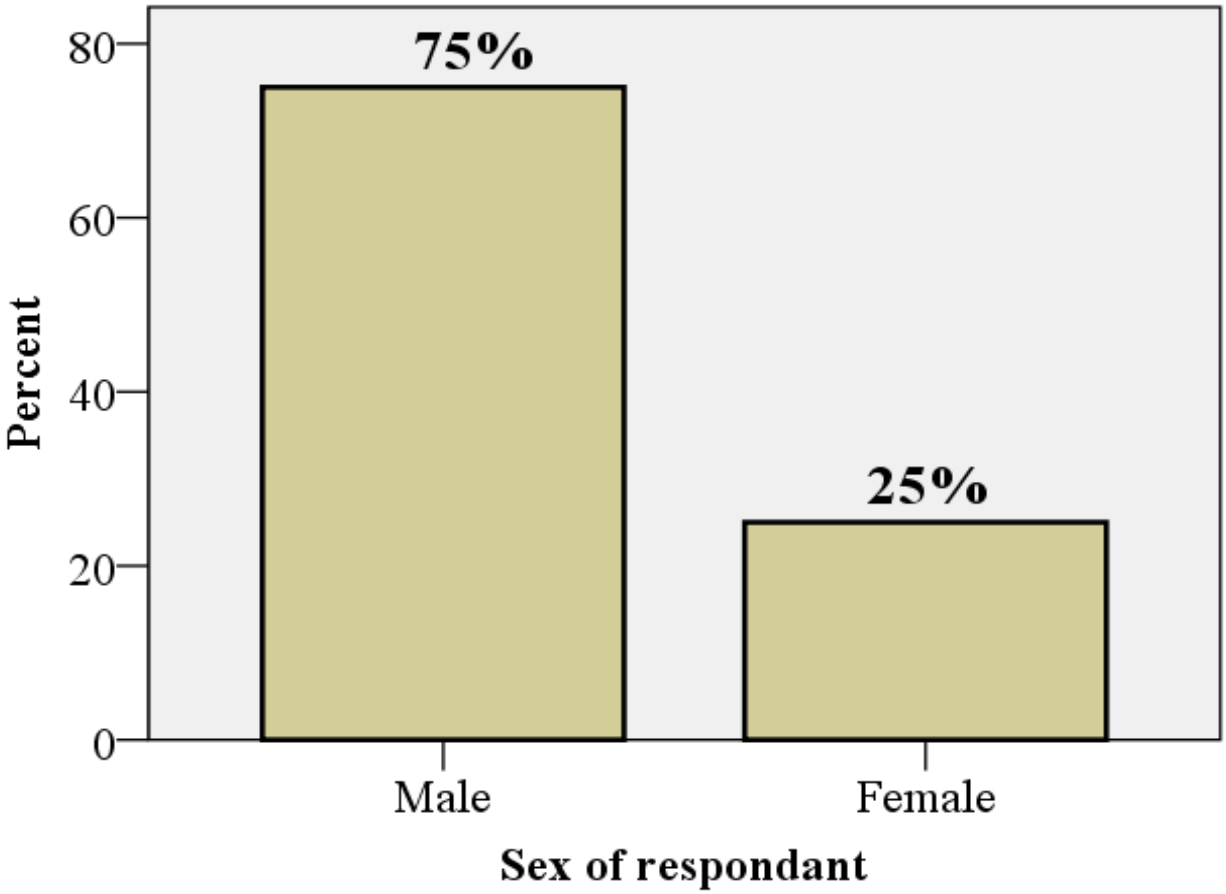

Figure 5 Sex of athletics coaches obtained from survey

The results indicated in graph above, out of 4 Coaches who took part in this study, 3 (75%) were male and the remaining 1 (25%) was female. And for better sport participation at grass root level, it is encouraged that females should qualify equally in performance and responsibility.

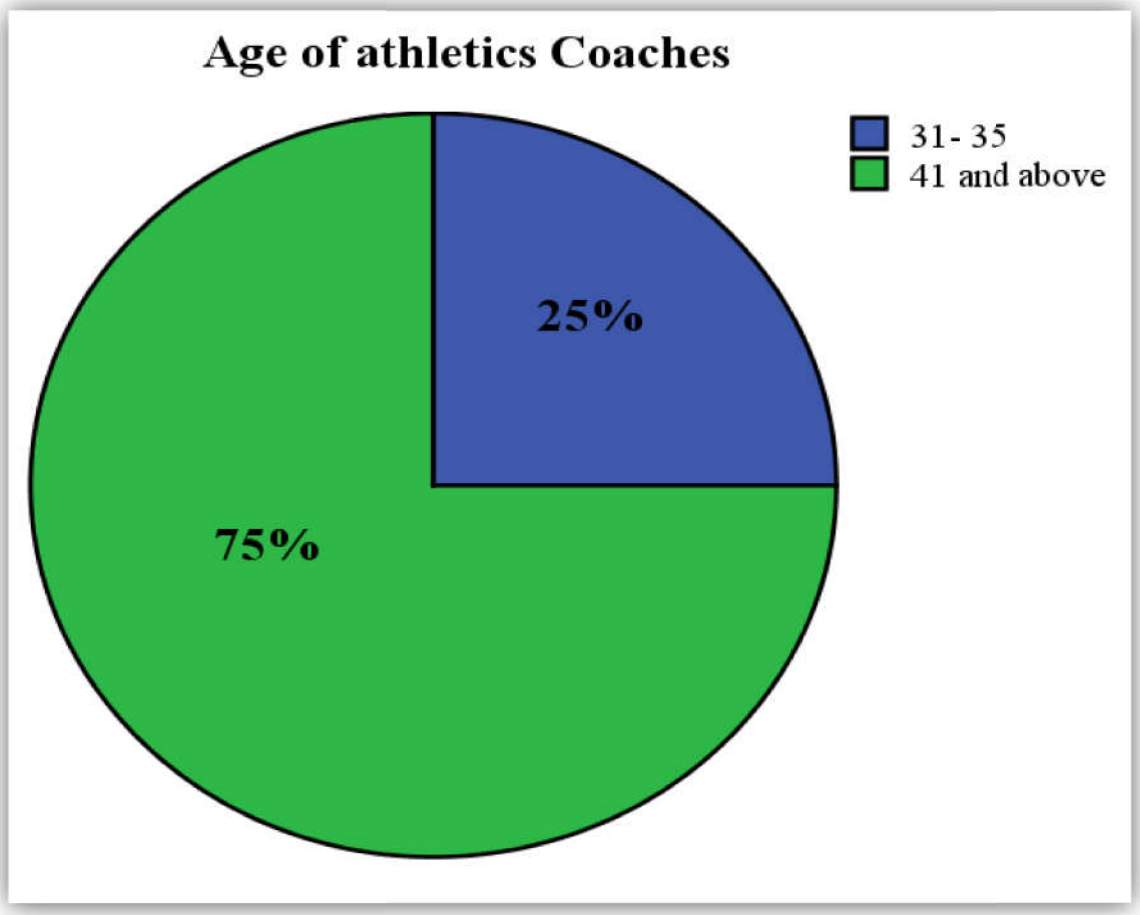

Figure 6 Age of athletics coach obtained from survey

The age of coaches as shown in the figure above, the larger proportion 3 (75%) of the respondents were in the age range category of 41 and above and 1 (25%) was in the age range of 31-35. Greater number of coaches who participated in this study was with long years of hewing played a sport in their previous times.

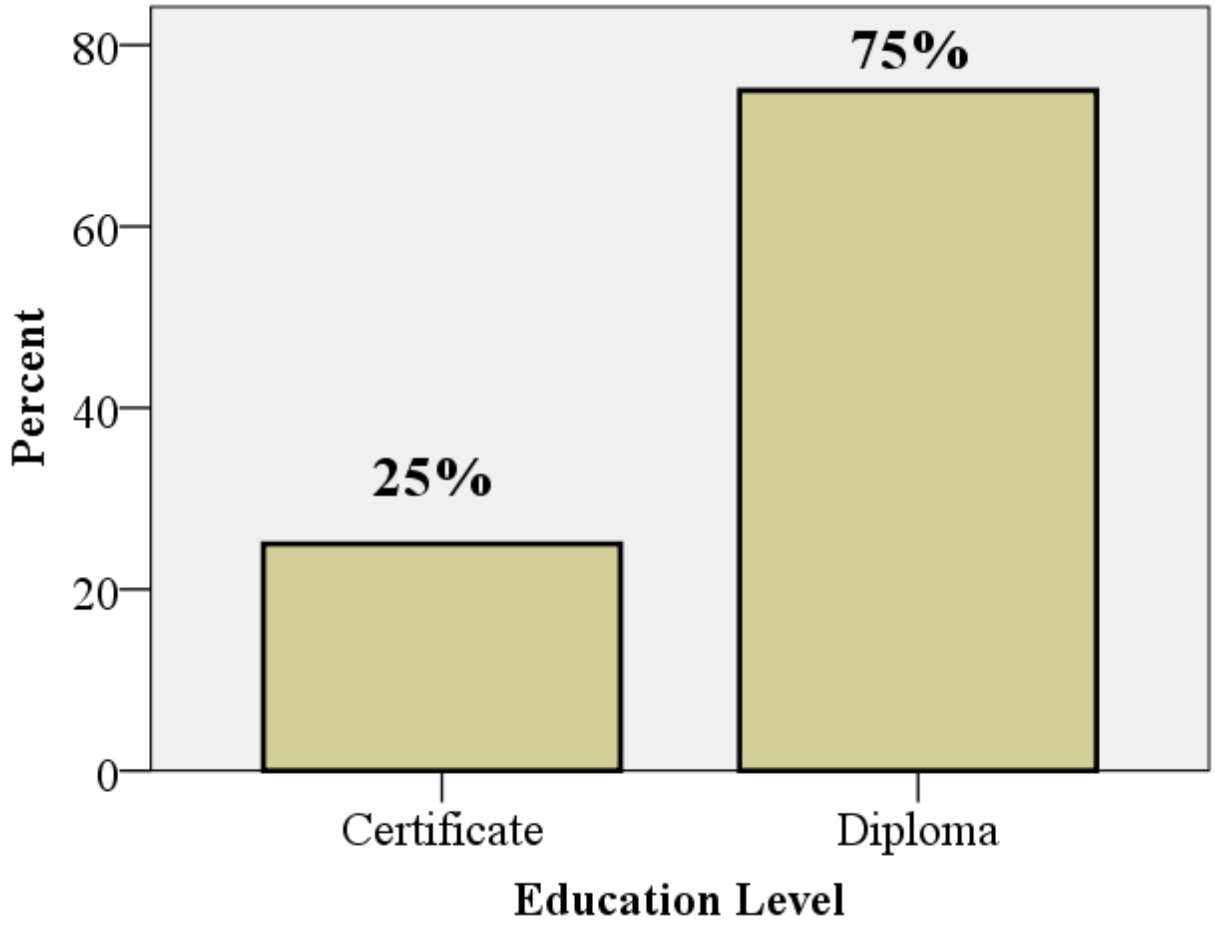

Figure 7 Education levels of athletics coaches obtained from survey

In the figure above, it is indicated that 75% of the coaches are Diploma holders while 25% of they have Certificate. Coaches were experienced in their previous sport activities and passion for the sport. Furthermore coaches did not qualified by any known level of certification system in the sport they coach. Of course the most common way of acquiring knowledge about techniques, rules and tactics is by once hewing played a sport. But this may not give all the knowledge needed. The following important points were pointed out by (Dick, 2013) regarding to the knowledge of coaches.

The key, on-the-ground facilitator of the process is the coach. The scope and quality of the coach's knowledge and competencies, and the effectiveness of the coach's work is the outcome of his/her coach development pathway. To understand how coach development relates to athlete development, the following points must first be understood: 1. Different skills and areas of

competence are required according to the athlete's age, development stage etc. (A similar situation occurs in education when we consider, for example, the specifics of experience and expertise required in teaching infants as opposed to teaching teenagers in high school.) 2. Beginner athletes should not be exposed to beginner coaches. 3. The science of coaching may be taught; the art can only be learned. (This means that coach development involves both curricular education and experiential growth). 4. Early in the coach development pathway there is greater priority on the science and reliance on previous practice, later the priority is on the art and judgment calls. Throughout the pathway there must be a consistency in living core values and the coach's code of ethics.

Also (Rogers, 2005) emphasizes that a highly knowledgeable coach creates a training environment that generates success for athletes, but a coach who has poor technical or theoretical knowledge, lacks experience and is unable to direct a comprehensive training program cannot assist his/her athletes to reach his or her potential.

4.1.1.3. Athletes/Trainees

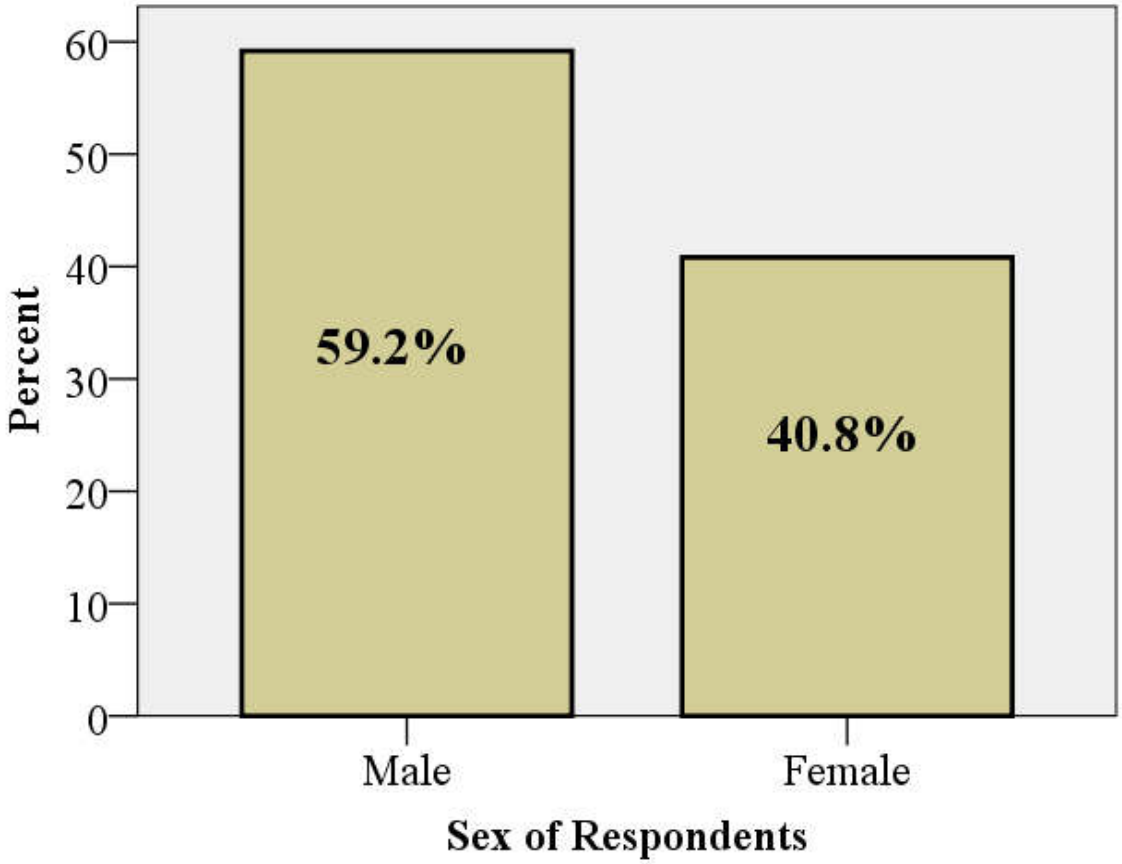

Figure 8 Sex of athletes/Trainees obtained from survey

The data in above figure was athletes/trainees who participated in the study as respondents. From 4 athletics projects 49 trainees were involved in this study; from which 29 (59.2%) were male and 20 (40.8%) were females. Here is almost balance participation of youngsters in relation to gender.

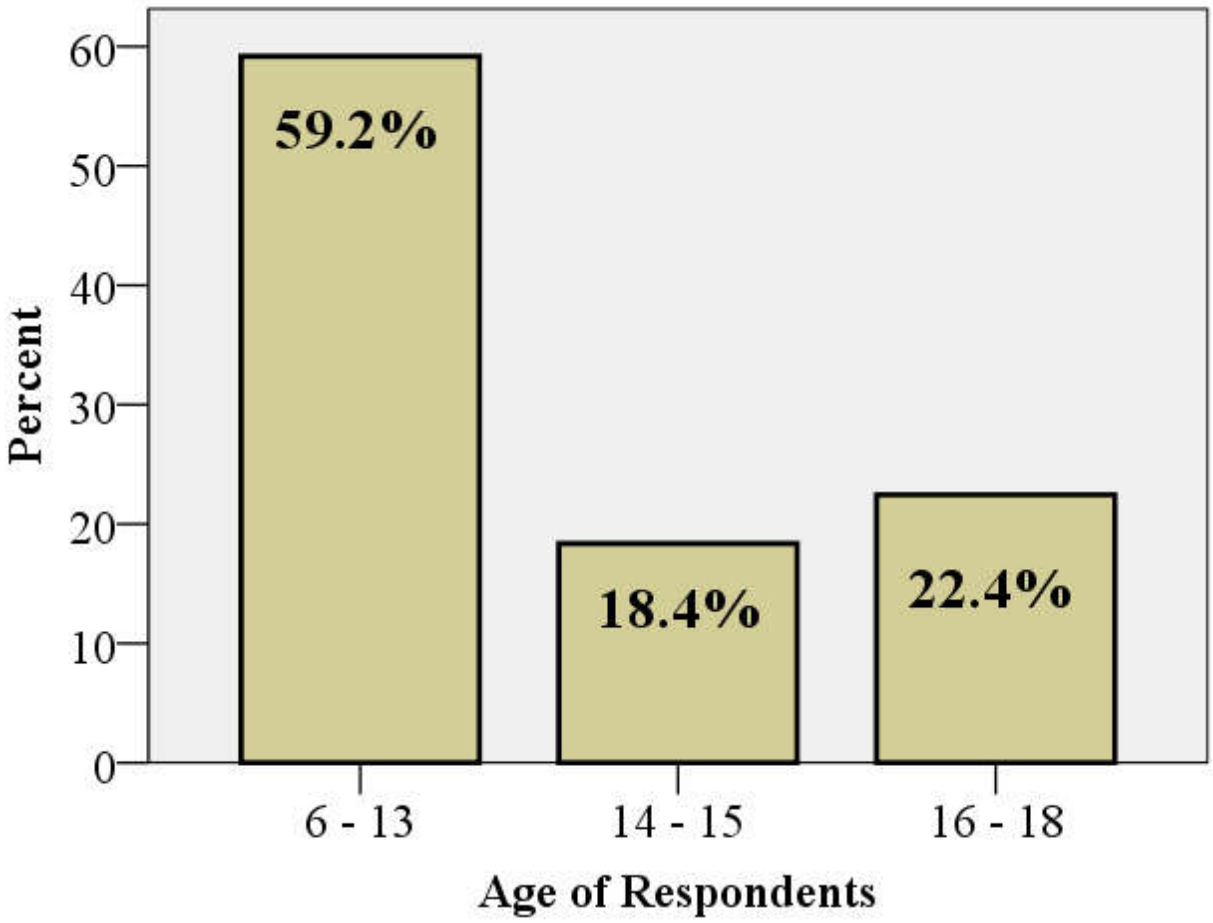

Figure 9 Age of athletes/Trainees

As it is shown in the Fig.9 above, large proportion of respondents who participated from athletes were the age ranged from 6 – 13 (59.2%). The next highest numbers of respondents' age were ranged from 16 –18 (22.4%). The remaining age was ranged from 14 – 15 (18.4%). Even the age of trainee was accordingly to the training stages, the real training of athletics projects at grass root level in the case of this study was not following the procedures of athletic paths way. As it is stated by (Balyi, 2006), the first window of trainability for speed development (girls: 6-8; boys:7-9) should focus on agility, quickness and segmental speed in a multidirectional manner with movements lasting less than 5 seconds. During this stage, over the course of 4-10 weeks depending on the program, children are encouraged to participate in several sports, multi skilled activities and play team games to enhance decision-making. Ages (Males 9-12, and Females 8-11) are a major Stage for trainability of motor learning in both males and females. The focus should be to continue building a general base of FUNdamental motor skills and to introduce all

athletics event group areas, which will further enhance motor skills of Running Jumping and Throwing. General talent identification begins during this stage but the numbers of competitions are left open with no formal periodization (Balyi, 2006).

The ages (Males 12-16, and Females 11-15) is the most challenging and critical Stage as it encompasses both opportunity and vulnerability in terms of growth and development. This is the period where individuals tend to change physically at faster rates than when they are younger. And lastly the ages (Males 16-18 plus, and Females 15-17 plus) is a stage of more specialization and competition. Streaming of athletes into one event group area (throws, jumps, sprints, and endurance) or specific event should be done as advanced motor skills become evident (Ibid, 2006). Therefore for effective athletic developments, it is strongly advised to apply the early athletes' stages at grass root level.

4.2. Results and discussions

Table 3 Challenges affect the talent identification of athletes

No	Item	Response	Sport Experts		Coaches		Totals	
			Fr	%	Fr	%	Fr	%
1	Absence of sport talent identification programs.	Disagree	-	-	-	-	-	-
		Agree	17	100	4	100	21	100
2	Inadequate financial and technical support by the stalk holders.	Disagree	-	-	-	-	-	-
		Agree	17	100	4	100	21	100
3	Absence of knowledge on talent identification.	Disagree	-	-	-	-	-	-
		Agree	17	100	4	100	21	100
4	Absence of necessary equipment to carryout talent identification process.	Disagree	-	-	-	-	-	-
		Agree	17	100	4	100	21	100
5	Lack of sport scholarship for potential talented athletes.	Disagree	2	11.8	1	25	3	14.3
		Agree	15	88.2	3	75	18	85.7
Aggregate			**16**	**97.6**	**3**	**95**	**20**	**97.1**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

From the results shown in table above, most of respondents indicated that identification of talented athletes was inhibited by absence of coaches' knowledge on talent identification (also

replied by respondents who were involved in interview questions), lack of sport talent identification programs, lack of financial and technical support by the stalk holders (similar response with the view of interview participants) and absence of sport scholarship for potential talented athletes (97.1%). Similarly it was also the view of participants who were asked in interview program that absence of sport scholarship for potential talented athletes was another factor which hinder the sport talent identification.

This study was designed to explore challenges and practices in talent identification of grass root athletes. In table 3, Sport expert and coaches were asked questions to find out challenges that likely affect the identification of talented athletes, on issues of availability of talent identification programs and structures, stalk holders' financial support, coaches' knowledge on talent identification, equipment and sport scholarship for athletes. The responses from sport officers and athletics coaches show that absence of talent identification programs, limited financial support from stalk holders, lack of knowledgeable coaches on talent identification, absence of sport equipment to carryout talent identification and absence of sport scholarship for potentially talented students. But it is indicated that without finance, sports Offices cannot employ knowledgeable coaches and purchase equipment. As a result lack of equipment to carrying out scientific tests was leaves sport Offices with no choice other than the use of the observations by the coach in identifying talented athletes.

These results are in agreement with the findings of (Gibbons, 2003) who note that lack of financial support is an obstacle to development of Olympians. The role of coaches in sport talent identification and development is un- replaceable. These great roles of coaches' responsibilities are supported by many authors and researchers. A study carried out by (Pavlovic, 2007) found out that the most important characteristic of a successful coach is the ability to ensure provision of high quality practice. Additionally, the likelihood of talented athletes to become elite is based on provision of best coaches and training (Williams and Reilly, 2000), (Morris, 2000). Furthermore, studies indicate that having experienced coach with knowledge about latest training techniques is valuable to the development of a talented player (Roetert & Harmon, 2006). Access to essential resources such as knowledgeable coaches during the learning process also influences skill development (Baker & Horton, 2004). Baker and Horton (2004) emphasize that the ability of the coach to devise an environment that fosters optimal learning becomes a significant key to

athletes' development. Additionally, Baker and Horton (2004) point out that access to high quality coaching would appear to be an important component in maximizing athlete's development.

As responses obtained from interviews, another challenge of athletes' talent identification in athletics project was lack of opportunities for athletes who complete their training stages (i.e., usually after 17 years) to join athletics training centers/club. As a result athletes were forced to stop their training and only a few of them got a chance to join the next training center/clubs of athletics. But it is strongly recommended that athletics 'projects' should belong to clubs at the national or federal or City Administrations levels (Wolde, 2017).

Table 4 Results of Chi-square Test for Challenges that affect talent identification of athlete

No	Item	Response	Respondents category				$\chi 2$	df	P value
			Sport experts		coaches				
			Fr	%	Fr	%			
1	Absence of sport TI programs.	Disagree	-	-	-	-	1.683	3	0.641
		Agree	17	100	4	100			
2	Inadequate financial and technical support by the stalk holders.	Disagree	-	-	-	-	4.405	3	0.221
		Agree	17	100	4	100			
3	Absence of knowledge on Sport TI.	Disagree	-	-	-	-	4.321	3	0.229
		Agree	17	100	4	100			
4	Absence of necessary equipment to carryout TI process.	Disagree	-	-	-	-	4.552	3	0.208
		Agree	17	100	4	100			
5	Lack of sport scholarship for potential talented athletes.	Disagree	2	11.8	1	25	4.363	6	0.628
		Agree	15	88.2	3	75			
	Aggregate		**16**	**97.6**	**3**	**95**	**3.864**	**3.6**	**0.385**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

Chi-square test was conducted to determine whether there were any significant differences between the responses of sport experts and coaches in relation to the view of the challenges that hinder athletes' sport talent. Ho: There is no association between the dependent variable and independent variables. H1: There is association between the dependent variable and independent

variables. Decision: If the p-value is less than the level of significance (0.05), we reject the null hypothesis. (Ho); if not we fail to reject the null hypothesis. So the results in the above table revealed that there were no significant differences between the responses of sport experts and coaches on each challenges that hinder athletes' sport talent (listed item from number 1- 5) in the table. As it indicated, the total value of p is (0.385 > 0.05), therefore there were no significant evidence to reject null hypothesis in relation to these challenges.

Table 5 Competitions for talent identification and development

No	Item	Response	Sport Experts		Coaches		Trainees		Totals	
			FR	%	FR	%	FR	%	FR	%
1	Competition opportunities are provided within the projects and with other similar projects.	Disagree	12	70.6	3	75	39	79.6	54	77.1
		Agree	5	29.4	1	25	10	20.4	16	22.9
2	Competition opportunities are provided at different levels of Woreda, Zones and Regions.	Disagree	13	76.5	4	100	35	71.4	52	74.3
		Agree	4	23.5	-	-	14	28.6	18	25.7
3	The athletics project has provided time for regular and frequent practice.	Disagree	6	35.3	1	25	20	40.8	27	38.6
		Agree	11	64.7	3	75	29	59.2	43	61.4
Aggregate			**12**	**70.6**	**3**	**83.3**	**34**	**70.0**	**49**	**70.9**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

The respondents were replied that formal competition opportunities were not provided at different levels of Woreda, Zones and Regions, athletics projects did not provide opportunities for athletes to participate in structured competitions within and with other similar projects (similarly replied by interview participants) and respondents were of the view that a projects were provide time for regular and frequent practices (70.9%).

The findings of table 5 suggest that athletes were not provided with opportunities to compete both within and outside their projects' settings as well as no regularly sufficient competition opportunities were not provided at Woreda, Zone and Regions. But previous research

acknowledges that exposure to competitions is an important factor in sport talent development and evaluation of progress, (Rogers, 2005); (Sotiriadou, 2005) and (Henriksen, 2010). It also replied by (Houlihan & Green, 2008) that in order to produce elite sport "stars", competitions should be held on a regular basis. The findings of (Gibbons, 2003) also found that competitive opportunities were significant motives for participation in sports. Additionally, results of previous studies discussed in the literature review indicate that gaining experience with high level competitions is seen as an important part of the talent development process (Henriksen, 2010), but lack of exposure to quality competition has been observed to dull the most talented group of athletes (Sotiriadou, 2005).

Table 6 Results of Chi-square Test for Competitions to talent identification and development

No	Item	Response	Sport Experts		Coaches		Trainees		$\chi 2$	df	P value
			FR	%	FR	%	FR	%			
1	Competition opportunities are provided within the projects and with other similar projects.	Disagree	12	70.6	3	75	39	79.6	3.550	2	0.170
		Agree	5	29.4	1	25	10	20.4			
2	Competition opportunities are provided at different levels of Woreda, Zones and Regions.	Disagree	13	76.5	4	100	35	71.4	0.364	2	0.834
		Agree	4	23.5	-	-	14	28.6			
3	The athletics project has provided time for regular and frequent practice.	Disagree	6	35.3	1	25	20	40.8	1.979	2	0.372
		Agree	11	64.7	3	75	29	59.2			
	Aggregate		**12**	**70.6**	**3**	**83.3**	**34**	**70.0**	**1.964**	**2**	**0.458**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

Chi-square test was conducted to determine whether there were any significant differences between the responses of sport experts and coaches or not in relation to the view of the competitions for sport talent identification and development. The results in the above table revealed that there were no significant differences between the responses of sport experts and

coaches on each (listed item from number 1- 3) in the table. As it indicated, the total value of p is (0.458 > 0.05), therefore there were no significant evidence to reject null hypothesis in relation to the items listed in the table above.

Table 7 Mode of talent identification in Athletics Projects

No	Item	Response	Sport Experts		Coaches		Trainees		Totals	
			Fr	%	Fr	%	Fr	%	Fr	%
1	During inter- schools competition.	Disagree	16	94.1	4	100	45	91.8	65	92.9
		Agree	1	5.9	-	-	4	8.2	5	7.1
2	Externally during village, primary schools competitions.	Disagree	15	88.2	4	100	47	95.9	66	94.3
		Agree	2	11.8	-	-	2	4.1	4	5.7
3	Coaches, by observing physical appearance of youngsters.	Disagree	1	5.9	-	-	4	8.2	5	7.1
		Agree	16	94.1	4	100	45	91.8	65	92.9
4	By measuring/testing the physical, physiological, psychological and social attributes plus technical abilities.	Disagree	17	100	4	100	45	91.8	66	94.3
		Agree	-	-	-	-	4	8.2	4	5.7
Aggregate			**16**	**94.1**	**4**	**100**	**45**	**92.8**	**65.5**	**93.6**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

The total results in the table indicated that talent identification was not done during inter- schools competitions, during village or primary schools competitions and it was done physical observations by coaches were the most used mode of talent identification (this was also repeatedly replied by coaches and sport experts who were participated in interview times) and the most un-used mode of sport talent identification was through scientific methods of measuring and testing of physical, physiological, psychological and social attributes as well as technical abilities of the athletes (93.6%).

The results in table 6 indicate that identification of talented athletes in athletics projects were based on observations of the coach rather than applying scientific methods of measuring and testing of physical, physiological, psychological and social attributes as well as technical abilities of the athletes. So identification of talented athletes is limited to coaches' observation, but not to scouting and recruiting potentially talented youngsters from outside of the boarder of coaches

settings. This finding is in agreement with that of (M. Williams, Reilly T., 2000) who found out that identifying talented sport performers rely heavily on the intuition or "eye" of expert coaches and talent scouts. But (Ericsson, 1993) said that high levels of performance are acquired through sustained investment in practice and deliberate efforts to improve. According to his Notion of Deliberate Practice,

> *".... development of sport talent occurs when activities are well defined, are pitched at an appropriate level of difficulty, when useful feedback is presented and the opportunity for repetition, error detection and correction are provided .....".*

The results of this study also suggest that athletics projects are yet to embrace use of scientific methods which involve testing of attributes associated with success in identifying talented athletes. This finding is similar to that of (Williams & Franks, 1998) who found that talent identification programs across the globe are not firmly grounded on scientific rationale.

Table 8 Results of Chi-square Test for mode of talent identification in Athletics Projects

No	Item	Response	Sp/Experts		Coaches		Trainees		χ2	df	P value
			Fr	%	Fr	%	Fr	%			
1	During inter- schools competition.	Disagree	16	94.1	4	100	45	91.8	0.109	2	0.947
		Agree	1	5.9	-	-	4	8.2			
2	Externally during village, primary schools competitions.	Disagree	15	88.2	4	100	47	95.9	1.799	2	0.407
		Agree	2	11.8	-	-	2	4.1			
3	Coaches, by observing physical appearance of youngsters.	Disagree	1	5.9	-	-	4	8.2	0.109	2	0.947
		Agree	16	94.1	4	100	45	91.8			
4	By measuring/testing the physical, physiological, psychological and social attributes plus technical abilities.	Disagree	17	100	4	100	45	91.8	1.361	2	0.506
		Agree	-	-	-	-	4	8.2			
	Aggregate		**16**	**94.1**	**4**	**100**	**45**	**92.8**	**0.844**	**2**	**0.701**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

Chi-square test was conducted to determine whether there were any significant differences between the responses of sport experts and coaches or not in relation to the view of the mode of

talent identification in athletics projects. The results in the above table revealed that there were no significant differences between the responses of sport experts and coaches on each (listed item from number 1- 3) in the table. As it indicated, the total value of p is (0.710 > 0.05), therefore we fail to reject null hypothesis in relation to the listed items.

Table 9 Coaches for talent identification and development

No	Item	Response	Sport Experts		Coaches		Totals	
			Fr	%	Fr	%	Fr	%
1	Employed adequate number of coaches.	Disagree	14	82.4	4	100	18	85.7
		Agree	3	17.6	-	-	3	14.3
2	Coach has knowledge of programming for training and competition.	Disagree	12	70.6	4	100	16	76.2
		Agree	5	29.4	-	-	5	23.8
3	Coach has fundamental skills required for athletic talent identification and development.	Disagree	16	94.1	4	100	20	95.2
		Agree	1	5.9	-	-	1	4.8
4	Coach has technical and tactical knowledge of the sport.	Disagree	13	76.5	3	75	16	76.2
		Neutral	4	23.5	1	25	5	23.8
5	Coach has knowledge for measuring physical, physiological, psychological and social attributes as well as technical abilities.	Disagree	17	100	4	100	21	100
		Agree	-	-	-	-	-	-
6	Coach plans training to incorporate a wide variety of useful skills (i.e. techniques, tactical physical, mental and decision making skills).	Disagree	15	88.2	4	100	19	90.5
		Agree	2	11.8	-	-	2	9.5
Aggregate			**14**	**85.3**	**3**	**95.8**	**15**	**87.0**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

From the results in table above, it is evident in terms of proportion the total of the respondents indicated that coaches did not have knowledge of measuring physical, physiological, psychological, social as well as technical abilities, coaches had limited technical and tactical knowledge of the sport that they coach, coaches did not plan training to incorporate a wide variety of useful skills and attributes, available coaches were not knowledgeable on programming for training and competition, coaches did not have fundamental skills required for

sport talent identification and development (also critically raised during the interview time) and athletics projects had not employed adequate number of coaches (87%). Without adequate number of qualified coaches, governments' sport programs will not provide quality instructions that are required to guide talented athletes to elite level. As it is indicated in Figure 7, greater numbers (75%) of the coaches were Diploma holders and the remaining 25% was qualified in Certificate. Again the results in table 9, suggest that most of the athletics projects' coaches have limited knowledge of too many necessarily required skills in what they coach.

But it was clearly emphasized that lack of qualified coaches was a major issue in a sport where it is recognized that much of the development of activity is, at the grass roots in particular, coach-driven or coach-led. As coaches are directly involved in the training and preparation of athletes, a country without sufficient professionally trained and experienced coaches cannot be expected to systematically develop its available athletic talent. In addition, because of the important role they often play in promoting an appreciation of the sport among both athletes and non-athletes, a lack of good coaches can have a negative effect on the development of an Athletics culture (Diack, 2007).

The basic task of coach is to develop and improve the performance of teams and individual (Lyle, 1996). In order to do this effectively, the coach must utilize many different types of knowledge to solve problems and ultimately make decisions (Gilbert, 2004). Additionally, a study by (Trninić, 2009) found out that coaches' expert knowledge and experience, as well as scientific acquisitions enables them to stimulate the development of athlete's personality and his/her understanding of a particular sport, skill development, upgrading the level and the number of motor programs, as well as encouraging the development of selective decision making and decreasing the reaction period. The ability of the coach to devise an environment that fosters optimal learning is the most significant key to athlete's development (Baker, 2003). Congruently, (Kirk, 2005) notes that quality of coaches and teachers are key factors in the success of any program oriented to improve physical activity. Additionally, (Trninić, 2009) state that top-level coaches encourage continuity in learning and in perfection of technical-tactical knowledge and skills, development of competitive experience and psychosocial development of athlete's personality.

Table 10 Equipment and Facilities for sport talent identification and Development

No	Item	Response	Sport Experts		Coaches		Trainees		Totals	
			Fr	%	Fr	%	Fr	%	Fr	%
1	Available equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of athletes.	Disagree	17	100	4	100	45	91.8	66	94.3
		Neutral	-	-	-	-	4	5.7	4	5.7
2	A sufficient sport facility for training and practice.	Disagree	17	100	4	100	49	100	70	100
3	Sport facilities that are easily accessible.	Disagree	3	17.6	1	25	4	8.2	8	11.4
		Agree	14	82.4	3	75	45	91.8	62	88.6
4	Sports facilities that are of the required standard.	Strongly disagree	17	100	4	100	49	100	70	100
5	No suitable facilities for quality training.	Disagree	-	-	-	-	3	6.1	3	4.3
		Agree	17	100	4	100	46	93.9	67	95.7
Aggregate			**16**	**96.4**	**3**	**95**	**46**	**95.5**	**67**	**95.7**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

It is evident from the results shown in table above that most of the participants in this study were of the view that athletics sports facilities were not suitable for quality training, no sufficient sport equipment were provided for athletics projects (this is also in agreement with responses from interview), available facilities were not of the required standards, projects were not have equipment for carrying out talent identification tests and available facilities were easily accessible (95.7%).

The result in table 10 indicated that there were shortages in access to facilities and services to all the athletes, regardless of elite level. But studies show that poor training facilities may influence the athletes' decision to drop out from sport (Busman, 1999). Additionally, other sources cited in this study indicate that lack of facilities or access to facilities and equipment is a limiting factor to sports development (Rogers, 2005).

Creating an appropriate environment in which to nurture talent may play a more significant role in the development of expertise than does heredity Salmela as cited in (Williams and Reilly,

2000). According to (Abbott, 2002), the stalk holders should support and develop sports by providing the funding to purchase sports equipment, supporting athletes to participate in national sports games. Previous studies discussed in the literature review indicate that provision of adequate and availability of quality facilities and equipment for training enhance athletes' development (Williams and Reilly, 2000). According to (David, 2005), availability of sport facilities and equipment has a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in sufficient manner it is too easy to produce a number of sport developments.

Table 11 Stalk holders' support for Sport Talent Identification and Development

No	Item	Response	Sport Experts		Coaches		Totals	
			Fr	%	Fr	%	Fr	%
1	Local government body.	Disagree	2	11.8	-	-	2	9.5
		Agree	15	88.2	4	100	19	90.5
2	Athletes' families/ parents.	Disagree	5	29.4	-	-	5	23.8
		Agree	12	70.6	4	100	16	76.2
3	Non-government organizations.	Disagree	17	100	4	100	21	100
		Agree	-	-	-	-	-	-
4	Community and sport investors.	Disagree	14	82.4	3	75	17	81.0
		Agree	3	17.6	1	25	4	19.0
Aggregate			**14**	**86.4**	**3**	**93.7**	**18**	**86.9**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

The result in table above shows that most respondents were of the view that athletics projects in Bench Maji and Kaffa were supported by government bodies, parents of the athletes/trainees while other stalk holders i.e., non-government organizations and community and sport investors were not play their role (replied from interview as "lack of attention from stalk holders") in supporting grass root athletics projects either in finance or facilities (86.9%).

The result in table 11 indicates that Government and families/parents of the trainees are the only bodies that play their role in supporting athletics projects. Parents, guardians and educators play central roles in youth athletes' lives. As such, we encourage them to serve as good role models who are encouraging, inclusive and respectful at all times. They are also advised to be watchful

and alert, never compromising on safety. It is crucial for them to manage expectation as they applaud all efforts, so as to develop healthy attitudes towards sports. Spectators and general public are others who support our youth athletes and encourage them to reach for greater heights. We encourage them to be respectful in their support, demonstrating positive behavior as they spur our youth athletes on.

Recognizing needs of the youth is critical to sports officials and event/competition organizers as they work towards promoting national standards in sports. By encouraging integrity and other healthy attitudes towards sports, they will positively impact youth athletes. Corporations and businesses can get involved in youth sports by being "sports-friendly" employers, supporting staff with strong sporting backgrounds or those with children who would benefit from sports. Corporations and business leaders are also in a position to uses ports to drive people positively. Organizations can also inculcate sporting culture by organizing sports movement or events with a category allocated to youths (Ibid).

Several authors have discussed the importance of parental influence on children's introduction to, involvement in, and achievement in sport and other achievement domains (Bloom, 1985) and (Côté, 1999b). Although, there has been research in this area, very few studies have provided in-depth information on how families create a positive environment to initiate and maintain life-long sport participation (Côté, 1999c). Furthermore state that parent were found to be very influential and played a critical role in development through financial, logistical and socio-emotional support.

Table 12 Motives of athletes for Continuous Participation in athletics projects

No	Item	Response	Trainees/Athletes	
			Fr	%
1	Passion for the sport	Disagree	4	8.2
		Agree	45	91.8
2	Encouragement from coaches and others students.	Disagree	35	71.4
		Agree	14	28.6
3	For fitness	Disagree	8	16.3
		Agree	41	83.7
4	Availability of sports equipment and facilities	Disagree	43	87.8
		Agree	6	12.2
5	Rewards (certificates, medals, ..).	Disagree	38	77.6
		Agree	11	22.4
6	Sports scholarship	Disagree	9	18.4
		Agree	40	81.6
7	Desire to improve skills	Disagree	2	4.1
		Agree	47	95.9
Aggregate			**41**	**84.2**

Strongly agree = 5Agree = 4Neutral = 3Disagree = 2Strongly disagree = 1

According to the data illustrated in table 10 on the motives of athletes' participation in sport, the largest proportion of respondents indicated that they were motivated by passion for the sport, sports scholarship, sport for fitness, desire to improve skills as well as not motivated by availability of sports equipment and facilities, coaches and friends and rewards, i.e. certificates and medals (84.2%).

The results in table 12 of indicated that athletes in grass root level are motivated to join the athletics projects by having passion for sports, sport scholarship, desire to gain fitness and to improve their skills. These findings further support those of (Holt, 2004) which indicated that elite youth football players were motivated to play football by the love of the game and the desire to succeed. (Ryan, 1997) emphasizes that intrinsic motives are most common for continuation in a particular sport and athletes must have intrinsic motivation to continue participating in sports.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

The purpose of this study was to explore the challenges and practices of talent identification of athletes in athletics projects of Bench Maji and Kaffa Zone. This section presents the summary of the results from which conclusions and recommendations are made.

5.1. Summary of Findings

- Majority of respondents (92.9%) indicate that talent identification in athletics project is mostly based on the observation of the coaches by considering physical appearance of youngsters.
- Additionally, respondents (94.3%) replied that the most un-used mode of sport talent identification was through scientific methods of measuring and testing of physical, physiological, psychological and social attributes as well as technical abilities of the athletes.
- Large proportion of respondents (97.1%) indicated that identification of talented athletes was challenged by limited knowledge of coaches on talent identification, lack of financial support, and lack of scholarships for talented potential athletes, absence of talent identification structures and modalities and necessary equipment to facilitate talent identification development.
- Most of the respondents (95.7%) reported that available sport facilities were not suitable for quality training and below the required standards.
- The largest proportion of respondents (87.0%) indicated that projects have inadequate number of coaches, available coaches were not plan and structure practice, have limited technical and tactical knowledge of the sport that they instruct.
- Majority of respondents (70.9%) indicated that there was no opportunity provided for athletes to participate in regular competitions.
- Greater number of sport officers and coaches agreed during their interview time that there was no opportunity for athletes who complete their training stages (i.e., usually after 17 years) to join athletics training centers/clubs.

- Greater number of respondents (86.9%) indicated that athletics projects in Bench Maji and Kaffa Zone were only supported by government bodies and parents of the athletes/trainees.
- Majority of the respondents (86.9%) indicated that other stalk holders like non-government organizations, community and sport investors did not play their role in supporting grass root athletics projects.
- Majority of athletes (84.2%) indicated that they were motivated to participate in sport by passion for the sport played, sport scholarship, desire to improve their skills and to gain fitness.

5.2. Conclusions

This study was designed to assess the challenges and practices of talent identification of athletes in selected athletics projects. Based on the findings of this study, the following conclusions were made:

- Identification of talented athletes in projects was challenged by limited financial support, lack of scholarships for talented potential athletes, absence of talent identification programs, lack of necessary equipment to facilitate the process of talent identification and unavailability of knowledgeable coaches on talent identification.
- Identification of talented athletes in athletics projects is based on the observation of the coaches and this is done based on physical appearance of youngsters.
- Athletics projects were not applying scientific tests in measuring physiological, psychological, social and technical abilities when identifying talented athletes.
- Athletics projects have inadequate number of coaches and the available coaches have limited technical and tactical knowledge of the sport discipline that they instruct.
- Athletics projects were failed to provide opportunity for athletes to participate in competitions.
- Athletics projects have not provided adequate sport equipment for athletes' practice and training.
- There was no opportunity for projects' athletes who complete their training stages (i.e., usually after 17 years) to join athletics club.
- Athletics projects in Bench Maji and Kaffa Zone were supported by only government bodies and parents of the athletes/trainees.
- Other stalk holders like non - government organizations, community and sport investors did not play their role in supporting grass root athletics projects.
- Athletes in grass root athletics projects are motivated to participate in sport by sport scholarship, passion for the sport played, desire to improve their performance and to gain fitness.

5.3. Recommendations

From the findings of this study, the following recommendations are made:

- To improve athletics performance in Woreda, Zone and Regional sporting competitions, the governments should formulate and apply programs for identifying athletes with potential to become elite.
- Athletics Federations should supplement their internal talent identification mechanisms with identification of talented athletes from external institutions. This can be achieved by creating a talent identification program which involves scouting for talent during primary school competitions and facilitate them to join the projects by providing them with sport scholarships.
- Athletics Federation should include scientific methods of measuring physical, physiological, psychological and social attributes of athletes in identifying athletes with potential of becoming elite. This will help avoid poor judgment of athletes' potential.
- Regional Athletics Federation should support exposure of athletes to high level competitions both locally and internationally so as to enhance their talent development.
- Government and stalk holders should develop adequate and quality sport facilities and avail the required equipment for quality practice and effective talent development.
- Governmental should review their staffing levels for sports offices with a view to employ adequate number of suitably trained coaches to facilitate identification and development of talented athletes.
- Government bodies (Youth and Sport Bureau) and Athletics Federations should build bridge between athletics projects and athletics center/club to facilitate good opportunity for talented athletes.
- Sport offices should develop coach training/work shop programmes to provide coaches with opportunities to upgrade their theoretical, conceptual, technical and tactical knowledge of the sports that they coach.
- Sport offices of Zones and Regions should focus to formulate incentive programmes that include sports scholarships to motivate more talented youth to join the athletics projects.
- The study also focused on only short and middle distance sports disciplines in the athletics projects of Bench Maji and Kaffa Zone. It is also recommended that the study be replicated in the other sports disciplines and projects.

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APPENDIX – 1

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by athletes/trainees

Dear trainees, the objective of this study is to find out the practice and challenges of talent identification of athletes in athletics projects, the case of Kaffa and Bench Maji Zones. Be sure that the information gathered will be used only for research purposes. So you are kindly requested to provide the necessary information that is helpful to the accuracy of the research as well as to bring practical solutions to the challenges. And I would like to thank for your positive responses.

A. Remember

1. Not necessarily to write name.
2. Possible to give more than one answer.
3. Circling the correct answer among the given alternatives.
4. Answer those questions which need explanation accordingly.
5. Thank you for your patience!

B. General information of trainees

a) Name of the projects _____

b) Years of training _____

c) Sex - 1) M ☐ 2) F ☐

d) Age - 1) 6- 13 ☐ 2) 14- 15 ☐ 3) 16-18 ☐ 4) above 19 ☐

C. Instruction: Indicate your responses with each statement by circling where applicable using the following code.
Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1.

Part I. **What are the factors that challenge identification of talented athletes?**

1	Absence of sport talent identification programs.	5	4	3	2	1
2	Financial support by the responsible bodies.	5	4	3	2	1
3	Absence of coaches with knowledge on talent identification.	5	4	3	2	1
4	Absence of necessary equipment to facilitate identification process.	5	4	3	2	1
5	Absence of sport scholarship for potential talented athletes.	5	4	3	2	1

6. Others (please list them).

Part II. Competitions for talent development

7	My project provides time for regular and frequent practice and training.	5	4	3	2	1
8	My athletics project provides opportunities for me to participate in structured competitions within the projects.	5	4	3	2	1
9	My athletics project provides opportunities for me to participate in structured competitions at different levels outside the projects.	5	4	3	2	1
10	I strongly struggle to get good quality competition experience.	5	4	3	2	1

Part III. Identification of talented athletes in my project is done …….

11	During inter- schools competitions.	5	4	3	2	1
12	Externally during village or primary schools competitions.	5	4	3	2	1
13	By coach experience, physical observations of youngsters at anywhere.	5	4	3	2	1
14	Through measurement/ testing of my physical, physiological, psychological and social attributes as well as technical abilities.	5	4	3	2	1

Part IV. Coaches for talent identification and development. My project has …….

15	Employed adequate number of sport coaches.	5	4	3	2	1
16	Coaches with knowledge of programming for training and competition.	5	4	3	2	1
17	Coaches with fundamental skills required for sport talent identification and development.	5	4	3	2	1
18	Coaches with technical and tactical knowledge of the sport.	5	4	3	2	1
19	Coaches who plan and structure the practice.	5	4	3	2	1
20	Coaches with knowledge for measuring physical, physiological, psychological and social attributes as well as technical abilities of players.	5	4	3	2	1
21	Coaches who plan training to incorporate a wide variety of useful skills and attribute i.e. techniques, tactical physical, mental and decision making skills.	5	4	3	2	1

Part V. Equipment for talent identification and development. My project has …….

22	Equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of talented students.	5	4	3	2	1
23	Sufficient sport facilities**.**	5	4	3	2	1
24	Sport facilities that are easily accessible.	5	4	3	2	1
25	Sports facilities that are of the required standard.	5	4	3	2	1
26	No suitable facilities for quality training.	5	4	3	2	1

VI. Motivators to participation in sports. What motivate you to participate in athletics sports?

27	Passion for the sport	5	4	3	2	1
28	Encouragement from coaches and others students.	5	4	3	2	1
29	For fitness	5	4	3	2	1
30	Availability of sports equipment and facilities	5	4	3	2	1
31	Rewards (certificates and medals).	5	4	3	2	1
32	Sports scholarship	5	4	3	2	1
33	Desire to improve skills	5	4	3	2	1

34. Others (please list them)

APPENDIX – 2

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by Coaches of athletics projects

Dear coaches, the objective of this study is to find out the practice and challenges of talent identification of athletes in athletics projects, the case of Kaffa and Bench Maji Zones. Please, read each of the items carefully and the response that correspond to the situation in your athletics projects. Your response has a great importance on the success of the study.

A. Background information

- For the questions with alternatives, put the sign "✓" in front of your choice.

A. Sex - 1) Male ☐ 2) Female ☐

B. Age: 1) 20-25 ☐ 2) 26-30 ☐ 3) 31-35 ☐ 4) 36-40 ☐ 5) 41 < ☐

C. Marital status: 1) Single ☐ 2) Married ☐ 3) Divorced ☐

D. Level of qualification

1) Certificate ☐ 4) Msc ☐

2) Diploma ☐ 5) PhD. ☐

3) Degree ☐ 6) Other ☐

B. Directions

- You are not asked to write your name.
- For open ended questions, write your responses in space the provided as clearly as possible.
- Indicate your responses with each statement by circling where applicable using the following code.

Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1.

Part I. **What are the factors that challenge identification of talented athletes?**

1	Absence of sport talent identification programs.	5	4	3	2	1
2	Inadequate financial and technical support by the stalk holders.	5	4	3	2	1
3	Absence of knowledge on talent identification.	5	4	3	2	1
4	Absence of necessary equipment to carryout talent identification process.	5	4	3	2	1
5	Lack of sport scholarship for potential talented athletes.	5	4	3	2	1

6**.** Others (please list them).

Part II. Competitions for talent development. My athletics project provides opportunities for athletes to participate in structured competitions.....

7	Within the projects.	5	4	3	2	1
8	At different levels of Woreda, Zones and Regions.	5	4	3	2	1
9	My project has provided time for regular and frequent practice.	5	4	3	2	1

10**.** Others (please list them).

Part III. We identify talented athletes ……..

11	During inter- schools competition.	5	4	3	2	1
12	Externally during village, secondary schools competitions.	5	4	3	2	1
13	Observations of the coach/ games during competitions.	5	4	3	2	1
14	By measuring/testing of physical, physiological, psychological and social attributes as well as technical abilities.	5	4	3	2	1

Part IV. Coaches for talent identification of athletes. My project has …….

15	Has employed adequate number of coaches.	5	4	3	2	1
16	Coach has knowledge of programming for training and competition.	5	4	3	2	1
17	Coach has fundamental skills required for athletic talent identification and development.	5	4	3	2	1
18	Coach has technical and tactical knowledge of the sport.	5	4	3	2	1
19	Coach has knowledge for measuring physical, physiological, psychological and social attributes as well as technical abilities.	5	4	3	2	1
20	Coach plans training to incorporate a wide variety of useful skills and attribute i.e. techniques, tactical physical, mental and decision making skills.	5	4	3	2	1

Part V. Equipment for sport talent identification. My project has …….

21	Equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of athletes.	5	4	3	2	1
22	A sufficient sport facility for training and practice.	5	4	3	2	1
23	Sport facilities that are easily accessible.	5	4	3	2	1
24	Sports facilities that are of the required standard.	5	4	3	2	1
25	Sport facilities that are suitable for quality training.	5	4	3	2	1

Part VI. Stalk holders for support. My project has actively supported by---------

26	Local government body.	5	4	3	2	1
27	Athletes' families/ parents.	5	4	3	2	1
28	Non government organizations.	5	4	3	2	1
29	Community and sport investors.	5	4	3	2	1

APPENDIX – 3

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaires to be filled by Woreda and Zone Sport Officers

Thank you for agreeing to participate. This questionnaire designed to obtain information on practice and challenges in talent identification of athletes at grassroots athletics project in Bench Maji & Kaffa Zone of south west Ethiopia. You are, therefore, kindly requested to give genuine and truthful responses. Thank you in advance for your cooperation!

A. **Personal details**

- Sex 1) Male 2) Female
- Age 1) Below 20 2) 21-28 3) 29- 35 4) Above 36
- Marital status 1) Single 2) Married 3) Divorced
- Educational qualification

1) Certificate 2) College diploma 3) BA/BSc/Bed 4) MA/MSC/Med

B. Instructions

- No need of writing your names.
- Circle your chosen answer for each of the question and write your responses in provided space accordingly.

Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1.

Part I. **What are the factors that challenge identification of talented athletes?**

1	Absence of sport talent identification programs.	5	4	3	2	1
2	Inadequate financial and technical support by the stalk holders.	5	4	3	2	1
3	Absence of knowledge on talent identification.	5	4	3	2	1
4	Absence of necessary equipment to carryout talent identification process.	5	4	3	2	1
5	Lack of sport scholarship for potential talented athletes.	5	4	3	2	1

6.Please list if any other left ----------

Part II. Competitions for athletics sport projects. Opportunities are provided for our grass root athletes to participate in structured competitions.....

7	Within the projects.	5	4	3	2	1
8	At different levels of Woreda, Zones and Regions.	5	4	3	2	1
9	My project has provided time for regular and frequent practice.	5	4	3	2	1

Part III. Coaches for talent identification of athletes. Our projects have …….

10	Has employed adequate number of coaches.	5	4	3	2	1
11	Coach has knowledge of programming for training and competition.	5	4	3	2	1
12	Coach has fundamental skills required for athletic talent identification and development.	5	4	3	2	1
13	Coach has technical and tactical knowledge of the sport.	5	4	3	2	1
14	Coach has knowledge for measuring physical, physiological, psychological and social attributes as well as technical abilities.	5	4	3	2	1
15	Coach plans training to incorporate a wide variety of useful skills and attribute i.e. techniques, tactical physical, mental and decision making skills.	5	4	3	2	1

Part IV. Equipment for sport talent identification and development. Our athletic sport projects have …….

16	Equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of athletes.	5	4	3	2	1
17	Sufficient sport facilities for training and practices.	5	4	3	2	1
18	Sport facilities easily accessible.	5	4	3	2	1
19	Sports facilities of the required standard.	5	4	3	2	1
20	Sport facilities suitable for quality training.	5	4	3	2	1

Part V. Stalk holders for support. Our sport projects have actively supported by---------

21	Local government body.	5	4	3	2	1
22	Athletes' families/ parents.	5	4	3	2	1
23	Non government organizations.	5	4	3	2	1
24	Community and sport investors.	5	4	3	2	1

25**.** Others (please list them).

Part VI. Interview for Sport Experts/Officers

Thank you for agreeing to participate. This is an interview designed to obtain information on practice and challenges in talent identification of athletes of grass root athletics projects in Bench Maji and Kaffa Zone, South West Ethiopia. Would you mind if I ask you a few questions? It will not take long.

1. What are the major challenges in the athletics projects and the solutions you suggest?

   ---

2. How athletes are selected? Who selected them? And where are athletes selected from?

   ---

3. Do you think that the selection criteria of young athletes are scientific? How?

   ---

4. How do you see the current status of challenge in talent identification of grass root athletes' project in your zone?

   ---

5. Do you think players selection is depend on talent? How do you see it in your observation?

   ---

6. Do you feel that the coaches are sufficient and competent to achieve the goals? How?

   ---

7. Do you visit the training of some projects and competitions? How do you explain it?

   ---

8. To what extent sport equipment (sport wears, shoes, video films etc) and facilities such as training field, bath rooms are fulfilled?

   ---

9. What special training have you facilitated and achieved for coaches?

   ---

10. Finally what is your comment about the stalk holders' contribution in its strong and weak sides?

Thank you!

APPENDIX – 4

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Observation checklist for athletics projects

General information

- Date of visit ---------- Name of project ----------
- Put check mark (√) in column which tells "V. Good" , "Good" , "Poor" , and "No"

No	Variables to be observed	V. Good	Good	Poor	No
1	Availability of suitable training field, shower, dressing room for athletes				
2	Coaching aids like cones, jumping rope, etc.				
3	The presence of track and field events facilities and equipment				
4	Presence of continuous training time				
5	Availability of time schedule for effective training and practices.				
6	Favorable environment for training				
7	Well enough managed training situation				
8	Qualified training session/annual, macro, micro, …				
9	Previous competition file/champion of Woreda , …				
10	Competition schedules for projects				
11	Motivated athletes during training				
12	Committed coach during training				
13	Recorded/filed history of previous athletes				

APPENDIX – 5

ጅማ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሣይንስ ትምህርት ክፍል

ለአትሌቶች የተዘጋጀ መጠይቅ

ዉድ ሰልጣኞች የዚህ መረጃ መሰብሰቢያ ቅፅ ዋና አላማ በቤንች ማጂ እና ከፋ ዞን ዉስጥ ተስጥኦ ባላቸዉ የአትሌትክስ ሰልጣኞች ምልመላ/ልየታ ዙሪያ ያሉ እንቅፋቶችን ነቅሶ ለማውጣት እና አስፈላጊውን መፍትሄ ለማስቀመጥ እንዲያስችለን ነው፡፡ ስለሆነም የእርስዎ ፍቃደኝነት የተሞላበት ትብብር እና እውነተኛ መልስ ችግሮችን በመቅረፍ ረገድ ከፍተኛ ሚና ይጫወታል፡፡ የሚሰጧቸው መረጃዎች ሁሉ በሚስጥር የሚጠበቁና ለትምህርት ጉዳይ ብቻ የሚውሉ መሆናቸውን ከወዲሁ አረጋግጣለሁ፡፡ በመሆኑም እርስዎ መጠይቁን በአግባቡ በመመላት የበኩልዎን አስተዋፅኦ እንዲያበረክቱ በትህትና እየጠየኩኝ ለሚያደርጉልኝ ቀና ትብብር ከወዲሁ ልባዊ ምስጋናዬን አቀርባለሁ፡፡

ሀ. ማሳሰቢያ

- **ስም መፃፍ አያስፈልግም፡፡**
- **የመረጡትን መልስ የያዘ አማራጭ ያክብቡ፡፡**
- **ማብራሪያ ለሚያስፈልገው ጥያቄ በተተወው ክፍት ቦታ ላይ ባጭሩ ይግለፁ፡፡**

ለ. የአትሌቱ ግለ ታሪክ

እባክዎ ለመልስ መስጫ በተተወው ሳጥን ውስጥ የ "X" ምልክት በማስቀመጥ እና አጭር ማብራሪያ ለሚያስፈልገው ጥያቄ በተተወው ክፍት ቦታ ላይ መልስዎን በመጻፍ ይተባበሩኝ፡፡

1. **የፕሮጀክቱ ስም ----------**
2. **ጾታ - 1) ወ ☐ 2) ሴ ☐**
3. **እድሜ - 1) 6 -13 ☐ 2)14- 15 ☐ 3)16-18 ☐ 4)19 እና በላይ ☐**

ሐ. ቀጥሎ በሰንጠረዥ ዉስጥ የተመለከቱትን ጥያቄዎች ተገቢዉን በመምረጥ መልስዎን ያክብቡ ::

በጣም እስማማለሁ = 5፣ እስማማለሁ = 4፤ ገለልተኛ = 3፤ አልስማማም = 2፤ በጣም አልስማማም = 1

I. የታዳጊ ስፖርት ተሰጥኦ ምልመላን/ልየታን የሚያጋጥሙ ተግዳሮት ምንድናቸዉ?

1	የተሰጥኦ ምልመላ/ልየታ ፕሮግራም ያለመኖር	5	4	3	2	1
2	የባለድርሻ አካላት የገንዘብ ድጋፍ እጥረት መኖር	5	4	3	2	1
3	የተሰጥኦ ምልመላ/ልየታ ዕዉቀት ያለዉ አሰልጣኝ ያለመኖር	5	4	3	2	1
4	ለተሰጥኦ ምልመላ/ልየታ የሚሆኑ አስፈላጊ ቁሳቁስ እጥረት	5	4	3	2	1
5	ተሰጥኦ ላላቸዉ ሰልጣኞች የስፖርት ት/ት ዕድል አለመሰጠት	5	4	3	2	1

6. ሌሎች ችግሮች ካሉ እባክዎን ይዘርዝሩ

II. ዉድድር ለተሰጥኦ እድገት ያለዉ ሚና፡- ፕሮጀክቱ

7	ለልምምድና ለስልጠና መደበኛና ተከታታይ ጊዜ ያመቻቻል	5	4	3	2	1
8	ፕሮጀክቱ በተደራጀ መልኩ እርስ በርስ እንዲወዳደር ዕድሉን ያመቻቻል	5	4	3	2	1
9	በተደራጀ መልኩ ሌሎች ዉድድሮችን በዉጭ እንዲወዳደር ያመቻቻል	5	4	3	2	1
10	በዉድድር ጥሩ የብቃት ልምድ እንዲኖረኝ በግሌ ጠንክሬ እሰራለሁ	5	4	3	2	1

III. በፕሮጀክቱ ዉስጥ ተሰጥኦ ያላቸዉ ስፖርተኞች የሚመለመሉት/የሚለዩት .....

11	በት/ቤቶች ዉድድር ጊዜ ነዉ	5	4	3	2	1
12	በሌሎች በዉጭ አካባቢ ዉድድሮች ነዉ	5	4	3	2	1
13	በዉድድር ጊዜ በፕሮጀክት አሰልጣኝ አማካይነት ነዉ	5	4	3	2	1
14	የስፖርተኛዉን አካላዊ፤ ስነ-አእምሮ፤ ማህበራዊ መለያና ቴክኒክ ብቃትን በመለካት ነዉ	5	4	3	2	1

IV. አሰልጣኞች ለተሰጥኦ ምልመላ/ልየታ እና እድገት ያላቸዉ ሁኔታ፡- ፕሮጀክቱ .....

15	በቂ ቅጥር አሰልጣኞች አለዉ	5	4	3	2	1
16	ስለ ልምምድና ዉድድር ዕዉቀት ያላቸዉ አሰልጣኞች አለዉ	5	4	3	2	1
17	ስለ ስፖርት ተሰጥኦ ምልመላ/ልየታ ተፈላጊ ጥበብ ያላቸዉ አሰልጣኞች አለዉ	5	4	3	2	1
18	ስለ ስፖርት ታክቲክ እና ቴክኒክ ዕዉቀት ያላቸዉ አሰልጣኞች አለዉ	5	4	3	2	1
19	የልምምድ ዕቅድና አወቃቀር የሚያዘጋጁ አሰልጣኞች አለዉ	5	4	3	2	1
20	የስፖርተኛዉን አካላዊ፤ ስነ-አእምሮአዊ፤ ማህበራዊ መለያና ቴክኒክ ብቃትን የመለካት ዕዉቀት ያላቸዉ አሰልጣኞች አለዉ	5	4	3	2	1
21	ብልሀትን፤ ታክቲክን፤ አካላዊን፤ አእምሮአዊና ዉሳኔ ሰጪነትን ችሎታ በማካተት አቅደዉ የሚያሰለጥኑ አሰልጣኞች አለዉ	5	4	3	2	1

V. ለስፖርት ተሰጥኦ ምልመላ/ልየታ እና ዕድገት የሚያስፈልጉ ቁሳቁስን በተመለከተ፡-

ፕሮጀክቴ ----------

22	የስፖርተኛዉን አካላዊ፤ ስነ-አእምሮአዊ፤ ማህበራዊ መለያና ቴክኒክ ብቃትን ለመለካት የሚያስችሉ ቁሳቁስ አለዉ	5	4	3	2	1
23	በቂ የስፖርት ትጥቅ አለዉ	5	4	3	2	1
24	በቀላሉ የሚገኙ የስፖርት ትጥቅ አለዉ	5	4	3	2	1
25	ደረጃዉን የጠበቀ የስፖርት ትጥቅ አለዉ	5	4	3	2	1
26	ደረጃዉን የጠበቀ ስልጠና ለመስጠት የሚመች ትጥቅ የለዉም	5	4	3	2	1

VI. አነሳሳሽ ጉዳዮች፡- በዚህ አትሌቲክስ ስፖርት ፕሮጀክት እንዲሳተፍ ያበረታታኝ ----------

27	ለስፖርት ያለኝ ጥልቅ ፍቅር ነዉ	5	4	3	2	1
28	በአሰልጣኞችና በሌሎች ተማሪዎች አነሳሳሽነት ነዉ	5	4	3	2	1
29	ለአካል ብቃት	5	4	3	2	1
30	የስፖርት ትጥቆችና ቁሳቁሶች ስለነበሩ	5	4	3	2	1
31	ሽልማት/ሜዳሊያ፤ የምስክር ወረቀት፤ ... / ለማግኘት	5	4	3	2	1
32	የስፖርት ት/ት ለማግኘት	5	4	3	2	1
33	የስፖርት ችሎታን ለማሻሻል	5	4	3	2	1

34. ሌሎች ችግሮች ካሉ እባክዎን ይዘርዝሩ

APPENDIX – 6

ጅማ ዩኒቨርሲቲ
የተፈጥሮ ሳይንስ ኮሌጅ
የስፖርት ሣይንስ ትምህርት ክፍል

ለአትሌቲክስ ስፖርት አሰልጣኝ የተዘጋጀ መጠይቅ

ዉድ አሰልጣኞች የዚህ መጠይቅ ዓላማ በቤንች ማጂ እና ከፋ ዞን በሚገኙ የአትሌትክስ ፕሮጀክት ዉስጥ ተስጥኦ ባላቸዉ የአትሌትክስ ሰልጣኞች ምልመላ/ልየታ ዙሪያ ያሉ እንቅፋቶችን ነቅሶ ለማውጣት እና አስፈላጊውን መፍትሄ ለማስቀመጥ እንዲያስችለን ነዉ። ምላሽዎ ለዚህ ጥናት ስኬት ከፍተኛ አስተዋጽኦ አለዉ። ስለሆነም እባክዎን ከዚህ በታች የቀረቡትን የጥያቄ አይነት በተገቢዉ በማንበብ በትይዩ የሚገኙትን ምርጫ ከአትሌቲክስ ፕሮጀክትዎ ሁኔታ ጋር በማያያዝ ምላሽ ያስቀምጡ። ስለትብብርዎ ምስጋናዬ ከልብ ነዉ!

ሀ. ግለ -ታሪክ

እባክዎ ለመልስ መስጫ በተተወው ሳጥን ውስጥ የ "X" ምልክት በማስቀመጥ ምላሽዎን ያስቀምጡ።

- ስም መጻፍ አያስፈልግም፡

1. ጾታ - 1) ወ ☐ 2) ሴ ☐
2. እድሜ - 1) 26-30 ☐ 2) 31-350 ☐ 3) 36-40 ☐ 4) 41 < ☐
3. የጋብቻ ሁኔታ - 1) ያገባ ☐ 2) ያላገባ ☐ 3) የፈታ/ች ☐
4. የት/ት ደረጃ

1) ሰርተፊኬት ☐ 4) ማስተርስ ዲግሪ ☐
2) ዲፕሎማ ☐ 5) ዶክትሬት ዲግሪ ☐
3) ዲግሪ ☐ 6) ሌላ ካለ ☐

ለ. ማብራሪያ

- ለጽሑፍ ጥያቄዎች በተዘጋጀዉ ባዶ ቦታ ላይ በመግለጽ ምላሽዎን ያስፍሩ፡
- ከተዘጋጁት ጥያቄዎች ፊት ለፊት የሚገኘዉን ምርጫ በማክበብ መልስዎን ያስቀምጡ።

በጣም እስማማለሁ = 5፣ እስማማለሁ = 4፤ ገለልተኛ = 3፤ አልስማማም = 2፤ በጣም አልስማማም = 1

I. የታዳጊ ስፖርት ተሰጥኦ ምልመላን/ልየታን የሚያጋጥሙ ተግዳሮት ምንድናቸዉ?

1	የተሰጥኦ ምልመላ/ልየታ ፕሮግራም ያለመኖር	5	4	3	2	1
2	የባለድርሻ አካላት ፋይናንስና ቴክኒክ ድጋፍ እጥረት መኖር	5	4	3	2	1
3	በስፖርት ተሰጥኦ ምልመላ/ልየታ ዙሪያ በቂ ዕዉቀት ያለመኖር	5	4	3	2	1
4	ለተሰጥኦ ምልመላ/ልየታ የሚሆኑ አስፈላጊ ቁሳቁስ እጥረት መኖር	5	4	3	2	1
5	ተሰጥኦ ላላቸዉ ሰልጣኞች የስፖርት ት/ት ዕድል አለመሰጠት	5	4	3	2	1

6. ሌሎች ችግሮች ካሉ እባክዎን ይዘርዝሩ

II. ዉድድር ለተሰጥኦ እድገት ያለዉ አስተዋጽኦ፡- ፕሮጀክቱ ለሰልጣኞች.....

7	የርስ በእርስ ዉድድር ያዘጋጃል	5	4	3	2	1
8	በተለያዩ የዉድድር መድረኮች /ወረዳ፤ ዞን እና ክልል/ እንዲሳተፉ ያመቻቻል፤	5	4	3	2	1
9	ለልምምድና ለስልጠና መደበኛና ተከታታይ ጊዜ ያመቻቻል	5	4	3	2	1

10. ሌሎች ችግሮች ካሉ እባክዎን ይዘርዝሩ

III. እኛ ተሰጥኦ ያላቸዉን ስፖርተኞች የምንመለምለዉ/የምንለየዉ .....

11	የት/ቤት የዉስጥ ዉድድር ጊዜ ነዉ	5	4	3	2	1
12	በዉጭ አካባቢና የት/ቤቶች እርስ በርስ ዉድድር ጊዜ ነዉ	5	4	3	2	1
13	በዉድድር/ጨዋታ ጊዜ በአሰልጣኞች ምልከታ አማካይነት ነዉ	5	4	3	2	1
14	የስፖርተኛዉን አካላዊ፤ ስነ-አእምሮአዊ፤ ማህበራዊ መለያና የቴክኒክ ብቃትን በመለካት ነዉ	5	4	3	2	1

IV. አሰልጣኞችና የስፖርተኛ ተሰጥኦ ምልመላ/ልየታ ሁኔታ፡- ፕሮጀክቱ .....

15	በቂ ቅጥር አሰልጣኞች አለዉ	5	4	3	2	1
16	አሰልጣኞች የስልጠናና ዉድድር ፕሮግራም ዕዉቀት አላቸዉ	5	4	3	2	1
17	አሰልጣኞች መሰረታዊ የአትሌትክስ ተሰጥኦ ምልመላ/ልየታና ዕድገትን የማወቅ ችሎታ አላቸዉ	5	4	3	2	1
18	አሰልጣኞች መሰረታዊ የስፖርት ቴከተኒክና ታክቲክ እዉቀት አላቸዉ	5	4	3	2	1
19	አሰልጣኞች አካላዊ፤ ስነ-አእምሮአዊ፤ ማህበራዊ መለያና የቴክኒክ ብቃትን የመለካት እዉቀት አላቸዉ	5	4	3	2	1
20	አሰልጣኞች ብልሀትን፤ ታክቲክን፤ አካላዊን፤ አእምሮአዊና ዉሳኔ ሰጪነትን ችሎታ በማካተት ማቀድ ይችላሉ	5	4	3	2	1

V. የስፖርት ቁሳቁስ ለስፖርት ተሰጥኦ ምልመላ/ልየታ፡- ፕሮጀክቱ .....

21	የስፖርተኛዉን አካላዊ፤ ስነ-አእምሮአዊ፤ ማህበራዊ መለያና ቴክኒክ ብቃትን ለመለካት የሚያስችሉ ቁሳቁስ አለዉ	5	4	3	2	1
22	ለስልጠናና ልምምድ የሚሆኑ በቂ የስፖርት ትጥቅ አለዉ	5	4	3	2	1
23	በቀላሉ የሚገኙ የስፖርት ትጥቅ አለዉ	5	4	3	2	1
24	ደረጃዉን የጠበቀ የስፖርት ትጥቅ አለዉ	5	4	3	2	1
25	ደረጃዉን የጠበቀ ስልጠና ለመስጠት የሚመች የስፖርት ትጥቅ አለዉ	5	4	3	2	1

VI. የባለድርሻ አካላት ድጋፍ ፡- ፕሮጀክቱ ድጋፍ የሚያገኘዉ ---------

26	ከአካባቢ መንግስት አካላት ነዉ	5	4	3	2	1
27	ከሰልጣኝ ቤተሰቦች ነዉ	5	4	3	2	1
28	ከመንግስታዊ ያልሆኑ ድርጅቶች ነዉ	5	4	3	2	1
29	ከነዋሪዉ ማህበረሰብ ነዉ	5	4	3	2	1

APPENDIX – 7

ጅማ ዩኒቨርሲቲ
የተፈጥሮ ሳይንስ ኮሌጅ
የስፖርት ሣይንስ ትምህርት ክፍል

ለስፖርት ቢሮ ስፖርት ባለሙያዎች የተዘጋጀ መጠይቅ

በመጀመሪያ ፍቃደኛ ስለሆኑ አመሰግናለሁ፡፡ የዚህ መጠይቅ ዓላማ በቤንች ማጂ እና ከፋ ዞን በሚገኙ የአትሌትክስ ፕሮጀክት ዉስጥ ተስጥኦ ያላቸዉ የአትሌትክስ ሰልጣኞች ምልመላ/ልየታ ዙሪያ ያሉ ተግዳሮቶችን ነቅሶ ለማውጣት እና አስፈላጊውን መፍትሄ ለማስቀመጥ እንዲያስችለን ነዉ፡፡ ምላሽዎ ለዚህ ጥናት ስኬት ሚናዉ የጎላ ነዉ፤ ስለሆነም ለቀረቡ ጥያቄዎች እዉነተኛ ምላሽ በመስጠት እንዲተባበሩኝ እጠይቃለሁ፡፡

ሀ. ግለ - ታሪክ

- ስም መጻፍ አያስፈልግም
- ከቀረቡት አማራጮች ትክክለኛዉን በመምረጥ ያክብቡ፡፡

1. ጾታ- ሀ) ወንድ ለ) ሴት
2. እድሜ- ሀ) ከ 20 በታች ለ) ከ 21-28 ሐ) ከ 29- 35 መ) ከ 36 በላይ
3. የጋብቻ ሁኔታ- ሀ) ያላገባ ለ) ያገባ ሐ) የፈታ/ች
4. የት/ት ደረጃ

ሀ) ሰርተፊኬት ለ) ዲፕሎማ ሐ) ዲግሪ መ) ማስተርስ ዲግሪ ሠ) ዶክትሬት ዲግሪ

ለ. ማብራሪያ

- በጥያቄዎች ትይዩ ከሚገኙት አማራጮች በመምረጥ ያክብቡ፤ እንድሁም የጽሁፍ መልስ ለሚያስፈልጋቸዉ በተዘጋጀዉ ቦታ ያስፍሩ፡፡

በጣም እስማማለሁ = 5፣ እስማማለሁ = 4፤ ገለልተኛ = 3፤ አልስማማም = 2፤ በጣም አልስማማም = 1

I. የስፖርት ቁሳቁስ ለስፖርት ተስጥኦ ምልመላ/ልየታ እና እድገት፡- ፕሮጀክታችን .....

1	ስነ-አእምሮአዊ፤ ማህበራዊ መለያና ቴክኒክ ብቃትን ለመለካት የሚያስችሉ ቁሳቁስ አለዉ	5	4	3	2	1
2	ለስልጠናና ልምምድ የሚሆኑ በቂ የስፖርት ትጥቅ አለዉ	5	4	3	2	1
3	በቀላሉ የሚገኙ የስፖርት ትጥቅ አለዉ	5	4	3	2	1
4	ደረጃዉን የጠበቀ የስፖርት ትጥቅ አለዉ	5	4	3	2	1
5	ደረጃዉን የጠበቀ ስልጠና ለመስጠት የሚመች የስፖርት ትጥቅ አለዉ	5	4	3	2	1

II. የባለድርሻ አካላት ድጋፍ ፡- ፕሮጀክታችን ድጋፍ የሚያገኘዉ ----------

6	ከአካባቢ መንግስት አካላት ነዉ	5	4	3	2	1
7	ከሰልጣኝ ቤተሰቦች ነዉ	5	4	3	2	1
8	ከመንግስታዊ ያልሆኑ ድርጅቶች ነዉ	5	4	3	2	1
9	ከነዋሪዉ ማህበረሰብ ነዉ	5	4	3	2	1

III. ዉድድር ለስፖርት ፕሮጀክት ፡- ለስፖርት ፕሮጀክታችን.....

10	የርስ በርስ ዉድድር ጊዜን ጠብቆ ይመቻቻል	5	4	3	2	1
11	በወረዳ፤ በዞን እና በክልል ደረጃ እንዲወዳደሩ ይመቻቻል	5	4	3	2	1
12	ለልምምድና ለስልጠና መደበኛና ተከታታይ ጊዜ ያመቻቻል	5	4	3	2	1

13. ሌሎች ችግሮች ካሉ እባክዎን ይዘርዝሩ

IV. ለስፖርት ባለሙያ የቀረበ ቃለ- ምልልስ

በቃለ-ምልልሱ ለመሳተፍ ስለተስማሙ አመሰግናለሁ፡፡ ይህ ቃለ-ምልልስ የተዘጋጀዉ በቤንች ማጂ እና ከፋ ዞን በሚገኙ የታዳጊ አትሌትክስ ፕሮጀክት ዉስጥ ተስጥኦ ያላቸዉ የአትሌትክስ ሰልጣኞች ምልመላ/ልየታ ዙሪያ ያሉ ተግዳሮቶችን ነቅሶ ለማውጣት እና አስፈላጊውን መፍትሄ ለማስቀመጥ እንዲያስችለን ነዉ፡፡ ጥቂት ጥያቄዎችን ብጠይቅህ/ሽ ቅር አይልህም/ሽም አይደል? ረጅም ሰዓት አልወስድም፡፡

1. ታዳጊ አትሌትክስ ፕሮጀክትን የሚያገጥሙ ዋና ዋና ተግዳሮት ምንድናቸዉ?

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2. ታዳጊ ሰልጣኞች የሚመረጡት እንዴት ነዉ? የሚመርጡትስ እነማን ናቸዉ? ታዳጊ ሰልጣኞቹ የሚመረጡት ከየት ነዉ?

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3. የታዳጊ ሰልጣኞች ምልመላ/ልየታ መስፈርት ሳይሳዊ ነዉ ብለህ/ሽ ታስባለህ/ሽ? መገለጫዉ ምንድነዉ?

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4. በወረዳዉ ወይም በዞኑ ወቅታዊ የታዳጊ ሰልጣኞች ምልመላ/ልየታ ዙሪያ የሚገጥሙ ተግዳሮቶችን ማን ይፈታል ብለዉ ያምናሉ?

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5. የታዳጊ ሰልጣኞች ምልመላ/ልየታ በስፖርት ተስጥኦ ላይ የተመሰረተ ነዉ ብለዉ ያስባሉ? በምልከታ ወቅት የታዘቡት ነገር ምን አለ?

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6. የፕሮጀክት አሰልጣኞች ግባቸዉን ለማሳካት ብቁና ተወዳዳሪ ናቸዉ ብለዉ ያምናሉ? ምክንያቱን ይጠቅሳሉ?

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7. አሰልጣኞች ውጤታማ እንዲሆኑ የተመቻቸላቸዉ ስልጠና አለ? ወደ ፊትስ የታሰበ ነገር?

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8. የታዳጊ አትሌትክስ ፕሮጀክት ስልጠናና ዉድድር ጎብኝተዉ ያዉቃሉ? ምን ምን ይጎድለዋል?

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9. ታዳጊ ወጣቶች ተስጥኦቸዉን እንዲያጎሉ የሚያስችላቸዉ ተከታታይነት ያለዉ የዉድድር ፕሮግራም አላቸዉ?

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10. የስፖርት ትጥቅ (መለያ፤ ጫማ፤ ቪድዮ፤ ...) እና የስፖርት ቁሳቁስ (ማሰልጠኛ ሜዳ፤ ገላ መታጠቢያ፤ ...) ምን ያህሉ ተሟልቷል?

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11. በመጨረሻም በአትሌትክስ ስፖርት ተስጥኦ ምልመላ/ልየታ ዙሪያ የባለድርሻ አካላት አስተዋጽኦ ደካማና ጠንካራ ጎኑ ምን ይመስላል?

አመሰግናለሁ!

DECLARATION

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

Name: San Dorchum Nigusie

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

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

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

Name: Samson Wondirad

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