

**THE CONTRIBUTION OF JIMMA HIGH SCHOOLS ATHLETICS COMPETITION
FOR THE DEVELOPMENT OF JIMMA ZONE ATHLETICS**



BY: - SEID AHMED

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

**JUNE, 2018
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**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
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DECLARATION

I declared that this thesis is my original work and has not been presented for degree in any other university and that all sources of material used for thesis have been dully acknowledged

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Title of the Thesis:

The Contribution of Jimma High Schools Athletics Competition for the Development of Jimma Zone Athletics

Degree Awarded: MSc/PhD (Encircle one)

College of Natural Science, Jimma University

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LIST OF ABBREVIATIONS AND ACRONYMS

AAU	American Association University
AEAL	Athletics Equity Action League
AEEA	Athletes Educational Equity Act
EAF	Ethiopia Athletics Federation
GER	Great Ethiopian Run
IHSSAA	Indian High School Athletics Association
JU	Jimma University
LOC	Local Organizing Committee
NCYS	National Council Of Youth Sport
NFSHS	National Federation Of State High School Associations
PA	Physical Activity
PE	Physical Education
PHSAL	Public High School Athletics League

DEDICATION

This thesis is dedicated to my families

STATEMENT OF THE AUTHOR

Brief quotations from this thesis are allowed without special permission provided that accurate acknowledgment of source is made. Requests for permission for extended quotation form or duplication of this manuscript in whole or in part may be granted by the Sport Science Department when in his/her judgment the proposed use of the material is in the interest of scholarship. In all other instances permission must be obtained from the author.

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Abstract

The purpose of this study was to investigate the contribution of Jimma High school athletics competition for the development of Jimma Zone athletics. The subjects of this study were 20 High school and 45 total respondents from 83 High schools was selected as a subject by using lottery method that are found in Jimma Zone South West Ethiopia. Descriptive study design was involved and Questionnaire was designed on a 5-point Likert-type scale 1 (strongly disagree) to 5 (strongly agree). The collected data was analyzed using descriptive statistics, such as percentage, and frequency was used and the result shows that in the awareness, training and social climate most respondents were not sure in creating Coordination between existing facilities and students' participation, encouragement from the concerned body for schools and experts, exhibit independence and ability to succeed in groups'. The other respondents was agreed on sport interactions for the effectiveness of the zones and promote the schools identity participation, Creates strong friendship at a school, Woreda and zone level through building sense of competitions and games. Also other respondents were strongly agreed to enhance social and sport skills participation and express identity, traditions, values and status students' participation. But in high school competition and contribution the respondent were not sure to serve as an important function in the development of athletics and Addresses athletics according to athletes level and age' participation. But, the most respondent were agreed to serve athletes recruitment for the zones participation, to encourage for athletes or for athletics development from concerned body participation, held and played annually, Create physical and mental satisfaction through competitions between neighbors, and 'Woreda' participation,. Additionally other respondent was strongly agreed to promote the student's involvement in sport and high school life productivity of the zones athletics. To support the development of Jimma zone athletics the PE teacher and other expert promotes to fully use the potential of athletics for interscholastic athletic programs was organized and conducted accordance with principles and subject to the same administrative control as the total competition programs.

Key Words: Athletics, Athletics Competition, high school Contribution, and athletics development.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

School sports refer to athletic programs in the context of the school setting. They refer most often to interschool competition at the middle/junior school and school levels in the United States. Interscholastic programs at the school level vary among communities. School sports also include intramural competition, but such programs are very rare. In the mid-1990s, intramural sports involved only about 450,000 middle, junior, and senior school students, or 3 percent of the school-aged population. Interscholastic sport is extremely popular in the United States with nearly 7.8 million students participating during the 2013-14 academic year (IHSAA, 2014) .

Two major forces were involved in the development of interscholastic sports in the United States: the school program, specifically physical education, and students. The initial focus was almost exclusively on boys. Within the school program, Luther Gulick established the New York Public Schools Athletic League (PSAL) in 1903, and similar leagues were organized in 177 cities by 1915. The purpose was to encourage a healthy, strong body and mind through competitive exercises. The PSAL initially conducted "class athletics" in grades five through eight at specific times each year, not interschool competition as it is known today. Class athletics included seasonal track and field events (fall, standing long jump; winter, chinning the bar; spring, running sprints). PSALs also emphasized swimming, popular sports of the times (baseball, football, basketball), and several minor games (Tyack and Hansot, et al, 2003)

Interscholastic school sports for boys had their origins in student organizations in the 1880s. They were motivated in part by intercollegiate sports, especially football, baseball, and track and field. Activities of sports clubs attracted the attention of administrators and faculty, who had major reservations about the time and energy devoted to sports and effects on the schools, including the small number of boys involved, quality of coaching (clubs often hired their own coaches), unsportsmanlike conduct, use of "ringers" (nonstudents, professionals), out-of-town travel, length of schedule, interference with school work, lack of carry-over value, injury (especially in football), and emphasis on winning, among others. Although the welfare of school athletes was a

major issue, more important, perhaps, was concern of faculty and administrators for the reputations of the schools and the perceived need for adult control. (American Historical Association, 2003)

These factors contributed to the formation of state school athletic associations, such as those in Michigan (started in 1895) and Indiana (1903). State associations in Illinois, Indiana, Iowa, Michigan, and Wisconsin formed the Midwest Federation of State School Athletic Associations in 1921, which became the National Federation of State School Athletic Associations in 1923 (Tyack and Hansot, et al, 2003)

The name was subsequently changed to the National Federation of State School Associations in the 1970s when the fine arts were established as a program area. The IAAF is the international governing body for the development of athletics in all countries; for this reason the association has promoted youth development program in member countries. Based on this, most federations produced projects of different age groups (fewer than 13, fewer than 15, under 17 and under 20). Projects and sport academies are established to promote athletics in the young generation and to select talented out of them to make the star of the future. Therefore staff training for youth coaches should be well organized, and stimulated by means of a campaign. The best stimulation however is to reward sports clubs working with qualified youth coaches (Paul De Knops & Kristine De Martelaer, et al, 2010, pp. 16-37)

Ethiopia, one of the members of IAAF, is known for its athletes in the world arena. Middle and long distance running are the traditions of the country. So, to sustain these youngsters must be replaced on the shoes of the retired athletes. Projects and academies have been started to be opened all over the country; even if their result is not vividly seen in the performance of the country in the recent years. In line to this inter school athletics competitions among schools were the primary source in which most popular and world record holder athletes emerged at grass root from schools competition. (Daniel Walker, et al, 2009)

Ethiopian Athletics Federation (EAF) consists or embraces nine regional and two city administrative Federations, each of them work cooperatively and associatively to accomplish the mission and vision of Ethiopian Athletics Federation. Currently there are more 30 athletics projects/clubs in Ethiopia with their objectives to produce effective and successful athletes especially youth and junior athletes, that helps to replace and took senior/elite athletes in future

to participate in national, continental and international level competition by representing their country (Jones, et al, 2006).

The government concerns in youth sport: (1) to increase sport participation in general and among young people in particular, and (2) to improve the quality of these experiences. In this research the actual (on the ground) situation concerning the quantity and quality of Jimma athletics sport was analyzed. Athletics is one of the popular sports worldwide. Its popularity is because of the less equipment and facility it requires. The participation rate has increased throughout the world in alarming rate since there is no limitation in number as the ball games. (Jones, et al, 2006) However, there is no research that conducted to assess the contributions of athletics competitions at school levels for Jimma Zone athletics development. Therefore, this research would try to fill this gap by assessing the contribution of Jimma high schools athletics competition for the development of Jimma zone athletics.

1.2. Statements of the Problem

In the implementation of modern competition and teaching approach of athlete, the researcher has seen the contribution of high school competition for developments of athletics: Focusing on some selected high school in jimma zone, observed some complaints from training provider teachers and other sport experts not have on in depth understanding about athlete development in case of high school competition and lack of proper education that enables them to properly accomplish their mission. This shows that there are some problems which face athlete to implement effectively develop in their skill and knowledge. The development of Athletics Sport is determined by the active participation of the concerned bodies which are school sport teachers, coaches, trainees, Administrator, and communities/Parents of the Athletes/. All the concerned body mentioned above should provide what are expected from them to the feasibility of the attainment of the athletics development. (Moussa&Wiren, et al, 2004).

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

of Ethiopia (NSPE, 2004) advocate and puts, "... organize special training and competition forums. In view of the above problems, this study will attempt to survey and assess the contribution of high school athletics competition for the development of Jimma Zone athletics. In order to meet the objective of the study the following research questions are addressed as a guide for treating the problem. .

- ✓ How is the status of School athletic competition in Jimma Zone will be better?
- ✓ Does Jimma School's athletic competition contribute for athletic development at zone level?
- ✓ What are the major challenges of school athletic completion in Jimma Zone?

1.3. Objectives of the Study

1.3.1. General objective

- ✓ The main objective of this research was to assess the contribution of jimma high school competition for the development of Jimma Zone athletics and athletics competition

1.3.2. Specific objective

- ✓ To explore the status of high School athletic competition in Jimma Zone
- ✓ To assess the contribution of Jimma high schools athletics competition for athletics development at zone level.
- ✓ To identify the major challenges of school athletic competition in Jimma Zone

1.4. Significance of the Study

This study was helped on providing awareness for Jimma Zone sport offices how and where to get athletes those represent the zone at grass root level by organizing and conducting athletics competition at school levels.

Accordingly, the researcher believes that, this study may have the following significances.

- ✓ It may help and give recommendation to the Jimma zone sport experts as high school competition used for development of athletics.
- ✓ It may show the level of practicality of conducting athletics competitions among the Zones of the schools.

- ✓ It may indicate the importance of the participation of athlete and sport experts in creating favorable condition for the requirement and talent show and identification of athletes those represent their schools, woreda and Zone.
- ✓ It may initiate other researchers to conduct similar study at a wider scale and serves as a stepping stone for further research in the field.

1.6. Limitation of the Study

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

1.7. Delimitation of the Study

The researcher were delimited the area of the study only in some selected governmental high schools of Jimma Zone to assess the contribution of Jimma high schools athletics competition for the development of Jimma Zone athletics.

1.8. Operational definitions of terms

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

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

Athletics competition-consent between athletes

High school-organization that provide education program

Athletics Development is the fundraising umbrella of Athletics and provides a way for individuals and organizations to help our talented young people receive a quality education and competitive experience.

CHAPTER TWO

LITERATURE REVIEW

2.1. The field of Athletics

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

The Olympic Games Continued to take place in Athens every four years, with all wars suspended for the duration of the games, over time, more events were added to the ancient games including longer running distances, the discus, the discus, Javelin, Jumping and wrestling (Retrieved on 12/10/2011/ from [http:// record Utitarium.com/athletic records](http://record.Utitarium.com/athletic_records)).The Roman Games also incorporated a form of athletics although the events favored by the Romans where racing, wrestling chariot and most importantly gladiatorial combat and similarly the Celts, Teutons and Goths also took part in forms of athletic combat.

Athletics becomes more diverse during the Middle Ages when the sons of noble man were trained in running, Jumping and wrestling and there were often athletics contests between rival nobility. In the nineteenth century, the modern events that are familiar in athletics today began to emerge, initially as part of an official physical education program in schools (William, H.F, 2013)

Schools began to organize competitive meets, the earliest of which took place in Exeter College, oxford in 1850. The first modern Olympic Games took place in 1896 and athletics were the key element of the games, with the competition being divided in to track and field events. In 1928 further progressions were made when women were allowed to take part in athletics competitions for the first time (William, H.F, 2013)

An international governing body of athletics, the International Association of Athletics federation (IAAF), was established in 1912 which developed a number of international standards, rules and competitions and which has regulated the sport since. Today there are numerous events which combine of make up the sport of athletics in competition; most of these events are carried out on a 400m track or inside the track on a grass field. These tracks are

situated in an indoor or outdoor stadium depending on the season (Retrieved on 8/10/2011 from talk athletics. co.uk).

2.2. 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 Teshaynew (2010) pointed out Athletic performance is mostly determined by factors such as physical conduction, technical and psychological activities. (Teshaynew Getaneh., 2010) (Abera Assefa, 2011)

Ethiopia is the land of runners, particularly dominant with long distance runner (Paradise, L. V., de la Paz, M., Holbrook, C., & Henderson, K., 2007). Ethiopia has long lasting historical success in athletics and its common and lovely sport in Ethiopia. Also Ethiopia has a great place especially in athletics starting from 1956, Australia, Melbourne Olympic game up to the current competition, kept in shooting new athletes to the long distance to secure her place and reputation in the world area of track and field, by producing famous endemic athletes like Abebe Bikila, Mamo Wolde, Derartu Tulu, Haile Gebreselassie, Tirunash Dibaba, Meseret Defar, Kennisa Bekele etc. So, to respect and continue the top results in international and world athletics championships, Ethiopian Athletics Federation (EAF) was founded in 1949 and working in light of designed vision and mission to produce top level athletes. To ensure producing famous and top level athletes, Ethiopia athletic federation now working with association of different regional federation and athletics projects/clubs. (Paradise, L. V., de la Paz, M., Holbrook, C., & Henderson, K., 2007)

At the bottom of the pyramid, schools promote their own running competitions. Since the 1960s, due to the legendary victories of the first national Olympic medalists, a culture of long-distance running exists in Ethiopia: it seems normal to any school teacher to organize long-distance races among his pupils. It is not uncommon to hear about 10-year-old kids competing in 10, 000m

races organized by their schools. In other countries, this would probably be called precocious specialization of the body (Maslow, 2008)

The best pupils meet together in inter-schools and then in district (woreda) races, organized sometimes by the Ministry of education, sometimes by the ETH-NOC. The winners are spotted out by EAF officials (or by coaches of clubs) (MoussaMakeda&Wiren, Robert, et al, 2003/ 15).

Then, in regional races organized by their regional federation or by the EAF, these young runners can win the right to participate in a national competition, in Jimma, where they can't be spotted out by a club. The story of FatumaRoba is a good example of such a progression: after winning the junior race in her Arsi region school Championship, she earned a place in the region's team for the Ethiopian Cross Country Championship in Jan Meda, where she finished 6th in 1986 and caught the eyes of coaches and officials of Maremia sports club. The most recent athletics competitions created in Ethiopia result from the initiative of a private company used Great Ethiopian Run (GER), whose director is the British long-distance runner Richard Nerurkar. With the support of HayileGebreselassie, GER promotes street mass races in Addis Ababa since 2001 (Elshadai, Negash, et al, 2004)

Even though, Ethiopia is one of the dominant country in athletics especially in track and field events with the advantage of opportunely environmental and landscape atmosphere (nature gift) in counter with the athletes personal energetic effort and hard working or training execution (athletes effort); but currently the country is the truck of inconsistent and missing her ascendancy and unable to uphold her trophy especially on the most recent Olympic pitch as the same time in different national and international athletics competitions (<http://en.wikepeida.org> Ethiopia at the Olympic game).

2.3. High school student athlete

School sports refer to athletic programs in the context of the school setting. They refer most often to interschool competition at the middle/junior high school and high school levels in the United States. Interschool programs at the secondary level vary among communities. School sports also include intramural competition, but such programs are very rare. In the mid-1990s, intramural sports involved only about 450,000 middle, junior, and senior high school students, or 3 percent of the high school-aged population.

In athletics, a teacher or other sport expert is an individual involved in the direction, instruction and training of the school of a sports team or individual sports. This type of sport experts gets involved in all the aspects of the sport, including physical and mental athlete development. Teacher train their athletes or pay great contribution at school for development of athlete and athlete competition. The sport expert is assumed to know more about the sport, and have more previous experience and knowledge. The teacher's job is to transfer as much of this knowledge and experience to the players to develop the most skilled athletes.

The aim of all teaching and supporting activity is that athletes are able to achieve their maximum potential and personal goals. Some athlete members will want to train simply for personal satisfaction and fitness, while others will wish to participate in competition at their chosen level. This must be their personal choice. The school membership consists of a wide range of ages, from eight upwards (depending on membership rules/restrictions in force at the time). Different types of practicing are required to satisfy the specific needs of the various age ranges and to ensure that the process is one of Long Term Athletic Development (LTAD) rather than short term performance gain. The sport of athletics encourages athletes of all abilities and ages to compete at their optimum level. Through the track and- field-based athletics of high school training program, participants can develop total fitness to compete in any sport. As with all Special Olympics sports, athletics offers athletes the opportunity to learn through skill development and competitive settings in high school and to be involved in large social settings. In essence, success in athletics depends on the athlete's determination and practice habits. Yet merely by participating in an athletic training program, the athlete can learn self-discipline the ability to make independent decisions lifelong fitness skills that will help him or her lead a more productive and independent life of high school competition. (AberaAssefa, 2011)

2.4. The National Federation of State High School Associations

The National Federation of State High School Associations (NFHS) is the national leadership organization for high school athletic and performing arts activities. Since 1997, the NFHS has led the development of education-based interscholastic sports and performing arts activities that help students succeed in their lives. The NFHS writes playing rules for 17 sports for boys and girls at the high school level. Through its 50 member state associations and the District of Columbia, the NFHS reaches more than 19,000 high schools and 11 million participants in high

school activity programs, including more than 7.6 million in high school sports. As the recognized national authority on interscholastic activity programs, the NFHS conducts national meetings; sanctions interstate events; offers online publications and services for high school coaches and officials; sponsors professional organizations for high school coaches, officials, speech and debate coaches, and music adjudicators; serves as the national source for interscholastic coach training; and serves as a national information resource for interscholastic athletics and activities. (NFHS, 2000)

The national office staff of approximately 40 employees serves its 50 member state high school athletic/activity associations, plus the District of Columbia. The national office is located in Indianapolis; Indiana. About 40 percent of the operating revenue for the NFHS comes from sales of publications and other products. Another 32 percent is derived from contributions, royalties and sponsorships, as well as membership dues from professional organizations for coaches, officials, speech and debate coaches, and music adjudicators. An additional 16 percent comes from NFHS educational programs. The combination of athlete -centered educationalist and socioeconomic reformist neatly brings together the dimensions of modern athlete and expressive individualism (Lerner, Nagai, and Rothman, 2000)

Bob Gardner has been executive director of the National Federation of State High School Associations (NFHS) since May 2010 after 10 years as chief operating officer of the NFHS. Gardner's entire career in secondary education, which began in 1970, has been in the state of Indiana. He was a teacher and coach for eight years at three high schools and was athletic director at Scottsburg High School. In 1978, Gardner became principal of Milan Junior Senior High School and was named superintendent of the Milan Community Schools prior to his appointment as assistant commissioner of the Indiana High School Athletic Association in 1985. Gardner was named commissioner of the IHSAA in 1995 and served in that position for five years before joining the NFHS staff in 2000. He exemplifies a version of what would become known as the adversary culture (Kristol, Bell, 2000)

2.5. The progressive high school education synthesis

As a result of the institutionalization of progressive education, the social reform movements of the 1990s and beyond began with certain advantages not available to the reformers of the 1920s. High school Educators generally accepted the idea that the curriculum should be athlete-centered, that subject matter requirements were subordinate to the interest of the athlete as defined by professional educators, and that schools should be an arena for promoting liberal social reforms. Once we abandon the traditional American view that schooling should primarily aim at “mind culture,” to use William Torrey Harris’s phrase, it is easy to apply ideological criteria to evaluate the function of the school athlete performance. (Nor can one then confine the invocation of ideological criteria to liberal program change. Discussions of progressive education sometimes question the compatibility of education as athlete-centered and education for social reform and athlete development (Hofstadter et al, 2002)

However, the notion of athlete -centered education can be linked with a program for social reform, since both can serve as a critique of high school completion. Both beliefs invite teachers to wean athlete away from the “reactionary” values of their parents and schools. Athlete -centered educationists believe that a high school competition was good for athlete development and need only be liberated from the rigid moral constraints of their parents and school society. Combining these two notions explain show the Lincoln School of Columbia’s Teachers College, an exemplar of progressive high school education, was able to fuse “the athlete development , and reformist strains of progressive theory” into a single high school program, one that felt so “natural” to those taking part in it (Cremin, 2007).

This duality was already mirrored in the thought of the athlete-progressive intelligentsia. Thus, Herbert Croly and Dewey argued simultaneously for athlete development and for a new conformist individualism that would become possible. This kind of ideological compatibility is illustrated by the easy transition made by so many intellectuals from the artistic bohemianism of Greenwich Village during the 1920s to the athlete radicalism of the 1930s (Aron, Raymond, , 2003)

This habitué of Greenwich Village and author of a work on Stiglitz, the expressionist photographer, was at one and the same time the author of the major work on athlete - centered schools and of textbooks and articles advocating competition reform (Ravitch, et al, 2001).

The 2004s and its aftermath provided exactly the supportive climate of opinion needed for the institutionalization of the adversary culture and its educational companion, a kind of progressive education. At the same time, other situational factors of the 1960s facilitated later high school competition -based reform efforts. One was the power and money made available by the federal government as Washington became more and more involved in high school educational competition (Ravitch,, 2004).The second was the increasingly adversarial posture of the intellectual elite generally and of interest groups in education in particular. They had become, as Lionel Trilling and Irving Kristol came to call them, a solidly institutionalized adversary culture of high school competition (Trilling, 2000; Kristol, 2008; Hollander, et al, 2005)

2.6. Training Qualities in the high school Sports Situation

There is a great deal of debate between practicing executives and academics as to what exactly constitutes good training. There is, however, some agreement that some technical expertise or ability in the area in which training 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 training skill. In addition, there are many different qualities sought after in trainer by different people. There is, however, some agreement that good trainers end to be extrovert, enthusiastic and have an ‘attractive’ personality character which is appealing to others. In high school, the training 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;Technical knowledge (or at least credibility); Integrity; Honesty; Inspiration; Enthusiasm; Willingness to work hard; Love of sport (David C. Watt, 2004)

2.7. The Great Ethiopian Run events

The most recent athletics competitions created in Ethiopia result from the initiative of a private company used Great Ethiopian Run (GER), whose director is the British long-distance runner

Richard Nerurkar. With the support of HayileGebreselassie, GER promotes street mass races in Addis Ababa since 2001 (NEGASH ELSHADAI, , Jan-Mar, 2004)

Unlike the EAF 8 Runners classified from 1 to 6 win the right (and the airplane ticket) to compete in the World Cross Country Championship. Competitions, the GER races are open to individual runners. As GER is a private company, participants have to pay to enter the event, but in return they receive a T-shirt and a plastic bottle of water and the winners are awarded prize money (from 20 to 2,000 euros). Another difference is that the GER is a mass participatory event; it is open for both amateur joggers and elite world class athletes. Many people participate for fun, without any ambition of winning or the fear of losing. Furthermore, these races often display a social concern, especially in favors of street children or public health (ethiopianrun.org). Unfortunately, for the organizers, it also happened that these popular events turn into political demos and create troubles with the authorities (HallelujahLulie, , Friday, December 1,2006)

From the original 10km race (in 3 laps inside Addis Ababa), the GER developed gradually various thematic races like a Ring Road Relay, a Women 5km, etc. Due to the popular success of these races, GER has also been organizing since 2004 regional competitions in some regional capitals of the country like Mekele, Dire Dawa, Awassa, Bahir Dar and Adama.

2.8. The importance of competition and its role in education

Education and academic competitions are two most important ingredients of human life and these two have always been considered as important issues. In this article, I am going to discuss about the role of academic competitions in education as well as in student life. I begin with overview of education and competition (Finn, Chester E, et al, 1991).

2.8.1. Education

All live forms on the earth need knowledge and skills for their survival and propagation. Knowledge and skills are transmitted genetically from generation to generation for most of the species, but in human, skills and knowledge are mostly depends on the education. Indeed, education is what makes human superior. (Paul De Knops & Kristine De Martelaer, et al, 2010)

2.8.2. Competition

There is no doubt education is secret key of human success and the roots of education lie on competition. A child is born without knowledge and skills, and they continuously participate in competitions every part of the life, developing skills and knowledge through a learning process. A child competes in the school, college and university and finally he/she competes in his/her professional area. Actually human life is full of competitions (WoldeBezabih, GaudinBenoît, et al, 2007).

2.8.3. Competition in education

Education and completions are very closely related as competitions are put in education for the development of educational skills. Indeed, without competitions, we cannot imagine education. A student has to fight in admission tests and once he/she has passed, he/she admitted in the institution. Then the institution arranges several kinds of competitions that enhance the knowledge as well as skills of a student. The exam itself is a biggest competition where a student competes to surpass others. However, competitions at an educational institution are arranged by the authorities, targeting to increase students' efficiency. For an example, quiz bowl is a kind of competition where the students answer several questions, increasing memorizing skills and knowledge. (WoldeBezabih, GaudinBenoît, et al, 2007)

2.9. Principles of athletics

To fully use the potential in athletics for educational experiences, interscholastic programs should be organized and conducted in accordance with these six basic principles: Interscholastic athletic programs should be regarded as integral parts of the total educational program and should be conducted so that they are worthy of such regard. Interscholastic athletic programs should supplement rather than serve as substitutes for basic physical education programs, physical recreation programs, and intramural athletics programs (American Historical Association, 2003)

Interscholastic athletic programs should be subject to the same administrative control as the total educational programs. Personnel with adequate training in the principles of coaching should conduct interscholastic athletic programs. The welfare of the participant should be placed above any other consideration. What happens to the athlete who participates in the sports program is of

primary importance. His or her welfare should transcend any other consideration. Victory is highly desired, important, and should be sought, but not at the sacrifice of other values concerned with the development of the participant. Interscholastic athletic programs should be conducted in accordance with the letter and spirit of the rules and regulations of appropriate conference, state, and national athletic associations. (American Historical Association, 2003)

2.10. Benefits of competition to athlete Development

A wide spectrum of outcomes has been attributed to modern-day sports and play. Critics have condemned sport for fostering excessive violence, an overemphasis on competition and winning, and the exploitation of individuals. Sport proponents have extolled the value of sport as a contributor to health, personal fulfillment, and community integration. It is important to look at how athlete has the potential for producing positive outcomes in educational and non-educational settings for children and youth. MihalyCsikszentmihalyi has proposed a model for systematically assessing the potential positive outcomes of sports and the conditions necessary to produce them. The Csikszentmihalyi model is based on the premise that four main types of consequences are importance when examining and/or evaluating any competition activity. Two of these consequences are present at the individual level: personal enjoyment and personal growth; and two are at the community level: social harmony/integration and social growth/change. In relation to this model, an ideal competition activity is one that contributes in significant ways to all four types of outcomes. (CSIKSZENTMIHALYI, 2000)

Leonard Wankel and Philip Kreisel have identified five factors that should be present for a athlete to experience the benefit of personal enjoyment in competition: personal accomplishment, excitement of the competition, improving one's sports skills, testing one's skills against others, and just performing the skills. These factors are thought to contribute most to the enjoyment of sport. Personal growth includes a variety of physical and psychological factors. Physical health can be maintained and improved through sport participation by enhancing the cardiovascular system; improving blood pressure and cholesterol levels; increasing muscular strength; improving muscular endurance, flexibility, and bone density; and weight management. Because competitions are a major type of activity in which children and youth are involved, it is considered a viable method of promoting good health. Lifetime sports, such as golf, tennis, swimming, and cycling, are especially beneficial in meeting nationally established health

objectives. Early athlete participation in sport can minimize the emphasis on competition and focus on skill instruction. However, sports may not be a sufficient substitute for physical education programs in the schools. Quality physical education curriculums that have developmentally appropriate physical activities which provide the necessary foundations in motor skill, movement acquisition, and behavioral development can enable athlete to become successful participants in organized competition. (SAVAGE, HOWARD J. , 2004)

2.11. Basic Relationship between high school contribution and athlete development

Current scholarly knowledge about the relationship high school contribution and athletics development derives from and is based upon a long-term, multifaceted body of research and writing. Much of the inspiration for this work came from James Coleman's classic *The Adolescent Society* (1961) which posited the powerful impact of interscholastic athletics in general and athletes in particular on American high school culture. Though focused on peer group dynamics and institutional effects and somewhat critical of the status of athlete as related to the academic mission of schools, Coleman's work gave rise to numerous academic studies of the relationship between high school contribution and athletics development (Cf. Rehberg and Schaefer 1968; Spady 1970; Hanks and Eckland 1976; Otto and Alwin 1977; Landers and Landers 1978). The basic result of this work was to establish a strong and positive baseline correlation between high school sports participation and athlete development. Athlete who participate in high school sports tend, on average or in general, to perform better academically than their non-athletic peers. The explanations for this association that is, its social sources, the causal factors and actual mechanisms that produce it are complicated, and much of the research on the topic in recent years has been devoted to trying to analyze and unpack it, identifying the underlying causes or sources of this correlation as well as exploring its variability and limitations. In terms of causal factors, for example, there is an ongoing debate about the extent to which the relationship is the result of being involved in high school athletes (thus suggesting that high school sports participation directly facilitates or enhances athlete development) as opposed to being the product of other, related social factors such as parental income or education (factors that are well known to determine much athlete improvement and correlate highly with sports participation). In terms of variations, researchers have been examining how this relationship may be impacted by different types or levels of sport contribution as well as how it may operate

differently for diverse social groups or under different institutional conditions and configurations (Bucher, A., 2006)

2.12. The major Factors that affecting performance of athletes

a) 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, .D.D and Prentice, W.E, 2000)

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

b) The environment and performance

The main factors to be considered are discussed below:

- ✓ The weather it can be too hot, cold humid or windy for a person to produce a high level performance. Few athletes can produce their best performances when it is raining or very cold. The training program should reflect the anticipated conditions that will prevail when the competition is due to take place.

c) Lifestyle and performance

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

- Physical wellbeing: - a body working well, free from illness and injury.
- Mental wellbeing: a relaxed attitude, a mind free from stress and worry
- Social wellbeing: - 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 sportspeople's attitude' includes having respect for one's opponents and fellow players. Like a positive approach to competition, respect, for others is essentially and it can help, indirectly, to produce a better individual performance.
- Smoking: - smoking tobacco makes you smell, can ruin your health and can eventually kill you.
- Hygiene- good personal hygiene helps you to avoid infection and makes you feel good. For athlete, good foot care is essential.
- Environment-living in a pollution free situation can help to avoid respiratory illness. Also, climate and the weather can affect performance.

Diet- a currently balanced diet can help you cope with the everyday stresses of life (Webster, D., 2001)

d) Age and Performance

Age does affect performance in a number of ways.

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

e) 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.
(Honey bourne, et al, 2000)

f) The Roles of a PE teacher

The term "PE teacher is often used to cover a wide range of activities usually to help someone prepare for something. Teacher 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. As a teacher 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 teacher (Peter J L Thompson M.SC., 2009)

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Study Area and Period

This study was conducted in High schools of Jimma Zone. The Zone is found in south-west direction from the center (Addis Ababa) and located around 346 KM. The study was conducted from Feb, 2018-June, 2018 interval of month.



3.2 Study Design

In this study, descriptive study design was employed to assess the Contribution of Jimma High school athletics competition for the development of Jimma Zone athletics.

3.3 Population

All Population from **83** high schools was 166, PE teacher of high school, and **83** high school directors found in Jimma Zone high schools. There was **one** manager with **5** members of Jimma Zone youth and sport office.

3.4. Study population

The population of the study including 40, PE teachers, 20, directors of high school from 20 Jimma Zone high schools, 5, Jimma Zone sport office experts/professionals and 1, manager of Jimma Zone youth and sport office were subject of respondent.

3.5. Source of data

The primary data sources was used for gathering data from physical education teachers, High school directors, sport office of Jimma Zone experts /professionals and manager of Jimma Zone youth and sport office through questionnaires' and interview to assess the Contribution of Jimma High school athletics competition for the development of Jimma Zone athletics.

3.4 Sample Size & Techniques

The researcher was selected respondent by using multi stage sampling techniques from the total 83 high schools found in jimma Zone that was 40, PE teachers, 20, directors of high school from jimma zone high school as subject by using lottery method. The manager of youth and sport office with 5 members were selected by using purposive sampling techniques since they are few in number.

3.5. Instrument of data collection

In order to collect adequate and reliable data, the researcher was used questionnaire and interview as data gathering tools. Throughout the research period, the researcher was collected the relevant quantitative data for the study through self-developed questionnaire; interview and document analysis was employed.

3.5.1. Questionnaires

A set of self-developed questionnaire would prepare for PE school teachers, and sport professional of sampled High schools of the Zone to gather information about contribution of Jimma High school athletics competition for the development of Jimma Zone athletics.

3.5.2. Interview

To gather information from the sampled high schools directors and manager of the zones youth and sport office were employed as participant using interview. It is because these people are small in number and their position is important in describing the Contribution of Jimma High school athletics competition for the development of Jimma Zone athletics.

3.6. Variable

3.6.1. Dependent variable

In this study dependent variable was high school competition.

3.6.2. Independent variable

Similarly independent variables in this study were lack of regular school athletics competition, lack of attention from concern bodies, lack of equipment and facilities.

3.6. Procedure of Data Collection

First the researcher was introduced himself. After getting the willingness of the respondents the researcher would describe the objective of the study to respondents. Then the questionnaire would be given to the respondents. After completing the questionnaire the researcher was collected from the respondents and the interview also was been in a patient manner.

3.7. Method of data analysis

In order to analyze quantitative data, percentage and frequency counts were used. Analysis of qualitative data was been undertaken in such a way that first the data would be categorized in to themes using key phrases and words. Through a coding process, the qualitative data was being translated into specific categories for the purpose of analysis. For each institution, the collected qualitative data from the different groups of participants were merged together and these would be synthesized into a single report to provide the overall zonal evidence.

3.8. Ethical Issues and Code of Conduct

The study was dealt with the ethical issues; it can protect the privacy of research participants and make guarantees and confidentiality in risk of harm as a result of their participation. Therefore, the study was conducted according to Jimma University rules, policies and codes relating to research ethics. The protocol would be approved by the University guidelines, and verbal consent was given and inform to the concerned bodies. Permission was obtained from the department of sport science. Then an informed verbal consent would receive from each study subjects and anyone who were not be willing to take part in the study would have full right to do so.

CHAPTER FOUR

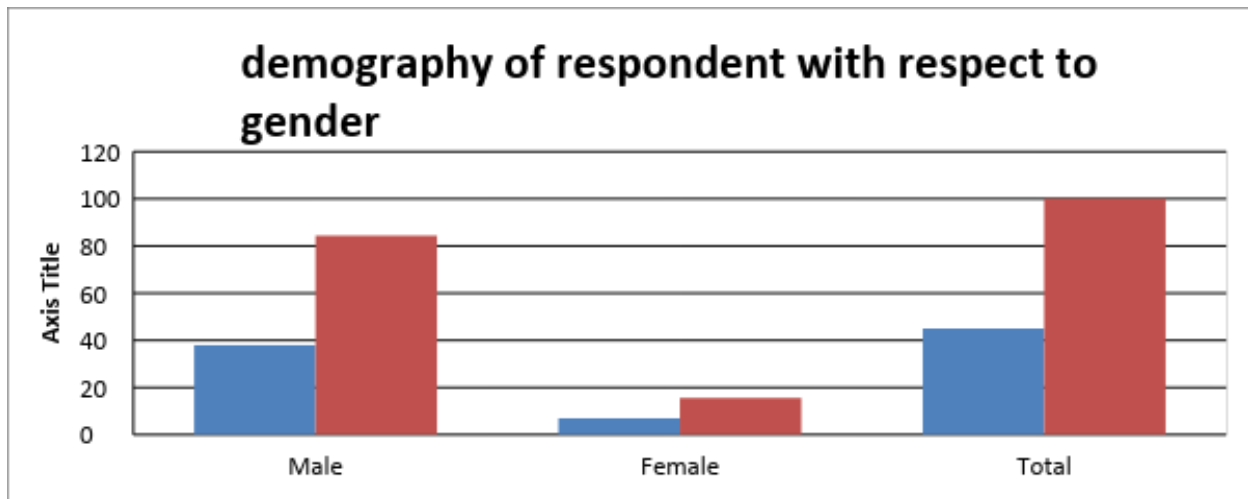
RESULT AND DISCUSSION

In this section the results obtained from the questionnaire, interview and documents were analyzed. Frequency counts, and percentage, were statistical methods employed to present and analyze the structured in items of the questionnaire quantitatively. To supplement and enrich the information that was drawn using a questionnaire, the data from opened questions, and interview were analyzed and described qualitatively.

4.1. Results

4.1.1. Demographic of the respondents

Figure 1; Demography of respondent with respect to gender



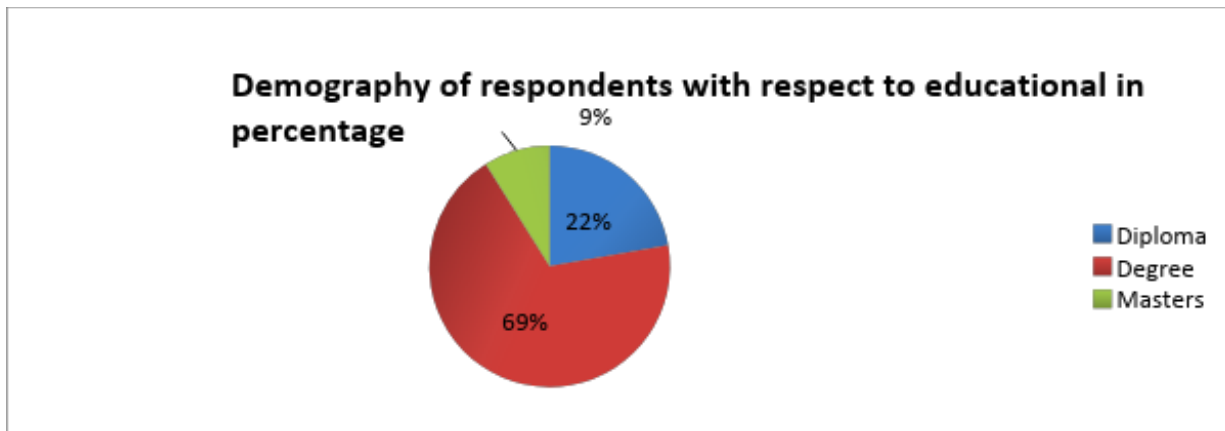
The respondent who respond the questionnaire 38(84.4%), and 7(15.6%) were male and female respectively. Almost greater number of the male was selected from each sex sport science teacher and other sport professional.

Figure 2-demography of respondent with respect to marital status



The marital status of respond the questionnaire 21(46.7 %) and 53.3 (24 %) were single and married respectively. Greater number of single was there in data collection.

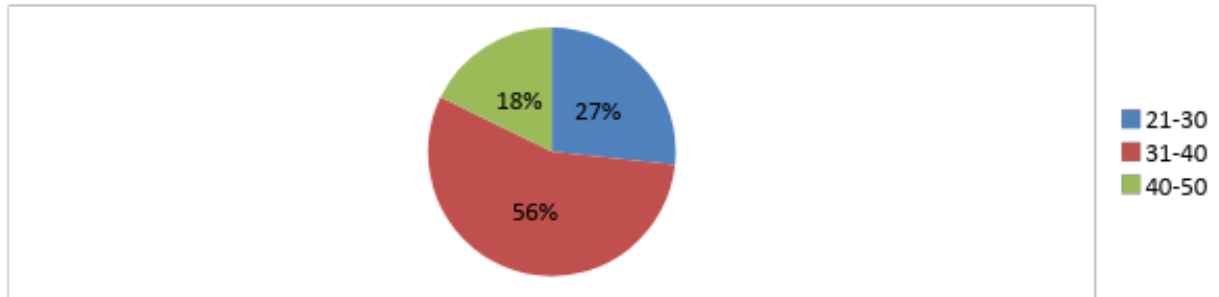
Figure 3- demography of respondent with respect to educational in percentage



The educational level of respond the questionnaire 22%, 69% and 9% were diploma, degree and masters respectively. Greater number of degree teacher and sport expert was there in data collection

Figure 4 - demography of respondent with respect to age group in percentage

Demography of respondent with respect to age group in percentage



The age group of respondent the questionnaire 18%, 27% and 55% were 21-30, 31-40 and 40-50 respectively. Greater number of degree teacher and sport expert was in 31-40 age.

Figure 5- demography of respondent with respect to service year

Service year of respondent				
	Frequency	Percent	Valid Percent	Cumulative Percent
1-10	19	42.2	42.2	42.2
11-20	21	46.7	46.7	88.9
21-30	3	6.7	6.7	95.6
31-40	2	4.4	4.4	100.0
Total	45	100.0	100.0	

The service year of respondent 19(42.2%), 21(46.7%) and 2(4.4%) were 1-10,11-20,21-30,and 31-40 respectively.

4.1.2. Descriptive Statistics of Variables related awareness, training and social questionnaire

Table 1-coordination creation between existing facilities and student participation

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	11.1	11.1	11.1
Disagree	10	22.2	22.2	33.3
Not sure	15	33.3	33.3	66.7
Agree	7	15.6	15.6	82.2
Strongly agree	8	17.8	17.8	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1% strongly disagree, 22.2% disagree, 33.3% neutral, 15.6% agree and 17% strongly agree. So more respondent were not sure creating Coordination between existing facilities and students' participation in athletics sport activities. Generally, most respondent was not sure on all of mastery orientation like effort/improvement, important role, and cooperative learning mastery, and the teacher's attitude to try student's participation in athletics sport activity was not encouraged.

Table 2- athletics competition not require expensive materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	11	24.5	24.5	24.4
Disagree	6	13.3	13.3	37.8
Not sure	11	24.4	24.4	62.2
Agree	9	20.0	20.0	82.2
Strongly agree	8	17.8	17.8	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 24.4% strongly disagree, 13.3% disagree, 24.4% neutral, 20.0% agree and 17.8% strongly agree. So more number of respondents was strongly disagreeing on athletics

competition not require expensive materials. Generally, most respondent was strongly disagreeing on raised question so athletics competition requires expensive materials. .

Table 3- important for the effectiveness of the zone sport interactions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	11.1	11.1	11.1
Disagree	4	8.9	8.9	20.0
Not sure	11	24.4	24.4	44.4
Agree	15	33.3	33.3	77.8
Strongly agree	10	22.2	22.2	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1% strongly disagree, 8.9% disagree, 24.4% not sure, 33.3 %agree strongly agree. So more respondent was agree sport interactions for the effectiveness of the zones in athletics sport activities. Generally, most respondent was agree sport interactions for the effectiveness of the zones and the high school attitude to try student’s participation in athletics sport activity was encouraged.

Table 4-creates the opportunities to share experience and encourage friendship

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	6.7	6.7	6.7
Disagree	3	6.7	6.7	13.3
Not sure	17	37.8	37.8	51.1
Agree	10	22.2	22.2	73.3
Strongly agree	12	26.7	26.7	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 6.7% strongly disagree, 6.7% disagree, 37.8% not sure, 22.2% agree, and 26.7% strongly agree. So more respondent were not sure creating the opportunity to share experience and encourage friendship in athletics sport activities. Generally, most respondent was

not sure on all of mastery orientation of the opportunity to share experience and encourage friendship in athletics sport activities to try student's participation in athletics sport activity was not encouraged.

Table 5- demonstrate positive attitude towards self and others

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	8.9	8.9	8.9
Disagree	2	4.4	4.4	13.3
Not sure	17	37.8	37.8	51.1
Agree	11	24.4	24.4	75.6
Strongly agree	11	24.4	24.4	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher and other sport expert shows that 8.9% strongly disagree, 4.4% disagree, 37.8% neutral, 24.4% agree and 24.4% strongly agree. So more respondent were not sure on participation in athletics sport activity and demonstrates positive attitude towards self and others. Generally, most respondent was not sure on all of effort/improvement, important role, and cooperative learning attitude toward self and others, and the teacher's attitude to try students were not positive.

Table 6 - Available in-service or pre-service training

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	3	6.7	6.7	6.7
Disagree	3	6.7	6.7	13.3
Not sure	19	42.2	42.2	55.6
Agree	16	35.6	35.6	91.1
Strongly agree	4	8.9	8.9	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 6.7% strongly disagree, 6.7% disagree, 42.2% not sure, 35.6% agree 8.9% strongly agree. So more respondent were not sure Availability of service after or pre-service of

training students' participation in athletics sport activities. Generally, most respondent was not sure on Available in-service or pre-service training student's participation in athletics sport activity.

Table 7- used as means off self-expression

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	8.9	8.9	8.9
Disagree	2	4.4	4.4	13.3
Not sure	18	40.0	40.0	53.3
Agree	10	22.2	22.2	75.6
Strongly agree	11	24.4	24.4	100.0
Total	45	100.0	100.0	

The output of results of questionnaires filled by sport teacher shows that 8.9 % strongly disagree, 4.4 % disagree, 40.0 % neutral, 22.2 % agree, 24.4 % strongly agree. So more respondent were not sure used as means off self-expression students' in athletics sport activities. Generally, most respondent was not sure on used as means off self-expression students in athletics sport activity.

Table 8-experience in playing the game

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	11.1	11.1	11.1
Disagree	3	6.7	6.7	17.8
Not sure	14	31.1	31.1	48.9
Agree	15	33.3	33.3	82.2
Strongly agree	8	17.8	17.8	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1% strongly disagree, 22.2%disagree, 33.3%not sure, 15.6%agree and 17% strongly agree. So more respondent was agree experience in playing the game.

Table 9- encouragement from concerned bod for school and expertise on athletics

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	9	20.0	20.0	20.0
Disagree	8	17.8	17.8	37.8
Not sure	15	33.3	33.3	71.1
Agree	9	20.0	20.0	91.1
Strongly agree	4	8.9	8.9	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 20.0% strongly, 17.8% disagree, 33.3%not sure, 20.0% agree , and 8.9% strongly agree. So more respondent were not sure on encouragement from the concerned body for schools and experts on athletics sport activities.

Table 10- exhibit independence and ability to succeed in groups

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	13.3	13.3	13.3
Disagree	10	22.2	22.2	35.6
Not sure	15	33.3	33.3	68.9
Agree	9	20.0	20.0	88.9
Strongly agree	5	11.1	11.1	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 13.3% strongly disagree 22.2% disagree, 33.3% not sure, 20.0% agree and 11.1% strongly agree. So more respondent were not sure on exhibit independence and ability to succeed in groups' students' participation in athletics sport activities.

Table 11- recognize positive emotional aspects of participation

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	13.3	13.3	13.3
Disagree	8	17.8	17.8	31.1
Not sure	8	17.8	17.8	48.9
Agree	12	26.7	26.7	75.6
Strongly agree	11	24.4	24.4	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 13.3% strongly disagree 17.8 % disagree, 17.8 % not sure, 26.7% agree and 24.4% strongly agree. So more respondent was agree on recognize positive emotional aspects of participation.

Table 12- demonstrate understanding and respect for difference among people in game activity settings

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	9	20.0	20.0	20.0
Disagree	4	8.9	8.9	28.9
Not sure	12	26.7	26.7	55.6
Agree	9	20.0	20.0	75.6
Strongly agree	11	24.4	24.4	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1% strongly disagree, 22.2% disagree, 33.3% not sure, 15.6% agree and 17% strongly agree. So more respondent was not sure Demonstrate understanding and respect for differences among people in game activity settings. Generally, most respondent was not sure on all of mastery orientation like effort/improvement, important role, and cooperative learning

mastery, and the teacher's attitude to try student's participation in athletics sport activity was encouraged.

Table 13- provide opportunities for enjoyment and social interactions

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	11.1	11.1	11.1
Disagree	8	17.8	17.8	28.9
Not sure	6	13.3	13.3	42.2
Agree	15	33.3	33.3	75.6
Strongly agree	11	24.4	24.4	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1 % strongly disagree, 17.8% disagree, 13.3% not sure, 33.3% agree and 24.4% strongly agree. So more respondent were agreed to the teacher's attitude to try student's participation in athletics sport activity and Provides opportunities for enjoyment and social interactions.

Table 14- enhance social and sport skills

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	8.9	8.9	8.9
Disagree	9	20.0	20.0	28.9
Not sure	7	15.6	15.6	44.4
Agree	11	24.4	24.4	68.9
Strongly agree	14	31.1	31.1	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 8.9 strongly disagree 20.0 disagree 15.6 not sure, 24.4 agree 31.1 strongly agree. So more respondent was strongly agreed to enhance social and sport skills participation in athletics sport activities.

Table 15- value the diversity and the unique nature of societies athletics culture

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	11.1	11.1	11.1
Disagree	7	15.6	15.6	26.7
Not sure	15	33.3	33.3	60.0
Agree	8	17.8	17.8	77.8
Strongly agree	10	22.2	22.2	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1% strongly disagree 15.6%disagree 33.3%neutral, 17.8%agree and 22.2% strongly agree. So more respondent were not sure on the value the diversity and the unique nature of societies athletics culture in athletics sport activities.

Table 16- played to promote schools identity

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	13.3	13.3	13.3
Disagree	4	8.9	8.9	22.2
Not sure	11	24.4	24.4	46.7
Agree	17	37.8	37.8	84.4
Strongly agree	7	15.6	15.6	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 13.3% strongly disagree, 8.9% disagree, 24.4%not sure, 37.8%agree 15.6% strongly agree. So more respondent were agreed on played to promote the schools identity participation in athletics sport activities.Generally, most respondent was agree on promote the schools identity in athletics sport activity was encouraged.

Table 17- provide opportunity for students, for competition and the developments of lasting friendships

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	12	26.7	26.7	26.7
Disagree	3	6.7	6.7	33.3
Not sure	11	24.4	24.4	57.8
Agree	14	31.1	31.1	88.9
Strongly agree	5	11.1	11.1	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1% strongly disagree, 22.2%disagree, 33.3%not sure, 15.6%agree and 17% strongly agree. So more respondent were Agree Provides opportunity for students for computation and the development of lasting friendships in athletics sport activities and the teacher’s attitude to try student’s participation in athletics sport activity was encouraged.

Table 18- creates strong friendship at school, Woreda and zones level through building strong ties , a sense of competitions and games

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	9	20.0	20.0	20.0
Disagree	5	11.1	11.1	31.1
Not sure	10	22.2	22.2	53.3
Agree	14	31.1	31.1	84.4
Strongly agree	7	15.6	15.6	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1% strongly disagree, 22.2%disagree, 33.3%neutral, 15.6%agree and 17% strongly agree. So more respondent were agreed to Creates strong friendship at a school, woreda and zone level through building strong ties, a sense of competitions and games.in athletics sport activities.

Table 19- means by which the students expresses identity, tradition, value and status

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	13	28.9	28.9	28.9
Disagree	8	17.8	17.8	46.7
Not sure	6	13.3	13.3	60.0
Agree	5	11.0	11.1	71.1
Strongly agree	13	29.0	28.9	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1% agree, 17.8% disagree, 13.3% not sure, 28.9% strongly disagree and 28.9% strongly agree. So more respondent was strongly agreed creating Means by which the students express identity, traditions, values and status students' participation in athletics sport activities.

Table 20- School sport competition enables social bonds

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	11.1	11.1	11.1
Disagree	5	11.1	11.1	22.2
Not sure	6	13.3	13.3	35.6
Agree	13	28.9	28.9	64.4
Strongly agree	16	35.6	35.6	100.0
Total	45	100.0	100.0	

The output of results of Awareness, training and Social Related questionnaires filled by sport teacher shows that 11.1% strongly disagree, 22.2% disagree, 33.3% neutral, 15.6% agree and 17% strongly agree. So more respondent was strongly agreed to School sport competition enables social bonds.

4.1.3.Descriptive statistics of variables related Competition and Contribution

Table 21- make the participants and also give smarter idea when making and develop positive attitude towards life time athletics sport

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	11.1	11.1	11.1
Disagree	5	11.1	11.1	22.2
Not sure	6	13.3	13.3	35.6
Agree	13	28.9	28.9	64.4
Strongly agree	16	35.6	35.6	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 11.1% strongly disagree, 11.1%disagree, 13.3%neutral, 28.9%agree and 35.6% strongly agree. So more respondent was strongly agreed to make the participants happier and also give smarter idea when making decision and develop positive attitude towards life time athletics sport.

Table 22 - promote the students involvement in sport and school life and raise efficiency and productivity of the zones athletics

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	1	2.2	2.2	2.2
Disagree	12	26.7	26.7	28.9
Not sure	8	17.8	17.8	46.7
Agree	13	28.9	28.9	75.6
Strongly agree	11	24.4	24.4	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 11.1% strongly disagree, 11.1%disagree, 13.3%neutral, 28.9%agree and 35.6% strongly agree. So more respondent were agreed to promote the students involvement in sport and school life and raises efficiency and productivity of the zones athletics.

Table 23- serves as an important function in the development athletics or other sport skill

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	2	4.4	4.4	4.4
Disagree	6	13.3	13.3	17.8
Not sure	17	37.8	37.8	55.6
Agree	10	22.2	22.2	77.8
Strongly agree	10	22.2	22.2	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 4.4% strongly disagree, 13.3%disagree, 37.8%not sure, 22.2%agree and 22.2% strongly agree. So more respondent were not sure to serve as an important function in the development athletics or other sports skills.

Table 24- school sport club facilities peer school visitation and competition

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	3	6.7	6.7	6.7
Disagree	3	6.7	6.7	13.3
Not sure	12	26.7	26.7	40.0
Agree	19	42.2	42.2	82.2
Strongly agree	8	17.8	17.8	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 6.7% strongly disagree, 6.7%disagree, 26.7 %neutral, 42.2 %agree and 17.8% strongly agree. So more respondent were agreed school sport club facilitate peer schools visitation and competition in athletics sport activities.

Table 25- serve athletics recruitment for the zones

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	7	15.6	15.6	15.6
Disagree	6	13.3	13.3	28.9
Not sure	7	15.6	15.6	44.4
Agree	15	33.3	33.3	77.8
Strongly agree	10	22.2	22.2	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 15.6% strongly disagree, 13.3% disagree, 15.6% neutral, 33.3% agree and 22.2% strongly agree. So more respondent were agreed to serve athletes recruitment for the zones participation in athletics sport activities.

Table 26- develop interest on athletics competition

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	1	2.2	2.2	2.2
Disagree	5	11.1	11.1	13.3
Not sure	10	22.2	22.2	35.6
Agree	17	37.8	37.8	73.3
Strongly agree	12	26.7	26.7	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 2.2% strongly disagree, 11.1 % disagree, 22.2% neutral, 37.8% agree and 26.7% strongly agree. So more respondent were agreed to develop interest on athletics competition in athletics sport activities.

Table 27- held and played annually

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	2	4.4	4.4	4.4
Disagree	6	13.3	13.3	17.8
Not sure	8	17.8	17.8	35.6
Agree	25	55.6	55.6	91.1
Strongly agree	4	8.9	8.9	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 4.4% strongly disagree, 13.3% disagree, 17.8% not sure, 55.6% agree and 8.9% strongly agree. So more respondent were agreed on held and played annually students' participation in athletics sport activities.

Table 28- conduct and organize the athletics game

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	8.9	8.9	8.9
Disagree	2	4.4	4.4	13.3
Not sure	12	26.7	26.7	40.0
Agree	20	44.4	44.4	84.4
Strongly agree	7	15.6	15.6	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 11.1% strongly disagree, 22.2% disagree, 33.3% not sure, 15.6% agree and 17% strongly agree. So more respondent were agreed on conducting and organizing athletics game for effort/improvement, important role, and cooperative learning mastery, and the teacher's attitude to try student's participation in athletics sport activity was encouraged.

Table 29- create physical, spiritual, mental and psychological satisfaction through competition between and/or among families, neighbors, villages and Woreda

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	11.1	11.1	11.1
Disagree	5	11.1	11.1	22.2
Not sure	11	24.4	24.4	46.7
Agree	20	44.4	44.4	91.1
Strongly agree	4	8.9	8.9	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 11.1% strongly disagree, 11.1%disagree, 24.4%neutral, 44.4%agree and 8.9% strongly agree. So more respondent were agreed to create physical, spiritual, mental and psychological satisfaction through competitions between and /or among families, neighbors, villages and ‘Woreda’ participation in athletics sport activities.

Table 30- enhance self-confidence students for sport

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	11.1	11.1	11.1
Disagree	5	11.1	11.1	22.2
Not sure	10	22.2	22.2	44.4
Agree	12	26.7	26.7	71.1
Strongly agree	13	28.9	28.9	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 11.1% strongly disagree, 11.1%disagree, 22.2%neutral, 26.7%agree and 28.9% strongly agree. So more respondent were strongly agreed to enhance self-confidence students for sport activities.

Table 31- develops the ability to perform more complex rhythmic skills alone and with a partner

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	7	15.6	15.6	15.6
Disagree	5	11.1	11.1	26.7
Not sure	16	35.6	35.6	62.2
Agree	9	20.0	20.0	82.2
Strongly agree	8	17.8	17.8	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 15.6% strongly disagree, 11.1% disagree, 35.6% neutral, 20.0% agree and 17.8% strongly agree. So more respondent were not sure Develops the ability to perform more complex rhythmic skills alone & with a partner in athletics sport activities.

Table 32- exhibit a physically active life style

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	8.9	8.9	8.9
Disagree	8	17.8	17.8	26.7
Not sure	12	26.7	26.7	53.3
Agree	11	24.4	24.4	77.8
Strongly agree	10	22.2	22.2	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 8.9% strongly disagree, 17.8% disagree, 26.7% not sure, 24.4% agree and 22.2% strongly agree. So more respondent were not sure physically active life style exhibit a participation in athletics sport activities.

Table 33- provide recreation and satisfaction for individual regardless of their skill and ability

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	8.9	8.9	8.9
Disagree	16	35.6	35.6	44.4
Not sure	9	20.0	20.0	64.4
Agree	9	20.0	20.0	84.4
Strongly agree	7	15.6	15.6	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 8.9% strongly disagree, 35.6% disagree, 20.0% neutral, 20.0% agree and 15.6% strongly agree. So more respondent were dis agreed provide recreation & satisfaction for individuals regardless of their skill and ability in athletics sport activities

Table 34- participate and observe athletic competition or games

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	13.3	13.3	13.3
Disagree	5	11.1	11.1	24.4
Not sure	12	26.7	26.7	51.1
Agree	13	28.9	28.9	80.0
Strongly agree	8	17.8	17.8	97.8
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher and sport professional expert shows that 13.3% strongly disagree, 11.1% disagree, 26.7% not sure, 28.9% agree and 17.8% strongly agree. So more respondent were agreed participate and observe athletics competition or games participation in athletics sport activities. Generally, most respondent were agreed on all of performance orientation like participation ,observation, and cooperative learning mastery, and the teacher’s attitude to try student’s participation in athletics sport activity was encouraged.

Table 35- addressed athletics according to the student/athletes level and age

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	8.9	8.9	8.9
Disagree	6	13.3	13.3	22.2
Not sure	16	35.6	35.6	57.8
Agree	12	26.7	26.7	84.4
Strongly agree	7	15.6	15.6	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher and other sport expert shows that 8.9% strongly disagree, 13.3% disagree, 35.6% neutral, 26.7% agree and 15.6% strongly agree. So more respondent were not sure to Addresses athletics according to students/athletes level and age' participation in athletics sport activities.

Table 36- encouragement for athletes or for athletics development from concerned body

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	7	15.6	15.6	15.6
Disagree	7	15.6	15.6	31.1
Not sure	11	24.4	24.4	55.6
Agree	13	28.9	28.9	84.4
Strongly agree	7	15.6	15.6	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher and other sport expert shows that 15.6% strongly disagree, 15.6% disagree, 24.4% not sure, 28.9% agree and 15.6% strongly agree. So more respondent were agreed to encourage for athletes or for athletics development from concerned body participation in athletics sport activities

Table 37- make athletics cultural and dominant sport

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	8	17.8	17.8	17.8
Disagree	4	17.8	8.9	26.7
Not sure	17	37.8	37.8	64.4
Agree	9	20.0	20.0	84.4
Strongly agree	7	15.6	15.6	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 17.8% strongly disagree, 17.8%disagree, 37.8%not sure, 20.0%agree and 15.6% strongly agree. So more respondent were not sure creating makes athletics cultural and dominant sport activities.Generally, most respondent were not sure on all of mastery orientation of student’s participation in athletics sport activity.

Table 38- it's a place where athlete pioneered

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	10	22.2	22.2	22.2
Disagree	5	11.1	11.1	33.3
Not sure	14	31.1	31.1	64.4
Agree	10	22.2	22.2	86.7
Strongly agree	6	13.3	13.3	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 22.2% strongly disagree, 11.1%disagree, 31.1%not sure, 22.2%agree and 13.3% strongly agree. So more respondent were not sure whether a place where athletes pioneered exists.

Table 39-zones clubs/projects got athlete from school

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	11	24.4	24.4	24.4
Disagree	11	24.4	24.4	48.9
Not sure	6	13.3	13.3	62.2
Agree	12	26.7	26.7	88.9
Strongly agree	5	11.1	11.1	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 24.4% strongly disagree, 24.4%disagree, 13.3%not sure, 26.7%agree and 11.1% strongly agree. So more respondent were agreed creating zones clubs/projects got athletes from school participation in athletics sport activities.

Table 40- the zone use the schools as source to get athlete

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	14	31.1	31.1	31.1
Disagree	11	24.4	24.4	55.6
Not sure	7	15.6	15.6	71.1
Agree	5	11.1	11.1	82.2
Strongly agree	8	17.8	17.8	100.0
Total	45	100.0	100.0	

The output of results of Competition and Contribution related Questionnaire filled by sport teacher shows that 31.1% strongly disagree, 24.4%disagree, 15.6%not sure, 11.1%agree and 17.8% strongly agree. So more respondent were strongly disagreeing because the zone uses the schools as sources to get athletes.

4.1.4. Interview qualitative results

In the interview related finding the respondent said that;

- ✓ Would you please tell us your qualification, position, and experience?

The qualification of respondent was diploma, degree and master's sport qualified and their position as director, and sport officer well experienced.

- ✓ Would you explain your understanding (awareness) on inter school sport competition or game and particularly in athletics?

The some respondent has awareness about interschool competition or game and competition held between high school in jimma zone.

- ✓ Do you/your PE teachers take any training on athletics or in other? If your answer is yes what kind of training they took?

There is no any training related to athletics before and after competition for PE teacher but teacher conduct and organize sport competition of athletics with both sex on the sprinting , middle and long distance running events at school, woreda or zonal level without taking training.

- ✓ Does your school recruit any student athlete for zonal/regional competition? If yes how your school or zone get and treat the athletes? What about current?

Some of teacher recruit student athlete for zonal competition if the teacher take good training before he can recruit more student athlete and now on slow condition.

- ✓ In your opinion does sport competition held at school level have contribution for the zones athletics development and movement, would your organize regularly (intra-mural or extra-mural) any sporting activities? How your interrelations looks like between PE teachers with zonal sport experts or schools with zones youth and sport offices?

Sport competitions held at school level have great contribution for the zones athletics development and movement but there are no interrelations between PE teachers with zonal sport experts or schools with zones youth and sport offices in case of that teacher was not organize any sporting activities in school regularly(intra-mural or extra-mural).

- ✓ In your opinion what are the main problems that make the Jimma zone back especially in athletics?

➤ The main problems that make the Jimma zone back especially in athletics;

- Lack of budget
- Lack of relation between PE teachers with zonal sport experts or schools with zones youth and sport offices
- Lack of sport administrative manager
- Lack of training before and pre competition for student athlete
- Lack of fairness during selection or recruitment of athlete for zone

✓ What solutions do you suggest to foster the development athletics movement in Jimma zones?

- Possible solutions to foster the development athletics movement in Jimma zones;
- Create sense of competition in the mind of student
- Zonal sport experts , zones youth and sport offices work with PE teachers rather than simple sitting in office
- Give great concepts of understanding on prohibited substance drug for student athlete
- PE teacher or director of high school play great role in producing good athlete and As he got the result you should give the expected result for zonal sport expert.

4.2. Discussion

4.2.1. Descriptive Statistics of Variables related awareness, training and social

The current study can shows that in the existing awareness, training and social climate most respondents not sure in the following which is creating Coordination between existing facilities and students' participation, the opportunity to share experience and encourage friendship, participation in athletics sport activity and demonstrates positive attitude towards self and others, Availability of service after or pre-service of training students' participation, Demonstrate understanding and respect for differences among people in game activity settings, the value the diversity and the unique nature of societies of athletics culture, encouragement from the concerned body for schools and experts on athletics sport activities, exhibit independence and ability to succeed in groups' students' participation in athletics sport activities. In contrast to this result , (Moussa&Wiren, et al, 2004), the development of Athletics Sport is determined by the active participation of the concerned bodies which are school sport teachers, coaches, trainees, Administrator, and communities/Parents of the Athletes/. All the concerned body mentioned above should provide what are expected from them to the feasibility of the attainment of the athletics development.

The current study can shows that in the existing awareness, training and social climate most respondents was agree sport interactions for the effectiveness of the zones, played to promote the

schools identity participation, Provides opportunity of athletics for competition and the development of lasting friendships, Creates strong friendship at a school, woreda and zone level through building strong ties, a sense of competitions and games, Experience in playing the game and Provides opportunities for enjoyment and social interactions, recognize positive emotional aspects of participation. In line with this, the best pupils meet together in inter-schools and then in district {zones) races, organized sometimes by the Ministry of education, sometimes by the ETH-NOC. The winners are spotted out by EAF officials (or by coaches of clubs), the zones also rewarded in case of athlete and the athlete love his country ((Moussa&Wiren, et al, 2004)).

Strongly agreeing to enhance social and sport skills participation, Means by which the students express identity, traditions, values and status students' participation. In line with this, California State Department of Education 1986, mentally and physically active, creative, problem solving roles and individuals' success or failure in these roles must be divided evenly between them; the number of traditional and nontraditional activities engaged in by characters of athlete must be approximately even; and the gamut of emotions must occur randomly among characters, regardless of them.

4.2.2. Descriptive statistics of variables related Competition and Contribution

The result of this study was indicated that in the existing competition and contribution to make the participants happier and also give smarter idea when making decision and develop positive attitude towards life time athletics sport, promote the students involvement in sport and high school life and raises efficiency and productivity of the zones athletics and to enhance self-confidence students for sport activities in high school competition for jimma zone athlete was strongly agreed. This shows that the teacher was praising the students can out play students contribution performance competitor and contribution climate. In line with this studies, (IHSAA, 2014) the Activities of sports clubs attracted the attention of administrators and faculty, who had major reservations about the time and energy devoted to sports and effects on the schools, including the small number of boys involved, quality of coaching (clubs often hired their own coaches), unsportsmanlike conduct, use of "ringers" (nonstudents, professionals), out of-town travel, length of schedule, interference with school work, lack of carry-over value, injury (especially in football), and emphasis on winning, among others.

The result of this study indicate that the respondent were not sure as high school competition and contribution for athletics development to serve as an important function in the development athletics or other sports skills, school sport club facilitate peer schools visitation and competition in athletics sport activities, creating athletics cultural and dominant sport activities, Addresses athletics according to students/athletes level and age' participation in athletics sport activities, Develops the ability to perform more complex rhythmic skills alone & with a partner in athletics sport activities and physically active life style exhibit a participation in athletics sport activities. In line with this, (O'Brien, et al, 1988), there is no doubt education is secret key of human success and the roots of education lie on competition. A child is born without knowledge and skills, and they continuously participate in competitions every part of the life, developing skills and knowledge through a learning process. A child competes in the school, college and university and finally he/she competes in his/her professional area. Actually human life is full of competitions.

The result of this study indicate that the respondent were agreeing to serve athletes recruitment for the zones participation and, develop interest on athletics competition, participate and observe athletics competition or games, to encourage for athletes or for athletics development from concerned body participation, held and played annually students' participation, conducting and organizing athletics game for effort/improvement, important role, and cooperative learning mastery, and the teacher's attitude to try student's participation in athletics sport activity was encouraged, and other create physical, spiritual, mental and psychological satisfaction through competitions between and /or among families, neighbors, villages and 'woredas' participation in athletics sport activities, creating zones clubs/projects got athletes from school participation in athletics sport activities. In contrast to this (U.S. Department of Health, Education, and Welfare, 1978) it critiqued current textbooks as "1) demeaning athlete linguistically, 2) omitting the actions and achievements of athlete, and 3) showing athlete only in stereotyped roles with less than a full range of human interests, traits, and capabilities".

The other result of this study indicate that the respondent were dis agree provide recreation & satisfaction for individuals regardless of their skill and ability in athletics sport activities and the zone uses the schools as sources to get athletes. In contrast with this, (Creminl, 2007), the notion of athlete -centered education can be linked with a program for social reform, since both can

serve as a critique of school competition. Both beliefs invite teachers to wean athlete away from the “reactionary” values of their parents and schools. Athlete -centered educationists believe that a school competition was good for athlete development and need only be liberated from the rigid moral constraints of their parents and school society.

4.2.3. Interview related discussion

The qualification of respondent were diploma, degree and masters’ sport qualified and their position as director high school, and manager of youth and sport office and well experienced. The respondent has awareness about interschool competition or game and competition held between high school in jimma zone. There is no any training related to athletics before and after competition for PE teacher but teacher conduct and organize sport competition of athletics with both sex on the sprinting, middle and long distance running events at school, woreda or zonal level without taking training. In contrast with this, (NFHS, 2000)competition of high school led the development and training of education-based interscholastic sports and performing arts activities that help students succeed in their lives. The NFHS writes playing rules for 17 sports for boys and girls at the high school level.

Some of teacher recruit student athlete for zonal competition if the teacher take good training before he can recruit more student athlete and now on slow condition. Sport competitions held at school level have great contribution for the zones athletics development and movement but there are no interrelations between PE teachers with zonal sport experts or schools with zones youth and sport offices in case of that teacher was not organize any sporting activities in school regularly(intra-mural or extra-mural). In line with this (NFHS, 2010 and 2011)Participation in athletic and performing arts activities continues to rise, which reflects the interest and support of the wide range of programs provided for girls and boys by the nations of high schools and there is correlation high school and sport office. The most recent high school athletics participation survey conducted by the NFHS (2010 and 2011) indicated 7,667,955 student participants in high school athletics in the 19,153 U.S. high schools that are members of NFHS-member state associations (intra-mural or extra-mural).

The main problems that make the Jimma zone back especially in athletics;

- ✓ Lack of budget

- ✓ Lack of relation between PE teachers with zonal sport experts or schools with zones youth and sport offices
- ✓ Lack of sport administrative manager
- ✓ Lack of training before and pre competition for student athlete
- ✓ Lack of fairness during selection or recruitment of athlete for zone

In line with this Ravitch points out that as the factor that affects athletic competition were in financial problem, Lack of sport administrative manager, training before and pre competition for student athlete lack of public competition education expanded, it didn't become a major promoter of innovative educational practices. She states that by the early 1970s, about 10 percent of federal funds for high schools were allocated to competition innovation, which, in 1974, was about \$350 million for the year (Ravitch, 2004; Ravitch, et al, 2001)

Possible solutions to foster the development athletics movement in Jimma zones;

- ✓ Create sense of competition in the mind of student
- ✓ Zonal sport experts , zones youth and sport offices work with PE teachers rather than simple sitting in office
- ✓ Give great concepts of understanding on prohibited substance drug for student athlete
- ✓ PE teacher or director of high school play great role in producing good athlete and As he got the result you should give the expected result for zonal sport expert

In line with this Athlete and their political supporters determined that more would be needed to uproot participation in society. In 1974, the National Coalition for athlete in high school competition, a coalition of athlete groups such as NOW and athlete Equity Action League (AEAL), as well as more traditional Athlete's groups such as the League of athlete Voters, was formed to lobby Congress and monitor enforcement activities. The Coalition and other groups testified before Congress in support of the AEEA, which provided support to alternative curricula (U.S.Congress, 2005)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMEDATION

5.1. Summary

The purpose of this study was to investigate the contribution of high schools athletics competition for the development of Jimma zone athletics. The study was done in descriptive survey method. Totally 66 respondents participated in the study. Of these 40 were high school PE teacher, 20 high school director and 5 sport expert. To collect information, questionnaire, [open & closed], and interview were used. Finally by using statistics tool such as Percentage and frequency count the data obtained were analyzed.

The study tries to solve the following research questions;

1. How the status of School athletic competition in Jimma Zone is will be better?
2. Does Jimma School's athletic competition contribute for athletic development at zone level?
3. What are the major challenges of school athletic completion in Jimma Zone?

Based on the above research questions the respondents responded;

- ✓ Most of the teacher had the required knowledge and experience.
- ✓ Almost all the sport officers replied there is no facilities and equipment in the high school.
- ✓ There were criteria in nominating the teacher in the event
- ✓ The teacher was not prepared training in one week rather in month
- ✓ The relationship between athletes and teacher, teacher and directors most of the respondents indicated "no more good"

5.2. Conclusion

The purpose of the present research was to investigate the contribution of Jimma high schools athletics competition for the development of athletics movement in Jimma zone. To this effect, the investigator draws, the below mentioned conclusions.

- ✓ The status of high School athletic competition in Jimma Zone in the existing awareness, training and social climate most respondents not sure in creating Coordination between existing facilities and students' participation, Availability of service after or pre-service

of training students' participation, encouragement from the concerned body for schools and experts, exhibit independence and ability to succeed in groups'. But in high school competition and contribution the respondent not sure to serve as an important function in the development of athletics, and dominant sport activities, Addresses athletics according to athletes level and age' participation.

- ✓ The contribution of Jimma high schools athletics competition for athletics development at zone level in the existing awareness, training and social climate most respondents was agree sport interactions for the effectiveness of the zones, played to promote the schools identity participation, Creates strong friendship at a school, Woreda and zone level through building sense of competitions and games. But, in existing high school competition and contribution to serve athletes recruitment for the zones participation, develop interest on athletics competition, to encourage for athletes or for athletics development from concerned body participation, held and played annually, Create physical and mental satisfaction through competitions between families, neighbors, villages and 'Woreda' participation, the most respondent were agreed. In the existing awareness, training and social most respondents were strongly agreeing to enhance social and sport skills participation, means by which the students express identity, traditions, values and status students' participation. In the existing competition and contribution to promote the students involvement in sport and high school life and raises efficiency and productivity of the zones athletics and to enhance self-confidence students for sport activities in high school competition was strongly agreed.
- ✓ The major challenges of school athletic competition were diet and exercise, the school environment and performance, lifestyle and performance of athlete, age and performance athlete, injury and performance athlete, the roles of a PE teacher, influence of the sport expert, PE teacher behavior, high school institutions influence, and philosophy & teaching styles.

5.3. Recommendation

Depending upon the findings of the study, the following recommendation

- ✓ were drawn Too fully use the potential of athletics for interscholastic athletic programs accordance with principles the status of high School athletic competition as integral parts of the total competition program of sport activities and should be conducted so. High school programs should supplement rather than serve as substitutes for basic physical education programs, physical recreation programs, and intramural athletics programs
- ✓ The development of Athletics Sport is determined by the active participation of the concerned bodies which are school sport teachers, coaches, trainees, Administrator, and communities/Parents of the Athletes/ should be subjected to the contribution of high schools athletics competition for athletics development at zone level. The welfare of the participant should be placed above any other consideration and interscholastic athletic programs should be conducted in accordance with the letter and spirit of the rules and regulations of appropriate conference, state, and national athletic associations.
- ✓ Developing strategies within the Task, Authority, Recognition, Grouping, Evaluation, Timing framework for identifying instructional practices associated with high school athletic competition to support the development Jimma zone athletics.

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Appendix

Questionnaire for PE teachers and sport expert/professionals

Dear respondent!

The purpose of this questionnaire is to get pertinent information about athletics development and its contribution of Jimma Zone athletics movement. Hence, the researcher kindly requests you to give your honest response. Your cooperation in responding to the questionnaire will be of considerable help to the success of this study and subsequently it may be used to improve the Jimma zone athletics aspects/benefits and preservation.

Your cooperation will be greatly appreciated

Thank you for your time!

Direction:

Please read the following questions and answer them as genuinely as possible and please mark with a tick (√) in front of agreement scale except for background information

Background information

Sex: _____ Age : _____
 Marital status: _____ Educational level: _____
 Current Job position (for sport expert only): _____ Service year _____
 Place of birth: Region: _____ Zone _____ Woreda _____

Awareness, training and Social Related Questionnaire

Questionnaire: Tick in the scale box that best fits your response

The Scale: 5 =Strongly Agree 4= Agree 3= Not Sure 2=Disagree 1= Strongly Disagree

No	Items	Scale				
		1	2	3	4	5
1	School sport competition enables social bonds					
2	Coordination creation between existing facilities and students' participation in athletics sport activities.					
3	Athletics competition not require expensive materials					
4	Important for the effectiveness of the zones sport interactions.					
5	Creates the opportunity to share experience and encourage					

	friendship					
6	Used as means of self-expression					
7	Demonstrates positive attitude towards self and others					
8	Available in-service or pre-service training					
9	Experience in playing the game					
10	Encouragement from the concerned body for schools and experts on athletics					
11	Exhibit independence and ability to succeed in groups					
12	Recognize positive emotional aspects of participation					
13	Demonstrate understanding and respect for differences among people in game activity settings					
14	Provides opportunities for enjoyment and social interactions					
15	Enhance social and sport skills.					
16	Value the diversity and the unique nature of societies athletics culture					
17	Played to promote the schools identity.					
18	Provides opportunity for students for computation and the development of lasting friendships.					
19	Creates strong friendship at a school, Woreda and zone level through building strong ties, a sense of competitions and games.					
20	Means by which the students expresses identity, traditions, values and status.					

Competition and Contribution related Questionnaire

Questionnaire: Tick in the scale box that best fits your response

The Scale: 5 =Strongly Agree 4= Agree 3= Not Sure 2=Disagree 1= Strongly Disagree

No	Items	Scales				
		1	2	3	4	5
1	Make the participants happier and also give smarter idea when making decision and develop positive attitude towards life time athletics sport.					
2	Promote the students involvement in sport and school life and raises efficiency and productivity of the zones athletics.					
3	Serve as an important function in the development athletics or other sports skills.					
4	school sport club facilitate peer schools visitation and competition					
5	Serve for athletes recruitment for the zones					
6	Develop interest on athletics competition					
7	Held and played annually.					
8	Conduct & organize the athletics game					
9	Create physical, spiritual, mental and psychological satisfaction through competitions between and /or among families, neighbors, villages and 'Woreda'.					
10	Enhance self-confidence students for sport					
11	Develops the ability to perform more complex rhythmic skills alone & with a partner					
12	Exhibit a physically active life style					
13	Provide recreation & satisfaction for individuals regardless of their skill and ability					
14	Participate and observe athletics competition or games					

15	Addressed athletics according to students/athletes level and age					
16	Encouragement for athletes or for athletics development from concerned body					
17	Makes athletics cultural and dominant sport					
18	It's a place where athletes pioneered					
19	Zones clubs/projects got athletes from school					
20	The Zone uses the schools as sources to get athletes					

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DEPARTEMENT OF SPORT SCINCE

Interview for School Director and manager of Jimma zone sport and youth

Basic guiding interview sample questions

- ✓ Would you please tell us your qualification, position, and experience?
- ✓ Would you explain your understanding (awareness) on inter school sport competition or game and particularly in athletics?
- ✓ Do you/your PE teachers take any training on athletics or in other? If your answer is yes what kind of training they took?
- ✓ Do you/your PE teachers organize and conduct sport competition and club at school, woreda or zonal level? If yes how, when and what are the outcomes of the competition especially in athletics?
- ✓ Does your school recruit any student athlete for zonal/regional competition? If yes how your school or zone get and treat the athletes? What about current?
- ✓ In your opinion does sport competition held at school level have contribution for the zones athletics development and movement? How your interrelations looks like between PE teachers with zonal sport experts or schools with zones youth and sport offices?
- ✓ In your school would you organize regularly (intra-mural or extra-mural) any sporting activities?
- ✓ In your opinion what are the main problems that make the Jimma zone back especially in athletics?
- ✓ What solutions do you suggest to foster the development athletics movement in Jimma zones?