

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE



FACTORS AFFECTING MIDDLE AND LONG DISTANCE RUNNERS PERFORMANCE IN
SELECTED FINIFINE OROMIA SPECAIL ZONE ATHLETICS CLUBS.

BY: KEBEDE LEGESE TULU

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ACRONYMS / ABBRIVATION

CECS: Coaches Education and Certification System

IAAF: International Association of Athletics Federations

IOC: International Olympic committee

MSM: Member Services Department

MYSC: Ministry of Youth, Sport and Culture of Ethiopia

NSPE: National Sport Policy Ethiopian

NGO: Non government organization

RDC: Regional Development Centre

SPSS: Statistical Package for Social Sciences

TD: Talent Development

ABSTRACT

The main objective this study was to assess the factors that affecting middle and long distance running performance in selected Finifine oromia special zone athletics club the specific objective of this study. To achieve the intended objective descriptive survey method was used. Random sampling method was used to select four clubs from eights total clubs. Purposive sampling technique was used to select 118 athletes, 10 coaches and 4 managers from four sample clubs. The data that were collected through questionnaire , interview and observations from coaches, athletes, administrators and training center. Quantitative data was analyzed through descriptive statistical (frequency and percentage) was used by SPSS version 20. Beside interview and observation was analyzed qualitatively. Based on the analysis made of this study conclusions were made and the findings of this study were identified. The findings of this study identified the following point coaches have no frequently applied the athlete centered training method, coach did not use properly training principle, shortage of athletics facility which includes; track and field event field, gymnasium ,classroom, dressing room, athletics, storage room and bath room were in club not available to implement the training program . And also there was no culture of organizing, store properly, maintain, repair and construct athletics facility and equipment from local material and absence of allocate sufficient budget. From this, the researcher recommended that Oromia sports commission and other related office should consider these factors for the better achievements in this regards, and coaches should have to develop their self and gain international skill training.

Key words: - Athletics, Club, Factors, Facilities, and coach

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

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

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

Athletics is a sport comprising Various Competitive athletic contests on the activities. Athletics is broadly divided in to two categories track and field events. (JohnkenDoheraty 4th ed. (1985) track events include-short distance, middle distance and long distance event. Whereas the field events are jumping like high jump, triple, pole vault jump, long jump and throwing events such as javelin, discus, shot put and hammer.

In 1928 further progressions were made when women were allowed to take part in athletics competitions for the first time. An international governing body of athletics that is, the international association of athletics Federation (IAAF) was established in 1912 which develop a number of international standards and rules Ethiopia participated in modern Olympic game at Melbourne during in 1956 in athletics, booking, and cycling. It was the first time to Ethiopia to join the Olympic history and was a spring board for next Olympic game for the country. Sport training involves many subjects, but most importantly the athlete and the coach are the most important individuals in the way of sport training the overall activity of the sport training is in the coach, athletes and in the administer, which can be worked out for better change. Coaching is

an organized provision of assistance to an individual athlete or group of athletes in order to help them to develop and improve.

Different sports have gained recognition by themselves rather than nurturing sport as public culture. Yet as this intent on gaining victory lacks broad base that would replenish able sport persons, the results registered have shown inconsistency. The limited role of the community in sports, the decline of sports in schools, the shortage of sports facilities, sport wear and equipment as well as the lack of trained personnel in the sphere have also made the problem more complex (National sport policy, 1998)

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

As indicated at this out set and incorporated in the sport policy document (1998), the policy outlines clearly selected goals, means and strategy. It further defines to what ends sports should be directed, what, how, where, whom and why to train, who is to train at different levels, decisions as to organization, facilities and administrative arrangements as well as coordination among its several elements. In spite of all these frameworks, there seems to be an immense gap between what is written in black and white and actually practiced on the ground, ever since the policy has come into action, that is, actually the question of hands-on job.

Interestingly, sport in all countries is changing with times, but not uniformly at all. The gap in resource between wealthy and poor countries is growing. There is no question that the availability of quality facilities is necessary for proper training; where this does not exist. Apparently, it is difficult to achieve what is intended a head of time (Judith, 1998). In a nutshell, this is actually a severe challenge that developing countries face. Therefore, the lack of this situation finally creates a difficulty on trainers and trainee in terms of delivering the training program and achievements of their objective.

Even if, selected Finfine Oromia special Zone athletics club is very known by those sports, but in selected Finfine Oromia special Zone athletics club, there are numerous factors affecting the

athletics performance. For instance, Sport training involves many subjects, but most importantly the athletes and the coaches are the important individuals in the process of athletics training. The total process of athletics training should, consist the athletes, coaches, sport professionals and the society as whole to contribute for the development of athletes" performance. Haling this as a basis the present study was intended to assess factors affecting middle and long distance running performance in selected finifine oromia special zone athletics clubs.

1.2. Statement of the problem

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

Consequently, these changes will have effect in the overall sport sectors. In order to keep with this abreast changes, the organized training in many sport activities have become the core of the day. Apart from the aforementioned rational, the national sport policy of Ethiopia (NSPE 1998) advocated and puts"organize special training and competition forums for talent youth in various types of sports and recruit the gifted ones by working in conjugation with sport clubs and federations."

Actually, for some it would be too early to conduct research on the matter of training center. Moreover, researcher taking the experiences of consideration, it can be said that the teaching approach is highly affected by the shortage of qualified personnel, short of appropriate training equipment, short of facilities and insufficient materials for training. Therefore, the lack of this location finally creates a difficulty on trainers and trainee in terms of delivering the training program and achievements of their objective. There are vast literatures existing in the issues under studying. For instance , studies by Zegaw in, 2012 came up with the finding of scarcity of facilities and equipment, shortage of incentives for Coaches and Athletes from sport administrators and problem of selecting athletes are enter into club as a factors that affecting athletes. However, researcher inquiry is a little bit different from the existing literatures and

studies. In line with this, the researcher belief strongly that, this study was filled the existing gap.

Again, it is necessary to repeat at this stage that, from well-organized structure of athletics training sector a great deal is expected in order to keep and continue the achievements in more steps-up, and various fields of athletics. To this end, the researcher found it timely and crucial to questions of some of the persistent factors that affecting selected Finifine Oromia special Zone athletics clubs on middle and long distance running.

Essentially, after a review of the literature specific to factors affecting middle and long distance running, the researcher realized that most of the studies were done in developed countries while little research outputs found in developing countries including Ethiopia is scant. Even if there were some local research on it (Arefyne and Genanew, 2017), they failed to address those factors in detail and across varied clubs. This is a serious gap as it failed to provide adequate information for runners from different clubs in detail. Moreover, to the researcher knowledge, there is no study addressing the factors influencing middle and long distance running performance among athletics clubs located in Finfinne Surrounding Oromia Special settings in particular.

This research, therefore, tried to address the above mentioned gaps. Thus, the objective this research is to find out the influencing middle and long distance running performance athletics clubs located in Finfinne special Oromia Special. Consequently, the following basic research questions were addressed.

1.3. Basic research question

The researcher wants to explore the following research question:-

1. What is the major factors that affect middle and long distance running performance in selected Finfine Oromia Special Zone Athletics clubs?
2. Is there availability facility and equipment in selected Finfine Oromia Special Zone Athletics clubs?
3. Does the club has well-experience and qualified coach selected Finfine Oromia Special Zone Athletics clubs?

1.4. Objectives of the study

1.4.1. General objective

The main objective of this study was to investigate the factors that affecting middle and long distance running performance in selected Finfinne Oromia Special Zone Athletics Clubs.

1.4.2. Specific objective

The Specific Objective of the study was:

1. To assess the major factor that affect middle and long distance running.
2. To examine the availability of athletics facility and equipment.
3. To understand what specific problem exists in the process of coach.

1.5. Significance of the study

The primary interest of the study was on the factors that affecting middle and long distance running performance in selected Finfinne Oromia special Zone athletics clubs and to identify the major problem. The researcher believes this research work is significant in the following ways:-

- It provide a hint to the club manager, coach and athlete and other concerned bodies, as to find possible solution concerning the study.
- It stimulates the interest of individuals to conduct research on the assessment relate issue.
- Used as reference for further investigations concerning the factor that affect middle and long distance running.
- Create understanding and awareness on the factor that affect middle and long distance running.
- Help as input information for other researcher who wants to conduct further studies on similar issue.

1.6. Delimitation of the study

This study was delimited in Finfinne Oromia special zone athletics clubs (Holeta athletic club, Burayu athletics club, Sebata athletics club and Laga tafo athletics club) with focus on the factors affecting middle and long distance running in the clubs.

1.7. Limitation of the study

There are some aspects of this study that may limit its effectiveness. This study was undertaken in just one Finifine oromia special athletics clubs. Although 132 population contributed to the study by providing responses to questions, only 4 club manager were interviewed due to time constraints during the data collection process and due to the nature of the honor research study program.

1.8. Operational Definition of Terms

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

1.9. Organization of the Study

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

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Athletics

What is athletics?

Athletics is an exclusive collection of sporting event that involves 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 simplicity of the competition, and the lack of a need for expensive equipment, makes athletics one of the most commonly competed sports in the world.

Middle distance: the most common middle distance track event running includes events ranging in distance from 800m to 3000m, The training for middle distance running is usually much longer than the events and includes a variety of intensities including long easy runs, interval sessions, fartlek running and repetitions. Training may be 1 to 2 times daily, six to seven days per week depending on the level of competition. Middle distance runners have high energy requirements to maintain the training volume required. This runners need to ensure they eat enough food and take advantage of opportunities to eat. This may requires special attention to ensure good access to appropriate foods and fluids at all time. Wwww. Athletics.org.au.

Long distance event are longer than middle distance, which includes 5000m, 10000m and marathon. The latter two races are both Olympic and world championship events outdoors, while the 3000 misheld at the IAAF world indoor championship. The 5000m and10000m events have their historical roots in the 3-mile and 6-mile races. The 3000m wash is topically used as a women`s long distance event, entering the world championship programmer in 1984, but this was band one din favor of women`s 5000m eventin1995.

In terms of competition rules and physical demands, long distance track races have much in common with middle distance races, except that pacing, stamina and race tactics became much greater factors in performance However, a number of athletes have achieved successes in both middle and long distance events, including Said Aouita who set world records from 1500m to 5000m.The use pace setters in long distance events is very common at the elite level, although they are not present at championship level competition as all qualified competitors wants to win.

2.2. Middle and Long Distance Runners

Gerhardt, (1970) explained distance training begins with a simple concept. In order to develop as a distance runner, a young man or young woman needs to improve his or her cardiovascular system. In order to do this, they must learn to enjoy training. That enjoyment may take many forms: the joy of working hard to achieve a goal; the joy of working daily with teammates; or, of course, simply the joy that many athletes gain from running itself. Some distance athletes come into the sport already enjoying the training aspect while others can eventually be taught to learn to enjoy distance running. They are four distinct training periods that every successful distance program encompasses: a conditioning or base period, pre-competition period, a competition period and a transition period.

PeterJLThompson,(2009) described that the key for the continuous progression of a distance runner each season, each year and during their careers is to gradually, progressively increase the volume, intensity and duration of their workouts during each of the four training periods. Done right, the runners will most likely remain healthy and fresh, show constant improvement and run their best races during the championship section of the season. Done wrong, the runners may become injured, fatigued, lethargic, and they may even digress rather than progress not to mention they may run their worst races of the year during the championship season.

2.3. Athlete Development Long Term Approach

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

Athletics is recognized as being a “late specialization” sport. This is because most athletes achieve their best performances generally between 24 to 34 years of age. Talking a long term approach to athlete development and training benefits all athletes, whatever their age or level of competition. The main concept of athlete development involves taking a long term approach to athlete development and training. This long term approach is designed to help individuals of all

ages and abilities to optimize their development and reach their potential. As you begin to understand the background to this long term approach, you will understand why it is recommended by the IAAF for all coaches and athletes. Effective coaches choose a long term approach as it helps them to improve their athletes year after year, possibly until after the age of 40, the time when the body's biological clock causes performance to decrease.

In its simplest form, athlete development relates the structure and nature of training at any time to where an individual athlete is on their developmental pathway. This means that individuals are, “doing the right things at the right time” for their long term, not necessarily immediate, development. The long term athlete development approach is an organized approach toward achieving the optimal training, competition and recovery throughout an athlete's career.

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

2.4. Athletics Ethiopia

Sport activities including athletics have long past but short history in Ethiopian. With this regard, Abera (2008) as cited by Teshaynew (2010) described that the exact roots of Ethiopian Athletics cannot be traced accurately. However, there is a belief that sport was widely practiced in schools and military before 1897. Moreover, it is widely believed that modern athletics has been originated following the start of modern education and military services.

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

According to Sung (2001) cited in Teshaynew (2006) pointed out Athletics performance is mostly determined by factors such as physical conduction, technical and psychological activities.

In the same vein, African countries such as Ethiopia, Kenya, Algeria, Morocco, South Africa, Uganda, and Eritrea, many others have been and still are the icons of running events, particularly in the middle and long distances. Typically, the rationale behind their achievement lays on that, the practice of this event requires remarkably little facilities, having a door -openers' “a role

models"" , an engagement with manual work at the early age, for instance, long distance round-trip to school, fetching water and gathering fire wood ...etc, could be mentioned as some of the main factors (Tsehaynew,2010).

It is also important, at this juncture, to bear in mind that this statement is very consistent with the above one. Likewise, when we talk about sport and Ethiopia, relatively few but world finest distance runners" just come to our mind.

In effect, one could safely agree that Ethiopia has some of the best middle and long distance runners in the world. "To strength this point, Judah, 2008 assertion that: On 10 Sept 1960, Abebe Bikila, an Ethiopia, won the Rome Olympic marathon running bare foot. He thus becomes a sporting hero, an African hero and, for many, the first black African ever to win a gold medal at the Olympics. Four years later in Tokyo, he was to repeat his success."

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

2.4.1.Oromia Region and Athletics

Oromia is one of the regional states in Ethiopia among 9 regional and two city administrations. The region has 18 zonal administration 304 woreda administrations, 6343 kebele and 423 cities. As Ethiopia is the source of many long distance runners from these runners most of them are from Oromia. The region is known by contributing so many athletes than other regions of the country. In addition, to maintain the sustainability of these results of the athletes the region plan and apply different mechanisms. These are building stadiums, establishing clubs and different projects. Now day in the region, there are so many athletics clubs, which are administrated by city administration sport bureaus. Due to Geographical location, altitudes and temperature the region have the access for development of athletes.

2.5. Factors that affecting athletics performance

2.5.1 Athletic Talent

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

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

According to Howe et al, 1998 noted people are often vague when referring to talent and maintained that we should be more specific regarding what form talent takes and how it might select athletes. In an e sort to begin defining talent, Howe et al. provided properties of talent: Genetic or innate factors exist, Advance indicators of talent can exist at an early stage, Evidence of talent potential can be used as a predictor of achievement, Talent is limited to a small part of the population, Talents are reasonably domain-specific, These properties are helpful, but are not all inclusive of this complex concept.

Similarities between the identification and development of athletic talent and that of gifted children are rarely compared. Interestingly, however, they share analogous processes. The purpose of this review is to investigate the progress of research regarding athletic talent identification and development, including current issues, and provide suggestions for future research. Key roadblocks to the identification of athletic talent include attempting to identify

talent at an early age, use of flawed athletic talent identification models, and lack of education of coaches, parents, and teachers regarding how to properly identify athletic talent.”

2.5.1.1. Elements in Talent Identification

The most common and obvious way to identify athletic talent is to examine physical ability, but current research cautions against dimensional approach. As Simonton, 2001 notes that the idea that talent is a complex topic, stating that multiple components contribute to the development of talent in any domain. As Abbott et al, 2004 study denoted the importance of psychological skills in talent identification and development. They stated that “Athletes should not be excluded or identified based solely upon one attribute, such as height. Abbott and Collins maintained that other factors like speed and agility may compensate for a weakness.”

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

2.5.2. Environmental Factors in Athletics

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

2.5.3. Sport culture

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

2.5.4. Parents Role

Many studies have examined the role of parents in TD. Most of studies adopted interviews or surveys as instruments, which were then conducted among elite athletes, parents, coaches, or a combination of two or more groups to investigate parents' roles in developing talents (Bloom, 1985; Carlson, 2011; Gould et al, 2002; Gulbin et al, 2010; Hayman et al, 2011; Pummell et al, 2008). Overall, parents provided tangible (e.g. financial support and transportation) and social/emotional support (e.g. disciplined involvement, encouragement, and setbacks) for their children .

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

2.5.5. Facilities and Equipment's

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

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

In a study comparing conventional socks to the fitted socks often sold at running specialty stores, Purvis et al, 2004 found that “The subjects preferred the specialty socks; however, they produced no physiological advantage and the runners still described the conventional sock as comfortable.”

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

Manufacturers often advertise clothing made of synthetic material as some kind of aid for sweat evaporation, but there is no evidence to suggest that these garments aid thermoregulation or comfort during exercise (Gavin, 2003).Facilities needed by athletes are:-Housing and foods close to training sit, Access to showers and transportation, Access to social, cultural, religious, and recreational opportunities other than sport, Access to employment Community support, including that of the media. Facilities needed by coaches are:- Access to sufficient resource personal such as assistants, managers, and medical specialists , Access to facilities and services for all, such as teaching and training area and equipment .

2.5.6. Motivation

A middle and long distance coach's role as a psychological motivator is important during competition, but it is perhaps even more important during training (Goose et al, 2012). While dedicated, deliberate practice is generally not considered enjoyable in most sports Ericsson et al, 1993, there is some evidence that middle distance runners perceive their most difficult and

relevant activities as their most enjoyable Young et al, 2002, making a coach's job that much easier. Coaches should focus on creating specific task-oriented goals in an effort to improve athletes' intrinsic motivation (Barić et al, 2002; Ferrer-Caja et al, 2000).

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

2.6.7. Feedback

Offering advice, criticism, and praise is an integral function of the coach–athlete relationship. As Stein et al, 2012:488 concluded, "It is important that coaches realize the significance of giving feedback following good performances, and attempt to incorporate positive and informational feedback into their interactions with their athletes".

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

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

2.5.7. The Role of Coaching and Instruction

As indicated above, one important consequence of the relative age effect is that targeted athletes often get access to better resources, including better instruction. Research is starting to show the

distinct advantages of having access to an expert coach. A coach normally constructs a high percentage –in some cases 100 percent -of an athlete’s practice time (Vosset al, 1983).

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

2.5.9. Parental Influences

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

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

According to Sloane, 1985 of greatest importance was that parents offered a “nurturing, understanding environment for their child to retreat to, if necessary”. As Bloom et al, 1985 analysis revealed how parents can ease the demands imposed on their child by the demands of training (e.g., reduction of psychological stress by providing a supportive atmosphere).

Finally, in the investment years parents played strictly an advisory and supportive role as the athlete committed to a higher level of training and competition. Parents maintained a high interest in their child’s sport and were essential in providing emotional support to help their child overcome setbacks, such as injuries, pressure and fatigue as well as financial support for training.

This high level of emotional support during stressful times is a central characteristic of the investment years.

2.6. Coaching philosophy

What is philosophy?

Philosophy is simply the way you see situations and experience in your life. It is the way you view people and develop relationship with them. Why a formal coaching philosophy statement is essential for all coaches. Assuming that you are a coach you presumably carry out your role based on your experience, knowledge, values, opinions and beliefs. This in itself is a philosophy and you likely do this unconsciously. The question is - do you actually know yourself well enough to understand what your core values and coaching methods are? A coaching philosophy that is well thought through clarifies many aspects of the coach's delivery and presents a consistent and positive message to the athletes being coached. One of the strongest benefits arising from a consistent and sincere approach to coaching is trust (Peter JL Thompson introduction to coaching 2007). A strong bond between coach and athlete leads to higher levels of commitment and athletic performance. With that in mind, it is the wise coach that takes the time to think through and formalize his or her personal coaching philosophy (Frank Reynolds).

2.5.1. Developing a Philosophy

Coaching may be the most special and important profession anyone can choose. This is not because sports are important, but, rather, because the young men and women who participate in sports are so valuable. Coaches have an opportunity to foster both their athletes' emotional and physical development. The path to coaching success begins with defining a philosophy to guide your efforts.

2.6.2. Determining coaching objectives

The two most important considerations in developing a personal coaching philosophy are determining coaching objectives and coaching style. Coaching objectives could include improving the program's win/loss record, winning a league title, placing among the top five teams in the section or state championships, showing significant individual and team improvement, making the program fun for all the athletes, or teaching the athletes to compete well. Coaches often believe their first responsibility is to produce winning teams; however, winning should not be the single measure of success for the coach or the athletes. An

overemphasis on winning can produce such negative responses in young athletes as anxiety, fear of failure, reduced self-esteem and loss of motivation.

Coaching success should be measured in a variety of ways other than a state ranking, win/loss record, or a high place in the league meet. The number of athletes attracted to the program, the athletes' enthusiasm for track and field, the improvement the team shows through the course of the season and the amount of parental/community/ school interest and support generated for the program are equally important measures of success.

Winning the majority of the meets during the season does not necessarily make any coach a good leader or positive role model for young athletes. A coach's actions speak louder than words, especially during competition. Coaches must teach respect for the rules, the opponents and the judgment and integrity of officials by example through their behavior

2.7. Coaching

What is coaching?

The term "coaching" is often used to cover a wide range of activities, usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve. Many people would claim to help in this way, for example, parent, teachers, officials and sponsors. So what does coaching really involve? Coaching involves teaching, training, instructing and more. It is not simply about helping people to learn sport skills, improve performance and reach their potential. It is also about recognizing, understanding, respecting and providing for the other needs of athletes. These needs are many and cover a wide range such as social and emotional needs, as well as the more obvious needs related to athletics and competition. As a good coach you should have a code of behavior based on a code of ethics which places the right and needs of your athletes before those of yourself. (Introduction to coaching-IAAF Guide to coaching athletics 2009)

2.7.1. Coaching ethics and Standards

One of the challenges in the field of coaching is upholding levels of professionalism, standards and ethics. To this end, many of the coaching bodies and organizations have codes of ethics and

member standards and criteria according to which they hold their members accountable in order to protect coaching clients 'interests.

2.7.2. Coaching styles

There are perhaps three coaching styles - autocratic (do as I say), democratic (involve the athletes in decision making) and laissez-faire. The autocratic style could be broken in to two types -telling and selling and the democratic style into sharing and allowing. There is little direction from a "Laissez fair" coaching style as this style allows the group to do what they want to. Coaches will use a variety of coaching styles depending on the coaching situation.

2.7.3. Coaching roles and skills

As the United Kingdom Coaching Strategy describes the role of the sports coach as:- one that "enables the athletes to achieve levels of performance to a degree that may not have been possible if left to his/her own endeavors". Dyson speaking to the 19th session of the International Olympic Academy, Greece 1979, widened the horizon when he said that "the wise coach develops not only the fullest physical potential in his charges, but also those capacities and habits of mind and body which will en rich and ennoble their later years".

2.7.3. Coaching Roles

What exactly is the coach's role: recruiter, teacher, trainer, strategist, Personnel manager, administrator, promoter, communications expert, diplomat, Spokesperson, psychologist, impartial judge, disciplinarian, caring friend, counselor, parent substitute? To be a coach is to assume all of these diverse roles. For the coach, the greatest reward should not be the outcome of winning, but rather the process of training and competition that positively affects the personal development of young athletes. Great coaches use sport as a vehicle to enrich the lives and the futures of their athletes. (IAAF track and field facilities manual 2008) The role of the sports coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. The role of the coach could be quite daunting since the above implies what could be construed as quite awesome responsibility, especially for the part-time non-professional. The roles that you will find you undertake as a coach will be many and varied and you will find at some stage in your coaching career that you will be, but not

limited to: Advisor - Advising athletes on the training to be conducted and suitable kit and equipment, Assessor-Assessing athlete's performance in training and in competition, Counselor.

Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring. Demonstrator-Demonstrate to the athletes the skill you require them to perform. Friend-Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their problems or share their success with. It is important to keep personal information confidential because if you do not then all respect the athlete had for you as a friend and coach will be lost. Facilitator:-Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year, Fact finder Gathering data of national and international results and to keep abreast of current training techniques, Fountain of knowledge - This may be part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics un related to their sport. Instructor-Instructing athletes in the skills of their sport. Mentor - When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety whilst training and support them should they have any problems or sustain any injuries, Motivator-Maintain the motivation of all the athletes the whole year around. Organizer and planner - Preparation of training plans for each athlete and organize attendance at meetings and coaching clinics, Role Model A person who serves as a model in a particular behavioral or social role for another person to emulate, The way you conduct yourself whilst in the presence of your athletes provides an example of how they should behave what sort of example should we be providing to someone else's children? Perhaps one of the most important roles of a coach and Supporter - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a 'Friend' and perhaps 'Counselor' come in here to.

2.7.5. Coaches and support

Coaches also play critical roles in the TD environment given the interview results (Holt et al, 2004; Johnson et al., 2008; Morgan et al, 2006). Providing high quality training programs and sessions including informational support is a main task for a coach. Besides quality training, a coach may also fulfill roles in providing tangible support and building a good relationship with

athletes (Johnson et al, 2008; Morgan et al, 2006). A strong coach-athlete relationship should be established especially during the later phases of development. A good coach-athlete relationship is formed by a building mutual.

2.8. The IAAF Coaches Education and Certification System (CECs)

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

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

2.8.1. Level I (youth coach)

In (2006, the IAAF) started to implement its ambitious Youth Athletics program me intended for both schools and clubs. The main objective of the IAAF is to make Athletics the “number one sport in schools by 2012”. Kids’ Athletics has been known in the past mostly as a fun and well-balanced introduction to athletics-like competition. The emphasis was clearly on the competitive environment for children aged (7-12 years) but now with the introduction of the new Level I in the CECS, there is the opportunity to emphasis and develop the educational aspects of Kids’ Athletics.

Additional to the provision of a cohesive education program me for coaches to develop the competence to implement the IAAF Kid’s Athletics, KA, programmers of competition and training will be acquisition of the skills and knowledge to take children through the transition into the ‘real Athletics’ of their (youth years of 13-15)

Around the world the IAAF Kids’ Athletics and similar national programmers have involved hundreds of thousands of children in fun, athletics-like competition. Without doubt, one of the greatest disappointments, and at odds with the response of children to these competitions, has been the poor retention of these children in the athletics community and their transfer to ‘club athletics’. The new Level I will produce qualified Youth Coaches who will not only be able to

train and prepare young children for Kids' Athletics competitions but also provide the 'bridge' to 'real' athletics. At grass roots it is the affiliation to individuals that determines retention and Level I Youth Coaches will be competent and able to take the kids through to the youth programmers of training and competition relevant to (13-15 years of age). In the final analysis it will be these interpersonal relationships and the human element that will effect retention and transition, more than any impersonal system, no matter how well intentioned.

To make the most efficient use of resources and ensure the optimum application and activity, Level I courses will be conducted at locations in the countries of Member Federations, using IAAF accredited Level I Lecturers and standardized course materials.

2.8.2. Level II (Assistant coach)

The Level II course is intended to train coaches for effective work with youth and beginner athletes, the 'club athletes'. The Level II syllabus covers all event groups and emphasizes the practical skills of coaching. At the same time, the Level II course provides a theoretical base which is sufficient to allow coaches to continue learning, either through their own efforts or within the structure of the CECS. Entry for the Level II is granted to successful and active Level I coaches but entry can also be made directly from suitably profiled individuals.

On completion of the course, the Level II certified coach will be expected to be able to introduce athletes to the rough form of each event covered on the course. The Level II certified coach will also understand the concept of long term planning of training and be able to plan and implement training sessions within a training micro cycle. To make the most efficient use of resources, Level II courses will be, as for Level I, conducted at locations in the countries of the Member Federations, using IAAF accredited Level II Lecturers and standard course materials. The course structure and timetable for Level II courses are flexible (provided certain specified requirements are met) in order to adapt to local conditions. The norm will be for a 14 day course.

2.8.3. Level III (coach)

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

- Sprints and Hurdles

- Middle and Long Distance Running
- Race Walks
- Jumps
- Throws
- Combined Events

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

2.7.4. Level IV (Senior Coach)

The Level IV course builds on the experiences of Level III and can be thought of as the development of performance coaching, providing coaches with advanced level instruction in their chosen event group. As with Level III, the Level IV syllabus includes event specific elements but more of the common core elements are now studied with a specific application to the event group context.

On completion of the Level IV course coaches will be able to identify and coach high level and advanced competition models for their specific event or events. They will also be expected to be able to plan and implement macro cycles of training for high level athletes within the context of a multi-year plan. These plans should lead to the achievement of potential, elite performance and competitive results.

Level III and Level IV course are conducted at the RDCs. Entry to Level IV is open to coaches who pass the Level III assessment procedures, have completed a minimum of one further year of practical coaching experience and have been recommended by their National Federation.

2.7.5. Level V – The IAAF Academy

Perhaps the most important educational initiative in recent years to support the development of key personnel in Athletics was the introduction of the IAAF Academy in 2004, providing

professional education of the highest level. To achieve this the MSD has created partnerships with respected and recognized universities worldwide to offer courses which blend academic rigor in the sport sciences with the practical experiences of the most elite of IAAF experts.

The Academy aims to provide the coach with the relevant professional knowledge, understanding and practical experience to create an environment capable of delivering high levels of individual and team performance at specific events, or the development of innovative coaching development environments, over multiple seasons. The IAA academy currently offers the following courses:

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

It recognizes an athlete-centered approach and the role of Academy coaches as leaders and managers of a support network assembled around the athlete. Central to each course design is a philosophy that focuses on meeting the practical demands and challenges that face coaching at this level. Utilizing a problem-solving approach, the perspectives of multiple disciplines are brought together in order to facilitate innovative and creative solutions. Coaches are encouraged to explore and develop the critical factors that impact on this process namely; their personal coaching, leadership and management skills. The components of Observation and Analysis, Feedback, Planning, Preparation and in-event Performance are examined from an interdisciplinary perspective.

CHAPTER THREE

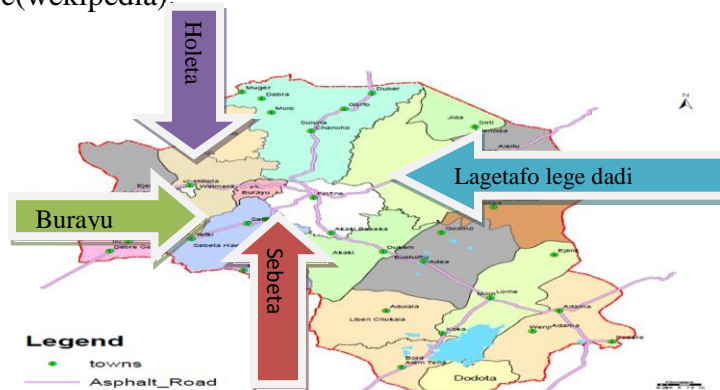
3. RESEARCH METHODOLOGY

3.1 Research Design

The study design was used cross-sectional study. Cross-sectional studies are carried out at one time point or over short period. It is used when the purpose of the study is descriptive, often in the form of a survey. The main concern of this study was to investigate the factors that affecting middle and long distance running performance in selected Finfine Oromia special Zone athletics clubs. Study focused mainly on describing, analyzing and interpreting the conditions that exists in the relation to the participation of athlete, coach and clubs manager.

3.2. Description of the Study Area

The study area found in Oromia Special Zone Surrounding Addis Abeba one of the zones of the Oromia Region in Ethiopia. It was created at 2008 from former Burayu Special Zone and parts of Semien (North) Shewa, Misraq (East) Shewa, DebubMirab (Southwest) Shewa and Mirab (West) Shewa Zones. This zone is surrounding the capital of Ethiopia, Addis Abeba, which is called Finfinne in the Oromo language. The main reason for creating this special zone was to ease the co-operation and development of surrounding areas of Addis Abeba and to control the urban area of this city on the lands of Oromia. The administrative center of this zone is in Addis Abeba. As the special zone was created after the census of 2007 it's hard to find correct data about the population of zone. The estimated size of population according to 2007 census conducted by the CSA is 794,489, of which 228,420 or 28.75% were urban dwelle(wikipedia).



Source: (wikipedia).Map of finifine oromia special zone

3.3 .Source of data

The researcher was used both primary and secondary data to gather information from the specified population to conduct the study. Primarily data was gathered from athlete, coaching and clubs manager . On the other hand, secondary source is obtained from different publications, such as books, journals, research papers, reliable internet sources, and modules.

3.4. Population of the study

The researcher was conducted in Oromia special zone which is found surrounding finfinne. This zone has total of 8 athletics clubs. Out of these clubs four of them have been selected using simple random sampling technique. The site of study was Holeta athletics club, Burayu athletics club, Sebata athletics club and Lega Tafo athletics club.

3.5.Sample Size and Sampling technique

The total populations of the study are 132 then 118 Athlete, 10 coaches and 4 administrations (clubs manager)in selected Finifine eoromia special zone athletics clubs. In Finfine Oromia special zone athletics clubs there were eight (8) athletics clubs. For the seek of convenience and effectiveness of data collection, researcher were took four of them to use as source of sample unit using simple random sampling method. Then the researcher used purposive or non sampling technique is conducted for athlete, coach and club manager purposively or available, because of the number of population is available or manageable

Table 3.5.1: Sample size selected from Finifine Oromia special zone athletics clubs.

Name of club	Total of population									
	Athlete			Coach			Administration			T/P
	M	F	T	M	F	T	M	F	T	M/F
Holeta athletics club	17	13	30	2	-	2	1	-	1	33
Burayuathledtics club	18	8	26	3	-	3		1	1	30
Sebata athletics club	14	17	31	2	-	2	1	-	1	34
Lagatafo athletics club	17	14	31	3	-	3	1	-	1	35
Total	66	52	118	10	-	10	3	1	4	132

Source: Oromia special zone athletics clubs (2011 E.C)

3.6. Data Collection Instruments

One approach of collecting valid data employed was triangulating information of key items using various means. According to Hagan, 2003, triangulation assumes use of multiple methods to measure the same phenomenon. The purpose of triangulation “using different methods or techniques” (questionnaires, interviews, and observation was to ascertain the validity of data findings.

3.6.1. Questionnaires: Self developed standardized questionnaire was prepared In this study the researcher was used a closed and open-ended question. In closed-ended questions the researcher posed a question and provides preset response options for the participants and in Open-ended questions the participants provided their own responses to questions. Questionnaire was used to gather relevant data from Oromia special zone athletics clubs, coaches and athletes. Besides questionnaire is easier to handle and simple for respondents to fill in within a short time. The questionnaires was prepared in Afan Oromo and Amharic language for all respondents in order to avoid language barriers. The questionnaires included both open and close ended.

3.6.2. Interview:-Interviews was conducted with 4 Athletics clubs manager. Prior to each interview, a schedule are prepared with suggested questions. The location for an interview should be organized in advance and should be in a quiet place so that the interview can concentrate on the questions but also in an open place where neither the researcher nor the interview can be compromised (O'Toole & Beckett, 2010).Interviews were selected as appropriate data gathering tools for this study as they provide the opportunity for the participants to share their point of view on a particular environment or situation (Cohen, et al., 2000). Interviews also give the researcher the opportunity to clarify his/her interpretation of the participants’ ideas, as produced in the interviews. By undertaking interviews every participant has the opportunity to share their personal view and perspective toward the research topic. It is important that interviewers respond to what the participants are saying and adapt their questions accordingly (Seidman, 2006). For this reason each interview developed into a conversation more than a prescribed interview. Besides, other tools interview was also clubs manager in order to gather qualitative data. Therefore, the researcher would use semi-structured interview for clubs manager to get relevant information that related facilitate and equipment and training area conditions for athlete.

3.6.2. Observation: Observations of lessons provide a way to gain extra data that may differ from what is found in the interviews. Lichtman (2010, p.245) states that observation is “a technique of data collection in which the researcher observes the interaction of individuals in natural settings.” Observations therefore give the researcher the chance to grasp the context of a situation, to discover ideas from participants that they may not feel like sharing in an interview and they provide a fresh, raw set of data not found using other methods (Cohen, et al., 2000). One set of observational checklist was designed and developed to determine to what extent the availability of athletics sport facility and equipments was in the study area. The living area, training place, the materials and equipments used was observed for each clubs by the research using checklist. Each club is observed once and the data is collected.

3.7. Data collection procedures

To collect the necessary data, the researcher has follow the following procedures. First questionnaires, interview questions and checklists for observation was prepared. Next the concerned bodies or respondents are contacted by researcher. Following this activity, the researcher distributed self developed standardized questionnaire, for athlete and coach. Interview conducted with clubs manager and observation take place regarding the facility and equipment availability and training procedure. Moreover, the researcher is following up questionnaire during filling up and timely collect back so as to minimize unreturned questionnaires or left-over.

3.8. Pilot Study

The instrument which were initially prepared to give my advisor in order to comment the extent to which the items which appropriate in securing the relevant information for the research .based on the feedback obtained from my advisor, amendment are made. Yet again the questionnaire was examined by high school English teacher, to avoid errors relate to language, ideas, contents and to validity the frame items. Beside this, the items was examined by cooperation of a friend of me who had Msc in English to see if he suggest to any modification and determine whether they lead to certain conclusion for significance purpose of the study.

Reliability of the instrument.

Respondents' views concern on factors that affecting middle and long distance running in selected Finifine Oromia special Zone athletics clubs in overall decision categories. N (20)

No	Items	Cronbach's alpha	Cronbach's alpha based on standard items	Number of items
1	Assessment on major factor that affect middle and long distance running.	0.735	0.767	9
2	Examine the availability of athletics facility and equipment	0.881	0.883	7
3	Understanding what specific problem exists in the process of coach.	0.723	0.738	8

The reliability of the instrument was determined using Cronbach's Alpha statistics. Cluster A of the instrument which elicited information on assessment on major factor that affect middle and long distance running was a reliability coefficient of 0.735 cluster B which elicited information on availability of athletics facility and equipment was a reliability co-efficient of .881 while cluster C which is on Understanding what specific problem exists in the process of coach has a reliability co-efficient of .723. Alpha value indicating high reliability of the instrument for the study.

To assure the quality of data collected the questioner was prepared based on the objective of the study and given to the advisor and three senior consultant's one from English language department for approval. Based on their comments and suggestion the questioner was correct. The questioner was translated to Afan Oromo and pre testing was done to check whether the questioner was generating necessary information that are valid and reliable to the objective of the study, twenty (20) athletes was participated on commenting on the questioner. Overall the questioner was corrected and revised. Method of data collection was discussed thoroughly to

have common understanding with data collectors. The collected data was checked for completion ever day. The above mentioned instrument was valid in measuring and describing what was supposed to be measured and described. Moreover, the instrument reliability in demonstrating similar results under constant condition.

Whether you are planning a research study or interpreting the findings of someone else's work, determining the impact of the results is dependent up on two concepts: validity and reliability. Essentially, validity entails the question, "does your measurement process, assessment, or study actually measure what you intend it to measure? The related topic of reliability addresses whether repeated measurements or assessments provide a consistent result given the same initial circumstances.

3.9. Method of Data Analysis

In this study both qualitative and quantitative method of data analyzing was used. The data gathered from respondents through data collect tools. Analyzed using SPSS version 20 descriptive statistics analysis frequency, percentage ,mean and standard deviation for first specific objective the researcher use such as frequency, percentage, mean and standard deviation second objective the researcher use frequency, percentage, mean and standard deviation and the last objective using those descriptive statistics frequency and percentage method. On the other hand, the data obtained from the open ended questions of the questionnaires, interview and observation were analyzed qualitatively using theme analysis.

3.10. Ethical Considerations

First the writer deals with the concerned body of the clubs to get permission for the study then the writer informed the participants about the purpose of the study is going to be for academic purpose. The writer also Explain and inform to the participants about the confidentiality of the data obtained from the study. Furthermore the Investigator or Researcher took the responsibility to avoid any learn which affect the studies groups on this studies.

CHAPTER FOUR

4. Result and Discussion

With this section, the total summary results that expected to answer the basic research questions and address the objectives of the study were clearly discussed. Thus, the step-wise data analyses were done.

Table 1: Demographic characteristics of athletes and coaches

No	Variables for Athletes	Categories	Frequency	Percent	Valid percent
1	Age	17-20	62	52.5	52.5
		21-24	27	22.9	22.9
		25-28	29	24.6	24.6
		Above 28	0	0	0
2	Sex	Male	66	55.9	55.9
		Female	52	44.1	44.1
3	Educational background	1-8	63	53.4	53.4
		9-10	25	21.2	21.2
		11-12	27	22.9	22.9
		College	3	2.5	2.5
		University	0	0	0
4	Training Years	1-2 years	31	26.3	26.3
		3-4 years	71	60.2	60.2
		5-6 years	16	13.5	13.5
	Variables for Coaches	Categories	Frequency	Percent	Valid percent
1	Age	25-30	4	40	40
		31-40	1	10	10
		41-45	5	50	50
		Above 45	0	0	0
2	Sex	Male	10	100	100
		Female	0	0	0
3	Coaching level	First level local	0	0	0
		Second level local	7	70	70
		Second level IAAF	3	30	30
		Third level IAAF	0	0	0
		Fourth level IAAF	0	0	0
4	Work position	Main coach	4	40	40
		Assistance coach	6	60	60
		Supervisor	0	0	0
5	Experience Response	Less than one year	0	0	0
		1-5 years	3	30	30
		5-10 years	4	40	40
		Above 10 years	3	30	30

4.1. Analysis and Quantitative data interpretation.

4.1.1. Demography characteristics of athlete and coaches.

The summary result in the Table 1 above was the demographic characteristic of the athletes and coaches. The researcher incorporates different demographic factors for both athletes and coaches with their appropriate respective categories. Most of the athletes 89 were aged between 16 and 17; , 21-24 was aged 27 and no one was aged above 28 years. The results indicated that the numbers of male athletes' participant were 66 and that of female was 52. On the other considering the educational level most of the athletes 63 have completed their elementary school; whereas only 3 have completed their college level. The summary results indicated that the training years of most of the athletes were 3-4 years.

The table also presented the summary demographic characteristics of the coaches. The age group of most of the coaches (5) was 41-45 and it also indicated that all the coach respondents were male. Besides, considering the coaching level, most of the coaches (7) have the second level and most of them also have assistant coach work position. Of the total respondents, 4 of them have 5-10 experience response.

Table 2: The summary results for the major factors of middle and long runner athletes.

Variables	Categories	Frequency	Percent	Mean	St.D
Participate with full interest during training session	Strongly Disagree	5	4.2	3.65	0.789
	Disagree	8	6.8		
	Undecided	10	8.5		
	Agree	95	80.5		
	Strongly Agree	0	0.0		
The training environment conducive for athletics training	Strongly Disagree	100	84.7	1.20	0.516
	Disagree	12	10.2		
	Undecided	6	5.1		
	Agree	0	0.0		
	Strongly Agree	0	0.0		
Coach encourages and motivate you during training session	Strongly Disagree	0	0.0	3.95	0.726
	Disagree	8	6.8		
	Undecided	10	8.5		
	Agree	80	67.8		
	Strongly Agree	20	16.9		

Do you think an adequate dietary intake in terms of quality and quantity of food?	Strongly Disagree	12	10.2	2.12	0.669
	Disagree	88	74.6		
	Undecided	10	8.5		
	Agree	8	6.8		
	Strongly Agree	0	0.0		
Your family support is adequate to training in the club	Strongly Disagree	10	8.5	2.07	0.566
	Disagree	95	80.5		
	Undecided	8	6.8		
	Agree	5	4.2		
	Strongly Agree	0	0.0		
Their training program classified according to your ability, age and experience	Strongly Disagree	90	76.3	1.41	.889
	Disagree	13	11.0		
	Undecided	10	8.5		
	Agree	5	4.2		
	Strongly Agree	0	0.0		
You get sufficient encouragement from your athletics club during computation time	Strongly Disagree	13	11.0	2.11	.677
	Disagree	87	73.7		
	Undecided	10	8.5		
	Agree	8	6.8		
	Strongly Agree	0	0.0		
Your coach coaching style is suitable	Strongly Disagree	100	84.7	1.21	0.537
	Disagree	11	9.3		
	Undecided	7	5.9		
	Agree	0	0.0		
	Strongly Agree	0	0.0		
The coach use effectively the principle of training	Strongly Disagree	103	87.3	1.15	0.426
	Disagree	12	10.2		
	Undecided	3	2.5		
	Agree	0	0.0		
	Strongly Agree	0	0.0		

4.1.2. The result for the major factors affecting of middle and long runner athlete .

The summary results seen in the Table 2 above was the summary of the major factors that affect middle and long distance running athletes. To address the problems in this regards, the investigators have included nine potential variables.

At the first, the athletes have been asked on whether they participate with full interest during training session. Thus, most of the athletes 95(80.5%) were agreed on the idea. On the other hand no one has the response on the categories of strongly agree. The response on this variable by the athletes has the implication that in most cases the interest of athletes to participate in the middle and long run distance was based on their interest.

On the other hand, considering all the 118 total athletes' respondents were answered whether the training environment was conducive for athletics training, different responses have answered. Thus, the mass of the respondents 100(84.7%) were strongly disagreed and have the response that the training environment was not conducive. But, there was no respondents that has positive still there were limited respondents those 7(9%) those agree on the variable for this study. Despite, no respondents have the intension of strongly agree on this variable. Considering the general response, the athletes have negative view on the problem related to having conducive environment.

The researcher has considered to get information on whether the middle and long runner athletes were encouraged by their coaches. Thus, of the total 118 respondents, 80(67.8%) of them were agreed that they were encouraged and motivated during the training session. However, only 8(6.8%) were disagree on the idea. The other respondents have different intension with more positive idea towards the variables.

The other factors for the middle and long runner athletes were the adequate dietary intake in terms of quality and quantity of food. According to the respondents, most of the them 88 (74.8%) disagree with the ideas. Despite of this, there were still limited respondents 8(6.8%) those answered as they agree on the questions. But, there are no respondents those have stands as strongly agree. Generally, considering the summary results above, the intension of the respondents seems that in most cases they believed that the dietary given was not such significant.

In order to identify the view of the respondents in identifying the major factors of middle and long runner athletes the investigator extends the question on whether the family support was adequate and whether training program classified according to your ability, age and experience. Even if respondents have answered different responses, the mass 95(80.5%) was disagree on the idea. However, only very limited respondents 5(4.2%) said that that they were agree as the support from the family was significant. On the other hand no one has the intension as they there strongly agree with this request. The intention of the respondents on whether training program classified according to your ability, age and experience were almost the same to that answered under the intention on the family support.

The other variables presented with this table for the athletes is that whether get sufficient encouragement from your athletics club during computation time and also whether their coach coaching style is suitable. As usual the response from the respondents was dispersed accordingly. Of the total 118 respondents, most of them 87(73.7%) disagree on the idea. But, no one answered as strongly agree. The same intention was answered on the coaching style that most of athletes 100 (84.7%) strongly disagreed and believed that the coaching style was not suitable. Considering the aggregate response from the athletes, one can conclude that the view of the response was almost negative on both the variables.

The determinants for the responses from the 118 respondents were not limited to this only. Rather it also included variables like whether coach use effectively the principle of training which was used as the major factor of middle and long runner athletes. Hence, the responses from those respondents were dispersed accordingly for all the variables. But, considering the aggregate response, one can get conclude as in most cases the athletes have negative intention that 103 (83.7%) were strongly disagreed on the idea.

Table 3: Summary results for the factors related question related to related to availability of athletics facility and equipment

Variables	Categories	Frequency	Percent	Mean	St.D
What is the effort of your coach and administrator to fulfill the facility and equipment	Poor	90	76.3	1.41	0.819
	Satisfactory	13	11.0		
	Good	10	8.5		
	Very good	5	4.2		
	Excellent	0	0.0		
What is your athletics equipment and facility adequacy	Poor	95	80.5	1.35	0.789
	Satisfactory	10	8.5		
	Good	8	6.8		
	Very good	5	4.2		
	Excellent	0	0.0		
What do you say about middle and long distance facility and equipment standard availability	Poor	12	10.2	1.95	0.389
	Satisfactory	100	84.7		
	Good	6	5.1		
	Very good	0	0.0		
	Excellent	0	0.0		
What do you say the way your coach hand material	Poor	13	11.0	2.03	0.562
	Satisfactory	93	78.8		
	Good	8	6.8		
	Very good	4	3.4		
	Excellent	0	0.0		
What is the athletics equipment storage room in your club	Poor	103	87.3	1.17	0.477
	Satisfactory	10	8.5		
	Good	5	4.2		
	Very good	0	0.0		
	Excellent	0	0.0		
What is your training environment and position of building	Poor	20	16.9	1.98	0.640
	Satisfactory	85	72.0		
	Good	8	6.8		
	Very good	5	4.2		
	Excellent	0	0.0		
What is the access of your club transportation to do training in different area	Poor	88	74.6	1.47	0.913
	Satisfactory	12	10.2		
	Good	10	8.5		
	Very good	8	6.8		
	Excellent	0	0.0		

4.1.3. The result to availability of athletics facility and equipment

The summary results presented in the Table 3 above were on the question related to the availability of athletics facility and equipment. Thus, to address the research objectives, seven expected strong variables have been considered.

The respondents were asked on what was the effort of their coach and administrator to fulfill the facility and equipment. Most of them 90(76.3%) were said that it was poor and have the stands as their coaches and administrator have not fulfill the facility and equipment. Whereas only 5(4.2%) of the respondents have very good intention on the idea. The summary results indicated that no one has the view of strongly agree. Thus, considering the total response of the respondents, one can conclude that the athletes have negative stands on the idea.

The summary results also have the response on the status of the athletics equipment and facility adequacy which have direct implication on determining the middle and long runner athletes. Thus, of the total 118 respondents 95(80.5%) was determined as poor whereas only 5(4.2%) was rated it as very good. The results indicated that no have the intension of being rated it as excellent. Hence, the results clearly showed the respondents have strong stands as the athletics equipment and facility was not adequate.

The other variables considered on the question related facility and equipment availability was the way the coaches handle materials. Most of them 93(78.8%) was ranked as satisfactory and only 4(3.4%) with this variable said it was good on the idea. The response of other respondents was differing accordingly and no one have the intention of being excellent. Considering the overall response, one can conclude that there were negative view on the availability facility and equipment.

Then, the researcher extended the question on having the response on the training environment and position of building as well as on the access of your club transportation to do training in different area. Most of the respondents 85(72) were ranked it as satisfactory on the convenience the training environment and position of building and whereas only 5(4.2%) of them were said it was good. The summary results indicated that there was no respondent rated it as excellent. On the other, of the total respondents on this variable 88(74.6%) were ranked it as poor on the access of your club transportation to do training in different area. The general response on both the variables

indicated that the athletes have negative view and this also has the implication that those factors were significant in determining the status of middle and long runner athletes.

Table 4: Summary results to coach experience and coaching quality

Variables	Categories	Frequency	Percent
Coaches with knowledge of programming for training and competition	Yes	33	28.0
	No	85	72.0
The effort of your coach in enhancing athlete's performance	Yes	28	23.7
	No	90	76.3
Does your coach give clear instruction and goal	Yes	35	29.7
	No	83	70.3
Coaches who plan the structure and practice	Yes	17	14.4
	No	101	85.6
Coaches who plan training to incorporate a wide variety of useful skills and attribute	Yes	19	16.1
	No	99	83.9
Coaches with knowledge for measuring physical, physiological, psychological and social attributes as well as technical abilities of athletes	Yes	27	22.9
	No	91	77.1
Do you have positive relation with your coach	Yes	31	26.3
	No	87	73.7
Giving positive feedback after or during training	Yes	21	17.8
	No	97	82.2

4.1.4. the result to coach experience and coaching quality .

The Table 4 above was the summary results on coach experience and coaching qualities. To easily identify the related factors, the researcher has considered eight potential variables.

The respondents were asked whether their coaches have knowledge of programming for training and competition as well as whether the coaches have significant effort in enhancing athlete's performance. Thus, of the total 118 respondents 33(25%) and 28(23.7%) were said yes for the two variables respectively. The other mass respondent have been said no under both the knowledge of coaches on programming and competition as well as that of whether the coaches have significant effort in enhancing athlete's performance. Considering the overall response, one can get conclude that the answer of the athletes were negative towards both the variables.

On the other hand the potential variables were the determinants of middle and long runner athletes with the factors related to coach experience and coaching qualities. Thus, the summary results indicated that most of the respondents 83(70.3%) said that the coach has no give clear instruction and goal. Besides, considering the same respondents 101(85.6%) said that coaches have no structure and plan of the training. Therefore, the responses on both the variables indicated that in almost the athletes believed as there were problem in this regards. On the other hand the same response was observed from the athletes those answered on the factors on whether the coaches who plan training to incorporate a wide variety of useful skills and attribute and also whether coaches with knowledge for measuring physical, physiological, psychological and social attributes as well as technical abilities of athletes. In general the intention of the respondents was resembled to not well address with those variables.

The respondents were asked whether they have positive relation with their coach as well as whether they have the right to give positive feedback after or during training. Thus, 87(73.7%) said that they have no positive relationship with their coach. On the other hand 97(82.2%) said that they have the chance to give positive feedback after or during training. As usual, most respondents have negative responses in both the variables.

The researcher has extended the same questions to the coaches as well.

Table 5 The summary results for the major factors of middle and long runner.

Variables	Categories	Frequenc y	Percen t	Mean	St.D
You have interest in coaching athletics.	Strongly Disagr	0	0	3.80	0.422
	Disagree	0	0		
	Undecided	2	20		
	Agree	8	80		
	Strongly Agree	0	0		
The club have sufficient materials (facilities) during your training session.	Strongly Disagr	7	70	1.40	0.699
	Disagree	2	20		
	Undecided	1	10		
	Agree	0	0		
	Strongly Agree	0	0		
Your athlete participate in planning the training planed program.	Strongly Disagr	1	10	2.70	0.675
	Disagree	8	80		
	Undecided	1	10		
	Agree	0	0		

	Strongly Agree	0	0		
The training program classified according to athlete's ability, age, and experience within competitive units.	Strongly Disagr	7	70	1.40	0.699
	Disagree	2	20		
	Undecided	1	10		
	Agree	0	0		
	Strongly Agree	0	0		
Your trainee get appropriate nutrition from the club	Strongly Disagree	8	80	1.30	0.675
	Disagree	1	10		
	Undecided	1	10		
	Agree	0	0		
	Strongly Agree	0	0		
When you select athletes for a training you consider their talent	Strongly Disagree	1	10	2.10	0.568
	Disagree	7	70		
	Undecided	2	20		
	Agree	0	0		
	Strongly Agree	0	0		
You periodically evaluate the effectiveness of the training program	Strongly Disagr	2	20	2.00	0.667
	Disagree	6	60		
	Undecided	2	20		
	Agree	0	0		
	Strongly Agree	0	0		
You motivate your athlete	Strongly Disagree	0	0	4.00	0.471
	Disagree	0	0		
	Undecided	1	10		
	Agree	8	80		
	Strongly Agree	1	10		
You provide positive feedback for your athletes.	Strongly Disagr	2	20	2.00	0.816
	Disagree	7	70		
	Undecided	1	10		
	Agree	0	0		
	Strongly Agree	0	0		
You have sufficient time to coaches the club	Strongly Disagr	0	0	3.50	1.080
	Disagree	3	30		
	Undecided	0	0		
	Agree	6	60		
	Strongly Agree	1	10		
You use different coaching skill method during training session	Strongly Disagree	8	80	1.30	0.675

	Disagree	1	10		
	Undecided	1	10		
	Agree	0	0		
	Strongly Agree	0	0		

4.1.5. The result for the major factors affecting of middle and long runner athlete .

The results presented under Table 5 above were summary of variables of major factors that affect middle and long distance running. In order to attain the objects of the study, the investigator has selected eleven variables to identify the major obstacles of the project athletes.

With the summary results, the respondents were asked their view on they have interest in coaching athletics. Thus, of the total 10 respondents Most of the them 8(80%) agreed and the rest 2(20%) undecided. The respondents were asked their view whether the club have sufficient materials (facilities) during their training session then most of them 7(70%) strongly agreed and the rest 2(20%) disagreed.

In order to further identify the risk factors for the athlete participate in planning the training planed program. Thus, of the total respondents, 8(80%) disagreed and the rest 1(10%) and 1(10%) strongly agreed and undecided.

On the other hand the most of respondents 7(70%) strongly agree also gave their intention of the training program classified according to athlete’s ability, age, and experience within competitive units. And 2(20%) of the respondent disagreed.

On the variable the couches trainee get appropriate nutrition from the club8(80%) strongly disagreed. On the other hand, for the question when they select athletes for training they consider their talent mostly 7(70%) disagreed and 2(20%) undecided.

Thus, the general response from the coaches also indicated that the problem of major factors that affected the middle and long distance have been observed.

Table 6: the summary results for the athletics Facility and equipment

Variables	Categories	Frequency	Percent	Mean	St.Dev
What is the effort of you and administrator to fulfill the facility and equipment	Poor	3	30	1.90	0.876
	Satisfactory	6	60		
	Good	0	0		
	Very good	1	10		
	Excellent	0	0		
What is your athletics equipment and facility adequacy	Poor	8	80	1.40	0.966
	Satisfactory	1	10		
	Good	0	0		
	Very good	1	10		
	Excellent	0	0		
What do you say about middle and long distance facility and equipment standard availability	Poor	7	70	1.50	0.972
	Satisfactory	2	20		
	Good	0	0		
	Very good	1	10		
	Excellent	0	0		
What do you say the way you hand material	Poor	2	20	2.00	8160.
	Satisfactory	7	70		
	Good	0	0		
	Very good	1	10		
	Excellent	0	0		
What is the athletics equipment storage room in your club	Poor	2	20	1.80	0.422
	Satisfactory	8	80		
	Good	0	0		
	Very good	0	0		
	Excellent	0	0		
What is your training environment or field and position of building	Poor	7	70	1.60	0.984
	Satisfactory	2	20		
	Good	0	0.0		
	Very good	1	10		
	Excellent	0	0		
What is the access of your club transportation to do training in different area	Poor	7	70	1.35	0.765
	Satisfactory	2	20		
	Good	0	0.0		
	Very good	1	10		

4.1.6. The result to availability of athletics facility and equipment

The summary results presented under Table 6 above were the variables that were the major determinants middle and long runner athletes. Thus, to address the research objectives, seven expected strong variables have been considered.

The coach respondents were asked what was the effort of them and administrator to fulfill the facility and equipment and also whether their athletics equipment and facility were adequate. Of the total respondents included in this study, most of them 6(60%) were answered as satisfactory on the effort that coaches and administrators paid to fulfill the facility and equipment and whereas only 1(10%) rated as their effort was very good. On the other hand, the coaches were asked on whether their athletics equipment was adequate or not and most of them 8(80%) ranked as it was poor and only 1(10%) said very well. The overall data has the implication that the respondents have negative responses. For the questions related to the efforts of coaches and administrative, the respondents have strong stands that it was almost satisfactory and whereas on the one related to fulfilling the equipment was too poor.

Next, the respondents were asked to view their intension on middle and long distance facility and equipment standard availability and on how to handle hand material. Considering the facility and equipment standard availability, most of the coach respondents 7(70%) said that it was poor and only 1(10%) rated as it was very good. Ion the other hand for the questions related to how to handle the materials, most of the respondents 7(70%) rated as it was satisfactory. Thus, with the result obtained from the two variables, there was enough evidence to say that the respondents were not satisfied with the access they need to have on them.

The respondents have asked the other question to rate the athletics equipment storage room in their club and also to give their view on the training environment or field and position of building. Of the total 10 coach respondents, 8(80%) rated as satisfactory on the athletics equipment storage room in their club. The overall responses on this variable were also resembled to the negative view. For the question training environment or field and position of building, most of the respondents 7(70%) were rated as poor. The general response indicated that considering both the variables, the answers of the respondents were indicated that the respondents have rated as the impact was high on affecting the middle and long distance athletes.

At the end, with the summary results in the table identifying what is the access of their club transportation to do training in different area. Thus, of the total 10 respondents, most of them 7(70%) rated it was it was poor and only 1(10%) said that it was very good. Generally, the response obtained from the couches on this variable also has the implication that it was the major factors that affect middle and long runner athletes.

Table 7: The summary results of coach experience and quality of coaches.

Variables	Categories	Frequency	Percent
Do perform regular training according to the program	Yes	3	30
	No	7	70
Do give additional training out of regular program	Yes	2	20
	No	8	80
Do give re-examine training program as needed	Yes	4	40
	No	6	60
Do achieved the objectives of training program	Yes	3	30
	No	7	70
Do using athlete centered training program	Yes	4	40
	No	6	60
Do using coach/trainers centered training program	Yes	3	30
	No	7	70
Do giving feedback after training	Yes	2	20
	No	8	80

The results presented under Table 7 above were summarized value for the factors selected as related the coach experience and quality of coaches. To address the basic research questions on this regards, seven different potential variables have been considered.

The couches were asked their intention on whether they perform regular training according to the program and also whether they give additional training out of regular program. Of the total 10 respondents, 7(70%) of them said that they did not perform regular training according to the program and also with the same respondents 8(80%) said that they did not give additional training out of the regular time. Generally, considering these two variables one can get conclude that the couches the performance of the coaches on the training schedule and on giving additional training was the gap seen as the factor for the middle and long runner athletics.

The other variables were whether they do give re –examine training program as needed and whether the coaches achieved the objectives of training program. Thus, as usual the view of the couches on this regard was negative. Of the total coach respondents, 6(60%) said that there was

the problem of giving re-examine and also addressing the objective of the training program is also the main factors seen by the respondents. Generally, the summary results presented under this table were indicated that the clear problem has been seen regarding the two variables.

At the end, the coaches were asked whether the coaches used athlete -centered training program and whether the trainers have been willing to giving feedback after training. Hence, of the total respondents, 6(60%) said that the coaches have not used athlete-centered training. On the other hand, 8(80%) said that the coaches were not willing to give feedback after training program

4.2. Analysis of semi structured interview

These interviews were prepared to gather club managers' suggestion about the major factors that affect middle and long distance running availability facility and equipment and experience and qualified coach selected Finfine Oromia Special Zone Athletics clubs.

Interview take place with club managers regarding knowledge and skill to coach effectively. stated.” coach has lack coaching knowledge and skill to make athlete competitive”.

Interview conducted with club manager regarding the interest of athlete and coach toward middle and long distance running as the club manager stated;“ there was poor interest athlete and coach toward middle and long distance running due to the variable of stated in chapter four under analysis so the concerned body should be work jointly to encourage interest of athlete and coach toward the long and middle distance running ”.

Interview conducted with concerning the effort of club manager whether they work jointly with coach and community in order to fulfill shortage of facility and equipment and to generate fund from different body such as; NGO, government and etc.“ There was no cooperate to solve the shortage and absence of sport equipment and facility club do not appreciate coaching process and coach and club manager don't work jointly to prepare annual plan for equipment purchase and also there was no experience of construct from local material and handle properly in save condition in all training center and not exercise their role to generate fund from concerned body”.

Training center manager reacts regarding the major factors that influence middle and long distance running process as all of them stated; “Factors that influence middle and long distance running include; shortage of equipment and facility environment, materials, facilities, location

of the training center and Training center manager were not had enough budget allocate for fulfill necessary equipment and to implement training program properly”.

4.3. Analysis of Observation

4.3.1. Observation Checklist

In order to obtain information about availability of facilities and equipments and miscellaneous facilities like coaches and athletes observation has been used by the researcher. In order to obtain information about availability of athletic facilities like, storage room, dressing room, bath room, Gymnasium, athletics track and etc, observation has been take place by the researcher. Hence, the investigator has observed most athletics facility and equipment were not available.

The person who give first aid when athlete injure during training was not present and also as observation check list indicate the coach coaching skill and knowledge not good to develop athlete performance in middle and long distance running. in addition to this the training plan coach use not effective to implement training principle properly these can delay the performance of athlete significantly.

Concerning the coaching style as the researcher observed during observation coach use autocratic coaching style rather than democratic coaching style this decrease the relationships between coach and athlete.

4.4. Discussion

The objective of this study was to identify the major factors that affect the middle and long runner running performance in the selected Finifine Oromia Special Zone Athletics Clubs. In order to further specific, the investigator considered different specific objectives with the corresponding basic research questions. Hence, identifying the risk factors, examining the availability of athletics facility and equipment and understand what specific problem exists in the process of coach were the specific objectives that this study has addressed.

Among various factors that affect or impact of middle and long distance athletes and challenge face administration and coaches are the availability of facilities, sufficient dormitories, training place, training equipments and recreational centers respectively are identified by many respondents as the major attribute. Many events of Athletics require numerous sporting equipments. It is important for athletes to be able to recognize and understand how equipment for

the specific events works and impacts their performance. Have you athletes named each piece and equipment as you show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well (Suzie Bennet et al, 2007) Facilities are also the factors for better performance. If the adequate facility is available, the athlete may improve his/her level of performance. To do, the income of the athletes is not as enough as they need to fulfill the adequate facility

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

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

The other factors for the middle and long distance running as the coach experience and coaching quality have been also answered by both athletes and coaches. Thus, the variables related to this were asked both athletes and coaches. Considering the overall variables under study, the response from both the athletes and the coaches were almost the same and has the intention that in most of the cases there were problems of coach experience and coaching quality.

Talent development environment taxonomic classification that summarizes a range of the environmental factors is one of the most important theoretical advances. Talent development environmental factors: such as sport culture, sporting policies, socioeconomic status, education, and birthplaces were discussed in this section. Luck/chance, an interesting environmental factor, was not considered in this study as little implications can be drawn from it (Gagne, 2003) that this study has addressed.

Generally, considering all the factors presented step-wise, it clearly indicated that there were significant factors that were very obstacle for the middle and long distance athletes.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

After intensive analysis of data collected through questionnaires, interview and observation and presented using tables the researcher tried summarize it as below. In order to answer the questions, the descriptive survey research method was employed. In generally, 132 participants were involved in the study. These are 118 athletes, 10 coaches, 4 clubs managers participated.

The study was aimed to identify the major factors of middle and long distance running in the selected Finifine Oromia Special Zone Athletics Clubs with other different specific objectives which have been addressed. Thus, the researcher drafted problems of the basic research questions and identified the research gap that was not well addressed with other previous study. Considering the significance of the research and wide application of the findings obtained from the study, the investigators planned to conduct this research study.

The summary results obtained from each category of the variables indicated that the selected factors have significant effects in determining the status middle and long distance running performance in the selected Finifine Oromia Special Zone Athletics Clubs. The variables selected the major factors for middle and long distance running indicated that, it was very significant risk factors have been seen which affects the outcome variable. On the other hand the results obtained from the variables related to the availability of facility and equipment also indicated that there were a real problem observed by both athletes and coaches. The factors determined the experience of coaches and coaches' quality also has the implication of the gap seen on the regards to improve the middle and long distance running. In general, the collective results obtained from the respondents indicated that the variables under study were significant in determining the status of the middle and long distance running.

The data obtained were analyzed using descriptive statements and various statistical methods such as frequency, percentage, mean, and standard deviation,

Finally, based on the analyzed data, the following major findings were obtained from the study:-

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

5.2. Conclusions

Based on the results obtained from all the summary values presented throughout the study, it can be concluded that:

- The selected major factors of middle and long distance runner were the significant factors for determining the status of the athletes.
- Both the athletes and coaches respondents were agreed with one sound that those variables have significant effects in determining how the middle and long distance running was affected.
- The factor that determines the middle and long distance was the athletics facility and equipment.
- The response from athletes indicated that those variables have significant effects on middle and long distance runner performance.
- The finding of the study reveal coaches also agreed on the effect of the variables with some extent. The general response from the overall respondents implies as the factors were significant.
- The experience of coaches and quality of coaching were the other significant factors identified by this study. Thus, it can be possible to conclude that the experience of

coaches and coaching quality have significant impacts in determining the status of middle and long distance running athlete performance improvement.

- The finding of the study reveal there was no conducive training environment.
- Based on the result of observation coach did not use democratic coaching style while coaching.
- Generally, considering the response from both athletes and that of coaches, one can easily conclude that the identified major factors, the athletics facilities and equipment, and experience of coaches and quality of coaching have significant impact on the middle and long distance runner's performance development.

5.3. Recommendations

Based on the summary results obtained above, the following recommendation has been drawn.

- ❖ Since all the major factors of middle and long distance runner was significant with the summary results obtained from both athletes and coaches were significant, the oromia sport commission and other related office should consider those factors for the better achievements in this regards.
- ❖ Shortage of materials and training equipments were found among the main hindering factors in the clubs. Thus some should be done by club itself and concerned bodies to allocate enough budgets to buy at least basic athletics equipments for trainee athletes. Again, the clubs should work jointly with athletics federation, private sport and fitness centers, sport Medias, governmental and non-governmental organization...etc so as either to get donations or generate incomes.
- ❖ The experience of coaches and coaching qualities was the other significant factors that were identified with the study. Hence, to have better improvement on this regards, the coaches should have to develop their self and gain international skill training. The clubs and sport managers should also have to look for well skilled coaches that fit the standard.
- ❖ The concerned bodies of the regional sport administrator and regional athletics federations should work together smoothly and jointly with the club.

- ❖ The selection of Athletes is very important factor that influences the effectiveness of performance development level. Therefore coaches of the Athletics club should develop, scientific, systematic and appropriate ways of selecting and measuring performance.
- ❖ Concerned bodies are expected to assign enough budget in order to provide athletes with adequate and sufficient diets.
- ❖ The regional athletics federation have to be rendered to search a solution by giving high emphasis and designing new strategies to equip the Athletics club with sufficient resources (money, facilities and equipment training areas and skilled man power) .
- ❖ Building strong link between clubs and regional athletics federations and building different athletics training court.
- ❖ Generally, since the summary results obtained from all the variables have indicated that there were problems that affected the middle and long distance running, all the concerned by should have to focus for the improvement of the athletics.

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APPENDIX A
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

A Questionnaire

Dear Respondents!

This a study is being conducted by kebedeLegese, a candidate for a master’s of science degree in Athletics coaching specialization at Jimma University . The main objective of this data collection format is to gather information regarding to the “**Factors that affecting middle and long distance running performance in selected Oromia Finfine special zone athletics clubs.** Your willingness, cooperation and genuine response have a great value to overcome the problem. Your responses will be kept completely confidential. Hence, I kindly request to give me your response freely and Confidentially, I would like to extend my cordial gratitude for your cooperation to fill out the questionnaire frankly.

NOTICE:

- ✚ It is not required to write your name
- ✚ Encircle the option you choose to answer
- ✚ Write briefly answer for the question which requires a short explanation on the space provided
- ✚ You can support one or more idea

Part I- Demographic information of respondents

An instruction for personal data; please put an “(√)” mark in the space provided and write shortly for items that require you written responses.

1. Age

No	Age	Response
1	17-20	
2	25-28	
3	28 and above	

2. Sex: A. Male B. Female

3. Educational background

No	Item	Response
1	1-8/elementary	
2	9-10/ high school/	
3	11-12/preparatory/	
4	College	
5	University	

5. Training years A/ 1 years B/ 2 years C/ 3 years D/ 4 years

E/ 5F/ 6 years and above

Part I .Question related to the major factor that affect middle and long distance running

Put (√) where applicable uses the following code:

1. = strongly disagree

2. = Disagree

3. = undecided

4. = agree

5. = strongly agree

NO	Item	1	2	3	4	5
1	Participate with full interest during training session					
2	The training environment conducive for athletics training					
3	Coach encourages and motivate you during training session					
4	Do you think an adequate dietary intake in terms of quality and quantity of food?					
5	Your family support is adequate to training in the club					
6	Their training program classified according to your ability, age and experience					
7	you get sufficient encouragement from your athletics club during computation time					
8	Your coach coaching style is suitable					
9	The coach use effectively the principle of training					

Part II: Question related to the availability of athletics Facility and equipment.

1= poor 2=satisfactory 3=good 4=very good 5=excellent

NO	Item	1	2	3	4	5
1	What is the effort of your coach and administrator to fulfill the facility and equipment					
2	What is your athletics equipment and facility adequacy					
3	What do you say about middle and long distance facility and equipment standard availability					
4	What do you say the way your coach hand material					
5	What is the athletics equipment storage room in your club					
6	What is your training environment and position of building					
7	What is the access of your club transportation to do training in different area					

Part III: question related to coach experience and coaching quality 1= Yes 2= No

NO	Item	1	2
1	Coaches with knowledge of programming for training and competition		
2	The effort of your coach in enhancing athlete's performance		
3	Does your coach give clear instruction and goal		
4	Coaches who plan the structure and practice		
5	Coaches who plan training to incorporate a wide variety of useful skills and attribute i.e techniques, tactical physical, mental and decision making skills		
6	Coaches with knowledge for measuring physical, physiological, psychological and social attributes as well as technical abilities of athletes		
7	Do you have positive relation with your coach		
8	Giving positive feedback after or during training		

Thank you for your cooperation!

APPENDIX B
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

Questionnaire

Dear Respondents!

This a study is being conducted by kebede Legese , a candidate for a master’s of science degree in Athletics coaching specialization at Jimma University .The main objective of this data collection format is to gather information regarding to the “**Factors that affecting middle and long distance running performance in selected Finfine Oromia special zone athletics clubs.** Your willingness, cooperation and genuine response have a great value to overcome the problem. Your responses will be kept completely confidential. Hence, I kindly request to give me your response freely and Confidently, I would like to extend my cordial gratitude for your cooperation to fill out the questionnaire frankly.

NOTICE:

- ✚ It is not required to write your name
- ✚ Encircle the option you choose to answer
- ✚ Write briefly answer for the question which requires a short explanation on the space provided
- ✚ You can support one or more idea

Part I- Demographic information of respondents

An instruction for personal data; please put an “(√)” mark in the space provided and write Shortly for items that require you written responses.

1. Age_____

No	Age	Response
1	25-30	
2	30-40	

3	40-45	
4	45 above	

2. **Sex:** A. Male B. Female

4. **Level of coaching you have** _____

NO	Coaching level	Response
1	First level local	
2	Second level local	
3	Second level IAAF	
4	Third level IAAF	
5	Fourth level IAAF	

5. **Type of event you are coaching /particularly in Middle and long distance Running Event.**

6. **Your current work position in the club**

NO	Work position	Response
1	Main coach	
2	Assistance coach	
3	Supervisor	

7. **Experience in the profession**

NO	Experience Response	Response
1	Less than one year	
2	1-5 years	
3	5-10 years	
4	Above 10 years	

Part I Question related to the major factor that affect middle and long distance running

Put (√) where applicable uses the following code:

1. = strongly disagree

2. = Disagree

3. = undecided

4. = agree

5. = strongly agree

NO	Item	1	2	3	4	5
1	You have interest in coaching athletics					
2	The club have sufficient materials (facilities) during your training session					
3	Your athlete participate in planning the training planed program					
4	The training program classified according to athlete's ability, age, and experience within competitive units					
5	Your trainer get appropriate nutrition from the club					
6	When you select athletes for a training you consider their talent					
7	You periodically evaluate the effectiveness of the training program					
8	You motivate your athlete					
9	You provide positive feedback for your athletes					
10	You have sufficient time to coaches the club					
11	You use different coaching skill method during training session					

Part II: question related to the availability of athletics Facility and equipment 1= poor 2=satisfactory 3=good 4=very good 5=excellent

NO	Item	1	2	3	4	5
1	What is the effort of you and administrator to fulfill the facility and equipment					
2	What is your athletics equipment and facility adequacy					
3	What do you say about middle and long distance facility and equipment standard availability					
4	What do you say the way you hand material					
5	What is the athletics equipment storage room in your club					
6	What is your training environment or field and position of building					
7	What is the access of your club transportation to do training in different area					

Part III: question related to coach experience and coaching quality 1= Yes 2= No

NO	Item	1	2
1	Do perform regular training according to the program		
2	Do give additional training out of regular program		
3	Do give re –examine training program as needed		
4	Do achieved the objectives of training program		
5	Do using athlete -centered training program		
6	Do using coach/trainers –centered training program		
7	Do Giving feedback after training		

Thank you for your cooperation!

APPENDIX C
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

Interview for club managers

The purpose of this interview is to get information about challenges and prospects of factor that affecting middle and long distance running in some selected Finfinne Oromia special athletics clubs administration.

Part 1- Background information

Name the club _____

Work experience _____ Sex _____ age _____

1. Do you think that middle and long distance coaches in your club have enough knowledge and effective coaching skill in their specialization area?

2. What do you think about the motivation and interest of athletes in middle and long distance running?

3. Do you think that the sport administrative bodies of the city could support the club activities /inter and external support programs/ with material, budget and idea? If it is so please mention how much it is satisfying the program?

4. What do you think the main problems and prospects that challenging middle and long distance running athletics clubs?

5. Do you suggest some possible solutions for challenges to implement effective coaching of middle and long distance running in the clubs? _____

APPENDIX D
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

Observation checklist for field setting and Training session

General information Date of visit _____

No	Variable observation	V.good	Good	Poor	No
1	Availability of truck				
2	Availability of clean and attractive training area				
3	Availability of shower and dressing room around the field				
4	Availability of transportation for athletes before and after training				
5	Were facilities checked for safety				
6	Was the first aid person known/in case of emergency				
7	Coaching skill and way of use training principle				
8	Coaching style				
9	coaching communication skills				
10	Were all athletes in their training groups given equal attention				
11	Way of coach implement training planning session				