

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCES

DEPARTEMENT OF SPORT SCIENCE



**THE CHALLENGES OF SHORT DISTANCE RUNNING TRAINING IN SOME
SELECTED ARSI ZONE ATHLETICS TRAINING CENTER**

BY

MULATU NIGUSSE

**A THESIS REPORT SUBMITTED TO THE COLLEGE OF NATURAL SCIENCE OF
JIMMA UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL
FULFILLEMENT OF THE REQUIREMENTS FOR MASTER OF SCIENCE IN SPORT
SCIENCE**

JUNE, 2019

JIMMA, ETHIOPIA

**THE CHALLENGES OF SHORT DISTANCE RUNNING TRAINING IN SOME
SELECTED ARSI ZONE ATHLETICS TRAINING CENTER**

BY;-MULATU NIGUSSE

MAJOR ADVISER:-Dr.WANDEMAGEGN DEMISIE

CO- ADVISERS:- BEHAILUWA ZELEKE

**A THESIS REPORT SUBMITTED TO THE COLLEGE OF NATURAL SCIENCE OF
JIMMA UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR MASTER OF SCIENCE IN SPORT
SCIENCE**

JUNE 2019

JIMMA, ETHIOPIA

APPROVAL SHEET

**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

**THE CHALLENGES OF SHORT DISTANCE RUNNING TRAINING IN SOME
SELECTED ARSI ZONE ATHLETICS TRAINING CENTER**

Submitted by:

Mulatu Nigusse _____

Name of Student Signature Date

Approved by:

Dr.Wondemagne Demmise _____

Name of Major Advisor Signature Date

Mr.BehailuaZelege _____

Name of Co- Advisor Signature Date

Name of Examiner Signature Date

Name of Chairman, DPGC Signature Date

Name of Coordinator, PGC Signature Date

Acknowledgements

First and foremost great thanks to Almighty God for his blessing and help me from the beginning to end of my long stay in this academic program and he has helped me in every aspects of my life. And I would be glad to extent my deepest gratitude and appreciations to my advisor Dr.Wondemagne Demmisieand my co-advisor Mr Behailua Zeleke for their unreserved effort in providing me all the necessary guidance and encouragements had contributed a lot to the successful completion of the study.

It is also a pleasure for me to express my deepest love and respect and great indebtedness to my family for their financial, material and moral support which made me to be strong morally and psychologically.

Finally, I would like to thank all my friends those assist me through facilitating in this research undertaking for they have given a great deal in labor and time in supporting me of acquiring information.

Table of Contents

Contents	Page
Acknowledgements.....	i
LIST OF TABLE.....	v
LIST OF ACRONYMS.....	vi
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Research Questions.....	5
1.4 Objectives of the study.....	5
1.4.1 General Objective:.....	5
1.4.2 Specific Objective.....	5
1.6. Delimitation of the Study.....	6
1.7. Limitations of the study.....	6
1.9. Organization of the study.....	6
CHAPTER TWO.....	7
2 REVIEW OF RELATED LITERATURE.....	7
2.3 Motivation.....	8
2.4. Extrinsic and Intrinsic Feed Back in Sports.....	8
2.5. The Coach-Athlete relationship.....	9
2.11. Training for Endurance Performance.....	12
2.17. Progressive Overload Principle.....	17
2.18. Principle of Specificity.....	17
2.19 .1. The Principle of Continuity.....	18
2.20. Principle of Variety.....	18
2.20.1. Recovery and Restoration Principle.....	18
2.20.2. Principle of periodization.....	19
2.20.3. Planned Performance Training.....	19
2.20 .5 Developing a Coaching Philosophy.....	19
2.21. The Roles of a Coach.....	21
2.21.1. Influence of the Coach.....	22

2.21.2. Coaching Behavior.....	22
2.21.3 Coach-Club or Institutions	23
2.21. 4 Philosophy and Coaching Styles.....	23
2.22. Appropriate Equipment and Facilities	23
2.22.1. Athletes Selection Criterion	24
2.22.2. Sprinting Mechanics	24
2.22 .3.Stride Length.....	24
2.22.4 Stride Frequency	25
2.23. Energy Systems.....	25
2.24. Nutrition.....	25
2.26. Effects of Training	26
2.26.2. Lifestyle and performance	27
2.29 .Philosophy and Coaching Styles.....	29
2.29.1 Good Atmosphere	30
2.29.2 Massage.....	30
CHAPTER THREE	31
3. RESEARCH METHODOLOGY.....	31
3.1 Methodology of the Study	31
3.2 Research Design.....	31
3.3. Study Area	31
3.4. Source of Data.....	32
3.4.1. Primary Sources Data	32
3.4.2. Secondary Sources Data.....	32
3.5. Population	32
3.6. Sample size	33
3.8. Data Collecting Instrument.....	34
3.8.1 Questionnaire	34
3.8.2. Observation	34
3.8.3, Interview	35
3.9. Method of Data Collection Procedure	35
3.11Reliability of the instrument.	36
3.11. Method of Data Analysis	36

3.12. Ethical Consideration.....	37
CHAPTER FOUR.....	38
4. RESULT AND DISCUSSION	38
4.2. Discussion	60
CHAPTER FIVE	63
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	63
5.1 SUMMARY	63
5.2. CONCLUSION.....	65
5.3. RECOMMENDATION	67
Bibliography	68
Appendix I	73
Appendix II	77
Appendix III.....	81
Appendix IV.....	82

LIST OF TABLE

Table4.1 Frequency table for sex.Eage.experience athlete training profile of athlete.....	38
Table 4.3;Characteristics of coaches.....	39
Table4.4;. Questions related to interest of athletes toward short distance running training.....	40
Table 4.5, Question related to method of training	43
Table 4.6, Questions related to factor that challenges athlete short distances running training ...	47
Table 4.7;. Questions related to interest of coach toward short distance running training.....	49
Table 4,8.Question related to method of training	52
Table 4,9. Questions related to factor that challenges athlete short distances running training ...	56
Tabel 4.10, Observation checklist for coaching and training process of short distance running General information	59

LIST OF ACRONYMS

IAAF International Association of Athletics Federations

PC Phosphor creative

CM Centre of mass

CNS Central nervous system

AMTA American Massage Therapy Association

ATP –PCA Adenosine tri phosphate –phosphate creatin.

E A F Ethiopian Athletics Federation

ABSTRACT

The main goal of this study was to assess the challenges of short distance running training in some selected Arsi zone athletics training center. The general objective of the study is to assess the current status challenges of short distance running training in some selected arsi zone athletics training center. The study was used both primary and secondary sources of data obtained directly from representative sample of the population under study. By using simple random sampling the researcher selected 102, athletes, 6 coaches and 4athletics training center administration from the four selected clubs. The instrument for data gathering to assess this problem the researcher used questionnaire, interview ,and observation the data collected through questioners were analyzed by quantitative and qualitative methods. In this quantitative data analysis descriptive statistical and inferential analysis was used. The qualitative data analysis method was also be used as a supplementary data analysis technique for triangulation and justification purpose to complement the insight drawn from quantitative analysis. Based on the analysis made of this study conclusions were made and the findings of this study were identified. The result of the study indicated that the Athletics training canter use more of the traditional and non-scientific method of training in addition to lack of proper facilities and equipment, shortage of standardized training area and convenient running track, absence of continuous use training inputs, inadequate knowledge and skill of trainers, low level of attention absence of implement of training principle effectively, lack of proper talent identification , bad coaching style, lack of using effective training principle effectively, absence of allocate budge from concerned body, and absence of working jointly all stakeholders to minimize the problem.

Key term: - , coach, method of training, challenge

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Athletics is the natural pursuits of human beings. Some of the usual activities like walking, running, jumping, and throwing are the movements which we learnt first as small children (Thompson, 2007).

Even if track events have been widely practiced sport activities in Ethiopia, however when we come to sprint running still there is no significant performance shown in the field and it is not free from problems. Athletic performance is mostly determined by factors such as physical qualities, technical, and psychological abilities much better than others, psychological factors don't give due attention in Athletes preparation. This has a great diverse effect on all spheres of Athletes' development. (kirmizi 2011).

The sprint is the fastest event of all events in athletics. The distances 100m,200m, 110m hurdle, 400m.400mhurdle and relay events are all regarded as sprinting events. The objective is to run the distance from start to finish as fast as possible. Due to the speed of the event, the start of the event is technically adapted to enable the athlete to start fast. Athletics Omnibus – Sprints.(From the Athletics Omnibus of Richard Stander, South Africa)

In addition others who are responsible with the development of short distance running have a big role in making the smooth road. It is not only the coach's duties making convenient conditions to athletes. The sport commission in general has the main responsibilities in the success of short distance running. Though success in sports is determined primarily by athletic ability interest and proper training, nutrition, environment, facility and equipment, training methodology and the back ground of athlete affects the athlete in many ways. Therefore an athletic center has to have qualified personnel, facility .equipment, and conducive environment. (IAAF Track and Field Facilities Manual Editorial Board 2008)

In order to perform better and to learn perfectly any sports skill, there should be provision of appropriate equipment and facilities recommended and required for learning the particular sports skills. Lack of proper and appropriate equipment and facilities results in mishap and injuries while practicing or learning any sport skills or the course of competition. So, there should always be a provision of appropriate equipment and facilities required for learning particular sports skill (Srinivasaraju, 2012).

Ethiopian first participated at the Olympic Games in 1956, and has sent athletes to compete in every summer Olympic Games since then, except for the 1976, 1984, and 1988 Games. Ethiopian Athletes have won a total of 38 medals, all in Athletics. National Olympic committee of Ethiopia was founded in 1948. . (www.olympic.org/studies)

The world is becoming one village due to the effect of globalization among the things that make the world globalized, sport takes the line share. Sport has so much effect on the world, because one of the objectives of international sport is to create friendship and good relationship among nations in the world. Sports such as football and running are the leading sports and running are the leading sport that communicates the world in the best way So, the international community have developed a positives outlook for sports individuals and governments are greatly participating in sport activates in varies occasions such as Olympic games, hence the world society has so much expectation from sport sectors. (Macarthur, D.G. and K.N. North,2007)

Athletics is one of the purest of all sports, relying solely on the strength of human body rather than their technological implements to improve performance. When we mention sport and Ethiopia, the large number of first- class distance runners' immediately comes to our mind. In fact, at this stage on could safely and justifiably come to an agreement that Ethiopia has some of the best middle and long distance runners in the world. Accordingly, the New York Times called Ethiopia "running Mecca" due to its historical successes I the athletes program, in which it also took 5th place in the world ranking during the Olympic champion at Beijing (International Olympic committee, 2010).

Therefore if Ethiopian competes in short distance running, she may be benefited from the area in a number of ways. Sports from long distance running, in which Ethiopian has been effective, short distance running has not been effective still now so, the main goal of this study is to study the challenges of short distance running Training in the case of Four selected Arsi Zone Athletics Training Canter. The need to study is that the area of short distance running has a lot of prospects for participants in the area consequently, if we want Ethiopian to be benefited from short distance runner not to be effective in the field. So, the increase in public expectation from sport sectors great change in the sport policy, what and how sport training could be delivered, consequently, these changes will have effect in the development of sport for a country. The national sport policy of Ethiopia (NSPE, 2004)

Athletics have been widely Exercise sport activities in oromia and famous world class athletes exist in due to different reason sprint running could not exhibit tangible result like other track

event. To have fully organized Arsi Zone Athletics Training Center, there must have the qualified personnel in all areas, such as coaches, nutritionists, and physicians. Qualified coaches have an effect on the performance of an athlete until adapt the new situation and the environment. Diversity means accepting people who are different from oneself or being more inclusive and accepting of athletes, regardless of color, national origin, race, religion, sex, or sexual orientation. For a coach having such kind of competence with athletes is as a basic need to help them with adjusting their new environment. There are huge differences among us in the ways we think, feel and behave in response to particular situations. So that all things should be fulfilled by the Federation and it helps them to focus on their trainings only. As 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” (Thompson 2008)

With a view to address the above issue, the researcher attempt to assess the challenges of short distance running training in Arsi zone athletics training center namely; AdamaClub ,Bokoji ,TuruneshDibaba and lemu and Bilbilo athletics training center oromia regional state.

1.2 Statement of the Problem

Sprint running in Ethiopia has its own way and possible outcomes which are dependent on tmajor factors challenge which includes; attention of all stockholders; the athletes and coach interest, training methodology, knowledge and skill of coach and devotion coaching qualities the recruitment the athletes from the talented area and the necessary facilities and equipmentfor the training moreover,training environment ,there are no sufficient research work related to short distance running. In order to perform better and to learn perfectly any sports skill, there should be provision of appropriate equipment and facilities recommended and required for learning the particular sports skills. It is widely recognized that in order to succeed at the highest level in sport, both athletes and coaches need to be highly motivated to achieve their goals. Achievement Motivation suggests that individuals derive motivation from the process of striving to succeed. Individuals falling within this group show high levels of persistence even when faced with barriers and internal/external pressures(Tudor, 2009)

Lack of proper and appropriate equipment and facilities results in mishap and injuries while practicing and any sport skills or the course of competition. So, there should always be a

provision of appropriate equipment and facilities required for Practice particular sports skill(Srinivasaraju, 2012).

Short distance running trainings the one that needs a proper psychological readiness to Athlete, the attention of all stockholders and the necessary facilities for the training. As result the. Taking there are all things in to account, the problem facing administrators, coaches and athletes in short distance event. Due to various factors, such as training related environmental, personal, social, psychological, physical character ... etc. (Macarthur, D.G. and K.N. North, 2007)

According to stated, “Scientific based and systematic training program is fundamental to the athlete fitness. Training provides the athlete with the basic means to adapt to his particular stressors through controlled exercise the principles of training which apply in designing fitness programs apply equally to elite performers, recreational performers developing performers and those whose live are not oriented towards sport or physical recreation”. the interpretation of specificity is clear when one considers the type of fitness required for a given lifestyle. Whereas the athlete works to increase fitness towards some level of excellence examining the challenges, current status of short distance runners of athletics Training center to find out strategies used to enhance sprinters performance. Any time in the world Athletics History Ethiopia didn't registered a good result in short distance. stated that, “Since Ethiopia joined the Olympic Games in 1956 until Beijing Olympic, they collected a total of 14 gold medals, 5 silver medals and 123 bronze medals. Almost all of the medals collected in long distance running.” (Judah. 2008)

Ethiopia started participating in international athletics competitions as early as the 1950s. it was one of the first Africa countries to take part in the Olympic when participating the 1956 Melbourne games from this past year up to this day Ethiopia is famous in the world by middle distance and long distance but through the year Ethiopia is not registered in short distance running competition. (Judah. 2008)

The recent Ethiopian sport commission has the mission in General to work on all athletics disciplines in particular focusing on the events which the Zone has not been well known that is sprinting (short distance running), jumping and throwing events to represent Ethiopia in International competitions. Improve the performance of fitness of short distance runners will lead them to be world class athlete that represent the Zone in any aspects. due emphasis to middle distance and long distance to keep previous results of the former races but also to add more track race on the international competitions. The study was focus on the current status, challenge of short distance runner training in specific reference to Boqoji athletic Training center

,LemunaBilibilothletics Training center, Adamaa club. TurunationDibabaAthilatics Training canter. Therefore the researcher found it timely and crucial to question, how do practiced and what are the major challenges encountered administrator, coaches and athletes. Several reports by Oromia Athletics Federation (OAF) showed that the number of short distance running elite athletes is far less than that of middle and long distance, especially 5000 meters and 10,000 meters running athletes Oromia athletics federation (OAF, 2015)

Due to the above mentioned reasons this researcher is initiated to conduct research on these titles inSelecting Arsi zone athletics Training canters acting.

1.3 Research Questions

In order to find out the existing problem in short distance running training, the study tries to answer the following research questions.

1. Do athletes have interest to train in short distance running
2. To what extent methodology of training appropriate for short distance running
3. Whatis major factors that challenge short distancerunning training

1.4 .Objectives of the study

1.4.1 .General Objective:

The general objective of the study was to assess challenges of short distance runningtraining in someselected ArsiZone Athletics training canter and to recommend possible solutions.

1.4.2. Specific Objective

The specific objective of the study was to:

1. To assess the interest of athletes in short distance running training in some selected Arsi Zone Athletics training canter
2. To examine the methodology of training short distance or sprinting running in some selected Arsi Zone Athletics training canter
3. To investigate factors that challenge athlete short distancerunning training in the study area in some selected Arsi Zone Athletics training canter

1.5. Significance of the studyArea

Since the existing in some selected Arsi zone athletics training centre are not successful in producing elite athletes with best performance in short distance running, this study have a valuable importance for the training centre. The significance of the result of the study is to :The major finding of this study provide possible recommendation for the concerned body to allivete the problem, create awareness for coach ,athlete and for administration on major factor that affect short distance running athlete, Used as a reference for further studies and Used as in put for individual who wants to do research on the related issue.

1.6. Delimitation of the Study

The study was delimited to only the challenges of short distance running training and geographically oromia regional state in some selected Arsi zone athletics training centre .

1.7. Limitations of the study

Lack of reference materials such as books, and journals shortage of sufficient finances and time constraints was the major limitations.

1.8. Definition of operational terms.

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

Coaching: - Is often used to cover a wide range of activates; usually to help someone prepare for something.(, Thompson 2000 Introduction to Coaching Theory. IAAF)

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

1.9. Organization of the study

This study is organized in to five chapters. The first chapter deals with the general Background of the study, statement of the problem, objectives of the study, and Delimitation of the study, significance of the study, definition of terms. The second chapter treated the review of relate literature. The third chapter revealed the research design and methodology of the study and chapter four consist discussion, data analysis and interpretation where as last chapter include summary, conclusion and recommendation

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

The word athletics is derived from the Greek word "Athlos" meaning "contest" or "task" initially. The term was used to describe Athletics contests in general i.e. sporting competition based primarily on human physical fit. In the 19th century in Europe, the term Athletics acquired a more narrow definition and come to describe sport involving competitive running, walking, jumping and throwing. Furthermore, foreign words in many Germanic and Romance languages which are related to the term Athletics also have a similar meaning. (www.olympic.org/studies)

2.1 Athletics in Ethiopia

Sport activities including athletics have long past but short history in Ethiopians. With this regard, Abera (2011) as cited by Teshaynew (2010) described that the exact roots of Ethiopian Athletics cannot be traced accurately. However, there is a belief that sport was widely practiced in schools and military before 1897. Moreover, it is widely believed that modern athletics has been originated following the start of modern education and military services Even if the field of athletics event (running) has been widely, practiced sport activities in Ethiopia, famous athletes exist in, it is not free of problem According to pointed out Athletic performance is mostly determined by factors such as physical conduction, technical and psychological activities (Tsehaynew 2010)

2.2 The field and track of Athletics

During back to the Ancient Greeks, athletics was the only competition to be held in the first Olympic Games which took place in Athens in 776 BC. At this time the single athletic event was known as the 'stade,' a foot race which covered the length of the Athenian Olympic stadium. The Olympic Games Continued to take place in Athens every four years, with all wars suspended for the duration of the games, over time, more events were added to the ancient games including longer running distances, the short distances, the discus, Javelin, Jumping and wrestling (Retrieved on 12/10/2011/ from [http:// record Utitarium.com/athletic records](http://record.Utitarium.com/athletic%20records). The Roman Games also incorporated a form of athletics although the events favored by the Romans where racing, wrestling chariot and most importantly gladiatorial command similarly the Celts, Teutons and Goths also took part in forms of athletic combat. Athletics becomes more diverse during the Middle Ages when the sons of noble man were trained in running, Jumping and wrestling and

there were often athletics contests between rival nobility. In the nineteenth century, the modern events that are familiar in athletics today began to emerge, initially as part of an official physical education program in schools (William, 2001)

2.3 Motivation

It is widely recognized that in order to succeed at the highest level in sport, both athletes and coaches need to be highly motivated to achieve their goals, Achievement motivation suggests that individuals derive motivation from the process of striving to succeed. Individuals falling within this group show high levels of persistence even when faced with barriers and internal/external pressures. (Tudor, 2009)

2.4. Extrinsic and Intrinsic Feed Back in Sports

Elite athletes and certainly novices improve motor performance based on the extrinsic or intrinsic feedback received about the movement errors. However, some individuals are able to translate such information to motor performance almost immediately, while others are not. It is assumed that learning time maybe shortened while IT is implemented. But, why are some individuals better able to correct performance more efficiently and more effectively than others. The time it takes to adapt and master a skill may be regarded as a criterion for discriminating between different potential athletes. A possible answer for the differences among individuals may be found in the individual capability to use the information available and the capability to associate the information provided with the actual movement performance. Information about 'how we actually performed' together and in parallel with information about 'how we feel about our motor performance' arrives to the central nervous system (CNS) via different neural paths. Cues about the outcomes of one's performance may arrive from outside, for example, via visual and/or auditory senses. On the other hand, cues about how one feels about a performance arrive from within the system, via kinesthetic sensors and, in particular, via proprioceptive afferents. Accordingly, modifications in a movement are done by comparison between what we do (i.e. the actual motor act) and what we should do (i.e. a forward model or a virtual plan of how to perform). Specifically, such comparisons may be carried out by cerebella structures Matching motor plans with actual movements implies a correlation process. Lack of correlation between expected and actual performance is interpreted as a motor error, and thus, the movement should be corrected. (Mialletal.1993).

2.5. The Coach-Athlete relationship

A strong coach-athlete relationship is associated with high levels of athlete performance and satisfaction. If we look at a poor relationship or incompatibility between the coach and athlete, we will begin to appreciate the characteristics associated with strong relationships. The two primary variables associated with poor relationships are lack of communication and lack of rewarding behavior from the coach. Poor coach-athlete relationships are associated with lack of mutual respect, no real appreciation for either person's role and perhaps the most serious of all, lack of honesty between both parties when communication does occur. (Jordan, 2009)

2.6. Problems of facilities and equipment arise in training center

The effective performance in training center involves the determination, allocation for the achievements which require data large amount of fund every year. Also equipment all athletic (track and field) materials and facility requires either purchasing, replacement or repairs. thought that the facilities should be well planned and constructed with a judgment in future. Often, facilities are constructed within a very short period of and are very difficult to expand or exchange. According to it might be impossible to achieve satisfactory results from athlete whose training facilities and equipment are inadequate or poor quality. It is also noted that most of the clubs athlete lack exposure to modern sophisticated infrastructural facilities and equipment for training. (Bucher and Krottee 2002)

2.7 Maintenance of facilities and equipment in athletics clubs.

Maintenance should be established by college or club administration with proper replacement of facilities and equipment. Bucher and Krotte (2002) though that the equipment and facilities should always be maintained. In a serviceable condition. Procedures for caring facilities and equipment should be reutilized. And all equipment should be checked and then repaired, replaced, or serviced as needed and stored properly. Facilities and equipment should be very attractive and esthetically satisfying and should be easy and economically maintained strongly the planning construction, and use of facilities should consider; validity, utility, accessibility, isolation, departmentasation, safety and maintenance. (pate et al.1997)

2.8 Coaching, Experience, and Self-Reflection

Five critical issues are related to the importance of experiential learning for coaching development: Funding challenges, growing numbers of unqualified coaches and increasing pressure within the sports coaching arena, the lack of relevant and practical formal coaching education programs, and lack of coverage of best practices in the literature. Coaching success is facilitated by effective decision making to support athlete development in an environment that optimizes peak performance. Coaching development is a fundamental quality of a successful coach, which is measured by one's coaching record. Not all experienced coaches are experts, but all expert coaches have one thing in common, Rowing in the United States is an example that illustrates the challenges facing professional sports in the Olympic context. The number of rowing coaches in the U.S. at all levels elite, collegiate, high school and masters' levels is growing at unprecedented rates (Deringer, 2008).

Developing a clearer understanding of the required activities in the development pathway from a novice to elite coach is more critical now than ever before. A decentralized system such as U.S. rowing that is challenged financially and lacks a structured formal coaching education program will change slowly if at all. Informal learning, which is how many coaches learn, is successful and powerful vehicles that help to disseminate coaching knowledge to new coaches. However, the relationships among formal and informal learning, past athletic achievement, and coaching experience are unclear and unstudied. All of the factors of growth, professionalization, commercialization, and globalization can be observed in the microcosm of elite U.S. Olympic-level rowing. A closer examination of the relationship between past experiences and self-reflection as predictors of rowing coaching effectiveness at the elite level is needed to potentially promote greater levels of coach effectiveness in a changing and challenging environment. (Griffith, 1998).

2.9. Leadership Qualities in the Sports Situation

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

would do everything themselves. Certainly the importance of recognizing and empathizing with the commitment required for effective operation in sports administration is a crucial leadership skill. In addition, there are many different qualities sought after in leader by different people. There is, however, some agreement that good leaders end to be extrovert, enthusiastic and have an 'attractive' personality character which is appealing to others. In sports management and administration, the leadership qualities required is a bit like beauty – in the eye of the beholders. But here is a list of the qualities the author considers important: (Devid.C Watt, 2001).

2.10. Training theories and methodologies

The human body is structured in such a way that it maintains relatively stable internal physiological conditions, or homeostasis. Blood volume, hematocrit, arterial pressure and core temperature are among the most important physiological indicators of homeostasis. When this balance is disturbed, the body reacts acutely in an attempt to preserve homeostasis and, if the 'disturbance' continues, it adapts its functions to a higher level. Physical training aims to cause such an imbalance in the body over a period of time, while training theory and methodology deals with the understanding of the cause and optimization of training results. The theoretical background of training originally comes from the work of Dr. Hans Seyle, who first introduced the General Adaptation Syndrome (GAS) theory in 1956. In his model, Seyle suggested that the body responds to stress in three different stages. The first stage, or 'shock stage', is when the source of biological stress is identified by the body, which responds to this change and tries to overcome the imbalance caused by the stressor. As the stressor persists, physical and mental performance is reduced below baseline levels. (Tudor Bompa,1999)

In terms of training, this stage refers to the introduction of a training program where the individual experiences soreness, stiffness and tiredness due to the initial 'shock' caused by the exercise. The second stage of the GAS is termed the 'resistance stage' which starts as soon as the stressor is removed. During this stage, the human body recovers from the temporary imbalance and adapts at a higher level of performance to compensate for the increased demands. These two stages are natural responses to the stressor and have positive effects on the body. The third stage is referred to as the 'exhaustion' or 'fatigue' stage, and can be reached when the stressor is of great longitude or magnitude, and the body does not have sufficient time to adapt. Performance

optimization is the result of long term, demanding and well- structured exercise training. (Harre 1997)

For the athlete to gain maximum benefits from exercise, several factors involved in the adaptation mechanism have to be considered. These factors include overload, specificity, individual differences and reversibility. Overload refers to the intensity and duration of the training stimuli. Exercise training has to be sufficient in its intensity and duration to activate the adaptation mechanism and bring about changes in structural, physiological, neural, psychological and endocrine functions. If the training exercise does not stress the body sufficiently, no adaptation occurs. On the other hand a very high stress can lead to injury or over-training; hence, any new increase should be followed by an unloading phase during training theory and methodology (Charles Clinton USA Track and Field Clinician)

Which the body relaxes, adapts and prepares for a new increase in load Not every type of exercise is appropriate for all sports. The performed exercise has to be sport-specific and focus on the muscles and organs stressed during the actual competition. Low-intensity strength training, for example, does not prepare the muscle for the demands of competition in which high muscle forces are required, while speed increases should be possible only if training loads are low but with high-velocity muscular actions. (Harre 1997).

2.11. Training for Endurance Performance

Training intensity over the years different sports have adopted different definitions and terminology to categorize the various types of training employed within a training program. Much discussion has occurred, and debate still continues, regarding the definition and number of training zones, the terminology used, the physiological markers that should be assessed while monitoring training intensity and the appropriate periodization of training zones. Wide-reaching review articles (Pate & Branch 1998)

2.12. Age and Performance

Age does affect performance in a number of ways. Strength- full strength is not attained until a person is in their early 20s and muscular strength can be improved right though a person's 30s. Injury- older people are more prone to injury than young people. They often take longer Flexibility- the very young are very flexible and this continues with women in to their teens. By their 30s men in particular tend to have lost much of their flexibility Reaction time- this shows

down with age. Experience- older people tend to make up for their reduced physical capabilities by using their skill levels to better effect. This is known as an experience Injury and Performance Being fit does not prevent illness although it is true that a fit person should recover from both illness and injury more quickly than an unfit person. Injury is one of the biggest problems that can face a sports person. It is often the single most limiting factor relating to performance. Prevention of injury is better than cure .injuries are best avoided by: Training correctly and with the aim of developing those factors that are important for the event.Doing sufficient warm-up activities, including flexibility and stretching exercise to help prepare the body for work, and warming down. Using protective equipment, such as mouth guards, shin pads and helmets which are designed to protect the players, as well as enhance performance. Wearing the correct clothing for the sport concerned, as ill-fitting shorts can chafe the inside of the leg and poorly fitting footwear can lead to a host of leg and foot injuries.Playing to the rules of the sport. Rules are not just about fair play but were also devised with the safety of the individual in mind. Referees and umpires are dutbound to enforce the rules to help protect players. Checking that the environment is safe (Honeybourne, et al, 2000) .

2.13. Factors affecting performance of athletes

2.13.1. Diet and Exercise

Not all diets are healthy. The food taken in must provide all the nutrients for body growth and the energy for exercise. A balanced diet must contain all the nutrients you need in the current amount. Involvement in hard physical exercise does not seem to have any long- term effects on the digestive system however during hard exercise blood is diverted from the stomach to the working muscles, this means that any food in the stomach cannot be absorbed during the exercise often the body tries to get rid of this food during exercise by vomiting(Drnheim, et al, 2000).

Diet major importance to the sport person. Different performers require different types of food, reflecting the different types of physical activity that are undertaken. I addition, a person's diet may change prior to competition. The aims of the competition diet may be to: Build up stores of carbohydrates-so that energy can be produced for longer period of time. Enter the competition with as little in the stomach as possible this helps the breathing process Prevent gastric disturbances-the competitor should avoid gas -making foods onion, baked beans and cabbage. Provide positive psychological attitude- if a good diet is followed it helps to develop sense

wellbeing, both before and during completion. During physical activity food stuffs must be avoided but sports people should drink liquid especially water to replace losses brought about by sweetening and energy production, and to help maintain body temperature. After hard physical activity it is important to continue replacing lost fluid and eating food replaces depleted energy stores. However eating should be delayed from between one to two hours after competition (Retrieve on 05/10/ 2011 from)www.ocr.org.uk).

2.13.2 Development of an effective training program

According to explains the steps involved when developing a training program. The process of creating a training program to help develop and individual's level of fitness comprises of 6 stages. Gather details about the individuals ,identify the fitness components to develop, Identify appropriate tests to monitor fitness status, Conduct a gap analysis and Compile the program, Monitor progress and adjust program

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

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

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

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

Stage5: The next stage is to prepare a training program using the results of the gap analysis and "FITT" principles- frequency- how often should the individual exerci intensity- how hard should the individual exercise- Time- how long should each session last T- Type or training activity What exercise of training activity will help achieve the individual's fitness goals? Plan the program in four week cycles where the work load in the first three weeks increase each week (easy, medium, hard) and the fourth week comprises of active recovery and (Mohamed 2008)

2.13.3 Points on fitness and Training

The following are some general points on fitness and training for athletes: Before beginning any exercise program, athlete should have a full medical check-up it is good practice to make this the start of regular annual check-ups. Some medical conditions may suggest a modified program. Nor is there an upper age limit for exercise. The right exercise program supported by relevant medical advice will keep the heart and muscle healthy to provide and use every required to enjoy one's lifestyle. The starting focus of all exercise programs is low intensity training to develop heart endurance. Stiffeners following exercise are natural and not serious. Sharp pain rather than discomfort during the next bout of exercise may be cause for alarm. It might be due to slight muscle strain and rest followed by low intensity exercise and gentle normal exercise programs do not have this effect, In fact, by reducing fat around the muscles, and improving muscle tone, a more attractive definition of the limbs will result. Exercise machines are sound and safe to use provided their use is properly explained by a qualified instructions. Because fitness is specific, so also are fitness program. The objectives of each phase of training program should be clearly defined and the program planned to meet those objectives. Personal fitness programs, athletes must on the one hand set out details of physical activity and regeneration, nutrient, sport psychology and sport medicine relevant to the individuals needs (Gerry Carr 1999).

2.13.4 Training program

According to stated, "Scientific based and systematic training program is fundamental to the athlete fitness. Training provides the athlete with the basic means to adapt to his particular stressors through controlled exercise the principles of training which apply in designing fitness programs apply equally to elite performers, recreational performers developing performers and those whose live are not oriented towards sport or physical recreation". The interpretation of specificity is clear when one considers the type of fitness required for a given lifestyle. Whereas the athlete works to increase fitness towards some level of excellence. Thus, the lorry driver slumped at his wheel uses few abdominal or back muscles and should therefore attempt to improve muscle tone in these areas. (Dick 1997)

2.13.5. Effects of training

Training might be considered as having three level of effect. Immediate: the immediate effect of training is the body's reaction to the stressor of the training stimulus's they include increased heart rate, perspiration, increased blood locates, high endocrine system involvement and fatigue.

Residual: - the residual effect of training is what might be considered as the body's recovery and preparation response. The recovery response is seen in raised general metabolism of sometime after exercise is concluded. During this time the body's resting state is restores with the waste products of energy expenditure removed, and are stressor related effects gradually eliminated. The preparation response is seen in the heightened level of adaptation to future trainings stimuli .Having been stressed by the training stimulus, the body organizes itself to ensure that next time it will not be stressed so muchby the same stimulus! Put another way, this effect of training ensures that the body is prepared for a greater training stimulus next time. Cumulative: - the cumulative effect of training is the body's progressive adaptation through the preparation response. This is what is measured in fitness monitoring tests are over a period of months or even years (Drnheim, et al, 2000).

2.15. Principles of training and Structure for Practice

2.15.1Principles of Training

A major objective of training is to improve performance. The body has the ability to respond to physiological and environmental stressors and to adapt to them. This adaptation occurs over time and with practice and often leads to improved performance. Training programs are designed to challenge athletes mentally and physically in the pursuit of improving their exercise capacity and efficiency. The following principles can be applied to all types of training to improve performance: progressive overload, specificity, reversibility, variety, training thresholds, warm-up and cool-down techniques. Each of these will be considered in the coming pages. Two other terms you will need to understand are maximal effort (or work) and sub-maximal effort. These terms are used at various times throughout this text: Maximal effort refers to exercise at the highest intensity possible, which can only be maintained for a short period of time such as sprinting Sub-maximal effort refers to exercise at a rate less than maximal intensity, which can be maintained for a longer period of time (such as jogging). It is often impossible to make an all-out effort for an extended period of time. Therefore, it is useful to use tests of sub-maximal intensity in order to predict maximal intensity. (IAAF 2001)

2.16 Principles of Reversibility

Loss of physiological and performance adaptations occurs rapidly when a person terminates participation in regular exercise only 1 or 2 weeks of detraining significantly reduced both metabolic and exercise capacity with many training improvement totally last within several month. Principles for Structuring Practice Big Movements before Small Movements It is easier to make big movements which require less accuracy than it is to carry out small accurate movements. So big movement are easier for learn. When coaching the beginner it is better to get the big movements of a skill correct before worrying about the precision of advanced technique ((Prentice, W.E 2000)

2.17. Progressive Overload Principle

The basic principle of progressive overload is that a training effect is produced when the system (for example, the cardiovascular system) or tissue (for example, muscle tissue) is worked harder than it is accustomed to working (that is, when it is 'overloaded'). As the body adapts to the new levels, training should continue to be progressively increased. This progressive overloading, over time, will produce greater maximal efforts in the system or tissues being trained. Considerable stress must be placed on the system or tissue so that improvements can occur. Light, regular training will not achieve this. If gains are to be made, weights must become progressively heavier, running must become longer and training sessions must be harder. If there is too much overload, injuries can result; if there is too little, the training effect will decrease.(Jones M.T 2014)

2.18.Principle of Specificity

The principle of specificity states that the type of exercise being used in training should be specific to the: task requirements, energy systems required in the task, muscle groups required in the task ,components of fitness involved in the task. For example, to be competitive in their chosen sport, marathon runners need to develop the aerobic energy system using leg muscles (not shoulders). A discus thrower needs to develop the ATP-PC system to throw while, at the same time, developing the shoulder, back and arm muscles specific for throwing and power. To put it simply cycling isn't running, and rowing isn't swimming. There is a place for cross-training; that is, training that is not specifically designed for the primary sport being pursued. Cross-training helps with: Motivation, maintaining an aerobic base, avoiding or recovering from

injury, assisting with muscular balance, Cross-training is a supplement to specific energy system training, however, and not a substitute for it.(Anthony Turner 2009)

2.19 .1. The Principle of Continuity

This principle is based on the patterns of adaptation of the body to training loads and recovery, i.e the phenomenon of super compensation. The most important task is to combine workouts, recovery and content. Too long time for recovery after workouts will not improve fitness because the positive gain will be lost. Continuity has several important aspects: The effect of loading stress on adaptation process; The effect of the training content; Training stages. Sporadic or seldom training does not improve fitness or fitness is improved too slowly because training is inefficient. The ratio of training types is also important. If the training program is un substantiated or the sequence of workout is incorrect“ fitness will not improve or will improve too slowly. For instance, strength does not develop if workout in strength training is seldom. If one type of fitness is trained in the initial stage and subsequently it is given too little attention in the later stage, fitness will not improve as it should.(Kaunas, 2012)

2.20. Principle of Variety

Training is a long term process and loading and recovery can quickly become boring for the athlete and the coach. The successful coach will plan variety into the training program to maintain the athlete’s interest and motivation. In training for athletics a change is sometimes better than a rest. This change and variety can come from such things as changing the nature of the exercise, the environment, time of day of the session and the training group. Variety is an area in which the coach can be at his most creative. (Thompson, 2009)

2.20.1. Recovery and Restoration Principle

All gains in training are achieved during periods of recovery. This fundamental fact of athletics is probably the most ignored. Recovery and restoration of the body are integral and active elements of training, not the absence of training. For the body to adapt positively to the progressive overload of training, it must be able to recover adequately from the applied stress. The mantra “no pain, no gain” all too often runs the very thin line between maximum beneficial training and overtraining. The volume of training is far less important than its intensity and intelligent application. Training without proper rest yields poor results and, often, injury. (Amneus, 2008)

2.20.2. Principle of periodization

Olympic Games, world and continent championships take place periodically every few years. National championships are held on a yearly basis. Therefore there are certain cycles in athletic training. The principle of periodization means that one cycle is followed by another cycle; i.e the end of one cycle corresponds to the beginning of another cycle, where fitness has to change in such a manner that the athlete's fitness in the new cycle would exceed the fitness in the previous cycle. Of course this condition is sometimes hard to meet, especially in athletes of mature age. (Kaunas, 2012)

2.20.3. Planned Performance Training

The primary purpose of training is to improve and plan the performance of the athlete. The systematic application of skill instruction, biomechanics, and the principles of training to the development of track and field athletes is planned performance training. Planned performance training seeks to achieve maximum improvement in performance and is structured so that peak performance occurs at predetermined moments within the competitive season. That, after all, is the point of competition. Without such planning, the training of the athletes becomes haphazard and good results become a matter of happenstance rather than planning and prediction (John Amnusetal 1995)

2.20.4. The Individual's Response to Training

Each individual is unique. Each individual brings to athletics his own capabilities, capacities and responses to training. Different athletes will respond to the same training in different ways. There is no such thing as an ideal training program that will produce optimal results for everyone. You, as the coach, need to understand the principles of training and apply them with your knowledge of the individual athlete. This knowledge should be of the many factors that affect the planning of the individual athlete's training program. (Paradise 2007)

2.20 .5 Developing a Coaching Philosophy

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 (Johan Amneusetal, 1995).

2.20.6Philosophy for Coaching the Sprint Events

Coaches and athletes in all sports have surrendered to the belief that speed, like height, is a trait predetermined by genetics and something that cannot be significantly improved by training. The truth is, speed can be significantly improved through training and an awareness of the essential techniques common to the fastest sprinters. The development of running speed is not simply a gift of genetics. Speed is a skill, and it can be learned and developed by athletes at every level of competition. Our genetic endowments influence everything we do; however, we are not limited to the level of abilities demonstrated by our ancestors. The depth of performance potential waiting to be discovered in us all is limited only by our attitudes. The dramatic improvement of athletic skills and the acquisition of new ones are within the grasp of any performer. Success is found where coaches demonstrate these expectations for the athletes they coach. Regardless of the race distance, the single most important performance component is speed. When distance runners cross the finish, they are not commended for their great aerobic capacity. The hurdler doesn't earn style points for technical merit or grace of execution. What matters most in races of all distances is the speed demonstrated from the start to the finish line; therefore, every track athlete should have a speed development program regardless of his or her event. In the absence of a team based speed-development program, excellent sprint prospects can often be overlooked. Coaches should not expect to see the skill of speed demonstrated by all of their best candidates for the sprint events before learning has even begun. (John et al, 2012)

2.20.7.A Genetic Influence on Muscle Function and Athletic Performance

Heritability plays an important role in human performance. Researchers estimate that performance related traits important to elite athletes have heritability values of about 50% for maximal oxygen uptake (VO₂max), 42-46% for cardiac output, 40-50% for muscle fiber type proportions, and 67% for explosive muscle power (Macarthur et. al, 2004). Thus it is probably favorable to possess the right blend of genes that are conducive to an athlete's specific discipline, especially for muscular strength and endurance. Today, athletes and coaches are curious about the possible role of genetics in determining who will be a champion. Coaches would like to know if an athlete's genetic background could be used to help select those who have a better chance of succeeding. Athletes wonder if the genes they have inherited might help or limit their

abilities to perform at high levels in various sports. Genes are parts of the DNA molecules in every cell of the body that carry information responsible for the subsequent production of specific chains of amino acids, which are then used to develop specific proteins. The genotype is the total combination of the thousands of genes within the body, that is, the genetic potential of a person. (Macarthur et. al, 2004).

2.20.8.Genetics and Training

The genes also determine the speed and extent to which our body's performance characteristics respond to exercise training, diet, and other environmental factors. The speed of a sprinter is determined in large part by physiology. There are two types of muscle fibers, slow-twitch and fast-twitch fibers. Slow-twitch fibers are more efficient in using oxygen, fast-twitch fibers fire more rapidly and generate more force. Sprinters have a high percentage of fast-twitch muscle fibers, fibers that contract quickly. The Gene ACTN3 – which produces a protein (Actinic-A, alpha-actinin3) in the fast-twitch muscle fibers has been linked to increase sprinting performance.(Bouchard et al., 1997).

2.21. The Roles of a Coach

The term “coaching” is often used to cover a wide range of activities usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve. Many people would claim to help in this way, for example, parents, teachers, officials and sponsors. So what does coaching really involve? Coaching involves teaching, training, instructing and more. It is not simply about helping people to learn sports skills, improve performance and reach their potential. It is also about recognizing, Understanding and providing for the other needs of athletes. These needs are many and cover a wide range such as social and emotional needs, as well as the more obvious needs related to athletics and competition. As a good coach you should have a code of ethics which places the rights and needs of your athletes before those of yourself. You will need to develop a caring and continuing relationship with the athletes you coach. Participation in athletics is a social process. Your coaching will therefore have great power to shape the lives of your athletes. It is possible to see your only job as a coach in setting exercises and tasks to bring about changes in performance. Experienced coaches will point out that this is only part of the picture. As a coach you will have many jobs and functions.

Some you will perform willingly, others will be less attractive to you, but are just as important. All these jobs or roles contribute to being a successful coach (Peter J L Thompson 1991).

As a teacher – imparting new knowledge, skills and ideas
As a trainer improving fitness
As an instructor directing activities and practice
As a motivator generating a positive and decisive approach
As a disciplinarian determining a system of rewards and punishments
As a manager organizing and planning
As an administrator dealing with the paper work
As a publicity agent working with the medias
As a social worker counseling and advising
As a friend supporting
As a scientist analyzing, evaluating and problem solving
As a student willing to listen, learn and look for new knowledge
Most coaching situations any or all of these roles are combined, and in all these situations you will need to make decisions. Your philosophy of life guides everyday decisions, while your coaching philosophy guides all decisions with which you are faced as a coach. So coaching calls upon many skills that are gained by experience and knowledge. This knowledge and be learnt on courses like this, but means little without practical application (Peter J L Thompson 1991).

2.21.1. Influence of the Coach

Coaches can develop very close relationships with young athletes and become very important to them. Because they teach new and exciting activities, and reveal new abilities, they can assume significance in children's lives second only to that of the family. This may be particularly true where athletics becomes especially important to the child and the coach-athlete relationship continues for a long time. Coaches should be aware that they are in a position both to build confidence and to destroy it with a few words, or even a look. (Sharkey, B.J.1996)

2.21.2. Coaching Behavior

Coaching demands a high level of professionalism, even when you are working as volunteer. As a coach you must not only have high personal and professional standards, but also live by them. The coach-athlete relationship is not only a matter of preparing for achievement in the stadium. It is also a matter of shaping attitudes and being an educator in the broadest sense. Through your work and how it is carried out you projected image of coaching to athletes, to other coaches and to those who are not involved in coaching
Athletics has a place above all other sports. Its various skills are fundamental to most other sports and modern training theory owes its existence to athletics. It is probably the most international of all sports and is the center piece of the Olympic Games. Coaches, because of their position in preparing several generations of athletes for their

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

2.21.3 Coach-Club or Institutions

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

2.21.4 Philosophy and Coaching Styles

In the past the often accepted role of the coach was to be a dominant, authoritarian leader with the athlete as a disciplined follower. In the modern world the athlete is exposed to wider views and his vocabulary has expanded to include the word "why? "This should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete. Most coaches tend to coach in the style that they were coached themselves. This is sometimes effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms we can identify three distinct leadership styles, authoritarian, cooperative and casual. The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching.

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

2.22. Appropriate Equipment and Facilities

In order to perform better and to learn perfectly any sports skill, there should be provision of appropriate equipment and facilities recommended and required for learning the particular sports skills. Lack of proper and appropriate equipment and facilities results in mishap and injuries while practicing or learning any sport skills or the course of competition. So, there should always

be a provision of appropriate equipment and facilities required for learning particular sports skill (. Srinivasaraju, 2012).

2.22.1. Athletes Selection Criterion

Talent Identification (in the purest sense) assumes that there is a genetic basis underlying performance. That is, some individuals are born with innately better/higher capacities and/or trainability. There is good evidence for the genetic basis of performance in a number of areas relevant to sporting success. This includes kin anthropometry, physiological and motor attributes. There is also strong support for the role that environmental and sociological factors play in the development of elite athletes. Indeed, some academics have hypothesized that as long as you are prepared to indulge in a pre-requisite level of ‘deliberate practice’ any person is capable of attaining excellence. Too often in the scientific literature, we place these extremes at opposite ends of a continuum. That is, some place emphasis on the genetics (nature) while others on the environment (nurture). The reality most likely lies somewhere in between; it is a combination of the two – nature and nurture - with the contribution of each varying according to the demands of the sport.(Carter. and Ackland, 1994).

2.22.2. Sprinting Mechanics

For sprinters, muscle power, neurological innervations, and length of limbs are the most important factors to consider. These factors affect the two main components that determine running velocity: stride length and stride frequency. The process of achieving faster sprint times begins with training to improve the sprinting mechanics of the athlete. This can be achieved through carefully choreographed drills. (John et al, 2012)

2.22 .3.Stride Length

Stride length is governed by the power the sprinter exerts during the ground contact period. Stride length in turn has an effect on the angle of force to the ground. When sprinters overstride, or place the landing foot too far forward of their centre of mass (CM), they create braking forces that slow them down. Although in principle, it is useful for sprinters to try to lengthen their stride, by over striding they may actually cause their stride to shorten.The best way to improve stride length is not by changing technique but rather by improving the ability to produce power. Natural increases in stride length occur when greater power is applied to the ground due to improvements in stride frequency. (John et al, 2012)

2.22.4 Stride Frequency

Stride frequency depends on the functioning of the central nervous system (the firing ability of the nerves stimulating the muscles), the muscle fiber type, and the length of the limbs. The more FT fibers a sprinter has, the greater stride frequency he or she can attain. Shorter limbs can move with greater frequency. longer limbs have a lower frequency. Short sprinters therefore typically run with a very powerful stride and on average run short races faster. Most tall sprinters run faster in the longer sprint races, in which both speed and endurance are needed (Coh & Tomazin, 2005).

2.23. Energy Systems

ATP does not exist in the muscles and tissues in abundant supply waiting for activity to occur. In fact, the small amount of ATP that is present provides only enough energy for a few seconds of intense activity. The body does not produce ATP continuously, so it must be recycled in a process known as resynthesis. This process rebuilds ATP from ADP using one of three energy systems. The energy system used by the body is dependent on: how long the activity will take place the intensity of the activity how quickly the activity is performed. (Other study by Zegaw, 2012)

2.24. Nutrition

Though success in sports is determined primarily by athletic ability and proper training, nutrition affects the athlete in many ways. Nutrition is important for normal growth and development and for maintaining good health. A healthy athlete feels better, trains harder, recovers more quickly and is less susceptible to illness. Therefore an athletic center has to have qualified nutritionist personnel. All foods are used for heating, energy, repair of existing tissues and the creation of new wheel necessary. An athlete's daily intake is often upwards of 4000 to 5000 calories- about 30 or 40 percent of which is efficiently used. If this seems a small proportion, it is still four times efficient as the average motor car (.Srinivasarajut, 2012).

Good nutrition is an important component of any successful training program. Food is the fuel of athletic performance. Though you cannot control the food your athletes eat, you can guide them toward healthy eating. To do so, you must be acquainted with the basics of proper nutrition. This chapter is a primer to help you address some of the nutritional demands and concerns faced by your athletes. The importance of proper nutrition for the performance of athletes requires a due attention both by the athletes and coaches. According to (Edward et al, 2012)

2.25. Nutrition for the Athlete

Sport nutrition is built upon how nutrients such as carbohydrate, fat, and protein contribute to the fuel supply needed by the body to perform exercise. They get converted to energy in the form of adenosine triphosphate or ATP. It is from the energy released by the breakdown of ATP that allows muscle cells to contract the food acts in the body as a fuel, providing energy and chemicals for movement, growth and to keep the body healthy. What we need nutritionally is affected by our age, gender, physique, level of physical activity and state of 19 health. The different types of nutrients are: Carbohydrate, Protein, Fat, Vitamins, Minerals, Water and Fiber. The importance of proper nutrition for the performance of athletes requires a due attention both by the athletes and coaches. According to Edward et al, 2012, proper nutrition is vital for track and field athletes. Extreme workloads require hyper nutrition and proper timing of food intake. Athletes should eat healthy snacks even during training sessions. It is best to have several small meals daily rather than one large meal for food to be utilized optimally. Similarly, other study by have emphasized that athletes should eat balanced diet and enough calories to cover the load and to maintain the body. (Zegaw, 2012,)

2.26. Effects of Training

Training might be considered as having three level of effect. Immediate: the immediate effect of training is the body's reaction to the stressor of the training stimulus's they include increased heart rate, perspiration, increased blood locates, high endocrine system involvement and fatigue. Residual: - the residual effect of training is what might be considered as the body's recovery and preparation response. The recovery response is seen in raised general metabolism of sometime after exercise is concluded. During this time the body's resting state is restores with the waste products of energy expenditure removed, and are stressors related effects gradually eliminated. The preparation response is seen in the heightened level of adaptation to future trainings stimuli .Having been stressed by the training stimulus, the body organizes itself to ensure that next time it will not be stressed so much by the same stimulus! Put another way, this effect of training ensures that the body is prepared for a greater training stimulus next timeCumulative: - the cumulative effect of training is the body's progressive adaptation through the preparation response. This is what is measured in fitness monitoring tests are over a period of months or even years change and variety can come from such things as changing the nature of the exercise, the

environment, time of day of the session and the training group. Variety is an area in which the coach can be at his most creative. (Drnheim, , 2000).

2.26.1. The environment and performance

The main factors to be considered are discussed below: The weather it can be too hot, cold humid or windy for a person to produce a high-level performance. Few athletes can produce their best performances when it training or very cold. The training program should reflect the anticipated conditions that will prevail when the competition is due to take place. Remember, it is not just the cold that can affect performance. How many 'fun-runners' train in the evenings after work for special half marathon and then find that the event takes place in the heat the day? The state of the sports area the track or the sports field can influence performances. Pitched with long or wet grass slow players down. Long grass can also affect the movement of a ball in a game. Artificial surface will also affect performance, if the player is used to grass. Inside, a dusty or wet floor in a gymnasium can be slippery and is, therefore, The venue- the training program should take in to account where the event will be held. This is specially so if the event is to take place at altitude. (Sharkey, B.J.1996)

2.26.2. Lifestyle and performance

The way we live affects our performance. Training for fitness not only includes doing the correct physical work, but also means generally living our lives in a healthy way. It is not possible for burn the candle at both end and produce a good class of performance. So, what do we mean by our well-being? It covers; Physical well-being:- a body working well, free from illness and injury. Mental well-being: a relaxed attitude, a mind free from stress and worry Social well-being:- a warm, contented, well fed existence in a settled social environment athletes with a healthy lifestyle could be said to have a 'sashed' approach to life: Sleep sufficient good quality sleep is an essential part of any training program. Attitude a positive attitude is desirable in all people. But essential in sportsperson's attitude' includes having respect for one's opponents and fellow players. Like a positive approach to competition, respect, for others is essentially and it can help, indirectly, to produce a better individual performance. Smoking:- smoking tobacco makes you smell, can ruin your health and can eventually kill you . Hygiene- good personal hygiene helps you to avoid infection and makes you feel good. For athlete, good foot care is essential. Environment-living in a pollution free situation can help to void respiratory illness.

Also, climate and the weather can affect performance. Diet- a currently balanced diet can help you cope with the everyday stresses of life(Webster, 2000).

2.27. Strength Training and Neuromuscular Adaptations

Systematic strength training produces structural and functional changes, or adaptations, in the body. The level of adaptation is evidenced by the size and strength of the muscles. The magnitude of these adaptations is directly proportional to the demands placed on the body by the volume (quantity), frequency, and intensity (load) of training, as well as the body's capability to adapt to such demands. Training rationally adapts to the stress of increasing physical work. In other words, if the body is presented with a demand rationally greater than it is accustomed to and enough recovery time is given to trained physiological systems, it adapts to the stressor by becoming stronger. Until a few years ago, we believed that strength was determined mainly by the muscles' cross-sectional area (CSA). As a result, weight training was used to increase "engine size"—that is, to produce muscular hypertrophy. However, though CSA is the single best predictor of an individual's strength (Lamb 1998), strength training research since the 1990s (and authors such as Zatsiorsky and Bompa) have shifted the focus to the neural component of strength expression. In fact, the primary role of the nervous system in strength expression was well documented by a Neural adaptations to strength training involve disinhibition of inhibitory mechanisms, as well as intra- and intermuscular coordination improvements. Disinhibition affects the following mechanisms: • Golgi tendon organs—sensory receptors, located near the myotendinous junction, that elicit a reflex inhibition of the muscle they supply when it undergoes excessive tension, either by shortening or passive stretching • Renshaw cells—inhibitory connecting neurons (interneuron's) found in the spinal cord, whose role is to dampen the rate of discharge of alpha motor neurons, thus preventing the muscular damage derived from tetanic contraction • Spinal inhibitory signals—conscious or unconscious inhibitory signals that come from the brain (Broughton 2001).

2.28.Per iodization Training for Sports

The components of intramuscular coordination are as follows: Synchronizationthe capacity to contract motor units simultaneously or with a minimum latency (that is, with a delay less than five milliseconds) Recruitmentthe capacity to recruit motor units simultaneously Rate coding the capacity to increase firing rate (motor unit discharge rate) in order to express more strength Adaptations in intramuscular coordination transfer well from one exercise to another, as long as

the specific motor pattern is established (intermuscular coordination). For instance, the maximum voluntary recruitment of motor units developed through maximum strength training can be transferred to a sport-specific exercise skill as long as its technique is known by the athlete. The objective of maximum strength macro cycles is to improve motor unit recruitment of the prime movers, whereas power macro cycles work mainly on rate coding. Contrary to popular belief, these two aspects of intramuscular coordination—recruitment and rate coding—play greater determinant roles than synchronization does in muscular force production. Intermuscular coordination, on the other hand, is the capacity of the nervous system to coordinate the “rings” of the kinetic chain, thus making the gesture more efficient. With time, as the nervous system learns the gesture, fewer motor units get activated by the same weight, which leaves more motor units available for activation by higher weights. Therefore, to increase the weight lifted in a given exercise over the long term, intramuscular coordination training (technique training) is the key. Despite the fact that the hypertrophic response to training is immediate (Ploutz, et al. 1994), the accretion of muscular protein becomes evident only after six weeks or more (Moritani and deVries 1999; These proteins, which represent the specific adaptive response to the imposed training, stabilize the achieved neural adaptations. This is the way to read the famous study by Moritani and deVries because the neural adaptations, once they take place, are neither at their full potential nor absolutely stable. Therefore, to increase strength over time, one must keep training the factors discussed here. This is particularly true of intermuscular coordination, which allows load increase in the midterm and the long term on the basis of ever-increasing system efficiency, as well as specific hypertrophy (Phillips 2003).

2.29 .Philosophy and Coaching Styles

In the past the often accepted role of the coach was to be a dominant, authoritarian leader with the athlete as a disciplined follower. In the modern world the athlete is exposed to wider views and his vocabulary has expanded to include the word “why?” This should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete. Most coaches tend to coach in the style that they were coached themselves. This is sometimes effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms we can identify three distinct leadership styles, authoritarian, cooperative and casual.the

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

2.29.1 Good Atmosphere

It is an important factor that plays an important role in the organization of any sport events. Any sports event should be organized at the safer places. There should always adequate provision of security of the players in order to avoid unforeseen events which results in the injuries of the players (Ibid 2000)

2.29.2 Massage

According to the American Massage Therapy Association (AMTA), massage acts to improve performance, reduce pain, prevent injury, encourage focus and shorten recovery time. It basically involves two types of responses: a mechanical response as a result of the pressure and movement and a reflex response where the nerves respond to the stimulation of a massage. (Mackenzie,2000)

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Methodology of the Study

This chapter deals with the method and procedures that was adopted in carrying out the Study. Specifically, it describes the design for the study, area of the study, population for the Study, sample and sampling technique, instrument for data collection, validation of the instruments, reliability of the instrument, method of data collection and method of data analysis

3.2 Research Design

To fulfill the objective of the study the cross –sectionalsurvey research design method was used. In order to achieve the intended objective, qualitative and quantitative method was chosen. The data from the questionnaire was analyzed quantitatively by using in statistical way. In this way there is percentage, table and table contains the item, the number and percent of ,mean, standard deviation and one sample t-test respondents for question. In this case the questionnaire from athletes and coaches are expressed.

3.3. Study Area

The study area were located in south East part of Ethiopian it far from Addis Ababa 222KM. the study area also located with about from jimma 572KM and found in the south East part of Ethiopia.



Ethiopia Maps



Arsii Zone



Bekoji Town



Map of the study area. Source: GIS source of Ethiopian Institute of Agricultural Research (EIAR)

3.4. Source of Data

3.4.1. Primary Sources Data

The main source of data for this study was both primary and secondary sources. The source of primary data for this study; the information the researcher obtain from Athletes, coaches and Arsi zone athletics training center administration through questionnaire, interview and observation.

3.4.2. Secondary Sources Data

.Whereas the source of secondary data was collected from relevant books, journals, document and internet.

3.5. Population

The total populations of the research study were Athletes, coaches and Arsi Zone athletics training center administration were 463 Athletes, 27 coaches and 8 training center manager respectively. The researcher used systematic random sampling technique method was used to select the participant of the study. 102, athlete, 6 coach and 4 manager to obtain relevant data for this study.

Table 1 Population Size

No	Name of Arsi Zone Athletics Training center	Events	No Administration	No Coaches	No Athletes	No Population
1	Turunash Dibbaba Training Center	-Short. Middle, Long Distance and Field event,	3	12	260	275
2	Adama Club	- Short. Middle, Long Distance and Field event,	1	4	60	65
3	Boqoji Atletices Training center	- Short. Middle, Long Distance and Field event	1	4	45	50
4	Lemuand Bilbilo.	- Short. Middle Long Distance,	1	2	26	29
5	Danddi club	- Middle, Distance and Field event,	1	2	42	45
6	Assela Club	Short. Middle, Long Distance. Field event,	1	3	30	34
Totale			8	21	463	498

3.6. Sample size

Systematic random sampling Technique method was used to get the representative or the participant of the study. Accordingly, the researcher was take the participant by using (Kothari: 2004) formula which all 112 were give relevant information for this research study.

Table 2 Study Participant

No	Name of Arsi Zone Athletics Training center	Events	No Administration	No Coaches	No Athlete	No participant
1	Turunash Dabbaba Training Center	-Short. Distance	1	3	50	54
2	Adama Culbe	-Short. Distance	1	1	20	22
3	Beqojii Atletices Training center	-Short. Distance	1	1	17	19
4	Leemuand Bilbilo.	-Short. Distance	1	1	15	17
Total			4	6	102	112

Among a total of 492 Athletes using (Kathari 2004) equation which used in developing country 102 Athletes were selected accordingly, 102 or nearly 12% of the Athletes , 6 or 100% of the Coaches and 4 or 100% of the Training Center l administration were included in the study all together 112 participant were included in the study. The following formula was used to determine total sample size (Kothari: 2004)

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{N}{1 + N(e)^2}$$

n: the sample size for a finite population

N: size of population which is the numbers of students

P: population reliability (or frequency estimated for a sample size n) where p is 0.5 which was take for all developing countries population and $p*q=1$ margin of error considered is 7% for this study

Z: normal reduced variable at 0.05 level of significance z is 1.96

based on the formula the sample size determine as follows

The researcher used Stratified sampling Technique method because the number of population is located in different geographical aerial for this study.

3.8. Data Collecting Instrument.

In order to get sufficient information the researcher used triangulation method of data collecting instrument;

- Questionnaire, Observation, Interview are used

3.8.1 Questionnaire

Self developed standardized questionnaire were prepared in English language and distributed to athlete and coach. Moreover, the questions were translated to Afan Oromo and Amharic for athlete in order to avoid the presumably misunderstanding of the message conveyed with the questions. The researcher validated the instruments that were developed as follows: before the actual data collection is started; the instruments are given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, necessary modifications was made and given to the thesis advisor for further comments, criticisms and evaluation.

3.8.2. Observation

The researcher has also take place observation to gather information relevant to the study. The athletics training center facility and equipment availability, training methodology and coaching approach would be observed to get the relevant information about the major challenges of short distance running in athletics training center. Hancock (1998:89) also says, “Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument. For the purpose of observation, checklist is employed. Accordingly, the athletics training center was observing three times each. Hence, a total of twelve observations are marked using the check list developed for the purpose.

3.8.3, Interview

Sam-structure in interview would be conducted with 4 training center administration Prior to each interview, a schedule would be 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).

Considering these facts, an open, up-stairs balcony in the school library was selected in which to conduct the interviews. This location was quiet as it was in a library yet in a place where all parties felt safe. The school principal also felt comfortable here as they were not removed from their natural setting

3.9. Method of Data Collection Procedure

To collect the necessary data, the researcher had followed the following procedures. First questionnaires, interview questions and checklists for observation were prepared. Prior to the onset of the data collection, so as to gain full cooperation, which was very important to obtain meaningful data, both selected clubs was visited then official letters was given to the club administrator in order to get permission to collect the information from the athletes and coaches. The subjects were informed about the purpose of the study and rapport was build up with them to get their cooperation, the questionnaire were distributed by the researcher and researcher assistants and also given clear instruction for the procedure of filling.. Following this activity, the researcher distributed self developed standardized questionnaire, for Athletes andcoaches whereas interview conducted with training center administration and observation take place regarding the training center facility and equipment availability and Coaching style observation. Moreover, the researcher was following up questionnaire during filling up and timely collect back so as to minimize unreturned questionnaires or left-over

3.10. Pilot study

The instrument which were initially prepared wasgive to my advisor in order to comment the extent to which the items were appropriate in securing the relevant information for the research .based on the feedback obtained from my advisor, 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 were also examined by

cooperation of a friend of me who had M.sc in English to see if he suggest to any modification and determine whether they lead to certain conclusion for significance purpose of the study.

3.11 Reliability of the instrument.

Respondents views concerning on assessment on availability, the challenge of short distances running training same selecting arsii athletics training center in overall decision categories. N (11)

No	Items	Cronbach's alpha	Cronbach's alpha based on standard items	Number of items
1	Quotation related the interest of athletes in short distance running training	0.808	0.921	11
2	Quotation related the methodology of training short distance or sp	0.891	0.883	11
3	Quotation related that challenge athlete short distance training	0.783	0.738	10

The reliability of the instrument was determined using Cranach's Alpha statistics. Cluster A of the instrument which elicited information on availability of the interest of athletes in short distance running training had a reliability coefficient of 0.808 cluster B which elicited information on handling system of the methodology of training short distance running in arsi selected athletics training center had a reliability co-efficient of .891 while cluster C which was on impact of that challenge athlete short distance training in athletics training center had a reliability co-efficient of .783. Alpha value indicating high reliability of the instrument for the study.

3.11. Method of Data Analysis

In this study both qualitative and quantitative method of data analyzing were employed. The researcher use spss and analysis the data obtained from different respondents using descriptive statics which involves; frequency, mean, standard deviation, percentage. and one sample t test.

- Frequency, and percentage was used for analyzing interest short distance runners

- Mean and standard deviation was used for analyzing methodology of short Distance runner
- Finally one sample t test was used to identify factor affecting short distance runners.

The calculated mean score for each quantitative items was taken to be the median line of the scales or at (test value=3.00).and one sample t-test analyzed based on the following point.

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

3.12. Ethical Consideration

Regrind ethical consideration the researcher was governed by the researcher code of ethical in maintaining prefacing and confidential and or other related values and the researching promise to the study that the information which was collected from the respondent shall not be transferred to third part in candid or it will not be exploited for under taking other than the research study Besides this the proceeding of data collection was done anonymously without writing their name identification number, telephone number .so that the threat of beings disclosed was very much minimized

CHAPTER FOUR

4. RESULT AND DISCUSSION

This chapter deals with discussion, analysis and interpretation of the data gathered from respondents through questionnaire, interview and observation. Thus, statically description of frequency, percentage, mean standard deviation and inferential statics one sample t-test quantitative and qualitative analysis of data was incorporated in this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through questionnaire, interview and Observation .The data was collected from a total of 112 respondents. Thus, this chapter consists of two major parts. The first section deals with the characteristics of the respondents and the second section represent the analysis and interpretation of the main data

Table 4.2. Table of respondents' Sex, Age, Grade of Athlete and Training Year

Sex of athlete		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	59	57.8	57.8	57.8
	FEMALE	43	42.2	42.2	100.0
	Total	102	100.0	100.0	
Age of Athlete		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-16	33	32.4	32.4	32.4
	17-18	49	48.0	48.0	80.4
	19 Above	20	19.6	19.6	100.0
	Total	102	100.0	100.0	
Grade of Athlete		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-6	32	31.4	31.4	31.4
	7-8	51	50.0	50.0	81.4
	9-10	19	18.6	18.6	100.0
	Total	102	100.0	100.0	
Training Year		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-3	75	73.5	73.5	73.5
	4-5	27	26.5	26.5	100.0
	Total	102	100.0	100.0	

As indicated in the first part of this chapter, a total of 102 Athlete were involved in this study. As shown in above table those respondents were from four selected athlete training center arsi zone. As shown in table 4.1; concerning the respondents 59 were male and 43 were female athlete

As the above table indicates the information of Students' age from the total respondents 85 (84.2%) were between 17-18 years, 15-16 years 12 (11.7%) and 5 (4.1%) were above 19 years. There for, we can understand from the above table that the majority of Athletes were young.

As we can see from the above table from training Year 2-3, 75 (73.5%) Athletes and from training Year 4-5, 27(26.5%) athletes were participated as representatives in this study

Table 4.3; - Characteristics of coaches

		Frequency	Percent	Valid Percent	Cumulative Percent
Sex of Coaches	Male	4	3.3	66.6	66.6
	Female	2	1.2	33.3	100.0
	Total	6	4.5	100.0	
Age of Coaches	20-30	2	1.2	33.3	33.3
	31-40	2	1.2	33.3	33.3
	41-50	1	0.6	16.6	16.6
	51-60	1	0.6	16.6	100.0
	Total	6	3.5	100.0	
Qualification of Coaches	Degree	4	2.33	66.33	66.33
	M.sc	2	1.2	33.33	100.0
	Total	6	3.5	100.0	

From the above table 4.3, among the majority of Coaches 4 (2.3%) were male, and 2 (1.2%) female Coaches are females. This implies that, the participation of both sexes found to be unproportional. And Ages of Coaches 2(1.13%) of respondents had 20 to 30 years' experience, 2(1.2%) Coaches had 31 to 40 years' experience, 2(1.2%) had 40-50 years old and 1 (0.6%) had 51-60 years. It could be possible to conclude that, from their age the majority of the Coaches experience was above ten years. Thus, it is possible to say, they have experienced in coaching to

provide authentic information for the researchers. According to the academic qualification of sample Athletics Training center coach respondents 6 (3.5%) had a degree, whereas 2(1.2) had M.sc coaching..

Table 4.4: Questions related to interest of athletes toward short distance running training

N O	Items of question	Items of choices	High	Medium	Low	V. low	U n	Total
1	To what extent shortage of facilities influence your interest	Frequency	76	20	6	-	-	102
		Percentage %	75.5	19.66	5.88	-	-	100
2	How much praised for effort and achieving personal goal motivate you?	Frequency	42	35	15	10	-	102
		Percentage %	41.17	34.31	14.70	9.80	-	100
3	To what extent have interest toward short distance running training	Frequency	32	49	21	-	-	102
		Percentage %	31.37	48.03	20.58	-	-	100
4	What is your interest to take feedback	Frequency	49	45	5	3	-	102
		Percentage %	48.03	44.11	4.90	2.9	-	100
5	To what extent has role motivation for your performance development	Frequency	53	27	13	9	-	102
		Percentage %	51.96	26.47	12.74	8.82	-	100
6	What is the interest of coach to work cooperatively with athlete	Frequency	10	12	33	47	-	102
		Percentage %	9.80	11.76	32.35	46.07	-	100
7	What is the participation of community to compensate the scarcities of material?	Frequency	6	13	32	51	-	102
		Percentage %	5.88	12.74	31.37	50.00	-	100
8	What do you say the relationship between families and athletes	Frequency	6	10	22	62	-	102
		Percentage %	5.88	9.80	21.56	60.78	-	100
9	What is the strength of your colleagues to fulfill facility and equipment	Frequency	5	7	32	58	-	102
		Percentage %	4.90	6.86	31.37	56.86	-	100
10	To what extent integration between coach, administration body and federation?	Frequency	7	12	35	48	-	102
		Percentage %	6.86	11.76	34.31	47.05	-	100

Ten(10) items were designed as it was indicated in the above table 4.4. to collect responses from sample Athlete about interest of athletes toward short distance running training. The collected data were analyzed in frequency and percentiles,. The analyzed data were discussed as follows.

The first question was asked to understand the shortage of facility on athlete interest toward short distance running training 76(74.50%) 20(19.60%) and 6 (5.88%) of the responses had indicated that they had highly, medium and low on athlete interest respectively. This indicated as shortage of facility delay the interest of athlete toward the short distance running training.

The second question was asked to examine to what extent praise motivate athlete toward short distance training 42(41.17%), 35(34.31%) 15(14.70%) and 10(9.80%)majority of the responses had Responded aspraise motivate them highly. So this data indicated that as praise for athlete from different body encouraged their interest to ward training effectively.

Based on the above table item3 ;49(48.03%),of the respondents had medium interest ,32 (31.37%) of respondents responded high interest where as the rest 21(20.28) respondents had low interest toward the training .from the above information one can concluded that as majority of the athlete had medium interest toward short distance running .

The fourth question was asked to identify the interest of athlete to take feedback from different bodies ,so based on the above table majority of the respondents responded .49 (48.03%) high interest to take feedback,,45 (44.11%) responded medium , 5(4.90%) and 3(2.94%) of the respondent responded very low.

Based on the above table item5; concerning the importance of motivation for improvement of athlete performance As we can seen from the above table53(51.96%), of the respondents answered high 27 (26.47%), responded medium, 13(12.74%) were as the remaining respondedlow and 9(8.82%) of the responses had answered very low. From the majority responses the researcher can summarized motivation can improve the performance of athlete efficiently.

The sixth question was asked to identify the interest of coach to work cooperatively with concerned bodies. so as the above table items 6; indicate 47(46.07%), of the participant answered very low concerning the interest of coach to work jointly with the other bodies, 33(32.35%),responded low, 12(11.76%)medium, and the remain suggested 10(9.80%)highSo

from the above analysis the researcher can concluded there is absence of working jointly the concerned bodies concerning the issue of training center in order to make the training center competitive.

The seventh question was asked to assess the participation of society to compensate the scarcity of athletics facility and equipment. As we can seen from the above table item7;51(50.00%), responded very low,32(31.37%)low,13(12.74%)medium and the remaining suggested6(5.88%) high. So from the above analysis one can easily understand as absence of community participation on active participation to fulfill their responsibly to compensate shortage of equipment and facility.

The eighth question was asked to identify the awareness or relationship of athlete and their family. as the above data indicated 62(60.75%),responded very low concerning the relationship between athlete and their family,22(21.51%),low,10(9.80%) medium where as the last 6(5.88%) of the responses had responded high.

As we can seen from the above table table item9; Based on the effort of colleagues to overcome the problem faced training center 58 (56.86%) low, 32(31.37%), very low,7(6.86%)medium and 5(4.90%)high. So from the majorly respondents the colleagues do not exercises its role effectively to overcome or minimize the problem face training center and maximize the actively of training to make successful.

The last question was asked to identify whether coach, administration and federationwork cooperativelyto make the training center competitive. So as we seen from the above table 48(47.05), low,35(34.3) very low,12(11.76) medium and the last 7(6.86) high. In addition to these the researchers obtain the same result from interview.

Table 4.5, Question related to method of training

No	Items	Items of choices	F	%	Mean	STD
1	What is the relationship of coach and athlete	P	48	47.05	0.22	0.022
		S	20	19.60	0.40	0.020
		G	14	13.72	0.74	0.037
		VG	20	19.60	1.31	0.065
		E	-	-	-	-
		Total	102	100	2.67	0.144
2	What do you say the training plan for effective implement the training principle effectively	P	51	50.00	1.05	0.052
		S	38	37.25	0.18	0.018
		G	13	12.74	1.23	0.06
		VG	-	-	-	-
		E	-	-	-	-
		Total	102	100	3.60	0.180
3	What is the methodology coach's change depending on the situation?	P	43	42.15	0.25	0.013
		S	31	30.39	0.16	0.016
		G	28	27.45	0.60	0.030
		VG		-	-	-
		E		-	-	-
		Total		100	1.76	0.059
4	What do you say the methodology and practical activities relating?	P	38	37.25	0.42	0.011
		G	27	26.47	0.16	0.016
		S	22	21.56	0.78	0.039
		VG	15	14.70	1.96	0.098
		E	-	-	-	-
		Total		100	2.72	0.017
5	What do you think the flow of instruction implement coach apply during training?	P	52	50.98	0.14	0.002
		S	30	29.41	0.13	0.015
		G	20	19.60	0.40	0.024
		VG	-	-	-	-
		E	-	-	-	-
		Total	102	100	0.67	0.041
6	What do you say the coaches' methodology,	S	56	54.90	0.14	0.014

	knowledge and skill of coaches?	P	31	30.39	0.34	0.017
		G	25	24.50	0.59	0.029
		VG	-	-	-	-
		E	-	-	-	-
		Total	102	100	1.07	0.060
7	What is the philosophy of your coaches and training method	P	45	44.11	0.14	0.018
		S	35	34.31	0.16	0.016
		G	22	21.56	0.76	0.038
		VG	-	-	-	-
		E	-	-	-	-
		Total	102	100	0.96	0.072
8	What do you say Leadership and coaching style of the coach?	P	43	42.15	1.61	0.080
		S	41	40.19	0.35	0.017
		G	20	19.60	0.82	0.041
		VG	-	-	-	-
		E	-	-	-	-
		Total	102	100	3.51	0.175
9	What do you think coaching style based on the situation and considered participant?	S	48	47.05	0.90	0.045
		G	30	29.41	0.35	0.017
		VG	18	17.64	0.98	0.049
		E	6	5.88	1.24	0.062
		P	-	-	-	-
		Total	102	100	3.47	0.173
10	What do you say the Coaching style regarding to bring athletes short distance running performance improvement?	P	46	45.09	1.11	0.055
		S	35	34.31	0.18	0.018
		G	15	14.70	0.61	0.030
		VG	6	5.88	1.91	0.095
		E	-	-	-	-
		Total	102	100	3.81	0.1905

Item 1 indicated that, 48 (47.05%) of the respondent explains poor there was no the culture of working together athlete and coach, 20(19.60%) answered satisfactory, 14(13.72%) of athlete said good and 20(19.06%) repeated very well no one said excellent. From the mean score and

standard deviation 2.67,0.144 also indicated athlete and coach do not work cooperatively together.

Item 2;- presents athlete response with respect to the questions, Hence about 51(50.00%) of respondent replied poor,38 (37.25%) satisfactory 13(12.74%) and no one replied very good and excellent The mean score and standard deviation of the responses was 3.60 and 0.180 which was the significant value. This implies coach did not have effective working plan to implement the program properly. In addition to this observation conducted by the researcher implied the similar result with those listed in above.

From the above table we can see 43(42.15%) Of the respondents reveal poor, 31(30.29) satisfactory, 28(27.45) good where as the mean score and standard deviation 1.76 and 0.059. This imply coach did not use coaching style based on the training condition in parallel to these the researcher observed while observation the same situation

According to- the majority 38(37.25%) of respondents replied poor as the methodology of coaching and practical activity not go inline 27 (26.47%) satisfactory, 22(21.56%) replied good 18(17.20%) answered V. good. The mean score and standard deviation of the responses was 2.72 and 0.017 which The mean score and standard deviation of the responses was 2.72 and 0.017 which was significant value. This implies that the methodology of coaching and practical activity not implemented effectively.

From table the same table item 5 concerning training instruction 52 (50.98%) replied poor, 30(29.41%) satisfactory, 20(19.60) reveal good The mean score and standard deviation of the responses was 0.67 and 0.041 which was significant value. This implies that the instruction of coaching and practical activity not implemented effectively.

The data analyzed on the above tables,56(54.90%) the majority of the respondents responded satisfactory that,31(30.39)poor and the remaining responded 25 (24.50) good and also the result of mean and standard deviation also indicated the same values. so from the above analysis the researcher can analysis coach did not has the skill of coaching and use effectively the coaching principle during implement the program .

From the above table item7, 45 (44.11%) respondents coach had poor coaching philosophy 35(34.31%) had satisfactory and the rest 22 (21.56%) had good The mean score and standard

deviation of the responses was 0.96 and 0.072 which was significant value. This implies that the philosophy of coach to train athlete efficiently and effectively had poor to make the athlete competent in competition and success in short distance running training.

The data analyzed on the above tables show that, 43(42.15%) the majority of the respondents responded poor concerning way of managing approach and coaching style, 41(40.19%) of respondents replied satisfactory, 20(19.60%) good and 8(7.84%) suggested v.good the values of mean and standard deviation 3.51 and 0.175 which was significant value. This implies that the Coaching style was not democratic for the athlete these causes the failure for the training center and minimize the relationship between coach and athlete and maximize unsuccessful.

From the above table concerning whether coach coaching based on the training situation or not as the respondent majority, 48(47.05) responded satisfactory which implies coach did not consider the training situation while give training for athlete, 30(29.41) replied good, 18(17.64) v.good and the remaining 6(5.88) replied Excellent. And also the result of mean and standard deviation show the same result.

The last question was asked to understand whether or not the coach coaching style bring athletes 'performance improvement or not. So as we can observe from the above table, 46(45.64) replied poor, 35(34.13) suggested satisfactory, 15(14.13) answered good, and the remaining replied v.good.

The value of mean and standard deviation 3.81 and 0.1905. in general this implies the coach coaching style and methodology did not effectively bring change on athlete performance due to improper coaching style and in proper implementation of coaching principle.

The calculated mean score for each quantitative items was taken to be the median line of the scales or at (test value=3.00). and one sample t-test analyzed based on the following point.

If **sig < 0.05** & t value < 0, → significantly lower than the cutoff point -- happened rarely or never

If **sig < 0.05** & t value > 0, → significantly higher /greater/ than the cutoff point--happened mostly or usually. (If "**Sig. (2-tailed)**" value is ".000", this actually means that $p < .0005$; it does not mean that the significance level is actually zero).

If $\text{sig} > 0.05$, → insignificant difference -happened sometimes. Therefore, it can be concluded that the population means that are statistically insignificantly different.

Table 4.6, Questions related to factor that challenges athlete short distances running training

One-Sample Statistics Test value=3							
Item	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)	
1	Lack of facility have influence on you performance	102	1.5698	.80264	25.650	101	.000
2	Do you think that presence of equipment and facility are standard	102	3.5581	.79626	25.664	101	.001
3	Your coach utilize properly all equipment during training	102	3.6163	.75963	27.905	101	.000
4	Facility and equipment available for training	102	4.4709	.75260	25.633	101	.000
5	your environment is conducive for short distance running training	102	4.2791	.57534	29.156	101	.012
6	Training environment has negative influence on your performance	102	4.4244	.63068	29.620	101	.003
7	Your training area have adequate track which use for training	102	4.4593	.71211	26.876	101	.002
8	Your family supports predictable you for future athlete	102	4.4709	.75260	25.633	101	.000
9	Ethiopian sport federation exercise his role properly for your performance achievement	102	4.2791	.57534	29.156	101	.012
10	There are good relationship among coach and all stockholder	102	3.5581	.79626	25.664	101	.001
11	Your family lifestyle have influence on your performance	102	4.4709	.75260	25.633	101	.000

As seen from table 6 above, different kinds of factors to overcome were presented and the one-sample t-test results were calculated. The obtained t-values (at $p < 0.05$, $df = 101$, Sig. two-tailed) of each specified factors to overcome all item except item 1 were significantly higher than the

cutoff point or average mean and each items mean is approximately 4. If $\text{sig} < 0.05$ & $t \text{ value} > 0$, →significantly higher /greater/ than the cutoff point--happened mostly or usually. so as we can see from the above table the all data $t \text{ value} > 0$ and $\text{sig} < 0.05$ which means significantly higher or greater than cutoff point This indicated the above factors high Influence short distance running training.

From the above result researcher concluded that shortage of facility and equipment improper training environment, awareness of family lack of working concerned bodies cooperatively and shortage of allocate budget for facilitate the program influence to implement the program effectively and efficiently as we can observed from the one sample t –test data analysis.

In supporting this, under interview from club manager and coach suggested for shortage of facility and equipment absence and absence of other concerned body generated fund, and lack of annual budget to purchase ,repair, replace or construct from local material.

Table 4.7;. Questions related to interest of coach toward short distance running training

n o	Items of question	Items of choices	High	Mediu	Low	V,low	N n	Total
1	To what extent facilities motives you	Frequency	3	2	1	-	-	6
		Percentage %	50.00	33.33	16.66	-	-	100
2	How much praised for effort and achieving personal goal motivate you?	Frequency	4	1	1	-	-	6
		Percentage %	66.66	16.66	16.66	-	-	100
3	To what extent have interest toward coaching short distance running training	Frequency	1	4	1	-	-	6
		Percentage %	16.66	66.66	16.66	-	-	100
4	What is your interest to give feedback to your athlete	Frequency	3	2	1	-	-	6
		Percentage %	50.00	33.33	16.66	-	-	100
5	To what extent has role motivation for your athlete performance development	Frequency	2	1	1	1	-	6
		Percentage %	33.33	16.66	16.66	16.66	-	100
6	What is the interest of manager to work cooperatively with you and athlete	Frequency	1	1	1	3	-	6
		Percentage %	16.66	16.66	16.66	50.00	-	100
7	What is the participation of community to compensate the scarcities of material?	Frequency	1	1	1	3	-	6
		Percentage %	16.66	16.66	16.66	50.00	-	100
8	What do you say the relationship between families and athletes	Frequency	1	1	1	3	-	6
		Percentage %	16.66	16.66	16.66	50.00	-	100
9	What is the strength of your colleagues to fulfill facility and equipment	Frequency	1	1	2	2	-	6
		Percentage %	16.66	16.66	33.33	33.33	-	100
10	To what extent integration between you, administration body and federation?	Frequency	1	1	1	3	-	6
		Percentage %	16.66	16.66	16.66	50.00	-	100

Ten(10) items were designed as it was indicated in the above table . to collect responses from sample coach about interest of coach toward short distance running training The collected data were analyzed in frequency and percentiles,. The analyzed data were discussed as follows.

The first question was asked to understand the shortage of facility on coach interest toward short distance running training .76(74.50%) 20(19.60%) and 6 (5.88%) of the responses had indicated that they had highly, medium and low on coaching interest respectively. This indicated as shortage of facility delay the interest of coach toward the short distance running training.

The second question was asked to examine to what extent praise motivate coach o ward short distance training 42(41.17%), 35(34.31%) 15(14.70%) and 10(9.80%) majority of the responses had Responded as praise motivate them highly. So this data indicated that as praise for coach from different body encouraged their interest to ward training effectively.

Based on the above table item3 ;,49(48.03%),of the respondents had medium interest ,32 (31.37%) of respondents responded high interest where as the rest 21(20.28) respondents had low interest toward the training .from the above information one can concluded that as majority of the coach had medium coaching interest toward short distance running .

The fourth question was asked to identify the interest of coach to take feedback from different bodies ,so based on the above table majority of the respondents responded .49 (48.03%) high interest to take feedback,,45 (44..11%) responded medium , 5(4.90%) and 3(2.94%) of the respondent responded very low.

Based on the above table item5; concerning the importance of motivation for improvement of coach activty 53(51.96%), of the respondents answered high 27 (26.47%), responded medium, 13(12.74%) were as the remaining responded low and 9(8.82%) of the responses had answered very low. From the majority responses the researcher can summarized motivation can improve the activity of coach efficiently.

The sixth question was asked to identify the interest of coach to work cooperatively with concerned bodies. so as the above table items 6; indicate 47(60.07%), of the participant answered very low concerning the interest of coach to work jointly with the other bodies, 33(32.35%),responded low, 12(11.76%)medium, and the remain suggested 10(9.80%)high. So

from the above analysis the researcher can concluded there was absence of working jointly the concerned bodies concerning the issue of training center in order to make the training center competitive.

The seventh question was asked to assess the participation of society to compensate the scarcity of athletics facility and equipment. As we can seen from the above table item7;51(50.00%), responded very low,32(31.37%)low,13(12.74%)medium and the remaining suggested6(5.88%) high. So from the above analysis one can easily understand as absence of community participation on active participation to fulfill their responsibly to compensate shortage of equipment and facility.

The eighth question was asked to identify the awareness or relationship of coach and athlete family. As the above data indicated 62(60.75%), responded very low concerning the relationship between athlete and their family,22(21.51%),low,10(9.80%) medium where as the last 6(5.88%) of the responses had responded high.

As we can seen from the above table table item9; Based on the effort of colleagues to overcome the problem faced training center 58 (56.86%) low, 32(31.37%), very low,7(6.86%)medium and 5(4.90%)high. So from the majorly respondents the colleagues do not exercises its role effectively to overcome or minimize the problem face training center and maximize the actively of training to make successful.

The last question was asked to identify whether coach, administration and federation work cooperatively to make the training center competitive. So as we seen from the above table 48(47.05), low,35(34.3) very low,12(11.76) medium and the last 7(6.86) high. In addition to these the researchers obtain the same result from interview.

Table 4.8. Question related to method of training

No	Items	Items of choices				
			F	%	Mean	STD
1	What is the relationship of you and athlete	P	3	50.00	2.43	0.97
		S	1	16.66	0.30	0.012
		G	1	16.66	0.30	0.012
		VG	1	16.66	0.30	0.012
		E	-	-	-	-
		Total	6	100	1.02	0.040
2	What do your training plan for effective implement the training principle effectively	P	3	50.00	2.43	0.97
		S	2	33.33	0.41	0.016
		G	1	16.66	0.30	0.012
		VG	-	-	-	-
		E	-	-	-	-
		Total	6	100	1.23	0.049
3	What is the methodology you change depending on the situation?	P	3	50.00	2.43	0.97
		S	2	33.33	0.41	0.016
		G	1	16.66	0.30	0.012
		VG	-	-	-	-
		E	-	-	-	-
		Total	6	100	1.82	0.072
4	What do you say the methodology and practical activities relation?	P	3	50.00	2.43	0.97
		G	1	16.66	0.30	0.012
		S	1	16.66	0.30	0.012
		VG	1	16.66	0.30	0.012
		E	-	-	-	-
		Total	6	100	0.21	0.021
5	What do you think the flow of instruction implement you apply during training?	P	3	50.00	2.43	0.97
		S	2	33.33	0.41	0.016
		G	1	16.66	0.30	0.012
		VG	-	-	-	-
		E	-	-	-	-
		Total	6	100	3.24	0.998
6	What do you say your methodology, knowledge and skill of coaching?	S	3	50.00	2.43	0.97
		P	2	33.33	0.41	0.016
		G	1	16.66	0.30	0.012
		VG	-	-	-	-
		E	-	-	-	-
		Total	6	100	3.21	0.128
7	What is the philosophy of your coaching and training method	P	3	50.00	2.43	0.97
		S	2	33.33	0.41	0.016

		G	1	16.66	0.30	0.012
		VG	-	-	-	-
		E	-	-	-	-
		Total	6	100	1.34	0.053
8	What do you say the effort of Leadership to work properly with you	P	3	50.00	2.43	0.97
		S	1	16.66	0.30	0.012
		G	1	16.66	0.30	0.012
		VG	1	16.66	0.30	0.012
		E	-	-	-	-
		Total	6	100	1.38	0.055
9	What do you think your coaching style based on the situation and considered participant?	S	3	50.00	2.43	0.97
		G	1	16.66	0.30	0.012
		VG	1	16.66	0.30	0.012
		E	1	16.66	0.30	0.012
		P	-	-	-	-
		Total	6	100	0.30	0.012
10	What do you say your Coaching style regarding to bring athletes short distance running performance improvement?	P	4	66.66	0.72	0.72
		S	1	16.66	0.30	0.012
		G	1	16.66	0.30	0.012
		VG	-	-	-	-
		E	-	-	-	-
		Total	6	100	1.32	0.86

Item 1 indicated that, 3 (50.00%) of the respondent explains poor there was no the culture of working together athlete and coach 1(16.66%) answered satisfactory, 1(16.66%) of coach said good and 1(16.66%) revealed very well no one said excellent. From the mean score and standard deviation 3.33, 1.006 also indicated athlete and coach do not work cooperatively together.

Item 2;- presents coach response with respect to the questions, Hence about 3(50.00%) of respondent replied poor, 2 (33.33%) satisfactory 1(16.66%) and no one repelled very good and excellent The mean score and standard deviation of the responses was 3.14 and 0.998 which was the significant value. This implies coach did not have effective working plan to implement the program properly. In addition to this observation conducted by the researcher implied the similar result with those listed in above.

From the above table we can see 3(50.00%) Of the respondents reveal poor, 2(33.33%), satisfactory, 1(16.66%) good where as the mean score and standard deviation 3.14 and

0.998. This implies coach did not use appropriate coaching style based on the training condition, in parallel to these the researcher observed while observation the same situation

According to- the majority 3(50.00%) of respondents replied poor as the methodology of coaching and practical activity not go inline 1 (16.66%) satisfactory 1 (16.66%) replied good 1 (16.66%) answered V. good. Which the mean score and standard deviation of the responses was 3.33 and 1.006 significant value. This implies that the methodology of coaching and practical activity not implemented effectively.

From table the same table item 5 concerning talent identification method 3 (50.00%) replied poor, 2(33.33%) satisfactory, 1 (16.66%) reveal good. The mean score and standard deviation of the responses was 3.14 and 0.998 which was significant value. This implies that the way coach use for talent identification was not effective to improve athlete performance.

The data analyzed on the above tables, 3 (50.00%) the majority of the respondents responded that poor, 2(33.33%) satisfactory and the remaining responded 1 (16.66%) good and also the result of mean and standard deviation also indicted the same values. so from the above analysis the researcher can analysis coach did not has the skill of coaching and use effectively the coaching principle during implement the program .

From the above table item 7, 3 (50.00%) respondents coach had poor coaching philosophy 2(33.33%) had satisfactory and the rest 1 (16.66%) had good. The mean score and standard deviation of the responses was 3.14 and 0.998 which was significant value. This implies that the philosophy of coach to train athlete efficiently and effectively had poor to make the athlete competent in competition and success in short distance running training.

The data analyzed on the above tables show that, 3(50.00%) the majority of the respondents responded poor concerning way of managing approach and coaching style, 1 (16.66%) of respondents replied satisfactory 1 (16.66%) good and 1 (16.66%) suggested v.good the values of mean and standard deviation 3.33 and 1.006 which was significant value. This implies that the Coaching style was not democratic for the athlete these causes the faller for the training center and minimize the relationship between coach and athlete and maximize unsuccessful.

From the above table concerning whether coach coaching based on the training situation or not as the majority respondent, 3(50.00%) responded poor which implies coach did not concede the

training situation while give training for athlete, 1 (16.66%)repealed satisfactory,1 (16.66%)good and the remaining 1 (16.66%) repealed v.good. And also the result of mean and standard deviation show the same result.

The last question was asked to understand whether or not the coach coaching style bring athletes 'performance improvement or not. So as we can observe from the above table,4(66.66%) repealed poor, 1 (16.66%) suggested satisfactory, 1 (16.66%) answered good, and the remaining repealed v.good.

The value of mean and standard deviation 3.07 and 0.038.in general this implies the coach coaching style and methodology did not effectively bring change on athlete performance due to improper coaching style and in proper implementation of coaching principle and lack of skill and experience.

Table 4.9. Questions related to factor that challenges athlete short distances running training

One-Sample Statistics Test value=3							
	Item	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
1	Lack of facility have influence on you coaching	6	1.25	.462	7.638	5	.000
2	Do you think that presence of equipment and facility are standard	6	4.50	.534	7.937	5	.000
3	Do utilize properly all equipment during training	6	4.37	.517	7.514	5	.000
4	Facility and equipment available for training	6	4.50	.534	7.937	5	.000
5	your environment is conducive for short distance running training	6	4.37	.517	7.514	5	.000
6	Training environment has negative influence on your athlete performance	6	4.25	.462	7.638	5	.000
7	Your training area have adequate track which use for training	6	4.37	.517	7.514	5	.000
8	Your athlete family supports predictable for future athlete	6	1.50	.534	7.937	5	.000
9	Ethiopian sport federation exercise his role properly for your athlete performance achievement	6	1.75	.707	7.000	5	.000
10	There are good relationship among you and all stockholder	6	1.75	.886	5.584	5	.001
11	Athlete family lifestyle have influence on athlete performance	6	4.62	.517	8.881	5	.000

As seen from table 4.8 above, different kinds of factors to overcome were presented and the one-sample t-test results were calculated. The obtained t-values (at $p < 0.05$, $df = 5$, Sig. two-tailed) of each specified factors to overcome all item except item 1 were significantly higher than the cutoff point or average mean and each items mean is approximately 4. If $sig < 0.05$ & $t \text{ value} > 0$, →significantly higher /greater/ than the cutoff point--happened mostly or usually. so as we can see from the above table the all data $t \text{ value} > 0$ and $sig < 0.05$ which means significantly higher or greater than cutoff point This indicated the above factors high influence short distance running training.

From the above result researcher concluded that shortage of facility and equipment, improper training environment, awareness of family lack of working concerned bodies cooperatively and shortage of allocate budget for facilitate the program influence to implement the program effectively and efficiently as we can observed from the one sample t –test data analysis.

In supporting this, under interview from club manager and coach suggested for shortage of facility and equipment absence and absence of other concerned body generated fund, and lack of annual budget to purchase ,repair, replace or construct from local material.

4.4. Analysis of semi structured interview

These interviews were prepared to gather club administrators' suggestion about the interest Of athlete and coach toward the short distance running method of training and factor influence short distance running .

Interview take place with club administer regarding interest dueto different factor both athlete and coach do not have interest to show effectively

Interview conducted with club manager regarding the availability of athletics facility and equipment stated;“No available equipment and facility of to train athlete comparison with the number of athlete , There was shortage of athletics facility and equipment to implement the training program effectively, all activities such as , gymnastics, and athletics activity were limited in the study training center due to the shortage of training instructional material”.

Interview conducted with training center administers concerning the effort of club manager whether they work jointly with coach and community in order to handle athletics equipment

properly“ There was no cooperate to solve the shortage and absence of athletics equipment and facility training center do not appreciate for implementing training and don't work jointly to prepare annual plan for athletics equipment purchase and also there was no experience of construct from local material and handle properly in save condition in all training center”.

The researcher asked the handling system of athletics facility and equipment in the study area as the club principal for waded; “There was no athletics storage room and also the training environment not conducive to supervise the material while the athlete practice and also there was no the culture of repairing, constructing and replace, and shortage of training center annual budget to purchase or fulfill necessary material”.

Club administer reacts regarding the major factors that influence training method as all of them stated; “Factors that influence shortage equipment and facility environment, materials, facilities, location of the training center and club administration were not had enough budget allocate for fulfill necessary equipment and to implement training program properly”.

The researcher raised question regarding the impact of shortage of facility and equipment on athlete ' performance concerning the impact of shortage and absence of athletics facility and equipment as all of the principal responded' Inadequacy of instructional material delay the participation, interest, competence level and performance of athlete significantly”

4.5. Observation checklist for coaching

Table 4.10, Observation checklist for coaching and training process of short distance running
General information

No	Variables to be observed	adequate	inadequate	Absent
1	Availability of sport facilities		✓	
	Examination room		✓	
	Ict room			✓
	Gymnasium		✓	
	athletics track		✓	
	Dressing room			✓
	bath room		✓	
	Storage rooms		✓	
	Recreation room			✓
	L room			✓
	Library			✓
2	Athletics equipment		✓	
	Sport wear		✓	
	Spike		✓	
	Tight		✓	
	Starting block			✓
	Cone			✓
	Small hurdle			✓
	Gymnastic apparatus			✓
	Starting guns			✓
	Stop watch		✓	
	110 hurdle		✓	
	Exchange batons		✓	
		Poor	Satisfactory	good
	Method of coaching	✓		
	Way of implement training principle	✓		
	Style of coaching	✓		
	Preparation of Annual and weekly plan	✓		
Training environment	✓			
Athlete and coach relationship	✓			

In order to obtain information about availability of athletics facilities like, storage room, dressing room, bath room, football court, volley ball court, Gymnasium, athletics track and etc, observation has been take place by the researcher. Hence, the investigator has observed most athletics facilities were not available in the training center and Systems giving training low.

The appropriateness of the training method and coach's ability to motivate athlete and construct facility and equipment from local materials and handling were not effective. The club. Administration not properly allocate budget to composite scarcity of facility and equipment of athletics.

The culture of stored properly the present material, repair damaged, replace, supervise properly while utilization, organize, construct from local material was not seen in the study area. These consequences the shortage of facility and equipment and also absence of implementing effectively training principle affect training of short distance running as well as influence the participation, competence level and performance of the athlete significantly.

4.2. Discussion

This section deals with the finding of the present's investigation discussed in the light of the statements of the problems, guide question and review of related literature or previous research in order to assess the interest of coach and athlete, methodology of training and challenge of short distance running training in some selected Arsi zone athletics training center. The information collected in reference to this issue analyzed using descriptive frequency, percentage, mean, standard deviation and t -test to Obtain valid information.

The finding of the study reveal that motivation has high initiation for athlete performance improvement and as they become competitive for the training center where as absence of motivation delays the interest of participant to ward short distance running training, coach and athlete do not work cooperatively to become competitive and overcome the problem of training center due to absence of extrinsic and intrinsic motivation. In light of this previous research is widely recognized that in order to succeed at the highest level in sport, both athletes and coaches need to be highly motivated to achieve their goals. Achievement motivation suggests that individuals derive motivation from the process of striving to succeed, Individuals falling within this group show high levels of persistence even when faced with barriers and internal/external pressures. (Tudor, 2009)

A strong coach-athlete relationship is associated with high levels of athlete performance and satisfaction, If we look at a poor relationship or incompatibility between the coach and athlete, we will begin to appreciate the characteristics associated with strong relationships

The two primary variables associated with poor relationships are lack of communication and lack of rewarding behavior from the coach. Poor coach-athlete relationships are associated with lack of mutual respect, no real appreciation for either person's role and perhaps the most serious of all, lack of honesty between both parties when communication does occur. (Jordan, 2009)

Concerning training methodology as finding of the study indicated;- Training plan prepared not effective to implement the training program properly and also not allow participating the athlete in training actively ,so improper plan and poor methodology causes the faller of athlete performance. Coach did not change coaching style concerning the situation of training environment and also the instruction transfer from coach was poor to exercise the activity properly these poor coaching style has challenge to improve athlete performance and also minimize the relationship between athlete and coach, coach's knowledge, and skill poor to improve the performance of athlete as the analyzed data imply. As earlier research show-Five critical issues are the importance of experiential learning for coaching development: Funding challenges, growing numbers of unqualified coaches and increasing pressure within the sports coaching arena, the lack of relevant and practical formal coaching education programs, and lack of coverage of best practices in the literature. Coaching success is facilitated by effective decision making to support athlete development in an environment that optimizes peak performance beside to this Coaching development is a fundamental quality of successful coach, which is measured by one's coaching record. Not all experienced coaches are experts, but all expert coaches have one thing in common, (Deringer, 2008).

Regarding challenges of short distance running training as the result of study reveal while perform training;- shortage of athletics equipment and faculty, training environment affect negatively the performance of short distance runner during training in supporting this result the previous result show that, providing facilities that are Clean, safe, and adequate for the number of athlete needs in athletics training center are the most vital issue to implement the program properly and improve athlete performance marythissen-milder (2006) lack of adequate budget allocate for the training center. during training, coach did not utilized all equipment and facility

to practice athlete properly absence of this delay the active participation of athlete and familiarization with all equipments, training environment not conducive to practice effectively and affect negatively the performance of athlete, Ethiopia athletics federation not exercises their role to improve athletics performance and generate funds for the training center. In the light of this the other researcher study result reveal ,the effective performance in athletics training involves the determination, allocation for the achievements which require data large amount of fund every year. Also equipment such as block start, cone hurdle, gymnasium and athletic (track and field) materials requires either purchasing, replacement or repairs. Bucher and krotee (2002) thought that the facilities should be well planned and constructed with a judgment in future. Often, facilities are constructed within a very short period of and are very difficult to expand or exchange. the other challenge that influence short distance running training was lack of properly use of training principle as needed ,poor training plan and lack of implement the program properly which causes the faller of athlete performance in short distance running training. in supporting this result According to (Thompson, 2009) a Training is a long term process and loading and recovery can quickly become boring for the athlete and the coach. The successful coach will plan variety into the training program to maintain the athlete's interest and motivation. In training for athletics a change is sometimes better than a rest. This change and variety can come from such things as changing the nature of the exercise, the environment, time of day of the session and the training group. Variety is an area in which the coach can be at his most creative.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusion based on the findings. At the end, recommendations are forwarded that are thought to be helpful to address the coach and athlete interest toward short distance training, methodology of training and factors influencing training of short distance training running.

5.1 SUMMARY

The background of this study describes the coach and athlete interest toward short distance training, methodology of training and factors influencing training of short distance training running in some selected Arsi Zone Athletics training center. And the attempts of the researcher to assess in order to achieve this purpose, the following basic Research questions were raised in the study. Do athletes have interest to train in short distance running training selecting Arsi Zone Athletics training center? To what extent methodology of training appropriate for short distance running training selecting Arsi Zone Athletics training center. What are the major factors that challenge short distance running training selecting Arsi Zone Athletics training center? To this effect, the study was conducted in randomly selected four governmental athletics training center of Arsi Zone. Review of related literature was compiled from different web sites; books, journals and other related reference material fit with the study proposed. The desired populations for the study, 102 athletes were taken as sample using systematic random sample were 6 coaches and 4 training center administrators selected purposively totally 112. Questionnaire, interview and observation were the instruments of data collection.

Among these instruments selected for the study, questionnaires were checked through respondents of sample training center pilot study. Computed in Cronbach's Alpha statistics formula to be reliable and consistent. The data collected from the self-developed questionnaire was analyzed and interpreted using statistical tools such as frequency, percentage, mean, standardization and one sample t-test inferential which was supported by Spss version 17.0 of computer program. The data gathered through interview and observations were analyzed qualitatively using narration. Based on the analyzed data, the following major findings were obtained from the study:-

- ❖ The study also identified that, there is poor interest of athlete and coach toward short

distance running training because of inadequate facility and equipment.

- ❖ The study revealed that the praise from different concerned body not motivate highly the athlete and coach.
- ❖ The study revealed that motivation has high initiation for athlete performance improvement and as they become competitive for the training center.
- ❖ The study revealed that coach and athlete do not work cooperatively to become competitive and overcome the problem of training center.
- ❖ The study also identified that the communication among the concerned body very low in order to overcome or minimize and maximize the productive of training center.
- ❖ The study revealed the colleges did not exercise its role effectively and efficiently in order to compensate the problem of the training center.
- ❖ The result of the study also indicated training plan prepared not effective to implement the training program properly and also not allow participating the athlete in training actively.
- ❖ The finding of the study identified coach did not change coaching style concerning the situation of training environment and also the instruction transfer from coach is poor to exercise the activity properly.
- ❖ The finding of the study identified coach's knowledge, and skill poor to improve the performance of athlete.
- ❖ The finding identified shortage of facility which includes , field, track and field event field and gymnasium bath room, dressing room, sport wear, spike, transportation, examination room, ict room recreation area were in the training center not available to implement the short distance running training program.
- ❖ The result of the one sample t-test indicated that during training coach did not utilize all equipment and facility to practice athlete properly.
- ❖ The finding identified that training environment not conducive to practice effectively
- ❖ . The study revealed that athlete family did not have awareness. to support athlete.
- ❖ The finding identified Ethiopia athletics federation not exercises their role to improve athletics performance and generate funds for the training center.

5.2. CONCLUSION

Based on the findings of the study the researcher obtained and analyzed the following basic points were forwarded as a conclusion. The major constraints associate with interest of athlete and coach toward short distance running training centre, methodology of training and major factor challenges short distance running training.

- The study revealed that the praise from different concerned body motivate highly the athlete and coach.
- The study revealed that motivation has high initiation for athlete performance improvement and as they become competitive for the training center where as absence of Motivation delays the interest of participant to ward training.
- The study revealed that coach and athlete do not work cooperatively to become competitive and overcome the problem of training center lack of working jointly has unmoors problem to become competitive.
- The study also identified that the communication among the concerned body very low in order to overcome or minimize and maximize the productive of training center.
- The study revealed the colleges did not exercise its role effectively and efficiently in order to compensate the problem of the training center. This actually causes the problem of shortage of facility and equipment.
- The result of the study also indicated training plan prepared not effective to implement the training program properly and also not allow participating the athlete in training actively so improper plan and poor methodology causes the faller of athlete performance.
- The finding of the study identified coach did not change coaching style concerning the situation of training environment and also the instruction transfer from coach was poor to exercise the activity properly these poor coaching style has challenge to improve athlete performance and also minimize the relationship between athlete and coach..
- The finding of the study identified coach's knowledge and skill poor to improve the performance of athlete and also it directly has negative impact on athletics performance.
- The finding identified shortage of facility which includes , field, track and field event field and gymnasium bath room, dressing room, sport wear, spike, transportation, examination room, ict room recreation area were in the training center not available to

implement the short distance running training program. This inadequacy of facility and equipments has negative impact on athlete competency and performance level.

- The result of the one sample t-test indicated that during training coach did not utilize all equipment and facility to practice athlete properly which delays the active participation of athlete and familiarization with all equipments.
- The finding identified that training environment not conducive to practice effectively it is one factor to affect the interest, competence, participation and performance of athlete.
- The study revealed that athlete family did not have awareness to support athlete.
- The finding identified Ethiopia athletics federation not exercises their role to improve athletics performance and generate funds for the training center.

5.3. RECOMMENDATION

Based on the findings and results of the study the following recommendations were drawn.

- ✓ All the concerned body should be facilitate all important issue to motivate coach and athlete toward the short distance training.
- ✓ Experienced athlete should be become model and initiate the young and beginner athlete to motivate and interested.
- ✓ Training center manager should be prepared attractive praise for effective coach and athlete to make interested and become competitive.
- ✓ The training center manager should work jointly with athlete family and coach to improve athlete interest and to generate income from society, non–governmental organization and government.
- ✓ Athletes should get regular training in training center to cover each phase of the annual training program effectively.
- ✓ The number of session for the sprint runners should be engaged equivalent with that of the progressive adaptation principle, so that they can scale up their performance and get constant training .
- ✓ Training center should have to upgrade the coach’s quality through the specialization level of coaching certification system in order to bring progression of athletes’ performance.
- ✓ Concerned bodies must fulfill all the conductive training facilities and training materials.
- ✓ The number of coaches and athletes must beproportional to manage and give effective training.
- ✓ Training should be selected the short distance athletes according to talent identification, talented area, physical appearance, training age, and biological age. It is not enough only by competition result.
- ✓ Coach should be utilizing all equipment and facility in order to encourage performance of athlete.
- ✓ Coach should have to use while training effective coaching philosophy to make athlete competitive.
- ✓ Coaching style should have to democratic to attract athlete and to discuss properly regarding training issue.

Bibliography

- AberaAssefa (2011).The practice and challenges of Tirunesh Dibaba Activity & Physical Education Amateur Athletics Federation.
- Amneus, A.Babbit, D.Baker, B.Buchicchio,B (2008). LA84 Foundation Track And Field and Francis Group Approach. London: Sage PublicationsApproaches (3rd ed.) SAGE,Los Angeles Athletics.Australia
- Belay Tefera (2007). Research Methods in Behavioral Sciences: Modular Text for Benefits, and Excesses in Athletes. International Journal of Sport Nutrition and *Bouchard, TJ, Lykken, DT, McGue M, Tellegen A and Segal N, Sci, 1997, 250:223-228*
- Bucher A.C. and KroteC.M. (2002) Management of Physical education and sports (12th E.D)
- Bucher, A. (1999). Foundation of Physical Education and Sport (13th Ed). New York: The Canada by Rout ledge. Cape Town in South Africa
- Carter J.E.L. and Ackland,T. 1994, Kin anthropometry in Aquatic Sports Champaign, Human. Coaching Manual. West Adams Boulevard Los Angeles.
- Cress well W.J., (2009). Research Design: Qualitative, Quantitative and Mixed Methods
- Creswell, J.W (2003). Research Design Qualitative, Quantities and Mixed Methods
- Daryl, S. (2007). Introduction to Physical Education Fitness and Sport (6th Ed.) New
- David C. Watt (1998). Sports Management and Administration Published in USA and
- Dick,F.W.(1997). Sport Training principles. London: Bell and Brain Limited.
- Donald KisiluKombo and Delno L.A. Tromp, 2006, Proposal and Thesis Writing: An
- Dr. B. J. Srinivasaraju, 2012: Guide to Sports Injuries.
- Dr. Thair P. Hussein, 2010: Hand Book of Sports Nutrition.

Drnheim, D.D and Prentice, W.E(2000). Principles of Athletics Training (10th ed.) USA: The
Edward D , Jacqueline H., Tim O. and Skip S.(2012). Track and field coaching

Enterpriscs 6 Exercise Metabolism,17,S58-S76.

Fahey, D; Insel, M. and Roth, T. (2005). Fit and Well: Core Concepts and Labs in
Field Facilities Manual, 2008 finishing of sports facilities. Spor ts Marketing Quarterly

..Pedagogică.Bucureti ;Ph.DThesis, University of Ibadan Provision, distribution and
utilization of instructional function and athletic performance. Exerc. Sport Sci. Rev.,
Vol. 35, No. 1, pp. 30Y34, 2007

Gerry Carr.(1999)Fundamentals of trackand field. (second edition) University of Victoria

Gordon. (2009). Coaching Science. Great Britain TJ International Ltd, Padstow, Cornwall

Gratton, C. and Jones, I (2004).Research Methods for sport Studies. New York: Taylor

Gronlnd, N.A. (1981). Measurement and Evaluation in teaching. (4th Ed) New York

Hahn, A.(1990). Scientific Approach to Talent Identification in the Elite Junior. Melbourne,

Harre D (ed.) 1997 Training slehre.Sportverlag, Berlin

Helsen, W.F., Hodges, N.J., Van Winckel, J.&Starkes, J.L (2000). The Roles of talent, physical

<http://library.la84.org/3ce/CoachingManuals/LA84trackfield.pdf>

IAAF (2001). Developing a Coaching Philosophy, The Official Guide to Coaching

in Fitness Centers of Addis Ababa. MA Thesis Addis Ababa

India: Vikas Publishing House

International Association of Athletics Federations IAAF(2008). IAAF Track and Filde

International Olympic Committee (2010). Sport Administration Manual. Rome: Hurford

Introduction.

IOC (2010). Athletics Achievement in Olympic Game .Canada: Mcara printing Ltd.

Jackson,R.(1986).Sport Administration Manual: International Olympic Committee

John A., Don B., Bob B., Michele B., Ellen C., .Brian Y. (2012).LA84 foundation

John et al.,(2008).Track and Field Coaching Manual: life ready through sport. USA:

Jon Amunusetal(1995) foundation of track and field coaching manual

Judah, J. (2008). Bikila Ethiopia's Barefoot Olympian. United Kingdom K.Christina. The First Olympic Game at Atens.

Kaunas(2012).Sport Coaching Bsics.Antanass karbaliu LA84 Foundation.London: Starfish Design for Print.

Macarthur,d.g. and k.n. north. (2007) ACTN3: A genetic influence on muscle

Mackenzie, 2000: American massage therapy Association (AMTA)

Mackenzie, B.(2000) Sports Massage. Retrieved April 21, 2015 from Macmillan Publishing Company

Mahmud Reshad (2008). The Principles of Physical Fitness Training and their Application manual. Retrieved fro materials.Nigerian Journal of Curriculum studies.

Special editionMcGraw Hill Companies

Ministry of Youth, Sport and Culture (2004).National Sport Policy of Ethiopia. Addis

Muluken, A, (2006). Teachers' Perceptions and Practices of Continous Assessment in

NASPE (2009), United States Sports Academy.How Teens & Adults Feel About Physical

National AthleticTraining Center Field Event Trainee Athletes in Assela.MSC

Pate, D. W. Moffit, E. and Fugett, D. (1997) Current trend in use, design/ Construction and Personality Characteristics among Ethiopian Athletes. . M.A Thesis Addis Ababa

Peter J L Thompson (2009). The Introduction to Coaching: the IAAF official guide to Athletics.

Peter J L Thompson M.SC (1991). Introduction to Coaching Theory The International

Phillips S., Moore D., Tang J. (2007). A Critical Examination of Dietary Protein Requirements, Physical Fitness and Wellness.(6th Ed.)

Sharkey, B.J.(1996). Coaches Guide to sport physiology. USA: Montana. The McGraw Hill Companies.

The official IAAF guide to coaching athletics 2001

The official IAAF guide to coaching athletics (2001) Thesis Addis Ababa University

Thesis Addis Ababa University (Unpublished track and field coaching manual. Retrieved from [Http:// LA 84 foundation.Org](http://LA84foundation.org).

TsehaynewGetaneh (2010). Athletic Performance as a Function of Locus of Control and U.S. Olympic Committee and University of Delaware: Physical Fitness Components

University (Unpublished

USA: McGraw (2008) Hill Companies. Inc. precocity and practice in the development of soccer expertise. Journal of Sports

University of Victoria published company USA: The McGraw Hill Companies

Webster, D. (2001). The Ultimate Study Guide, Revises GCSE Physical Education.

William, H.F. (1982). Physical Education and Sport in a Changing Society. (2nd Ed)

Witson, A.W. (1983). Physical Fitness and Athletics Performance. New York: Inc. York: McGraw-Hill.

Zegaw T. (2012). Some factors affecting the performance of Gambella athletics

ZukoKubukeli, Timothy Noakes and Steven Dennis In a 2002 review study, at the University of

<http://record.utitarium.com/athletic>

<http://www.brianmac.co.uk/massage.htm>

<http://www.indicanetzone.com/1/training>

Internet source

Appendix I

**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCES**

Questionnaire to find by Athletes

A. Introduction

These questions are prepared to collect the Athlete's suggestions about the challenge that affect of short distance running training in selecting Arsii Zone athletics training center. The suggestions you provide are solely for academic purpose and it very important to forward constructive suggestions in the training process in practice class and to encourage Athletes attitude to physical performance. Writing your name on this question paper is not required. Read attentively the provided questions and respond accordingly. Thank you for your co-operation in advance.

B. Personal information

Sex: Male Female Age: 12-16 17-20 above _____

Grade _____

C. Direction; writing your name is not required, circle letter of your choice and use only the provided blank space to give your suggestions here in the questions.

Provided Questions to collect Athlete suggestions

Please mark (√) under your response 1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (U) 4=Agree (A) 5= Strongly Agree (SA)

Table 1. Questions related to factor that challenges athlete short distances running training)

T.L	Types of question	1	2	3	4	5
1	Lack of facility have influence on you performance					
2	Do you think that presence of equipment and facility are standard					
3	Your coach utilize properly all equipment during training					
4	Facility and equipment available for training					
5	your environment is conducive for short distance running training					
6	Training environment has negative influence on your performance					
7	Your training area have adequate track which use for training					
8	Your family supports predictable you for future athlete					
9	Ethiopian sport federation exercise his role properly for your performance achievement					
10	There are good relationship among coach and all stockholder					
11	Your family lifestyle have influence on your performance					

Please mark (√) under your response 1=poor (P) 2= satisfactory () 3= Good (G) 4= V.good (VG) 5=excellent (E)

Table 2, question related to method of training

T.L	Types Of question	1	2	3	4	5
1	What is the relationship of coach and athlete					
2	What do you say the training plan for effective implement the training principle effectively					
3	What is the methodology coach's change depending on the situation?					
4	What do you say the methodology and practical activities relation?					
5	What do you think the flow of instruction implement coach apply during training?					
6	What do you say the coaches' methodology, knowledge and skill of coaches?					
7	What is the philosophy of your coaches and training method					
8	What do you say Leadership and coaching style of the coach?					
9	What do you think coaching style based on the situation and considered participant?					
10	What do you say the Coaching style regarding to bring athletes short distance running performance improvement?					
11	What is coach's continuous evaluation to identify your talent current performance?					

Table 3, questions related to interest of athletes toward short distance running training
Please mark (√) under your response 1= High (H) 2= Medium (M) 3= Low (L) 4=Very low(VL)

T.L	Types of question	1	2	3	4
1	To what extent facilities motives you				
2	How much praised for effort and achieving personal goal motivate you?				
3	To what extent have interest toward short distance running training				
4	What is your interest to your feedback				
5	To what extent has role motivation for your performance development				
6	What is the interest of coach to work cooperatively with athlete				
7	What is the participation of community to compensate the scarcities of material?				
8	What do you say the relationship between families and athletes				
9	What isthestrength of your colleagues to fulfill facility and equipment				
10	To what extent integration between coach, administration body and federation?				

Appendix II
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

Questions Provided For Coaches

Section One:-General information on personal data please put an ‘✓’ mark in the corresponding boxes you are provided below and write shortly for items that require you written responses.

Your current work position

Main coach

Main assistant coach

Assistant Coach.....

Q1. Educational background

No.		Make (✓) sign
1	PHD	
2	MA	
3	BSC	
4	Diploma	
5	Certificate	
6	Others	

Q2. Experience in the profession

- Less than a year
- 1 - 5 years.....
- 6 - 10 years.....
- 11 - 15 years.....

Table 1. Question related to factor that challenges athlete short distances running training
 1=strongly disagree 2=disagree 3=agree 4 = undecided 5=strongly agree (AS)

T.L	types of Question	1	2	3	4	5
1	Lack of facility have influence on you coaching					
2	Do you think that presence of equipment and facility are standard					
3	Do utilize properly all equipment during training					
4	Facility and equipment available for training					
5	your environment is conducive for short distance running training					
6	Training environment has negative influence on your athlete performance					
7	Your training area have adequate track which use for training					
8	Your athlete family supports predictable for future athlete					
9	Ethiopian sport federation exercise his role properly for your athlete performance achievement					
10	There are good relationship among you and all stockholder					
11	Athlete family lifestyle have influence on athlete performance					

Table .2.Question related to method of training

Please mark (√) under your response 1=poor (P) 2= satisfactory () 3= Good (G)

4= v.good (VG) 5=excellent (E)

T.L	Types of Question	1	2	3	4	5
1	What is the relationship of you and athlete					
2	What do your training plan for effective implement the training principle effectively					
3	What is the methodology you change depending on the situation?					
4	What do you say the methodology and practical activities relation?					
5	What do you think the flow of instruction implement you apply during training?					
6	What do you say your methodology, knowledge and skill of coaching?					
7	What is the philosophy of your coaching and training method					
8	What do you say the effort of Leadership to work properly with you					
9	What do you think your coaching style based on the situation and considered participant?					
10	What do you say your Coaching style regarding to bring athletes short distance running performance improvement?					
11	What is your continuous evaluation to identify your talent current performance?					

Table 3, Questions related to interest of athlete toward short distance running training
 Please mark (√) under your response 1= High (H) 2= Medium (M) 3= Low (L)
 4=Very low(VL)

T.L	Types of Question	1	2	3	4
1	To what extent facilities motives you				
2	How much praised for effort and achieving personal goal motivate you?				
3	To what extent have interest toward coaching short distance running training				
4	What is your interest to give feedback to your athlete				
5	To what extent has role motivation for your athlete performance development				
6	What is the interest of manager to work cooperatively with you and athlete				
7	What is the participation of community to compensate the scarcities of material?				
8	What do you say the relationship between families and athletes				
9	What is the strength of your colleagues to fulfill facility and equipment				
10	To what extent integration between you, administration body and federation?				

Appendix III
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

3. Interview questions for training center manager and technical director

these interviews are prepared to gather information from training center manager and technical director suggestion about the challenge of short distance running training in Oromia regional state selecting Arsi zone athletics training center

1. Do you have your training centre adequate annual budget to fulfill all facility and equipment

2. How do you facilitate the situation of training to get competitive athletes

3. To what extent cooperatively work with stock holder to minimize the athletics facility and shortage scarcity

4. Do you think your center conducive for short distance running training

5. What is the factor you think that affect short distance training running

6. To what extent voluntary to facilitate the center training process

Appendix IV
JIMMA UNIVERSITY
COLLEGA OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

Observation checklist for coaching

Observation checklist for coaching and training process of short distance running General information

1. Date of Visit _____

2. Bio Data of short distance running training process being observed

Sex _____ Age _____ Qualification _____ Total experience _____

No	Variables to be observed	Yes	To some Extent	No
1	Availability of sport facilities			
	Examination room			
	Ict room			
	Gymnasium			
	athletics track			
	Dressing room			
	bath room			
	Storage rooms			
	Recreation room			
	L room			
	Library			
	2	Athletics equipment		
Sport wear				
Spike				
Tight				
Starting block				
Cone				
Small hurdle				
Gymnastic apparatus				
Starting guns				
Stop watch				
Nutrition process				
Dorm				
Variety ball				
110 hurdle				
Exchange batons				

Appendix I
JIMMA UNIVERSITY
COLLEJII SAAYYINSII UMAMAA
MUMMEE SAAYINSII SPORTII

Bargaanfi Atileetootaf keenamu

Bargaanfin kun kan qophaa'ee Rakkoo Sadarkaa fi Guddiin Leenjii Figicha gabaabbaa kan Naannoo Oromiyaa Godina Arsii Dhaabata Leenjii Atileetiksi Muraasa kessaattii maal irraa akka jiranii fi rakkoo isaani adda baassuu dhaafii kanaafu deebiin kee Barataa kannaaf baay'ee murteessaa waan ta'eef mallattoo /✓/ kan unka deebii ittii keenamu keessattii fayyadamudhaan deebii kee akka gumaachituu kabajaan si gaafata.

Kanaafu deebii kee haalla barbaachisaa ta'een akka keenittu ni gaafata. deebiin debisttu ichiti dhaan kan eggamu fi hojjii barnootaaf qoffaa kan olluu ta'uu isaa isii mirkaneesa.

A. Odeeffanno Dhunffaa

B. Saala Dhi ____ Dub ____ Umrii ____ Kutaa__

C. Hubachiisa:- Maqaa bareessun hin barbaachisuu akkassumas deebiin kenitan saanduqa qophaay'e keessattii qofaa.

Bargaanfii Atileetootaa Dhiyvaatee

Gabbatee 1. Gaaffillee armaan gadii akka rakkoo leenjii figichaa gabbaabattii qophaanii jiraan deebii waliittii dhiyaatu Mallatoo (√)Kanaan Debbisii

1= Cimiinaan Walligaluu Dhissu 2= Wallii Galludhissu 3= Walliigaluu 4 = Kan Hin murtoofnee 5= Ciminaan Walliigaluu

T.L	Gossotta Gaaffii	1	2	3	4	5
1	Haanqinii meeshaa ykn (leccaalo) Gaa'umsaa kee irrattii dhiphaa qabba					
2	Meeshaan fi Diree Atii itti fayyadaamtuu saadarkaa isaa kan eggatee dha					
3	Yeroo Leenjii Leenjisaan kee Meeshaa guutuu ni fayyadaama					
4	Leenjii dhaaf meeshaa fi Direen mijjataa dhaa ykn gaaha dha					
5	Naannoon atii itti leenjiitu figichaa gabbaaba dhaaf mijjataa dha					
6	Naannoon atii itti leenjiituu gaa'uumsa kee irratti dhibbaa qabba					
7	Iddoo Itti Shaakkaltuu traakii gaaha qabba					
8	Maattiin kee akka atii garafulla durrattii Atileetii taattuuf sii deggaru					
9	Feedereshinniin biyyooleessaa galma gaa'uumsa danddeettii kee irrattii gahee isaa baaha jira					
10	Leenjiisaa fi qooda fuudhaattota wallin Walliigalte gaarii qabdu					
11	Haallii jiruu fi jireenya maatti kee gaa'uumsa kee irrattii dhibbaa qaba					

Gabbatee 2' Gaaffiillee waliittii dhuuffenyaa tooftaa leenjii

Mallatoo (√)Kanaan Debbisii 1= Gaddii Aannaa 2= Qubsa 3= Dansaa 4= Baay'ee

Gaari dha 5= Bayy'eessaa

T.L	Gossota Gaaffii	1	2	3	4	5
1	Walliigalteen leenjiisaa fi atileeti giddu jiruu haagarii					
2	Karooraa leenjii kee akka ta'uuttii hojii irraa ollachuu dhaaf pirinsiplottaa leenjii serraan fayyadamuu irrattii maal jeettaa					
3	Leenjiisaan haalla yeroo irrattii hundaa'un tooftaa leenjiisuu isaa jijjirree fayyadamuu irrattii maal fakkaata					
4	Wallittii dhufeenyii tooftaa leenjii fi soochiiwaan qabatamaan aggarsifaman irrattii maal jeettaa.					
5	Yeroo leenjiittii qajjeelfaama leenjiisaan keenuu hojii irraa olluu isaa irrattii maal jeta					
6	Waa'ee tooftaa leenjisuu, Beekumsaa fi. Dandeettii leenjiisaa maal jeta					
7	Falaasamanii fi tooftaan leenjii leenjiisaa kee maal fakkaata					
8	Haallii hogansaa fi leenjii leenjiisaa kee maalii fakkaata					
9	Haallii leenjiisuu leenjiisaa haalla yeroo fi hirmaatoota geddugalessa taasissu irrattii maal fakkaata					
10	Haallii leenjiisuu leenjiisaa atileetoota figichaa gabbaabaa figanii gaa'uumsa isaanii gara foyyeesuuttii fidduu ilaalchisee maal fakkaata					
11	Dandeettii ummaamaa kee kan yeroo ammaa irraa jirtuu adda baasuu dhaan ykn beekuu dhaan Leenjisaan waliittii fuffinsaan haagam maddaallii gaggeessa					

Gabbatee 3. Gaaffiillee wallitii dhuffeenyaa feedhii atileetoota Leenjii figiicha gabbaabaa dhaaf qaban ilaallchisee kan qophaa'e

Mallatoo (√)Kanaan Debbisii 1= Olannaa 2= Giddu galleessaa 3= Gaddii Annaa(L) 4= Baay'ee Gaddii Annaa

T.L	Gossota Gaaffii	1	2	3	4
1	Meeshaaleen leenjii haagam sii kakkaasa				
2	Kaka'uumsii dhuunfaan qabduu ciimtee akka hojjattu fi karrora kee akka galmaan gessuu sii garggaaru haagamii				
3	Figichaa gabbaabaa shaakkaluuf feedhii haangam qabdaa				
4	Duubdeebii siif kennamuu fuudhachuuf feedhii haangami qabda				
5	Gaa'uumsa kee dabaluu dhaaf Kakka'umsii gahee hangamii qaba				
6	Feedhii Leenjiisan Atileetoota walliin qindominaan hojjachuuf qabuu haangamii.				
7	Hirmaanan haawwaasnii meeshaalee hir'atan guutuu irrattii qabuu haangamii				
8	Haarriiroo maattii fi Atileetoota jidduu jiru illaalchisee maal jeta				
9	Cimmiini hirriyaan kee meeshaalee h irratan offii issaattii guutuuf haagamii				
10	Qiindoommiin leenjiisaa,qaama hooggansaa fi feedereshiinii haangamii				

Appendix II
JIMMA UNIVERSITY
COLLEJII SAAYYINSII UMAMMAA
MUMEE SAAYYINSII SPORTII

Bargaanfi Leenjiisaa dhaaf Qophaay'ee

Goorroo 1ffaa:-Gaaffiiwwaan armaan gaddittiif unkaa qophaay'ee jiruu keessattii mallattoo''
 ✓'' kan fayyadamuu dhaan deebii gabbaabaa kennii

Gahee hojii kee

Leenjiisaa Mummee.....

Leenjiisaa Mummee Gargaaraa.....

Leenjiisaa Gargaaraa

1. Sadarkaa barnootaa

No.		Make (✓) sign
1	PHD	
2	MA	
3	BSC	
4	Diploma	
5	Certificate	
6	Kan birraa	

2. Muuxxannoo Ogguumaa hojjii

- Waggaa 1 gaddii.....
- waggaa 1-5.....
- waggaa 6-10.....
- waggaa 11-15.....

Gabbatee 1. Gaaffillee armaan gaddii akka rakkoo leenjii figichaa gabbaabattii qoopha’anii jiraan deebbii waliittii dhuufuu Mallattoo (√)Kanaan Debbisii

1= Cimmiinaan Walligalu Dhissuu 2= Wallii Galluu dhissuu 3= Wallii galluu 4 = Kan Hin murtoofne

5= Cimmiinaan Wallii galluu

T.L	Gossota Gaaffii	1	2	3	4	5
1	Haanqinni meeshaa ykn (leccaalo) leenjii kee irrattii dhiphaa qaba					
2	Meeshaan fi Diree Atii itti fayyadamtuu sadaarkaa isaani kan egganii dha					
3	Yeroo Leenjii leenjistuu Meeshaa guutuu nii fayyadamta					
4	Leenjii dhaaf meeshaa fi Direen mijjataa dhaa ykn gaahaa dha					
5	Naannoon atii itti leenjiistuu figichaa gabbaabaa dhaaf mijjataa dha					
6	Naannoon atii itti leenjiistuu gaa’uumsaa atileetootaa irratti dhibbaa ni qaba					
7	Iddoo Itti leenjiistuu traakii gaahaa qaba					
8	Maatiin atileetoota gara fula durrattii Atileetii akka ta’an ni deggaru					
9	Feedereshinniin biyyooleesaa galma gaa’uumsa leenjii kee irrattii gahee isaa baahaa jira					
10	Atii fi qodda fudhatonni Waliigalte gaarii qabdu					
11	Haallii jiruu fi jireenyi maattii` atileetoota leenjiisuu kee irrattii dhibbaa qaba					

Gabbatee 2' Gaaffillee walliittii dhuffeenyaa tooftaa leenjii

Mallatoo (√)Kanaan Debbisii 1= Gaddii Annaa 2= Qubsa 3= Dansaa 4= Baay'ee Gaari dha 5= Bayy'eessa

T.L	Gossota Gaaffii	1	2	3	4	5
1	Wallii galteen leenjiisaa fi atileeti giddu jiruu haangamii					
2	Karroora leenjii kee akka ta'uttii hojjii irraa ollachuu dhaaf pirinsiplotaa leenjii seeraan fayyadamuu irrattii maal jeeta					
3	Haalla yeroo irrattii hundaa'un tooftaa leenjiisuu kee jijjirtee fayyadamuu irrattii maal fakkaata					
4	Wallittii dhuffeenyii tooftaa leenjii fi soochiiwan qabatamaan aggarsifaman irrattii maal jeeta					
5	Yeroo leenjiittii qajjeelfamnii kenniittuu hojjiiraa oluu isaa irrattii maal fakkaata					
6	Waa'ee tooftaa leenjii, Beekumsaa fi. Danddeettii Atileetoota maal jeeta					
7	Falaasamanii fi tooftaan leenjii leenjisumaan kee maal fakkaata					
8	Haallii hooggansumaan kee fi leenjiisumaan kee maalii fakkaata					
9	Haallii leenjii leenjiisuumaan kee haalla yeroo fi hirmaattoota gidduu galeffaachuu irrattii maal fakkaata					
10	Haallii leenjii leenjiisuumaan kee atileetoota figichaa gabbaabaa figanii gaa'uumsa isaanii gara foyyeesuuttii fiddu illaalchisee maal fakkaata					
11	Danddeettii umammaa kee kan yeroo ammaa irra jiru adda baasuu dhaan ykn beekuu dhaan Leenjisaan walliittii fuffinsaan haagami jeta					

Gabbatee 3. Gaaffiillee wallitii dhuffeenyaa feedhii atileetoota Leenjii figicha gabbabaa dhaaf qophaay'ee

Mallatoo (√)Kanaan Debbisii 1= Olaannaa 2= Gidduu galleessaa 3= Gaddii Annaa 4= Baayy'ee Gaddii Annaa

T.L	Gossotaa Gaaffii	1	2	3	4
1	Meeshaaleen leenjii haangam sii kakkaasa				
2	Kakaa'uumsii dhuunfaa qabduu ciimtee akka hojjattuu fi karrora kee akka galmaan geessuuf sii garggaaru haangamii				
3	Figichaa gabbaabaa leenjiisuuf feedhii hangam qabdaa				
4	Dub-deebii atileetoota kee irraa siif keenamu fudhachuuf feedhii haangami qabda				
5	Gaa'uumsa Atileetootaa kee daballu dhaaf kakka'uumsii gahee hangamii qaba				
6	Feedhii Maanaajara Leenjiisaa fi Atileetoota walliin qindoominaan hojjaachuf qabdu haangamii				
7	Hirmaannan haawwaasni meeshaalee hirratan guutuu irrattii qabuu hangamii				
8	Harriroo maattii fi Atileetoota jidduu jiruu illaalchisee maal jeta				
9	Cimmiin hirriyan kee meeshalee hirratan guutuuf mijjeessu hangammii				
10	Qindommiinii atii ,qaama hoggansaa fi feedereshiinnii walliin qabdu haangamii				

Appendix III

JIMMA UNIVERSITY
COLLEGA OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

3.Baragaanfin kun kan qophaay'ee Maanaajjaraa fi Qindeessaa kutaa Leenjii dhaafi.

Bargaanfiin kun kan qophaa'ee Oddeeffanoo Waa'ee Raakkollee Leenjii Figichaa Gabbaabaa Naannoo Oromiyyaa Goddina Arsii dhaabata Leenjii Atileetiksii Murraasa jiran keessaa Maanaajjaraa fi Qindeessaa Kutaa Leenjii irraa argachuufii.

1.Baajjata Gaahaa ta'ee Meeshaa fi Hojjii Addeemsiftudhaaf waggaatii siif Ramaddamaa?

2.Atileetoota morkkattaa taassisuu dhaaf meeshaan leenjii dhaaf barbaachisuu huundii jiraa?

3.Qoda fuudhaattoota walliin ta'uu dhaan Meeshaalee Sportii Atileetiksi guutuu fi kunnunsanii qabuuf hangam hojjatuu?-----

4.Dhaabanii leenjii keessanii Leenjii Figicha Gabbaabaa dhaaf mijjataa dhaa?-----

5.Rakkoon Leenjii Figicha Gabbaabaa Maaliin?-----

6.Tolla oltottaa haangamiin dhaabanii keessaan meeshaalee leenjiif ollaan argaachuf yaalammeeraa?-----

Appendix I

ጅማዩንቨርሲቲ

የተፈጥሮሳይንስኮሌጂ

የሰፖርትሳይንስትምህርትክፍል

ለአትሌቶች የሚሰጥ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በኦሮሚያ ክልል የአርሲ ዞን አትሌቲክስ ማሰልጠኛ ማዕከላት የአጭር ርቀት ስልጠና ያለበትን ደረጃና ውጤቱን በማወቅ ግሮቹ ምን ድናቸው የሚለውን ለመዳሰስ እንዲያስችሉ ነው።

የእርሶ መልስ ለተማሪው ሳኝ እና እጅግ ጠቃሚ በመሆኑ ይህንን ምልክት /✓/

ለመልስ መስጫ በተተወው ሳኝ የሚሰጥ ስቀመጥ እና በባዶ ክፍት በተተወው ቦታ ላይ መልስ ምን በመጻፍ እንዲተባበሩን በትህትና እጠይቃለሁ።

ስለሆነ ምእርስዎ መጠይቁን በአግባቡ በመሙላት የበኩል ምን አስተዋጽኦ እንዲያበረክቱ እጠይቃለሁ። የሚሠጣቸው መርጃዎች ሁሉ በሚስጢር የሚጠበቁ ስትምህርት ጉዳይ ብቻ የሚውል መሆናቸውን ከወዲሁ አረጋግጣለሁ።

ለሚያደርጉልኝ ብብርከት ወዲሁ ማመስገን እወዳለሁ።

ሙላቱን ጉሴ (የህረም ረቃተማሪ)

ለአጭር ርቀት አትሌቶች የቀረበ ጥያቄ የአትሌቱ ግለ ታሪክ

ሀ. ዕድሜ ----- ዓመት

ለ. የታ ወንድ ሴት

ለአጭር ርቀት አትሌቶች የቀረበ ጥያቄ

1ኛ ሰንጠረዥ፡- ከዚህ በታች የተገለጹ ጥያቄዎች እንደ አጭር ርቀት ስልጠና ያሉባቸውን ግሮችን የሚያሳይ ሥለሆነ መልሶትን ይህን (✓) ምልክት በመጠቀም በተዘጋጀው ሰንጠረዥ ወስጥ ተቀራራቢ ነው ያሉትን መልስ ይሙሉ/

- 1/ እጅግ በጣም አልስማማም
- 2/ አልስማማም
- 3/ እስማማለሁ
- 4/ አልወሰንኩም
- 5/ እጅግ በጣም እስማማለሁ

ተ.ቁ	የጥያቄ አይነት	1	2	3	4	5
1	የሰረገጠው ቁሳቁስ እጥረት በችሎታህ ላይ ተጽኖ አለው					
2	የምትጠቀምበት ሜዳ እና ቁሳቁስ ደረጃውን የጠበቀ ነው					
3	በስልጠና ወቅት አሰልጣኝ የሚያስፈልገውን ሁሉ ቁሳቁስ ይጠቀማል					
4	የስልጠና ሜዳ እና ቁሳቁስ በቂ ነው					
5	የምትሰለጥንበት አካባቢ ለአጭር ርቀት ስልጠና ምቹ ነው					
6	የምትሰለጥንበት አካባቢ በችሎታ ላይ ተጽኖ አለው					
7	የምትሰለጥንበት አካባቢ በቂ ትራክ አለው					
8	ቤተሰቦችህ ወደፊት አትሌት እንድትሆን ይደግፋሃል					
9	አትሌቲክስ ፌዴሬሽን ችሎታህ ግቡን እንዲመታ የበኩሉን አስተዋጾ አርጎልህል					
10	ከአሰልጣኝህ እና ከባለድርሻ አካላት ጋር ጥሩ ግንኙነት አለህ					
11	የቤተሰቦችህ የኑሮ ሁኔታ በችሎታህ ላይ ተጽኖ አለው					

2ኛ.ሰንጠረዥ :- ስለስልጠና አሰለጣጠን ዘዴዎችን የተዘጋጀ መጠይቅ

መልሶትን ይህን (✓) ምልክት በመጠቀም በተዘጋጀው ሰንጠረዥ ዉስጥ ተቀራራቢ ነው ያሉትን መልስ ይሙሉ

1,አነስተኛ 2= አጥጋቢ 3= ጥሩ 4= በጣም ጥሩ 5= እጅግ በጣም ጥሩ

ተ.ቁ	የጥያቄ አይነት	1	2	3	4	5
1	በአሰልጣኝ እና አትሌት መሀል ያለው ስምምነት ምን ያህል ነው					
2	የስልጠና እቅድህ የስልጠና መርህን ተከትሎ እንደሚፈለገው ስራላይ ውሎ ስለመጠቀም ምን ትላለህ					
3	አሰልጣኙ ወቅቱን ተከትሎ የስልጠና ዘዴውን በመቀያየር እና በማሰልጠን ምን ይመስላል					
4	የስልጠናው ስልት እና በተጨማሪም ስለሚታዩ የስልጠና ውጤቶች ግንኙነት ምን ትላለህ					
5	በስልጠና ወቅት አሰልጣኙ የሚሰጠው መመሪያ ስራ ላይ ስለመዋሉ ምን ትላለህ					
6	የአሰልጣኙ የስልጠና ሥልት፣ዕውቀት እና ብቃት ምን ያህል ነው					
7	የአሰለጠኝህ የአሰለጣጠን ሥልት እና ፍልስፍና ምን ይመስላል					
8	የአሰለጠኝህ የአሰለጣጠን ሥልት እና የአመራር ብቃቱ ምን ያህል ነው					
9	የአሰለጠኝህ የአሰለጣጠን ሥልት ወቅቱን እና ተሳታፊዎችን ያማክላል ስለመሆኑ ምን ትላለህ					
10	የአሰለጠኝህ የአሰለጣጠን ሥልት የአጭር ርቀት ሰልጣኝ አትሌቶችን ብቃት ዉጤታማ ለማድረግ ምን ያህል ነው					
11	አሰለጠኝህ በተፈጠሮ ያለህን ወቅታዊ አቃምህን በመለየት ምዘና እና ክትትል በማድረግ ወጥነት ያለው ሥልጠና ስለመስጠቱ ምን ትላለህ					

3ኛ.ሰንጠረዥ:-አትሌቱ በአጭር ርቀት ስልጠና ላይ ስላለው ፍላጎት የሚያመለክት መጠይቅ መልሶትን ይህን (✓) ምልክት በመጠቀም በተዘጋጀው ሰንጠረዥ ውስጥ ተቀራራቢ ነው ያሉትን መልስ ይሙሉ

- 1 .በከፍተኛ 2. በመካከለኛ 3 .በዝቅተኛ 4 .በመጣም ዝቅተኛ

ተ.ቁ	የጥያቄ አይነት	1	2	3	4
1	የስልጠና ቁሳቁስ ምን ያህል ያነሳስሃል/ሽ				
2	እቅድህን እና ግብህን እንድትመታ በግል ያለህ ተነሳሽነትህ ምን ያህል ይረዳህል/ሽ				
3	በአጭር ርቀት ስልጠና ለመሰልጠን ምን ያህል ፍላጎት አለህ/ሽ				
4	የሚሰጥህን አስተያየት ለመቀበል ምን ያህል ፍላጎት አለህ/ሽ				
5	ብቃትህን ለማሳደግ ተነሳሽነት ምን ያህል ቦታ አለው/ሽ				
6	የአሰልጣኝህ ፍላጎት ከአትሌት ጋር በቅንጅት ለመስራት ያለው ተነሳሽነት ምን ያህል ነው				
7	ማህበረሰቡ የጎደሉ የስልጠና ቁሳቁሶችን ለመሙላት ያላቸው ተነሳሽነት ምን ያህል ነው				
8	በአትሌቱ እና በቤተሰብ መሀል ስላለው ግንኙነት ምን ትላለህ/ሽ				
9	አትሌቶች የጎደሉትን የስልጠና ቁሳቁሶች በግሉ ለማማላት ያለው ጥንካሬ ምን ያህል ነው				
10	የአሰልጣኝ ፣የአመራር እና የፌዴሬሽን ቅንጅት ምን ያህል ነው				