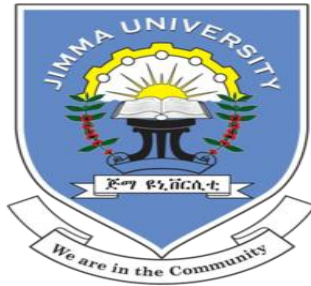


**JIMMA UNIVERSITY  
COLLEGE OF NATURAL SCIENCE  
DEPARTMENT OF SPORT SCIENCE**



**ASSESSMENT ON CURRENT STATUS OF ATHLETICS PROJECTS: IN  
NORTH SHOA ZONE OF OROMIA NATIONAL REGIONAL STATE OF  
ETHIOPIA**

**BY: ASCHALEW MERID**

**A THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF  
NATURAL SCIENCES DEPARTMENT OF SPORT SCIENCE FOR PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE MASTERS DEGREE  
IN COACHING ATHLETICS SPECIALIZATION**

**OCTOBER, 2019  
JIMMA ETHIOPIA**

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**BY: ASCHALEW MERID  
MAJOR ADVISOR MR. BIRUK AMARE (Ass. Professor)  
CO-ADVISOR MR. AMANU EBA (M.Sc.)**

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**OCTOBER, 2019  
JIMMA ETHIOPIA**

**DECLARATION**

This proposal is Original work and has not been presented for a degree in any other university

Submitted by

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Name of the student	Signature	Date

Approved by:

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Name of Major Adviser	Signature	Date

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Name of Co-Adviser	Signature	Date

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Name of Chairman DPGC	Signature	Date

-----	-----	-----
Name of Coordinator PGC	Signature	Date

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Name of examiner	Signature	Date

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Name of asst. Examiner	Signature	Date

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## **Abstract**

*The main objective of this study was to assess the Current Status of Athletics Projects: In North Shewa Zone of Oromia National Regional State. To achieve this objective, the study used purposive sampling method to select Athletic project coaches, young Athletes, sport officers. The design of this study it was more of descriptive survey in nature. The study employed Cross-sectional research design so as to collect data from respondents. The data was entered in to SPSS version 20. To this effect percentage and frequency was used. In addition, qualitative analysis was used thematically. The major findings of this study are; the coaches in the Zone are not well trained, the quality and nature of coaching is poor; the projects lack sport wearing, Athletics equipments and facilities, Nutrition; the majority of the parents don't have the vision that their children will be tough, competent and successful both to themselves and to the nation as well, the regional state federation, Zone and Wereda Sport office doesn't have close monitoring and evaluation for projects. Based on the findings the following recommendations were suggested: The coaches who are assigned in the projects must be qualified in a higher educational institute in sport science, coaches should have to identify the talent of the athletes, The concerned organ of the Regional state and Zonal sport commission should have a very close contact with coaches and a regular follow up of coaches, The officers are expected to arrange & supply basic needs to the projects like technical aids and prepare additional training to the existing coaches and parents of the athletes should prepare neat, balanced and adequate diet to their minors; because it helps the athletes have good physical fitness and healthy.*

**Key words:** Athletics, Athletics Projects and Current Status

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## **Abbreviation**

A.A	Addis Ababa
AAAF	Addis Ababa Athletics Federation
ADM	American Development Model
IOC	International Olympic Committee
LTAD	Long Term Athletics Development
MYSC	Ministry of Youth, Sports and Culture of Ethiopia
NATA	National Athletic trainers' association
NGB	National Governing Bodies
NSPE	National Sport Policy of Ethiopia
SFIA	Sports & Fitness Industry Association

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Athletics was especially popular, and soon become central to the exercise components of national education systems .Athletics is an exclusive collection of sporting event that involve competitive running, jumping throwing and walking. The most common type of athletics computations are track and field, road running, cross country running and race walking Harald, and Wolfgang, (2009). The simplicity of the competitions and the lack of a need for expensive equipment, make athletics one of the most commonly competed sports in the world. Organized athletics are traced back to the ancient Olympic Games from 776 BC. (Olympic 2011) and most modern events are conducted by the member clubs of the international association of athletics federation. The athletics meeting forms the back bone of the modern summer Olympic and other leading international meeting include the IAAF world champion ships, and athletes with a physical disability compete at the summer Paralympics and the IPC athletics world champion ship. Organized athletics are thriving well developed industrial societies and ever expanding competition programs are developed in schools, universities, military organizations and private clubs (Gerry C,1999).

The International Amateur Athletic Federation/IAAF/ was founded in 1912 by National Athletics Federations who needs for a governing authority for athletic programs. The governing authority for athletic programs uses standardized technical equipment and world records. The considerable governing IAAF is doing its best for the development and expansion of athletics with member athletics federation of different countries. To enhance the working capacity of its members IAAF provides supports & aid the construction of athletics field and academics or training center. The other fundamental roles of the IAAF, through its council, Committees and biannual; congress, IAAF oversee are ruling and regulations of athletics. It also approves all world records; junior and senior, men and women's indoor

and outdoor, and it organizes the annual programmer of international competitions for the world's elite athletes.

Although the exact roots of Ethiopia Athletics cannot be traced accurately. It is widely believed that the sport was widely practiced in schools and military before 1897. The sport was limited to these parts of society only because others did not have access to equipment used for competition or was not organized in a manner that motivated progress. But after signs that the sport was increasing in popularity in many parts of society, a need to assemble these activities under one organizing umbrella quickly arose, it was in 1949 that the Ethiopian Athletics federation (EAF) was formal and soon become a member of the international Amateur Athletics federation (IAAF) since its inception. Much of the federations activities were carried with the help of amateurs the First executive committee was headed by colonel Getahun Teklemariam, the man officially recognized as the first president of the EAF. This committee started a formalized programmer where athletes competed domestically and internationally. One of the first major competition on the federation's the Shaw championships, was organized in 1966 and was a competition among various divisions of the military, schools, and clubs, the first ever edition of Ethiopian championships were held in 1971. In the late 70's a new committee, headed by chairman Tesfaye Sheferaw was formed to administer the federation the major achievement of this era were the staid of the first Abebe Bikila marathon and the national cross country championships. Ethiopia also participated in the world cross country championships for the first time in 1984.

Track and field events are divided into three broad categories: track events, field events, and combined events. The majority of athletes tend to specialize in just one event (or event type) with the aim of perfecting their performances, although the aim of combined events athletes is to become proficient in a number of disciplines. Track events involve running on a track over specified distances and in the case of the hurdling and steeplechase events obstacles may be placed on the track. There are also relay races in which teams of athletes run and pass on a baton to their team member at the end of a certain distance. There are two types of field events: jumps, and throws. In jumping competitions, athletes are judged on either the length or height of their jumps. The performances of jumping events for distance are measured from a board or marker, and any athlete overstepping this mark is judged to have fouled. In

the jumps for height, an athlete must clear his or her body over a crossbar without knocking the bar off the supporting standards. The majority of jumping events are unaided, although athletes propel themselves vertically with purpose built sticks in the pole vault.) “Ministry of Youth, Sport and Culture” (2004).

The National and Regional Federations in Ethiopia, In the mission statement of each federation, it is clearly and explicitly stated that they should play an active role in grass-root athletics. Yet none of the athletics federations are taking this seriously. So at all levels they fail to fulfill their mission as they abide to the ‘rule of market’ and cannot go against the choice of their funding sponsors. These sponsors being private companies, their funds are being earmarked for very specific purposes: organizing local competitions or participating in foreign events. As a consequence, all other sectors of activity not oriented towards ‘producing medals’ are being neglected or deprived of funding. This is the case of grass root projects or even of training in throwing and jumping disciplines.

Every year, in January or February, a cross-country competition is held in Addis Ababa, a couple of weeks before a similar competition happens in Nairobi, Kenya. These events serve as scouting opportunities for the international runner’s agents, who usually live in Europe or North America and come to East-Africa once a year to select and ‘sign’ the best contestants of these local competitions. Conveniently, the Ethiopian and the Kenyan national athletics federations take the opportunity of the agents’ presence to hold a meeting with them and to discuss all current issues, renew their contracts and settle their accounts. During the meeting held in 2015, the agents’ attitude towards working on grass roots athletics was very gloomy. From their point of view, managing an athlete at that level is impossible, as runners are likely to switch from one agent to another. Any early investment is seen as too risky for them as it may not yield any return at all. They also argue that the rules and regulations of the management of runners by both national and international associations (IAAF) do not support them as the contracts are signed for one year and the infringers, shifting from one agent to another, are not sued nor punished. The agents’ interest seems to be in hunting the elite athletes once per year from national or international competitions only. Some of them, among the most well established such as Global Sport Communication,

have established training groups, which are locally called ‘projects’, but not at the grass-root level.

The ‘first division’ of Ethiopian athletics is composed by the six best clubs of the moment. In 2015 they were: Defense (also known as ‘Mekelakeya’ or ‘20th Mechanised’), Federal Police (‘Omedla’), EEPCO (Ethiopian Electric & Power Corporation, aka ‘Electric’), Ethiopian Commercial Bank (or ‘Negd Bank’), Federal Prisons (‘Maremia’) and Government House Agency (‘Betoch’). In Addis Ababa, all other registered clubs are called ‘second division’. The first division is an open and competitive group: only the clubs with the highest number of points can integrate the first division. Points are gained through regional and national competition, both individually and by team. Inside the First Division group, Mekelakeya stands one head above the others clubs, both by the number of points collected each year and by its long-lasting presence over the last decades inside this elite group. Because they are funded by powerful prostates, the first division clubs can afford to grant some facilities to their athletes: a good standard of coaching, transportation to the various places of training by minibus, food and accommodation, shoes and sport clothes, contacts and contracts with private sponsors, official recognition and social prestige, and even some pocket money or the possibility to get a military career. Evil tongues balance this list of advantages by adding that athletes get brainwashed. None of the first division clubs have, nor ever have had, a training center for beginners. They simply do not want to invest their time, resources and money in athletes who might leave them at the end of their training time, fleeing to other clubs or to another sport such as football.

The focus area of this research is located in Oromia National Regional State North Shoa Zone. It is situated in the central periphery of the county. The Amhara NRS of the Dejen town is a North Neighbour of the Zone, while the Amhara NRS of the Merabite Zone is its neighbour in the South; and in the Oromiya NRS of the Chancho Town is its East neighbour and the Oromia NRS of the Adaberga Town is its direct western neighbour. Here, the study will be carried out in Fitcha Town which is around 120 Km far from Addis Ababa. Muketuri Wereda which is around 90 Km far from A.A and Gebre Guracha Wereda which is around 168 Km far from Addis Ababa. In this Zone 3 athletics projects are launched. The 1<sup>st</sup> and the 2<sup>nd</sup> Training centers were opened by the Oromia National Sport Commission. But the 3<sup>rd</sup> one has been



established by EAF. Thus totally there are 3 athletics training project Centers in North Shoa Zone of in Oromia National Regional State. These are:-Fitcha Town athletics project training center, Muketuri Wereda athletics project training center and Gebre Guracha Wereda athletics project training center

## **1.2 Statement of the Problem**

Currently athletics is the most popular sport in Ethiopia in terms of spectators and participants, owing to this fact, different athletics project have been established and participated in champion. Although few study have done on factors affecting athletic projects. Within this few study, the researcher select three related research For the purpose of to see the gap of this researcher study and the selected related study.

According to the first Researcher (Abera, 2017) “ Youth Athletics Sport Training Projects’ of the Southern Region, Ethiopia: Perceived Deterrent Factors that Need Scaling up” The result of the study, therefore, reveals the following major limitations as deterrent factors: dearth of coaching expertise at the grassroots level, dearth of access to basic athletics equipment and training manual, dearth of follow-up and support system from concerned bodies, dearth of inclusive competition opportunities within the region, socio cultural barriers, and dearth of scientific talent identification programs. Finally, the sport organizational structures from the bottom kebele to the top regional level need to be promptly proactive in filling the gaps identified. Likewise, to capitalize and keeping an eye on the good practices can assist in maintaining the projects’ strength as well as the experience gained out of this would foster a great deal, if shared among projects, in developing youth athletics in the region and sustain the country’s athletics sports successes.

According to the second Researcher (Bezabeh, 2014) “ Grass-Root Training: a Challenge for Ethiopian Athletics |” This researcher paper analyses the problem of grass-roots training in Ethiopian athletics, presenting the different institutions involved in athletics and their respective reasons for the lack of interest and involvement in grass-root training activities. The overall picture provided by this description reflects the poor conditions of Ethiopian athletics and the prevalence of a predatory system of selection in lieu of a comprehensive institutional or-

ganization for the promotion of sport. The data collected for this research proceed from interviews with officials of athletics federations and sponsors over several years of professional activity of the first author and on the basis of fieldwork observations by the second author.

According to the third Researcher (Gemechu, 2015) “ Status, Challenges And Prospect Of Youth Sport Training Centers In Some Selected Regions In Ethiopia”. that all athletes in the youth training centers were selected from sport competitions and there is no scientific methods of selecting sport talents in those sport training. Even though school and residence areas are special place for youth sport training for many Ethiopian youth currently sport playing ground around this area are used for different building construction. Scarcity of facilities, equipment and materials in the training centers also limit the performances of the centers. Furthermore sport organizations such national federations and sports clubs are not highly involving in youth sport training as the needs of the country. Therefore it is very important to follow scientific methods of talent identifications and development in order to produces outstanding athletes and sport commissions ,sport federations ,sport clubs and all stake holders should work together to establish new youth training policies structures and development in all parts of the country.

These three researchers focused on the challenges, factors and on the problems of the project. In North Shoa Zone there are three Athletics projects. Within the previous 5 years, these training centers produced a lot of athletes who are participating in different fames clubs and for national team. Few of them are representing the country in International Races. But today the production of the athletics projects training centers are not known and no research is conducted in the athletics projects of the study area in order to identify the current status of the project. That is why the researcher interested to know and identify the hindered status of the project on currently.

### **1.3 Basic Research Questions**

The present study tried to answer the following research questions.

- What are the overall activities of athletics projects in North ShoaOromia, National Regional State?

- Do inadequate / shortage / of material and equipments affects athletics projects in North Shoa Oromia, National Regional State?
- What are the major factor affecting athletics projects in North Shoa Oromia, National Regional State?

## **1.4 Objective of the Study**

### **1.4.1. General Objective**

This study was aimed to assessment the current status of athletics projects in North Shoa Oromia National Regional State.

### **1.4.2. Specific Objectives**

They consist of the following components.

- To assess the overall activities of athletics projects in North Shoa Oromia, National Regional State.
- To examine to what extent of the inadequacy / shortage of material and equipments affects athletics projects in North Shoa Oromia, National Regional State.
- To identify the major factors affecting athletics projects in North Shoa Oromia, National Regional State.

## **1.5 Significance of the Study**

The study was significant in the following ways:

- It adds to the existing body of knowledge and literature on the assessment present status of athletics projects.
- It may give in-depth information about the projects overall process for the Oromia Region sport commission.
- The results may be helpful to interested researchers in this area to expand studies and to come up with new findings and suggestions that can contribute to different clubs and national team in general.

This research delimited to identify problems of athletics projects in the entire country however it is delimited to all named athletics projects in the North Shoa

Zone of Oromia regional state . North Shoa Zone is one of the Zonal administration of in the Oromia regional state. In the Zone, there are three athletics projects. These are:-Fitcha Town athletics project training center, Muketuri Wereda athletics project training center and Gebre Guracha Wereda athletics project training center

Thus the study was delimited to raise the significant & current problems in the aforementioned sites. The result of the research was more comprehensive if it covers projects in different Zonal Athletics Project of the country.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Assessment Research**

##### **2.1.1 What is Assessment?**

Assessment:- is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve. Assessment is a process of measuring and analyzing a performance or product to provide quality, timely feedback for improvement. Assessment Reform Group. (2002)

##### **2.1.2 Purposes of Assessment**

Assessment for learning is one of the most important purposes of assessment. It is not the only purpose and is to be distinguished from assessment of learning, which is carried out for the purposes of grading and reporting (ARG, 1999). A review of research into classroom assessment (Black and Wiliam, 1998) has shown that assessment for learning is one of the most powerful ways of improving learning and raising standards. Current research is adding further evidence in support of this claim and the empirical evidence is underpinned by theory from the psychology of learning and studies of learning motivation.

##### **2.1.3 Needs of assessment**

A needs assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency. 1. A needs assessment is a part of planning processes, often used for improvement in individuals, education/training, organizations, or communities. It can refine and improve a product such as a training or service a client receives. It can be an effective tool to clarify problems and identify appropriate interventions or solu-

tions. 2. By clearly identifying the problem, finite resources can be directed towards developing and implementing a feasible and applicable solution. 3. Gathering appropriate and sufficient data informs the process of developing an effective product that will address the groups needs and wants. 4. Needs assessments are only effective when they are ends-focused and provide concrete evidence that can be used to determine which of the possible means-to-the-ends are most effective and efficient for achieving the desired results. 5. Needs assessments can help improve the quality of policy or program decisions, thus leading to improvements in performance and the accomplishment of desired results. Improving results that is, moving from current to desired performance is typically a worthwhile and valuable effort. The results of a needs assessment will guide subsequent decisions, including the design, implementation, and evaluation of projects and programs that will lead to achieving desired results. 6. Defining 'need' is an essential starting place for needs assessments. Though the word need is used casually in many context without a definition, in order to assess them, a need is often defined as a gap in results where its satisfaction, or partial satisfaction, is necessary for the achievement of another specific socially- permissible result. Each need therefore consist of two related gaps in results, leading to the assessment (size, direction, characteristics, etc.) of each gap as well as the relationship among the gaps. This distinguishes needs assessments from surveys of people 'wants' or favorite solutions.

There are three perspectives on need in a needs assessment; perceived need, expressed need and relative need. 1. Perceived needs are defined by what people think about their needs, each standard changes with each respondent. 2. Expressed needs are defined by the number of people who have sought help and focuses on circumstances where feelings are translated into action. A major weakness of expressed needs assumes that all people with needs seek help. 3. Relative needs are concerned with equity and must consider differences in population and social pathology. (also see Watkins, West Meiers & Visser (2011).

#### **2.1.4 Assessment Methodology**

The Assessment Methodology is a tool to help one better understand the steps needed to do a quality assessment. By following this process you can learn what you need to know and change what you need to change in order to improve a performance or a

product. The discussion and examples of the use of this methodology are geared toward assessment of student learning. Much of the terminology used in this methodology is taken from the Assessment Overview Module. The Assessment Methodology consists of four main steps along with a set of sub-steps. The methodology is as follows: 1. Develop guidelines for the assessor to follow when assessing a performance or a product. Both the assessee and the assessor should, before the performance: 2. Design the approach to be used for the assessment. Both the assesses and assessor should: 3. Collect and analyze the evidence. 4. Report the findings to the assessed.

### **2.1.5 Principles of Assessment**

There is a common saying in educational circles: “What is counted counts.” This expression implies that the truly important learning objectives are those we assess. Student sensitivity to this maxim is implied by their common refrains: “Is this on the test?” and “Will it be for marks?” Consequently, if we value critical thinking or the ability to apply knowledge in new contexts, then we should be concerned that our assessment practices reflect these goals. Unfortunately, most assignments and tests emphasize recall of information. The effect of this is to signal to students that what really matters is remembering facts.

This shortcoming will not be redressed simply by devoting more attention to assessing other goals. Ironically, many ways in which thinking abilities are currently assessed are selfdefeating. The “timed” nature of tests and the “once-over and one-time nature” of many assignments do not invite thoughtful student reflection. Advocates of “higher” standards typically call for raised expectations of student performance and for expanded testing. It is not obvious that these steps enhance student learning. High-achieving students who are motivated by grades may already be trying their best, and may be distracted from genuine learning by heightened fears of not doing well on the test. Lesser-motivated students may be doubly discouraged by raising the “educational bar” even further out of their reach and by constantly reminding them of their inferior performance (Assessment Reform Group 2002, 4). The aim is to supplement traditional assessment practices with “alternative” approaches that offer more meaningful and productive ways of assessing students (Gronlund and Cameron 2004, 10). Although writers describe authentic assessment in varying ways, three interrelated purposes underlie this movement:

- Greater “authenticity.” Advocates of assessment reform seek a closer fit between the attributes and abilities actually measured by an assessment device and the educational goals that we most value. Too often we assess what is easiest to measure (for example, whether or not students can remember information) and neglect what is more difficult to assess yet nonetheless important (for example, students’ ability to think critically and to use their knowledge to solve realistic problems).
- Supporting learning. Advocates of assessment reform are committed to using evaluation to help students learn. Often assessment interrupts or discourages learning. We can enhance learning by making assessment tasks more meaningful, by demystifying the process, and by involving students in assessing their efforts and those of fellow students.
- Fairness to all students. Advocates of alternative assessment are concerned that some students are penalized by current assessment practices, not because these students know less, but because of the methods and the conditions under which assessment occurs. For example, some students struggle to communicate what they know under the pressure of a single, timed written examination.

### **2.1.6 Types of Assessment**

In general, the purpose of assessment is to determine as accurately as possible what students should know, understand, and be able to do. In the differentiated classroom, assessment must provide clear information on student progress with regard to classroom content, processes, and products. This information helps teachers make wise, informed decisions about the needs of their students and the direction their instruction should take. There are two main types of assessment, each occurring at different points in the learning process: formative, which occurs both before and during the learning process, and summative, which occurs at the end of key segments in a learning cycle or the end of the learning process. These types of assessments also have different purposes and uses.

#### **A) Formative Assessment**

According to Popham (2011), formative assessment is a process that "involves the gathering and analysis of assessment-elicited evidence for the purpose of determining



when and how to adjust instructional activities or learning tactics in order to achieve learning goals" (p. 14). This purpose is achieved through two types of formative assessment—pre-assessment and ongoing assessment. Pre-assessment is a type of formative assessment that occurs before a unit of study begins. Whether formal or informal, pre-assessments are never graded. They are purely diagnostic in nature. Formative assessments, which may be formal or informal, include homework, quizzes, exit cards, journal prompts, and classroom discussions. Experts in formative assessment (for example, see Popham, 2011) suggest that formative assessments should rarely be graded because grades imply a judgment of student competence that may not be appropriate until the end of the learning cycle or until key points in a learning sequence are reached.

### **B) Summative Assessment**

Summative assessment occurs at the end of the learning process and is typically graded. Some examples of summative assessments include tests, projects, demonstrations, presentations, and performance tasks. The purpose of summative assessment is to provide evidence of the degree to which a student has mastered the knowledge, understandings, and skills of the unit. Experts, such as Wiggins and McTighe (2011), recommend that summative assessments should be planned before instruction. Students are then taught in structured segments to practice and master the skills, knowledge, and understandings that will lead to success on the summative assessment. In addition, summative assessments can be differentiated, as long as the differentiation does not prevent teachers from accurately collecting evidence showing how well students met the targeted learning goals. We will learn about various formats that formative and summative assessments can take, as well as how to plan and differentiate assessments, throughout the remaining modules of this course.

## **2.2 The Deferent Stage of trainers Age in the Project.**

According to Sports and Fitness Industry Association (SFIA-2013) “Low Physical Activity Rates “Starting at age 9- when children often develop a self-concept of whether or not they are an athlete- physical activity rates begin to drop sharply. By age 15, moderate-to-vigorous physical activity declines 75 percent, a higher rate than in Europe (Designed to Move, 2012) .At that point, they average only 49 minutes per

weekday and 35 minutes per weekend (Journal of the American Medical Association, 2008). Among kids ages 6-17, one in five youth are considered inactive, meaning they report no physical activity (Physical Activity Council, 2015). Further, only one in three children is physically active every day (Fitness.gov). Among high school students, that figure drops to nearly 29 percent .Meanwhile, more children each year are completely inactive, with one in five youth ages 6-17 not engaging in any activity, according to SFIA. In 2014, the number of inactive ages 6+ grew to 28.3 percent (82.7 million) of the U .S .population- the highest rate in the last six years (Physical Activity Council, 2015).

### **2.3 The “projects” in Ethiopia**

There are several differences between what are referred to in Ethiopia as 'Clubs' and 'Projects'. First, an age difference: clubs are for senior athletes, whereas Projects are usually for under 17. Second, a administrative difference: Clubs are nongovernmental, whereas Projects are governmental or run by the ministry in charge of Sport or by one of the athletics federations, be they regional or national. Thirdly, there is a legal difference between clubs and projects: the former are granted autonomy and are ruled by status, whereas the later are run as part of their administration of origin. Finally, the selection of athletes by regional federations for domestic competitions can only be made from projects, and not from clubs otherwise the regional Addis Ababa Athletics Federation would be too advantaged. For all these reasons, 'projects' can be seen as the obvious level for the organization of grass root training. Yet it is not the case, mainly because of the cruel lack of funding which makes any attempt of organize something impossible. The interview with two senior national coaches revealed that they witnessed the appearance and the disappearance of many projects without achieving their objectives. In a rule of thumb, projects are deprived of any coaching staff, transportation vehicles, sport facilities and even support for athletes (food, accommodation, shoes, clothes, etc.). And from the personal observation of the first researcher of this paper on some project sites, the role of the local community in supporting these 'projects' seems close to none. As the core issue of grass-roots training regards its funding, possible solutions include either a change of policy from the public sector towards its in-

volvement and support in federations, clubs and ‘projects’ or the diversification of the sources of funding, ranging from local, community based level private companies to international sport institutions or enterprises. Ethiopian sport policy (April-1998)

## **2.4 The Significance of Athletic Project**

According to American Development Model in (2014) The United States Olympic Committee and its National Governing Bodies embrace the athlete development principles that allow American youth to utilize sport as a path toward an active and healthy lifestyle, and create opportunities for athletes to maximize their full potential. These five key principles include:

- Universal access to create opportunity for all athletes
- Developmentally appropriate activities emphasize motor and foundational skills
- Multi-sport or multi-activity participation (i .e .cross-training)
- Fun, engaging and progressively challenging atmosphere
- Quality coaching at all age levels

By creating early positive experiences for all athletes, the American Development Model will keep more children engaged in sport longer with four outcomes:

- Grow both the general athlete population and the pool of elite athletes from which future U .S .Olympians and Paralympian are selected
- Develop fundamental skills that transfer between sports
- Provide an appropriate avenue to fulfill an individual’s athletic potential
- Create a generation that loves sport and physical activity, and transfers that passion to the next generation

## **2.5 Five Developmental Stages of the Age in Athletics Project**

According to the American Development Model (ADM) in (2014) is comprised of five stages designed to create a healthy sport experience and support an athlete’s advancement based on their physical, mental and emotional level, and potential for growth. Pathway models like the ADM 5 Stages should be used to reference what key

concepts athletes should be focused, encouraged or organized around as they develop and grow in their sports experiences. The pathway models are guides to explain how athletes navigate development and competitive expectations as they journey in the sport. Consumers can use pathway models to understand at what developmental stages an athlete should consider focusing on skill development versus competition, or at what ages one could expect to become more focused on elite performance. Every sport will have a different pathway for development and navigation will be different for each sport experience, and this is ok .The ADM 5 stage model is a guideline for sports in America to use to encourage development and pathway guidance .

### **2.5.1 Stage 1: Discover, Learn and Play (Ages 0-12)**

This is the first step to being involved with sports at a young age (0-12) or when first introduced to a new sport. Discovery of key concepts and motor skills of the sport/activity is critical in order to learn how the sport is played. Many skills are transferable between sports .Programs should accommodate athletes that participate in multiple sports .This early stage requires coaching that will allow fun and enjoyment through discovery and exploration .

### **2.5.2 Stage 2: Develop and Challenge (Ages 10-16)**

The second stage of the development process occurs after an athlete has been engaged in a sport and wants to explore more organized training options .This stage focuses on refining the skills needed to be successful in the activity or sport, and then furthering skill development through challenges, such as recreational competition, organized sport programs or club participation. Athlete readiness and motivation determine the choice to pursue the next level in sport .The second stage may begin earlier for some athletes who are quick to develop physically and mentally .Fun and socialization are still key areas of emphasis in order to encourage future participation and avoid burn-out.

### **2.5.3 Stage 3: Train and Compete (Ages 13-19)**

At stage three, athletes begin to train and compete in a program that matches their personal interests, goals and developmental needs .Competitions become more clearly defined in this process with potential for new experiences in team selection

.Maximizing potential becomes an option for athletes as they start to grasp the commitment necessary for certain sports, and the skill sets needed to excel at the next competitive level . Technical, tactical, physical and psycho-social development becomes increasingly more important for the athlete at this time .This is also the stage to increase sport-specific training .Recreation and multi-sport play can continue to be used in a cross-training capacity to allow athletes the opportunity to more fully develop.

#### **2.5.4 Stage 4: Excel for High Performance or Participate and Succeed (Ages 15+)**

When an athlete reaches high school they will likely face the option to either focus on sport for high performance and increased competition, or continue to compete for the fun, healthy and social aspects of sport .Athletes will be able to choose the pathway that best represents their interests and abilities .Growth spurts, experience or dedication to training may all affect which path an athlete follows during their sport career .This stage allows for both full development and commitment to their sport(s), and enjoyment of the benefits that sport offers .Fun and socialization remain key elements of this stage, although the definition of fun changes from athlete to athlete and also will adjust based on the commitment level to high performance or participation .

#### **2.5.5 Stage 5: Thrive and Mentor (Active for Life)**

Everyone can use sport and physical activity to establish and maintain a healthy lifestyle .Many athletes want to give back to their sport after they finish competing .Coaching, officiating and mentoring other athletes are natural next steps .With previous experience as an athlete, the coach, official and/or administrator can help prepare other athletes to be the best they can be in sport and enjoy the development process.

### **2.6 Talent Identification and Attitude of the Trainees**

Athletic talent identification is approached from many different angles, depending on which country you are looking at and the place where athletes are being selected and recruited. There are two points in talent identification; the first being innate talent identification and prediction of future success.

### **2.6.1 How much athletic ability is innate?**

According to (athletics and endless human potential in- 1988) it is always popular to believe that great athletes are born and not made. This comes from those that train hard for many years but cannot reach the heights of the champions. The truth is that when an athlete is young, he/she is more pliable and a child's physiology can change in many more aspects through training than is possible for an adult. Also worth noting is that training a child is vastly more different than training an adult athlete. Specificity is less important and a child can excel in a wider range of domains than a fully mature person. When we see from another angle, certain characteristics in physical and mental development have been shown to be genetic to a certain degree. For instance west Africans are generally great sprinters, east Africans are generally great distance runners. Asians have been shown to have faster reaction time and Caucasians have been shown to naturally superior swimmers. This side of athletic talent identification is easy to work with. There are certain genetic and environmental factors surrounding entire of people that identifying talent is a broad activity, It has long been thought that things such as muscle fiber type distribution are genetically determined. This would make it hard in identifying the potential of young athlete because the athletes have not yet had time to develop. It may come down to what the young athlete are interested in and spend the most time on. Several studies have shown that muscle fiber type and other physiological characteristics are related to athletic performance & determined by a number of factors. Genetics is only part of it. During childhood muscle fiber has been shown to actually change in response to the stimulus it gets during the younger years of childhood and adolescence. So the activities during childhood may actually be a huge contributing factor to the percentage of fast and slow twitch muscle fibers and other aspects related to athletic performance.

### **2.6.2 Approaches to athletic talent identification**

According to (Chrys-Lyon 2007-2011) There are many approaches to athletic talent identification. Some sports in certain countries may have a very specific, systemized approach that lasts for years. Other sports in other sports in other sports countries use less formal methods and may simply and may simply get as

many children involved in the sport as possible and see who excels. states that there are three common approaches to athletic talent identification

1. *Systematic, governmental, systems:* These methods are commonly used by former Soviet Union, China and a limited number of others. These systems use methods over a long period of time.

2. *Systematic, Non-Governmental system:* this is the most common form of athletic talent identification. It involves sporting bodies, companies and individual teams looking at children in many different contexts and recruiting based on a complex number of issues such as sociology, economic factors, attitude, physical ability, technical proficiency and more.

3. *Non-systematic Approaches:* These approaches are far less formal and don't involve using a specific method across the board. This sort of athletic talent identification occurs in highly popular sports such as soccer; rugby cricket etc. where there is high enough participation in the sport already that there is no need to recruit fresh from those who don't currently participate.

## **2.7 Developing a Young Athlete**

A young athlete should first be established as being interested in sports. According to (Chrys- Lyon 2007-2011) young athlete should first be raised as being interested in sports. It is also important to let them make their own choice. This will provide a lot of information down the track for future athletic talent identification. Once they are playing sports they should be encouraged and nurtured to engage in a variety of activities. This engages in a variety of activities. This helps to see where a person naturally excels. This is also the method used by eastern bloc countries like Ethiopia and Kenya. They simply let kids go off and play whatever sport they wish. Those scouts and parents are being to down the selection of sports over time, steering them, into a group of sports where they naturally excel. By about age 13 the athlete is ready to get specific and being training for a certain sport. At this stage the athletic is ready to get specific and being training for a certain sport. At this stage the athletic talent identification has been largely completed. It's not hard to determine where a person is likely to be a champion when they have been primarily competing in events related to endurance

for instance. At this stage the athlete can then be trained more specifically for their chosen sport because they have been steered, encouraged and interested in certain sports and activities that are most likely of a similar related nature.

### **2.7.1 The Key Principles Developing Young Athlete**

#### *I. Universal Access to Create Opportunity for All Athletes*

Universal access is defined as creating opportunities for everyone to participate in sport .By providing universal access to all youth regardless of gender, race, physical disability, and economic status, more children could become involved in sport and be more physically active .Sport must be inclusive so that all children have the opportunity to discover the benefit of physical activity and realize their full athletic potential .Sport and physical activity are tools for children to express themselves, develop social relationships and learn valuable life lessons

#### *II. Developmentally Appropriate Activities That Emphasize Motor And Foundational Skill Development*

A clear understanding of an individual's developmental level (as opposed to his or her age) will help coaches, parents and administrators appropriately tailor the training, skills and tactics taught to maximize an individual's full potential, while helping avoid burnout .In order to succeed, athletes must first learn foundational motor skills and technique .Coaches, parents and administrators who jump directly into competition tactics and strategy without emphasizing basic fundamentals may put their child or athlete at a disadvantage .To ensure long-term success, athletes must be given adequate time and knowledge to develop these essential building blocks for success .

#### *II. Encourage Multi-Sport Participation*

Multi-sport participation is critical to developing a well-rounded foundation for physical activity that can transfer between sports .Encouraging children to participate in multiple sport activities at a young age offers them the opportunity to explore, play and discover sport according to their personal interests and skill level .Multi-sport play also provides several cross-training benefits for athletes such as strength, endurance, agility, coordination and speed training that enhances athleticism and promotes



a healthy lifestyle .Athletes also benefit from the social and psychological impact of multi-sport participation.

#### *Iv. Fun, Engaging And Challenging Atmosphere*

A fun, engaging and challenging environment is essential for any youth sport activity .The definition of “fun” may change as children advance to more elite levels of competition, but a standard emphasis on making the process positive and enjoyable is key .Free and spontaneous play is encouraged to help foster growth and development .By offering the opportunity for unstructured play, athletes are more likely to customize physical activity to meet their needs and keep the “fun” in sport intact .Creating a team mentality through positive reinforcement is also critical .Consult your sport’s National Governing Body for suggestions on age-appropriate dose and duration of practice and competition to help avoid burnout .

#### *V. Quality Coaching At All Age Levels*

Quality coaches are critical to athlete development; therefore quality coaching education is critical for athlete success at all competitive levels .Quality coaching not only requires a youth coach to be qualified and highly knowledgeable of their sport, but also basic training on effective communication, practice planning and athlete development .The very best coaches view themselves as continual learners and are always working toward improving themselves .Consult your sport’s National Governing Body for information on the different types of coaching education that are offered and/or required for your sport .

### **2.7.2 Fitness Testing**

Fitness testing is a way of gaining information about the health related and skill related components of athletes’ fitness Testing can take place in a number of environments, with laboratory testing being the most accurate; however there is still a large range of tests that can be carried out, away from a lab, which provide a lot of useful information.

### 2.7.2.1 Principles of Fitness Testing

In order for fitness testing to be accurate and worthwhile, a number of principles must be followed: ([www.cornwallfitness.co.uk](http://www.cornwallfitness.co.uk))

**Specificity:** Fitness tests must assess an individual's for the activity or sport in question. For example, there is little point in using a running endurance test to assess an athlete's little point in using a running endurance test to assess an athlete's improvement in cycling endurance.

**Validity:** Fitness tests must measure the component of fitness that they are supposed to. Have For example, is your sit and reach test measuring solely the flexibility of the hamstrings or are there other factors involved?

**Objectivity:** sometimes also known as interested reliability. A test that is objective will produce the same results for the same individual, regardless of the tester, or technically administering the test.

**Reliability:** A reliable test produces the same results if repeated. For example, an assessor trained in skin-fold measurements will produce the same result, when the same area is re-tested shortly after.

### 2.7.2.2 Reasons for Fitness Testing

According to Fitness Testing the primary reason for fitness testing are:-Talent identification, To highlight the strengths and weakness of an athlete enabling a training program to be devised which addresses the findings, To evaluate the training program, to see if it is helping the athlete in achieving set goals, To measure fitness levels following injury illness or following the off season, To assist in setting goals, To determine health status (in the non-sporting population) and To aid motivation.

### 2.7.2.3 Factors which may affect fitness tests

Fitness tests are subject to a large number of internal and external variables which may affect the outcome of the test. ([www.teachre.com](http://www.teachre.com)) When performing a repeat test it is important to try to limit as many variables as possible by ensuring the conditions/circumstances are exactly the same as during the previous test.

These are:- Time of the day, Weather conditions, Environment (surface/noise/presence of other people), A different assessor, Accuracy of measurements, Test protocol not followed exactly as before, Time since the athlete's last exam, Athletes' emotions, Athletes state of hydration, Athlete's health (recent colds/illness) and Medication the athlete may be taking.

## **2.8 The Roles and Responsibility of the Athletes**

According to American Development Model in (2014) The athlete plays the most important part in their sport experience and athletic development .At the end of the day, it is the athlete that must learn, develop and achieve physical, mental and emotional success in their sport .

### **2.8.1 Qualifications of the Trainer**

The trainer qualifications and relationships Sports training involve a great deal more than knowledge of bandaging techniques, first aid, and conditioning and reconditioning procedures. To conduct an efficient training program, the trainer must also have knowledge of certain organizational and operational procedures relating to staff relationships, legal implications, budgeting, record keeping, and insurance-to mention a few. (Carl E. Klafs and Daniel D. Arneleim (1977).The trainer functions in an unusual situation. But a coach may handle a group of athletes in a specific sport. The trainer deals with all athletes & engaged in all sports, throughout the regular training year. Since athletes usually begin practice immediately following cessation of the daily class schedule, the trainer gets his peak load at that time.

### **2.8.2 Educational Preparation of the Trainers**

The trainer is expected to be a college graduate, usually with a major in physical education and emphasis in the area of rehabilitation or a major in physical therapy. And it better If he is a licensed or registered physical therapist, he should be qualified, enough Especially if he is an additional background or certification in athletic training. Recently, however, as the result of the decline in availability of physical education teaching positions, prospective trainers have often been counselled into other areas. (New study in athletics in 1986) Many of the

National Athletic trainers' association (N.A.T.A) accredited program offer that is strong college minor who has taken in conjunction with a related major leading to teacher certification, thus enabling trainers to serve a dual function. There is, however, a decided trend toward employing capable trainers as faculty members in the high school athletics program to serve, as coaches do, in a dual capacity as teachers of physical education or some other discipline during the regular school day and as trainers in the after-school program. More and more institution are realizing the necessity for full-time trainers if they are carrying out an extensive sports, program, and provisions for the hiring of a full-time trainers if they are carrying out an extensive sports program, and provisions for the hiring of a fill-time trainer are being made at an ever-increasing rate.

### **2.8.3 Physical Examination of Prospective Athletes**

The trainer and physician work closely together for the development of a program for the prevention of sports injuries and the conditioning of the athlete. This program is based on the thorough examination of the athlete by the physician. The physical examination must serve as a screening device that permits only those who are physically and psychologically fit in all respects to enter into athletic competition. The various cardiovascular, neurological, orthopaedic, and respiratory anomalies or irregularities that may be aggravated by athletic participation or may predispose the participant to injury should be considered disqualifying conditions. Overweight and underweight athletes should be given instructions for correcting their respective weight problems. Postural or orthopaedic conditions that may prove to be handicap or predispose the participant to injury in a particular sports activity are often revealed during an examination. In some such instances participation in another sport in which the condition will not present a serious problem is recommended. In other instances the condition may be proved to be sufficiently serious to warrant a declaration of ineligibility to participate in any sports activity.

## **2.9 Factors affecting Performance of Athletes**

### **2.9.1 Healthy Diet**

Diet, like the word nutrition, means all the food a person eats and drinks. Diet directly affects the performance and health of each athlete. Coaches should be aware that athletes' eating and drinking patterns will influence how well they can train and whether they are able to compete at their best. Coaches should work with athletes to develop healthy diets where they are individually aware of their personal nutritional goals and of how they can select the nutrition to meet these goals.(Drnheim, ital. 2000).

A well-chosen diet offers many benefits to all athletes, regardless of event, gender, age or level of competition. These benefits include:- Optimal gains from the training program, Enhanced recovery within and between training sessions and competitions, Achievement and maintenance of an optimum body weight and physique and A reduced risk of injury and illness

### **2.9.2 Diet and Exercise**

Not all diets are healthy. The food taken in must provide all the nutrients for body growth and the energy for exercise. A balanced diet must contain all the nutrients you need in the current amount. Involvement in hard physical exercise does not seem to have any long- term effects on the digestive system however during hard exercise blood is diverted from the stomach to the working muscles, this means that any food in the stomach cannot be absorbed during the exercise often the body tries to get rid of this food during exercise by vomiting (Drnheim, et al, 2000). Diet is a major importance to the sport person. Different performers require different types of food, reflecting the different types of physical activity that are undertaken. In addition, a person's diet may change prior to competition. The aims of the competition diet may be to:- Build up stores of carbohydrates-so energy can be produced for longer period of time, Enter the competition with as little in stomach as possible helps 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 and After hard physical activity it is important to continue replacing lost fluid and eating food replaces depleted energy stores. However eating should be delayed from between one to two hours after competition (Retrieve on 05/10/ 2011 from www.ocr.org.uk).

### **2.9.3 The Environment and Performance**

The main factors to be considered are discussed below:

The weather it can be too hot, cold humid or windy for a person to produce a high level performance. Few athletes can produce their best performances when it is raining or very cold. The training program should reflect the anticipated conditions that will prevail when the competition is due to take place. Remember, it is not just the cold that can affect performance. How many 'fun-runners' train in the evenings after work for special half marathon and then find that the event takes place in the heat of the day?

The state of the sports arena the track or the sports field can influence performances. Pitches with long or wet grass slow players down. Long grass can also affect the movement of a ball in a game. Artificial surface will also affect performance, if the player is used to grass. Inside, a dusty or wet floor in a gymnasium can be slippery and is, therefore, very dangerous.

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

### **2.9.4 Lifestyle and Performance**

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

**Physical well-being:-** a body working well, free from illness and injury.

**Mental well-being:** a relaxed attitude, a mind free from stress and worry

**Social well-being:-** a warm, contented, well fed existence in a settled social environment. Athletes with a healthy lifestyle could be said to have a 'SASHED' approach to life:

**Sleep:** - sufficient good quality sleep is an essential part of any training program.

**Attitude:-** a positive attitude is desirable in all people. But essential in sportsperson's attitude' includes having respect for one's opponents and fellow players. Like a positive approach to competition, respect, for others is essentially and it can help, indirectly, to produce a better individual performance.

**Smoking:-** smoking tobacco makes you smell, can ruin your health and can eventually kill you .

**Hygiene:-** good personal hygiene helps you to avoid infection and makes you feel good. For athlete, good foot care inessential.

**Environment:-**living in a pollution free situation can help to void respiratory illness. Also, climate and the weather can affect performance.

**Diet:-** a currently balanced diet can help you cope with the everyday stresses of life (Webster, 2000).

### **2.9.5 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 rights though a person's 30s.

**Injury:-**older people are more prone to injury than young people. They often take longer

**Flexibility:** -the very young are very flexible and his continues with women in to their teens. By their 30s men in particular tend to have lost much of their flexibility

**Reaction time:-**this shows down with age

**Experience:** - older people tend to make up for their reduced physical capabilities by using their skill levels to better effect. This is known as an experience

### **2.9.6 Athletes' Motivation Effect on Performance**

The coach-athlete relationship is not simply one of the most important influences on athlete motivation; it is also one of the most important influences on athlete performance as well (Mageau&Vallerand, 2003). When discussing this concept, it is important to understand the relationship that exists between coaching styles, athlete motivation, and performance. As a coaching style effects athlete motivation, it also has an effect on performance due to the motivation that is developed within the athlete. Correlation between athlete motivation and performance has been noticeable throughout recent studies, and became a common theme throughout the reviewed literature.

### **2.10 The Roles and Responsibility of the Coaches**

Coaching is a term which involves the task which is given for the coach; directing, adjusting, leading, training the trainees (IAAF 2009).To carry out this activities a coach has to have all round knowledge he/she is not only responsible for training the projects trainer but also manage the trueness. Coaching should be recognized as teaching. Because of the nature of the Job, a coach may be in a better position to teach concepts that affect daily living than any other body who look after the trainees. (Debora west and Bennet Lombardo). The critical role the coach can play in positively or negatively influencing athletes sport experiences. (Fraser- Tramas (2007) cote and Hay,(2002) Smith, smoll and curiti (1978) were among the first to examine young coaches behaviors, they found that the best liked coaches were those who demonstrated more technical instructional, reinforcement, and mistake contingent reinforcement behaviours. In more recent international studies (Bommet, smoll, and smith, and Everett 1992/3) it was found that coaches who were trained to increase these behaviours were better liked, created an atmosphere that athletes perceived as more fun created more team unit, and had lower dropout rates than untrained coaches. Other studies (martin. J.R. AND Weller,1999, Salminen and liukkonen, 1996) have found that youth prefer coaches who demonstrate child- involved democratic coaching styles.

According to (Peter J L Thompson 1991). As a good coach you should have a code of ethics which places the rights and needs of your athletes before those of yourself. You will need to develop a caring and continuing relationship with the athletes you coach.



Participation in athletics is a social process. Your coaching will therefore have great power to shape the lives of your athletes. It is possible to see your only job as a coach in setting exercises and tasks to bring about changes in performance. Experienced coaches will point out that this is only part of the picture. As a coach you will have many jobs and functions. Some you will perform willingly, others will be less attractive to you, but are just as important. All these jobs or roles contribute to being a successful coach

### **2.10.1 Coaching Skills**

As a coach you will initially need to develop the skills of: organizing, safety, building rapport, providing instruction and explanation, demonstrating, observing, analyzing, questioning and providing feedback.(The official IAAF Guide to coaching athletics 2008).

### **2.10.2 The Coaching Behaviour**

Coaching demands a high level of professionalism, even when you are working as a volunteer. As a coach you must not only have high personal and professional standards, but also live by them. The coach-athlete relationship is not only a matter of preparing for achievement in the stadium. Through your work and how it is carried out you project an image of coaching to athletes, to other coaches and to those who are not involved in coaching. Athletics has a place above all other sports. It is probably the most international of all sports and is the centre piece of the Olympic Games. Coaches, because of their position in preparing several generations of athletes for their contribution to athletics, and because they enjoy a high profile as representatives of the sport, have an important role as ambassadors and guardians of the values of athletics (The official IAAF Guide to coaching athletics 2008).

### **2.10.3 Coaching Motivation**

Motivation can be defined as the reason why an athlete performs or completes an action. Over the years, extensive research has been conducted on the idea of motivation, and more specifically, athlete motivation. A key theoretical framework that is linked to athlete motivation is the Self Determination Theory (Ryan &Deci, 2000). As a re-

sult of this theory, two main forms of motivation have been identified and were consistently discussed throughout the literature and the studies conducted in recent years.

## **2.11 Preparation of Plan**

According to Tudor Bompa Good planning, organization and review are essential in whatever we do in our lives. Whether it is small things like arranging to meet friends, to bigger things like learning something new or to very big things. Coaches should have the athletes they coach doing the right things at the right time'. This is not possible without planning and review and the coach needs to take the time to develop the skills of effective planning and review. In the long term plan, all training should be planned so that it is suitable for the long term development of each athlete's potential.

### **2.11.1 Periodization**

The integration of these four components of planned performance training with the fundamental principles of training results in the periodization of the training process. (peter Thompson 1990) Periodization is the key to planned performance. It is the division of training into distinct units that emphasize different methods and types of training. The aim of periodization is to maximize the physical progress of the athletes and prepare them for a concentrated period of peak competitive activity. Good periodization of training results in good performances on the track or in the field. Devising a functioning plan that varies the mode, volume and intensity of work in accordance with the time available for training and competition enables positive progress to be the rule. While the concept of periodization may seem complex, it can be explained by a simple metaphor; periodization is the recipe of training. This recipe controls the amount of overload, its progression and variation, the specific ingredients involved, individual tastes or differences, and the rest or settling are required to produce the well-cooked athlete rather than one who is under-prepared, overcooked or too often burned.

### **2.11.2 Long-Term Planning Build-Up**

According to Theo Körner (1998) Training of Talented Children The first stage of the long-term build-up begins with the training of 10 to 14 year old children. Their train-

ing depends on their situation at school, and emphasizes:-The early and continuous guarantee for a squad of suitably talented children through development of a bond to rowing, The development of rowing skills and abilities and their application in competitions, The increased development of the basic, general foundations of sport as prerequisites for the later development of rowing performance (co-ordination, fitness, and motor skills and abilities) A training session as the basic training unit represents an entity regarding its content, time and its organization. General fitness training comprises games, gymnastics, and strength exercises, running, and jogging. Exercises are conducted in a way that aims for a general training preparation for rowing. Rowing includes: A) The development of sculling technique in the single, double, and quadruple scull up to a level that allows competition. B) Rowing training that primarily develops special fitness and racing abilities according to planned race tactics. The basic training method during the preparation stage is the endurance method at the stimulating level.

## **2.12 The Role of Administrations and Concerned Bodies**

The ultimate goal is to create positive experiences for American athletes at every level. By using the American Development Model, clubs, coaches and parents can help maximize potential for future elite athletes, and improve the health and well-being for future generations in the United States .The purpose of this document is to provide key influencers including administrators, coaches and parents a roadmap for building and delivering programs that focus on the individual athlete at each stage of development .The physical, emotional and mental landscape of each stage should enhance the athlete's overall development, while creating positive experiences in sport .The United States Olympic Committee is engaging with its National Governing Bodies of sport, and sport clubs, coaches, parents and athletes in the U .S .to utilize the American Development Model in a manner that helps keep American athletes strong and inspired to achieve their personal best on and off the field of play .Use the following recommendations as a way to further your ADM advocacy in the U .S . According to American Development Model in (2014)

### **2.12.1 National Governing Bodies**

According to American Development Model in (2014) National Governing Bodies look to maximize the potential of their sport at all levels. By using the ADM's key concepts, an NGB can look to grow the number of participants in their sport, and increase their reach in the United States. The following six steps will help maximize future growth for NGBs: 1. Build an visual representation to guide your members and future champions. 2. Encourage volume programs and limiting athlete cuts. Emphasize over results. 3. Support multi-sport/activity and cross-training for athletes of all ages. 4. Outline and implement age appropriate training practices and duration recommendations for your sport, as well as periodization plans for each age level. 5. Drive physical literacy development at all age levels to match age and physical ability. 6. Provide quality coaching education based on national standards that encourage ADM concepts and age-appropriate teaching skills.

### **2.12.2 The Role of the Parents**

According to American Development Model in (2014) The parent's role in the sport experience can be one of support and guidance for the athlete's benefit .The following are recommendations for parents to help ensure positive sport experiences for their children:- Understand your child's sport pathway and recognize where stand age and development, Encourage sport sampling, in which your child plays several different sports up to age 12, at minimum, to help enhance physical literacy and to be sure they find sports they enjoy, Encourage multi-sport/activity and cross-training to keep your child from burning out or developing overuse injuries, Reward your child for sport development and over performance outcomes and winning, Enroll your child in age-appropriate activities to ensure healthy progression and skill development before advancing to a heavy volume of competition and Monitor the dose and duration your child is playing each week and encourage rest

### **2.12.3 The Role of Athletics Sport Clubs**

Sport clubs and organizations are a key part of both the youth and adult sport experience in the United States .By using key ADM concepts, a sport club can focus on growing their athletes and teams into success stories .Use these 10 key recommendations to help maximize your sport clubs' impact on the athlete's sport experience:-1)

Limit cuts for ages 0-12 in sport programs and focus on developing skills over competition.2) Use your NGBs sport pathway to design your own club development pathway for participation and competition offerings.3) Provide physical literacy (i.e. agility, balance, training) at every practice at every level.4) Periodizing training and rest time for your athletes to cut down injuries and burnout.5) Encourage multi-sport/activity and cross-training to keep your athletes active and developing outside of your program.6) Use developmentally appropriate drills and practice plans at all levels.7) Provide qualified and certified coaches at all age levels.8) Keep participation/competition costs reasonable. Find ways to increase numbers and retention rates from year to year, season to season.9) Provide quality feedback and age-appropriate benchmarks to parents and athletes.10) Operate with an athlete-focused philosophy by creating fun, engaging and challenging sport experiences across all levels of development.

#### **2.12.4 The Role and Responsibility of the Athletics project.**

According to Ethiopian and Addis Ababa Athletics federations general assembly documents (2008-15) other recommendations include:1. The local community should be involved in the development process, directly or indirectly, starting from the woreda level (the lowest administrative level in Ethiopia). 2. From the experiences of other countries, where 'projects' usually belong to higher clubs, e.g.-football, we recommend that athletics 'projects' belong to clubs at the national or federal or city Administrations levels.3. Project sites should be equipped at least with indoor activities to help the recovery. 4. The rights and responsibilities of athletes, clubs and agents need to have a legal basis.5. The government should request that federations invest in other disciplines, bringing coaches from outside the country and giving scholarships for local coaches to go and study abroad.6. Athletes should be given a basic education, for instance in family-life, health, the international commercial circuit and career management.7. Positive entrepreneurs supporting their own clubs should receive better official recognition and be allowed higher participation in the sector.

#### **2.13 Facilities and Equipment**

Follow up of the coach should be conducted periodically. He/she should be encouraged to spend some time assessing their effectiveness. The responsible body trains

coaches periodically to ascertain the strength and to determine areas where improvements need to be made (Deborah and Bennet.) The overall administration of all sport activities are checked by administrative bodies that are also responsible to offer financial management & aid. In addition, these administrative bodies offer facilities and are expected to build infrastructure like good sport fields, tracks, gyms & soon. The most essential thing to any sport program is the maximum utilization of facilities which includes the most effective use of equipment and the best means of buying and storing supplies. The best rule of thumb is always "you get what you pay for." Safety must never be sacrificed for appearance. In sports programs with limited budgets, the highest priority must be given to the best quality of protective equipment; outward appearance of the athlete must come second. In most cases the coach has the final word as to which type of equipment he wants his team to have; however, this decision should be made in consultation with the trainer and equipment supervisor.

### **2.13.1 Hygiene and Sanitation in Sports**

The practice of good hygiene and sanitation is of the utmost importance in the sports program. It has been shown that the greatest number of indirectly caused deaths can be ascribed to infection. The prevention of infectious conditions is a direct responsibility of the trainer, and it is his/her duty to see that all athletes are hygienic and live in a clean environment that is also quite important to observe each individual is practicing sound health habits, not only in respect to himself/herself but also in relation to his/her teammates.

### **2.13.2 Training Room**

The use of the training room as a place only for the prevention and care of sports injuries must be strictly observed. Too often the training facility becomes a meeting or club room for the coaches and athletes. Unless definite rules are re-established and practiced, room cleanliness and sanitation become mandatory conditions that must not be tolerated.

## **2.14 Principles and Methods of Training**

To train athletes, a coach must have an understanding of the basic principles that govern a human being's physical and mental response to training. According to LA84 foundation (195-2008), coaching manual intelligently and systematically by applying a basic knowledge of biomechanics and physiology helps create good track and field athletes. Only in this way, optimum performance becomes a matter of planning. Dick,F.W. (1997).

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Research Design

The nature of data generated to undertake this study lends itself to both qualitative and quantitative approaches, particularly descriptive survey method then Cross-sectional research design was employed to assessment the present status of athletics projects in North Shoa Oromia National Regional State. This method was more appropriate to define, describe and understand the problems hidden the program. In addition, this method was used to gather a variety of data related to the study.

### 3.2 Study Area

The study was conducted projects in the North Shoa Zone of Oromia regional state. North Shoa Zone is one of the Zonal administration of in the Oromia regional state. In the Zone, there are three athletics projects. These are: Fitch Town athletics project training center, Muketuri Wereda athletics project training center and Gebre-Guracha Wereda athletics project training center



### 3.3 Sample and Sampling Technique

In Oromia regional state of North shoa zone there are 14n Wereda Administrations. In this 14n wereda or Town they have only three Town athletics projects centers. Namely, Fitch Town, Muke Turi and Gebere Guracha Athletics Projects. In each of athlet-



ics projects there are 25 athletes, a total of 75, with 3 coaches and 15 administration experts. The total numbers of population is 93. Therefore, with this few numbers of subjects the researcher will incorporate all the target area of the study that is, athletes, coaches and administrative experts as a subject of this study using purposive sampling technique.

**Table 1: Sampling Techniques**

<b>N o</b>	<b>Subject</b>	<b>Sampling Technique</b>	<b>Popula- tion</b>	<b>Sam- ple</b>	<b>Sex</b>	<b>Age</b>
1	Trainers in Fitch Town athletics project training center	Purposive	25	25	Both	Under 17
2	Trainers in MukeTuri Wereda athletics project training center	Purposive	25	25	Both	Under 17
3	Trainers in Gebre Guracha Wereda athletics project training center	Purposive	25	25	Both	Under 17
4	Coaches	Purposive	3	3	male	
5	Sport administrators and experts	Purposive	15	15	Both	
	<i>Total</i>		<b>93</b>	93		

### **3.4 Source of Data**

The primary sources of data employed for this study through observation (In order to obtain information about availability of facilities and equipment's, principles of training and style of coaching applied by the coaches,) with check list and questionnaire.

### **3.5 Data Gathering Instrument**

There is profound conviction that there is merit in using more than one instrument as they support one another to generate acceptable ideas. Accordingly, the researcher employed questionnaires, interviews, and observation to collect data from the representative sample.

#### **3.5.1 Questionnaire**

Questionnaires with open-ended and close-ended professional items were developed and dispatched to the target group; namely youth Athletes, coaches and administrators. These questionnaires categorized in to three broad items these are: The overall activities of athletics project, facility and equipment affects athletics project and the major factors affecting athletics project in North Shoa Zone of Oromia, National Regional State.

#### **3.5.2 Interview**

To gather the data was adopted interview. The interview was held with athletes, coaches and sport administrative or expert's, community members of the Zone.

#### **3.5.3 Observation**

In order to get the clear picture about the overall activities of athletics project, facility and equipment affects athletics project and the major factors affecting athletics project were observed. The observations were made on all the focused grouped of the study although there were limitations.

### **3.6 Methods of Data Analysis**

As far as qualitative and quantities approaches were employed, the quantitative data was analyses dosing descriptive statistics which was frequency and percentage. And the qualitative data's were analyzed using detailed descriptions of data to help the researcher explore and discover inherent patterns.

### **3.7 Ethical Considerations**

Prior to conducting the study, ethics approval was gained from the Jimma University. A cover letter informed the subjects of the study and its aims. The letter assured all participants of complete confidentiality and that their participation was voluntary. All data will be stored in a locked filing cabinet in the researcher's office at home. The reputation of each individual and the projects involved in the study was upheld and confidentiality for all parties was maintained at all times. All Athletics project executives involved in the study assisted in the initial contact with the members of the researchers as privacy laws may have made contact difficult.

## CHAPTER FOUR

### ANALYSES AND INTERPRETATION OF DATA

This part of the study deals with presenting, analyzing and discussing the data collected through questionnaires, interview and observation from sources. Furthermore, the main findings of the study are presented with the help of Tables followed by descriptive statements for analysis.

#### 4.1 Background Information of respondents.

**Table 2: Background Information of respondents. (Athletes, coach and expert)**

No	Items	Fre- quency	per- cent	Items	Fre- quency	per- cent	Items	Fre- quency	per- cent
	<b>Athlete's</b>			<b>Coaches'</b>			<b>Expert's</b>		
1	sex			sex			sex		
a	male	32	64.0	male	2	100	male	0	0
b	female	18	36.0	female	0	0	female	15	100
	Total	50	100	Total	2	100	Total	15	100
2	Age			Age			Age		
a	13-14 age	12	24.0	18-25 age	0	0	18-25	4	26
b	15-16 age	23	46.0	26-35 age	1	50	26-35	7	48
c	17 age	15	30	36-45 age	1	50	36-45	4	26
3	Training age			experience			experience		
a	0-1year	3	6.0	0-2year	0	0	0-2year	3	20
b	2-3years	11	22.0	3-4years	0	0	3-4years	0	0
c	3-4years	14	28.0	5-6years	2	100	5-6years	3	20
d	4-5years	22	44.0	7-8years	0	0	7-8years	3	20
e	Above 5	0	0.0	Above 8	0	0	Above 8	6	40
4	Education			coaching level			Education		
a	1-4 grade	5	10.0	1 level local certificate	0	0	certificate	0	0
b	5-8grade	22	44.0	2 level local certificate	2	100	diploma	6	40
c	9-10grade	18	36.0	1level IAAF certificate	0	0	degree	9	60
d	11- 12grade	5	10.0	2level IAAF certificate	0	0	above de- gree	0	0

According to Table 4.1, 32 athletes 64% of respondents were males and the 18 athletes 36% of the respondents were females. Regarding to age of respondents, 12 athletes 24% of the athletes were found in the age of between 13 - 14 and 23 athletes 46% of the athletes were found in the age between 15-16 years old. And the rest 15 athletes 30% of them were found 17 years old. And concerned to training age 3 athletes 6% of the athletes were found in the training age between 0-1 years and 11 athletes 22% of the athletes were found in the training age between 2-3 years. 14 athletes 28% of the athletes were found in the training age between 3-4 years. And the rest 22 athletes 44% of the athletes were found in the training age between 4-5 years. This indicates that no one athlete do 6-8 years.

According to (Korchemny, 1996 and Stepanov, 1989) the development of runners requires approximately six to eight years of specialized training and an additional four years of general physical conditioning to reach top performance. With regard to their educational level, out of the total 5 athletes, 10%, were of grade 1-4 and 22 athletes 44%, were of grade and 18 athletes 36% were of grade and the rest 5 athletes 10% were of grade 11-12 students.

As shown in Table 4.1 the second column, 2 coaches 100% of in the projects were males. Regarding to the age of the respondents 50% of the 1 coach were found in between the age of 26-35 years and the rest 50% of the 1 coach were found in between the age of 36-45 years old. According to their marital status 100% of the both coaches were married. Concerning their qualification, 100% of the 2 coaches were diploma holders by the other subjects. In the case of experience of respondents, 2 coaches 100% have in between the 5-6 years' experience. In the case of Level of coaching of respondents, both coaches 100% have only second level local athletics coaching certificate. In general, the respondent both coaches have above five years of experience. Thus, it was assumed that they have helpful experience for this study.

According to (New study in athletics in 1986), The coach is expected to be a college graduate, usually with a major in physical education and emphasis in the area of rehabilitation or a major in physical therapy. And it better If he is a licensed or registered physical therapist, he should be qualified, enough Especially if he is an additional background or certification in athletic coaching.

As shown in Table, 4.1 the third column, 15 (100%) of Administrative staff in the office was males. Regarding to the age of the respondents 4 experts 26% of the Administrative staff were found in between the age of 18-25 years and 7 experts 48% of the Administrative staff were found in between the age of 26-35 years old. The rest 4 experts 26% were found in between the age of 36-45 years old. According to their marital status 100% of the Administrative staff was married. Concerning their qualification, 9 experts 60% of the expert was B .SC in physical education while 6 experts 40% of them were diploma holders. In the case of experience of respondents, 3 experts 20% have in between the 0-2 years' experience, 3 experts 20% have in between the 5-6 years' experience, 3 experts 20% have in between the 7-8 years' experience and the 6 experts 40% have above 8 years' experience.

## 4.2 Overall activities of the athletics projects in North Shoa zone of Oromiya National Regional state.

### 4.2.1 View of the Athletes

**Table 3: Overall activities of the North Shoa Athletes**

No	Items	Alternatives	Frequency	Percent
1	Where you come from this project?	School	34	68%
		Other Project	0	0
		Village	12	24%
		kebele	4	8%
2	How many days you have a training per week?	2days	0	0
		3days	50	100%
		4days	0	0
		Above4 days	0	0
3	How long you train per day?	1hours	0	0
		2hours	50	100%
		3hours	0	0
		4hours	0	0
		Above 4 hours	0	0
4	Does your coach assist you in each training session?	Yes always	34	68%
		Yes sometimes	16	32%
		No	0	0
5	Are you responsible to arrive on time during each training session?	Yes	50	100
		No	0	0
6	Does your coach is responsible to arrive on time during each training session?	Yes	37	74%
		No	13	26%
7	Trainees Relationship with their Coaches	V. good	36	72%
		Good	7	14%
		Satisfactory	5	10%
		Not good	2	4%
8	Does your coach demonstrate correctly each skill in training session?	Yes	31	62%
		No	19	38%
9	How did you get your special event?	By coach	23	46%
		By peer	16	32%
		By themselves	11	22%
		By others	0	0

In North Shoa zone the trainees are 50 in number out of which 18 athletes 36% are females and 22 are males which means 64% of them are male athletes. In addition, 34 athletes 68% of the athletes come from school and 12 athletes 24% of them come

from villages and the remaining 4 athletes 8% comes from local Kebele. It is well known that all of the athletes do their trading 3 days per week and 2 hours a day. In addition, the athletes usually do physical exercise 6 hours per week.

According to (IAAF "Introduction to Coaching Theory") Training programmers' use exercise or practice to develop the qualities required for an event. The process of training can be planned because training follows certain principles. These principles of training need to be fully understood before the coach can produce effective long-term programmers'.

with regard to assist by their coach, 34 athletes 68% of the replied yes always while 16 athletes 32% of them are assisted some times. Concerning the punctuality of the athlete, 50 athletes 100% of them conclude that they arrive on time.. Concerning the punctuality of the coach, In the total numbers, 35 athletes 74% of the trainee replied that their coach is responsible to arrive on time in every training session while 16 athletes 26% of them said 'No'. With regard to their relationship with their coaches 36 athletes more than half of them (I .e 72%) said that they have good relationship with their coach while the 7athletes 14% said Good, 5 athletes 10% said is satisfaction and the remaining 2 athletes 4% said not good. In providing feedback encourage the athlete to self-analyze by asking appropriate open questions, provide specific and simple advice, limit the advice to 1 or 2 points, check they understand what they will do next and make the whole process a positive experience for the athlete. MACKENZIE, B. (2005)

Concerning the skills of demonstration of their coach, 31 athletes 62% of them said that he shows them each skill in each training session; while the rest 19 athletes 38% said 'No'. Concerning the selection of special event of the athletes, 23 athletes 46% of them are initiated with their coach; while 16 athletes 32% of them have been spurred with peer group influence and the remaining 2 athletes 11 athletes 22% viewed from themselves,



#### 4.2.2 View of the Coaches

**Table 4: Overall activities of the North Shoa Coaches questioners**

No	Item overall	Frequency	Alternative	percent
1.	What inspire you to be athletes' coach?	1	Peer group	50%
		1	Love of athletics	50%
		0	employability	0
2	How many training days do you have per week?	0	One days	0
		2	Two days	100%
		0	Three days	0
		0	Four days	0
3	How long is each training session?	0	One hour	0
		2	Two hour	100%
		0	Three hour	0
		0	Four hour	0
4.	How do you rate the present states of athletics projects in the Zone	0	Excellent	0
		2	Very good	100%
		0	good	0
		0	poor	0
5	Do you have good relationship with all athletics staff and athletes?	2	Yes	100%
		0	NO	0
6	Do you incorporate the components of training during practice?	2	Yes	100%
		0	No	0

As indicated in table 4, 1 coach 50% of the respondent response to become a coach of athletics a means by peer pressures and the rest one coach 50% response to become a coach of athletics by the means of Love of athletics. As shown in item 2 of table 4.2, both coaches (100%) of the coaches train their athletes three days per week. Concerning of duration of session both coaches 100%, responses two hours. And 100% Of the coach responses the content of training during practice was incorporate. Concerning of good relationship with all athletics staff and athletes, both coaches 100% said yes.

According to (IAAF "Introduction to Coaching Theory") Training is a systematic process with the objective of improving an athlete's fitness in a selected activity. A long-term process is progressive and recognizes the individual athlete's needs and capabilities. To improve skill and performance, athletes, led by the coach, must meet the training objectives.

### 4.2.3 View of the Administrators

**Table 5: Overall activities of the North Shoa expert's questioners**

No	Items	Alternatives	Frequency	Percent
1	How many times you supervise the athletics projects know their level of performance?	A. One times per month	0	0
		B. Two times per six month	6	40%
		C. Two times per a year	9	60%
		D. No supervision	0	0
2	Do you set scheduled meeting program with sport commission, sport experts, and journalists to evaluate the present level of hurdle athletics?	Yes	0	0
		No	15	100%
3	Does the club facilitate upgrading course for the coach?	Yes	3	20%
		No	12	80%

As indicate item 3 table 5, 6 experts 40% of the respondent responses supervise the athlete and to know their level of performance two times per six month and the rest 9 experts 60% two times per year. Regarding to meeting schedule all experts 100% of the respondent responses they have not meeting schedule. These shows that all project Administrative staff have no meeting schedule and discussion program. Regarding to facilitating upgrading course for coach, 3 experts 20% of the respondent responses to facilitate upgrade course for coaches and the rest 12 experts 80% of the respondent responses not to facilitate upgrade course for coaches

According to Debora and Bennet, p. 1976, Follow up of the coach should be conducted periodically. He/she should be encouraged to spend some time assessing their effectiveness. The responsible body trains coaches periodically to ascertain the strength and to determine areas where improvements need to be made

### 4.3 Analysis of Facilities and Equipment's of the athletics project in North Shoa Zone of Oromiya National Regional state.

#### 4.3.1 Views of the Athletes

**Table 6: Analysis of Facilities and Equipment's for Athletes Questioners.**

No	Item	Frequency	Alternative	Percent
1	Have you got adequate facilities and equipment from Zone administrators	0	Yes	0
		50	No	100%
2.	If your answer for question number seven is 'yes' Where you got the support?	25	From EAF	50%
		25	From regional	50%
		0	From wereda	0
		0	From others	0
3.	Do you agree that the training track is convenient to conduct the training program?	13	Strongly agree	26%
		17	agree	34%
		12	disagree	24%
		8	Strongly disagree	16
4	How do you rate the quality of training materials?	0	Very high	0
		0	high	0
		34	Low	68%
		16	Very low	32%

Table 6 .item 1, shows that concerning to the adequate facilities and equipment from Zone administrators, 50 athletes 100% responses they have not got adequate facilities and equipment from Zone administrators. Furthermore, half of them in the questionnaire; have told that the Ethiopian Athletics Federation gives facilities and equipment's and the remaining 25 athletes 50% have told that the regional Athletics Federation gives facilities and equipment's. but not regularly. 13 athletes 26% of the responses strongly agree on the training track was convenient to the training program, 17 athletes 34% of the responses agree, 12 athletes 24% of the responses disagree and the rest 8 athletes 16% of the responses strongly disagree. And 34 athletes 68% Of the

respondent responses the quality of the material were low and the remaining 16 athletes 32% very low. These shows that the quality of material was poor and the training track were not safe for training.

According to Bennet, 1974. The most Essential thing to any sport program is the maximum utilization of facilities which includes the most effective use of equipment and the best means of buying and storing supplies.

#### 4.3.2 Views of the coaches

**Table 7: Analysis of Facilities and Equipment’s for coaches questioners.**

No	Item	Frequency	Alternative	Percent
1	Have you got adequate facilities and equipment from Zone administrators	0	Yes	0
		2	No	100%
2.	If your answer for question number seven is ‘yes’ Where you got the support?	1	From EAF	50%
		1	From regional	50%
		0	From wereda	0
		0	From others	0
3.	Do you agree that the training track is convenient to conduct the training program?	0	Strongly agree	0
		2	agree	100%
		0	disagree	0
		0	Strongly disagree	0
4	How do you rate the quality of training materials?	0	Very high	0
		0	high	0
		0	Low	0
		2	Very low	100%
5	Does the coaching fee motivate you to do all your best?	0	Yes	0
		2	No	100%
6	Have you got your athletes adequate diet after training?	2	Yes	100%
		0	No	0

Table 7, item 1 shows that Concerning to the adequate facilities and equipment from Zone administrators, 2 coaches 100% responses they have not got adequate facilities and equipment from Zone administrators. Item 2 both coaches 100% of the responses

agree on the training track was convenient to the training program respectively. And 100% Of the respondent responses the quality of the material were very low. These shows that the quality of material was poor and the training track were not safe for training. Table 4.3, indicates that all coaches does not satisfactory with their salary. This shows the payment of the coach was very low and the coach does not motivate.

### 4.3.3 Views of the Expert's

**Table 8: Analysis of Facilities and Equipment's for expert's questioners.**

No	Items	Alternatives	Frequency	Percent
1	Type of support from the project	A. Facilities and equipment	4	26.6%
		B. Provide pocket money for youth	0	0
		C. Financial support	0	0
		D. Technical support	9	60%
		E, I use all of them	2	13.3%
2	Do you think that the support you provide sufficient?	Yes	2	20%
		No	13	80%
3	Do you agree that monthly payment for the coach is sufficient?	A. sufficient	3	20%
		B. Not sufficient	12	80%

As indicate table 8, 4 experts 26.6% of the respondent responses to support the project by facility and equipment, 9 expert 60% technical support and the rest 2 experts 13.3% said I use all of them. Concerning sufficiency of the supporting 2 experts 20% of the respondent responses the supporting was sufficient. But the rest 13 experts 80% of the respondent responses the supporting was not sufficient. The above statement indicates that the quality and quantity of the material providing pocket money for athletes and coaches financial and technical support was not sufficient. 3 experts 20% of the respondent responses the monthly payment of the coach was sufficient. The rest 12 experts 80% of the respondent responses the monthly payment of the coach was not sufficient. This indicates that coach payment was less.

## 4.4 Analysis of Factors Affecting Athletics Projects in North Shoa Zone of Oromiya National Regional state.

### 4.4.1 Views of the Athletes

**Table 9: Questioner for athletes about Factors Affecting**

No	Items	Alternatives	Frequency	Percent
1	Do you believe that your coach's method of training is capable to improve your ability?	Yes	20	40%
		No	30	60%
2	Does your coach give special treatment for weak athletes?	Yes	31	62%
		No	19	38%
3	Does your coach plan to a training unit?	Yes	34	68%
		No	16	32%
4	Have you got adequate diet after training?	Yes	0	0
		No	50	100%
5	Do you have understanding about diet before, during and after training program?	Yes	0	0
		No	50	100%
6	Have you Examined your health by Physicians during the time of screening, while you join this project?	Yes	8	16%
		No	42	84%
7	During the time of screening, have you measured your physical fitness	Yes	0	0
		No	50	100%

In the table 9. The training technique of their coach is presented as follows when viewed from trainees' point of view. 20 athletes 40% of them said 'yes'; while rest 30 athletes 60% said 'No'. With regard to the treatment of the coach to weak athletes, 31 athletes 62% of them have agreed that the coach offers positive treatment the weak athletes while 19 athletes 38% of them and said 'No'. 34 athletes 68% of the young trainees witnessed that their coach prepares a plan before each training a session where as 16 athletes 32% of them said doesn't do so.

According to MACKENZIE, B. (2004) Training is a systematic process with the objective of improving an athlete's fitness in a selected activity. And it is a long term

process that is progressive and recognizes the individual athlete's needs and capability. To improve skill and performance, athletes, led by the coach, must meet the training objectives.

Training is a systematic process with the objective of improving an athlete's fitness in a selected activity. A long-term process is progressive and recognizes the individual athlete's needs and capabilities. To improve skill and performance, athletes, led by the coach, must meet the training objectives. Training programmers' use exercise or practice to develop the qualities required for an event. The process of training can be planned because training follows certain principles. These principles of training need to be fully understood before the coach can produce effective long-term programmers'. The three most important of these principles are: Law of Overload, Law of Reversibility and Law of Specificity (IAAF "Introduction to Coaching Theory")

With regard to proper diet, all of the athletics unequivocally assured me that they don't take proper diet both before and after each training session. All of them don't have a deep know how about nutrients. Concerning their health condition, 8 athletes 16% of them claims that they have been examined at the time of screening; whereas 42 athletes 84% of them don't get examination.

According to Drnheim, et al, 2000, Diet is a major importance to the sport person. Different performers require different types of food, reflecting the different types of physical activity that are undertaken. In addition, a person's diet may change prior to competition.

#### 4.4. 2 Views of the Coach

**Table 10: Questioner for coaches about Factors Affecting**

No	Items	Frequency	alternatives	percent
1.	To improve your competency of coaching have you attended upgrading course?	0	Yes	0
		2	No	100%
2	Do you have annual plan which is allocated for each training session?	2	Yes	100%
		0	No	0
3	Do you follow the plan you already set to accomplish your task successfully?	2	Yes	100%
		0	No	0
4	During the time of screening the athletes for this project does the athlete take full physical examination by physicians	0	Yes	0
		2	No	100%
5	Do you choose athletes based on talent while screening to the project?	0	Yes	0
		2	No	100%
6	If your answer is yes by what criteria your choose athletes	1	By systematic appro.	50%
		1	By non- systematic	50%
7	Have you used fitness test as a tool for athletes talent Identification	0	Yes	0
		2	No	100%
8	Do you have day to day report writing habit of your training unit?	1	Yes	50%
		1	No	50%
9	Do you have physical fitness training which is included in your training program?	2	Yes	100%
		0	No	0

As indicated in item 1 table 10, both coaches 100% of the respondent responses they not take short term course in coaching athletics. And 100% of the respondent responses the courses they attend were not relevant for coaching athletics. The above statement indicates the coach not upgrading their coaching ability. As indicate in item 2, both 100% respondents responses they have weekly monthly and yearly training plan.



According to peter Thompson 1990, The aim of planning is to maximize the physical progress of the athletes and prepare them for a concentrated period of peak competitive activity and training Activities.

Concerning to During the time of screening the athletes take full physical examination by physicians, both coaches 100% of the respondent responses are does not take full physical examination. Concerning to the talent identification of the athletes, both coaches 100% of the respondent responses they are not follow systematic approach talent identification procedure in selection of athletes.

According to Chris Lyone (2007-2011) coaches and scouts in Australia use a more long-term approach that involves developing young athletes that show potential and identifying their talent through training campus, competition seasons etc.

With regard to understanding about diet before, during and after training program, both 100% respondents responses they have not understanding.

According to Drnheim, ital. 2000, Coaches should be aware that athletes' eating and drinking patterns will influence how well they can train and whether they are able to compete at their best.

#### 4.4.3 Views of the Experts

**Table 11: Questioner for experts about Factors Affecting**

No	Items	Alternatives	Frequency	Percent
1	Do you have any formal selection procedure adopted for coaches?	Yes	6	40%
		No	9	60%
2	What are the major factors affecting north shoa athletics projects?	A. Lack of good communication	-	-
		B. Low attention given to the projects	-	-
		C. Lack of joints support	-	-
		D. lack of qualified coach	-	-
		E. lack of Facilities and equipment	-	-
		F. all are factor	15	100%

The above table 11 indicates that 6 experts 40% said that, all projects have formal coach selection procedure and the remaining 9 experts 60% said that, all projects have not use formal coach selection of procedure. Concerning to the major factors affecting north shoa athletics projects, 15 experts 100% of the respondent responses the major factors that affect athletics projects were lack of good communication, low attention given to the projects, lack of joints support, lack of Facilities and equipment and lack of qualified coach.

According to Debora and Bennet, p. 1976 , The overall administration of all sport activities are checked by administrative bodies that are also responsible to offer financial management & aid In additions, administration create formal coach selection procedure and assign perfect coach. these administration bodies offers facilities and expected to build Infrastructure like good sport fields tracks, gyms & soon

#### **4.4.4 Factors Affecting Athletics Projects from Muke Turi Wereda Athletics Project**

As I have mentioned in the earlier sections of my paper, the Muke Turi Athletics project is launched recently, so I haven't harnessed viable information with reared to view of the coach, athletes, the views of Administrative officers and families of the athletes. However, it was my target point because it is one of the main spot of the North Shewa Zone under discussion.

#### **4.5. Analysis of Open Ended Questions**

1. What are the factors that affecting athletics projects in north shoa zone of oromia national regional states?
2. What are the possible solutions that you mention on the above factors?

Athletes, Coaches and project administrative staff Responses to the Open-ended Questions

In response to the open-ended question which required athletes, coaches and project expert's with regard to the factors that affect hurdle race performance, they suggested the following factor and their solutions. The open ended questions focused on:

1. What are the main factors that affecting athletics projects in north shoa zone of oromia national regional states?

- ❖ The quality and quantity of training track.
- ❖ interest of the trainer and coaches
- ❖ Lack of qualified coaches.
- ❖ Lack of Facilities and equipment
- ❖ Lack of scientific training methods.
- ❖ Less attention given for the project.
- ❖ Injuries in relation to training.

2. What are the possible solutions that you mention on the above factors?

Responding these question athletes, coaches and project experts suggested the following solutions:

- ❖ Hard working
- ❖ Promoting clubs
- ❖ Promoting projects
- ❖ Use scientific methodology of training.
- ❖ Assign one professional coach for each project.
- ❖ Give attention to the project.

#### 4.6. Analysis and Interpretation of Observation of Training

**Table 12: Observation checklist of training in Athletics projects**

No	Items	V. good	Good	Satisfactory	Unsatisfactory
1	The atmosphere of the practice sessions.			✓	
2	The mutual respect between coach and trainer.				✓
3	The coach demonstrates a sound knowledge of his or her sport				✓
4	All material is presented in a clear and precise manner.				✓
5	Before or after practice, there is opportunity for exchange of ideas between trainer and coach				✓
6	The coach attends every practice				✓
7	The coach uses principle of training (simple to complex).				✓
8	Practice sessions are well organized and demanding both physically and mentally.			✓	
9	The coach provides adequate explanation of the session				✓
10	The coach treats each athlete as an individual				✓
11	The coach sets clear rules and conducts expectations and is consistent in enforcing them				✓
12	The coach motivates his/her athlete.				✓
13	Athletes follow coach's explanation			✓	
14	Athletes train intensively			✓	
15	Athletes train interestedly			✓	
16	Athletes are dressed properly.				✓

As it was mentioned in the methodology section, practical training observation was conducted for 3 days. The observation checklist involved more of the coaches' duty and Voluntariness of athletes to the coach Methodology of training, application of principles of training, application of psychological training, application of age related training. However, as indicated in Table 30, some athletes were not obedient for their coaches. Generally The mutual respect between coach and trainer, the coach demonstrates a sound knowledge of his or her sport, all material is presented in a clear and precise manner, before or after practice, there is opportunity for exchange of ideas between trainer and coach, the coach attends every practice, the coach uses principle of training (simple to complex), the coach provides adequate explanation of the session, the coach treats each athlete as an individual and the coach motivates his/her athlete were unsatisfactory. The atmosphere of the practice sessions, practice sessions are well organized and demanding both physically and mentally, the coach sets not clear rules and conducts expectations and is consistent in enforcing them, athletes follow coach's explanation, training intensively and training interestedly were satisfactory. But Athletes dressed properly was not good.

Bezabeh August 2014 “ Grass-Root Training: a Challenge for Ethiopian Athletics |” This researcher paper analyses the problem of grass-roots training in Ethiopian athletics, presenting the different institutions involved in athletics and their respective reasons for the lack of interest and involvement in grass-root training activities. The overall picture provided by this description reflects the poor conditions of Ethiopian athletics and the prevalence of a predatory system of selection in lieu of a comprehensive institutional organization for the promotion of sport.

Gemechu March, 2015 “ Status, Challenges And Prospect Of Youth Sport Training Centers”. that all athletes in the youth training centers were selected from sport competitions and there is no scientific methods of selecting sport talents in those sport training. Even though school and residence areas are special place for youth sport training for many Ethiopian youth currently sport playing ground around this area are used for different building construction. Scarcity of facilities, equipment and materials in the training centers also limit the performances of the centers. Furthermore sport organizations such national federations and sports clubs are not highly involving in youth sport training as the needs of the country. Therefore it is very important to follow scientific methods of talent identifi-

cations and development in order to produce outstanding athletes and sport commissions, sport federations, sport clubs and all stakeholders should work together to establish new youth training policies, structures and development in all parts of the country.

Abera Jul-Aug 2017 “ Youth Athletics Sport Training Projects’ The result of the study, therefore, reveals the following major limitations as deterrent factors: dearth of coaching expertise at the grassroots level, dearth of access to basic athletics equipment and training manual, dearth of follow-up and support system from concerned bodies, dearth of inclusive competition opportunities within the region, socio-cultural barriers, and dearth of scientific talent identification programs. Finally, the sport organizational structures from the bottom kebele to the top regional level need to be promptly proactive in filling the gaps identified. Likewise, to capitalize and keep an eye on the good practices can assist in maintaining the projects’ strength as well as the experience gained out of this would foster a great deal, if shared among projects, in developing youth athletics in the region and sustain the country’s athletics sports successes.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

This is the final part of the thesis which deals with the major findings, the conclusion reached at and the recommendations forwarded based on the finding

#### **5.1 Summery**

The major purposes of this study were to assessment the current status of athletics projects in North Shoa Oromia National Regional State. To achieve this objective, the study used purposive sampling method to select Athletic project coaches, young Athletes, sport officers. The design of this study was both qualitative – quantitative design; it was more of descriptive survey in nature. The study employed Cross-sectional research design so as to collect data from respondents. The data was entered in to SPSS version 20. To this effect percentage and frequency was used. In addition, qualitative analysis was used thematically.

I have tried to summarize by raising several points of the variables (i.e. Overall activities of the Athletics project in the North Shewa Zone, facilities and equipment of the athletics projects and the majors factors affecting the athletics projects in the North Shewa Zone)

##### **5.1.1. Existing Facts of the Overall Activities in the North Shewa Zone Athletics Project**

###### **A/ Research view of the coaches in the North Shoa Zone of Oromia National Regional State**

First of all the coaches in the North Shewa Zone are not well trained and graduate sport science from higher institute. The quality and nature of coaching is poor. Moreover, based on my questionnaires, both coaches doesn't have a good know how on training methods and annual or periodic plan. Hence they couldn't offer a formal training due to this and other important factors. And the coach doesn't get the opportunity to get further training programmed to improve they competence. to this end. The Coach doesn't know anything about nutrition and exercise. As it has been men-

tioned in chapter two the thesis, makes metabolic demands on the body of athletes. So balanced and adequate diet repairs damaged tissue, recuperate fatigued muscles and regenerate neology.

However both the Coach and the athletes are completely unaware of utilizing proper diet. In addition, the Zone sport commission doesn't have a close contact so as to monitor and evaluate the coach in the area more over the athletics projected doesn't get proper and sufficient coaching materials.

### **B) Research View of the Athletics Projects in the North Shoa Zone of Oromia National Regional State**

In the north shoa zone of oromia national regional state there are three athletics project center. GebreGurachawereda athletics project center It was established by around 1997 E.C by the wereda sport commission. the project has per forming with great efficiently. Thus so money athletics have been nominated to the national Athletics Team of the country and to other renowned clubs. After the survey was made by EAF in the entire country and since this project is on suitable area for and athletics event, it has been reestablished in 1999 EC and has been embraced and supported by EAF Since then. And EAF assigned the region's sport commission to make a close monitoring and evaluation.

At that time the GebreGurachawereda sport commission and the coach was so strong. And However the coach is changing position by upgrading withdrawing the project and the Agent /i.e. the Region sport commission/ doesn't carry out its responsibilities very well:- To offer close monitoring and Evaluation, To provide motives and incentives, To provide a regular and sustainable training to the coach and To resolve problems that may arise in the athletics Projects & to present a report. Due to these very reasons, the project becomes so weak and athletes who are being raised up are not able to join either the National athletics Club or other renowned Athletics Clubs. The project simply operates without any good result after 2008E.C. Thus after this year its performance declines from time to time. And this in turn is a potential threat to the development of Athletics in Ethiopia. The new coach takes the coaching activates as a secondary work besides coaching Tow project .Because he has been hired in the woreda's sport Bureau as a permanent staff.



The second, Fitch Town project center, It has been described that this project were established by the regions sport commission on 2006E.C. The project lacks the following items:- sport wearing, Athletics equipments and facilities, Nutrition/balanced & adequate diet. It has been san simply by the inherent motives of the athletes who are young students and their age ranges from 13 up to 17 years. For this reason the athletes in the project can't be successful. The athletes don't get any sort of aids/support from families due to their economic status. These young athletes in the project are forced or obliged to run middle and long distances. This is because their coach is not well qualified or invoke words me has in sufficient Knowledge about athletics coaching. As it has been mentioned in the previous section, the coach wrongly trains them only long distance in that low altitude Area because the coach always observes when the country offers access to long distances only and he never thinks of short distance and other Athletics Events.

The third Muke Turi Wereda Athletics project center, As I have mentioned in the earlier sections of my paper, the MukeTuri Athletics project is launched recently, so I haven't harnessed viable information with reared to view of the coach, athletes, the views of Administrative officers and families of the athletes.

### **C) View of the Administrative Organ in the North Shoa Zone of Oromia National Regional State**

The Regional state sport commission and the Zonal together with its experts is responsible for the launched Athletics projects in the Zone and they have been assigned to control, monitor and evaluate every activity with regard to sport events for this monitoring has a special importance for the development of Athletics.

However, it has been observed that the Zone and regional state federation has completely or partially failed to accomplish the following major activities.

- ❖ It doesn't properly supply necessary materials to the projects on time
- ❖ It usually fails to offer technical Assistance
- ❖ It doesn't have close monitoring and regular evaluation
- ❖ It doesn't prepare athletics competition so that the athletes in the projects couldn't get the opportunity to share experience among the athletes.

- ❖ It doesn't give a regular training to the coaches in the projects to improve their technical competence.
- ❖ In addition it has a very loose relationship with the Ethiopian athletics federation.
- ❖ To this end, it doesn't have a properly designed plan so that it doesn't accomplish its task effecting in order to attain its final target /goal

## **5.2 Conclusions**

The terminating portion of the paper is presented as follow it is an important section of the paper for it is shortens the main idea or the theme of the study. This chapter devoted to conclude points which have paramount importance or significance like the nature of the Athletics projects in the Oromia Regional state and North Shewa Zone, Overall activities of the project, factors affecting the project and facilities and equipment of the projects.

### **5.2.1 Overall Activities of Athletics Projects in the North Shewa Zone**

The Ethiopian Athletics Federation (EAF) after conducting a sound survey in the entire country, had established Athletics projects in different Regional states os the Zone And the GebreGurachaWoreda site which has located in the North Shewa Zone of Oromia Regional state was established in 1999E.C by the Ethiopian Athletics Federation. At the beginning, the GebreGuracha Athletics project was able to produce around 30 athletes who have been selected to the National Athletics team and to other famous Athletics clubs. However, due to some persistent problems, the performance of the project declines from time to time in the previous chapters, I tried to explain the major cause & as to how the project has started in performance. Besides, there are other Athletics projects which had been established by the Oromia Regional state government, these are:-The Fitch Town Athletics project and The MukeTuriWereda Athletics project. Even these project sites are suffering from the same malignant problems as the one mentioned above thence an athletics in so tuitions have been forwarded to alleviate the irregularities existing problems / This is the main objective of the study In other words, I have tried to show the problem which prevails in the aforementioned Athletics projects from different angles.

### **5.2.2 Factors that Affects the Athletics Projects in the North Shewa Zone**

In the light of the major findings those indicated above, the following conclusions are drawn. The athletes are the immediate centers of the training program. Therefore, the interest of athlete is a key factor for success in athletics Coaching is a craft that is best learned practical experience; develop effective relationships with athletes and coaching colleagues, and through application of knowledge, Theory and methodology of training is a vast area. Closely observing the information available from each science will make coaches more proficient in their training endeavors. The principles of training are the foundation of this complex process knowing the training factors will clarify the role each factor plays in training. In athletics, records are made to be broken continually due to improved performance of the athletes. These improvements in performance are generally a result of higher level of fitness. This fitness comes from an improved understanding by the coaches and athletes of training and its effects. There is a gap between the athletes and coaches. Because athletes attitude towards the coach was very low, the support that the clubs were inadequate, from the finding the major problems of were lack of scientific method of training and ignorant to the methodology of coaching, As well as the quality and quantity of training track, Lack of qualified coaches, Injuries in relation to training and lack of psychological skill training, the interest of the athletes and the coaches were very low, motivation of the athletes themselves and coaches to motivate the athletes were less and total benefits (food and drink, pocket money, sport wear, reward and monthly payment) of the athletes as well as coaches were unsatisfactory. The main factors that affecting athletics projects in north shoa zone of oromia national regional states?

- ❖ The quality and quantity of training track.
- ❖ interest of the trainer and coaches
- ❖ Lack of qualified coaches.
- ❖ Lack of Facilities and equipment
- ❖ Lack of scientific training methods.
- ❖ Less attention given for the project.
- ❖ Injuries in relation to training.

### 5.2.3 Possible Solution

Athletes, coaches and project experts suggested the following solutions:

- ❖ Hard working
- ❖ Promoting clubs
- ❖ Promoting projects
- ❖ Promoting athletic training program
- ❖ Use scientific methodology of training.
- ❖ Assign one professional coach for each project.
- ❖ Give attention to the project.
- ❖ Full fill standardized track, quality and quantity of the material.

The problems that prevail in the Athletics projects should be avoided and its unadvisable to give time because it is so serious.

The following possible solutions are recommended

- ❖ There must be a very good management in the region's sport commission.
- ❖ Qualified & full time coaches have to be recruited assigned
- ❖ There has to be periodic of Events
- ❖ The Zone and region's sport commission must work hard in the cooperation with EAF in order to foster the Athletics sport.
- ❖ The Zone and region sport commission must avoid ignorance /negligence to the launched projects
- ❖ It must also dispose each & every responsibilities & duties as well.

Eventually, provided that the above mentioned corrective steps/ solutions are accomplished strictly, there will be a dramatic and deeply promising improvement in the athletics projects of the zone by large.

## **5.3 Recommendation**

All the problems and their causes have been mentioned .It is well known that Athletics sport is a well renowned sport activity in the world .It is also quite surprising that the money generated from Athletics competition on events is tremendous. But the competence of athletes in the North Shewa Zone of Oromia regional state and other Zones become low now days. Since my study is confined to the North Shewa Zone athletics projects, I will raise some crucial points to the issue mentioned on the title.As it was tried to mention in the previous chapter, failure and draw backs of the purposive populations have been discussed in details.Thus important and constructive opinions are listed as follows which touch each target population under discussion.

### **5.3.1 Tips to Coaches**

As it has been mentioned in the literature review of this paper, Coaching means directing, adjusting, leading and training the trainees. Coaches are not only responsible for training the projects trainees but also managing the truth.Hence here are some tips that the researcher can recommend with regard to the coaches of the Athletics projects in the Zone. Based on the failures and faults discussed in chapter four of this paper, corrective measures are given.

#### **A/ Concerning the Knowledge of the Coaches**

The coaches who are assigned in the projects must be qualified in a higher educational institute in sport séance

- ❖ They have to have good experience in coaching
- ❖ They don't have to carry out the training traditionally; since Athletics must be supported with modern knowledge.
- ❖ They should know about medication, modern therapeutic and dispensing Pharmaceutics and any kind.
- ❖ They should not permit injured players to participate unless he /she is proven safe by the team physician if there is any.

## **B/ with Regard to selection and Recruitment of New Athlete**

Coaches should have to identify the talent of the children. In other words, they should know who will be best in which athletics activity. Or else they should have the capability of predicting the talent of the new child who is best for a certain and specific sphere of Athletics.

They should examine thoroughly the medical certificate of the children because this is very critical to train an athlete who has health problems.

In addition, the coaches are advised to use systematic, Non-governmental system of recruitment and selection methods. It is because fitness tests are subjected to a large number of internal and external variables which affect the outcome of the test. During fitness testing, the coaches should be prudent enough in considering the following factors.

- ❖ Weather conditions
- ❖ Environment
- ❖ Accuracy of measurements
- ❖ Athlete's emotion
- ❖ Athletes Health condition and so on.

## **C/ Coaching Activities**

With regard to proper coaching, the coaches are highly recommended to accomplish the following vital deeds /Tasks.

-The coaches must prepare monthly and annual time table/schedule so as to carry out his/her task effectively and efficiently.

-They should have to hold periodic athletics events/races so that they can measure the competences and weaknesses of the athletes who are being raised in the projects. They must also provide the athletes with special fitness training to complete fitness component.

-Although it is beyond their capacity, coaches are expected to request and follow up additional regular training program in order to gain more knowledge in Athletics.

-They must recognize the proper distance suitable to the Altitude and weather condition of the Area.

-They are also advised to monitor and evaluate the day to day performance of their athletes.

-They must list & request important and vital athletics equipment's and wearing and distribute to the Athletes.

### **5.3.2 Tips to the Athletes**

With regard to the Athletes in the launched Athletics projects, here are some major corrective & constructive opinions and comments are forwarded.

-The Athletes must have a good relationship with themselves, coaches and parents as well; for it has a paramount importance for the Athletics.

-They must be medically fit and should be trained in their tendency/propensity that they have chosen.

-They must strictly follow up their training session with great proficiency.

-They must be rewarded when they have an excellent achievement to motivate them; so that they can do better for the next round athletics competition.

-They must take enough rest to regenerate their body.

-They must have discipline and good ethics and should help each other as much as they could.

-They must have a high respect to their coaches and colleagues. And they must be obedient to coaches & their Parents.

-They should carry out their responsibilities by having strong courage and winning spirit.

- They should have a strong hope that they will be great persons.

### **5.3.3 The Administrative persons of in the Zone**

This purposive population group has great and decisive potential in fostering the Athletics sport in the Zone and rigen. Because it has power of administering the sport ac-

tivity in the Zone. However it hasn't carried out its responsibilities and duties that are imposed on it.

Thus the following constructive comments are listed if they can alleviate the problems which are frequently committed.

-The concerned organ of the Regional state sport commission should have a very close contact with coaches and a regular follow up of coaches.

Furthermore they must monitor and evaluate the overall performance of coaches, athletes and so on; because, this action paves the way to produce strong & tough athletes in the entire projects of the region.

-They have to provide the projects with facilities like necessary sport wearing & equipments that are available and other essential supplies on time; because scarcity/absence of these items can pose strong negative impact on the development of Athletics.

-The officers are expected to arrange & supply basic needs to the projects like neat water, Training field, technical aids and prepare additional training to the existing coaches.

-They should have to prepare incentive/motives to the best performing athletes and coaches so that they will even strive for a better achievements .In addition; they have to evaluate the periodic report of the coaches. This in turn aids to know the status of the athletes and the coaches in the projects.

-They are advised to construct gyms and sport centers so that the athletes can do powering exercise to development their fitness.

-They must arrange races to test the competence of the athletes in different projects.

-They must prepare annual or semiannual report which states the overall activities done in the region which will be presented in EAF annual summit.



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# APPENDIX -1

## JIMMA UNIVERSITY

### FACULTY OF NATURAL SCIENCE

### DEPARTMENT OF SPORT SCIENCE

### SPECIALIZATION OF ATHLETICS COACHING

A questionnaire designed the assessment on Current Status of athletics projects: in North Shewa Zone of Oromia Regional state. Especially in Fitcha Town and Gebre-Guracha Wereda athletics project.

This questionnaire is to be filled by the Athletes. The purpose of this questionnaire is to collect information on the assessment on Current Status of athletics projects. It is also based on identifying the major problems on the athletics projects of North Shewa Zone. Therefore, you are kindly requested to fill-in the questionnaires that incorporate different issues related to the study.

Your realistic response will achieve the success of this research. In addition the paper will be successful in your genuine response

Thank you in advance for your response.

#### **I Background Information**

**Instruction: I.** Write your own background information on the space provided.

1. Name of the project zone \_\_\_\_\_ woreda \_\_\_\_\_ town \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Age \_\_\_\_\_
4. When you joined the athletics project \_\_\_\_\_

**Instruction: II.** Circle the correct answer based on your opinion for Multiple choice questions and fill in the blank for Open ended questions

1. Where you come from this project?
  - A. From the school
  - B. From other project
  - C. From villages
  - D. From Keble
2. How many days you have a training per week?
  - A. 2 days
  - B. 3 days
  - C. 4 days
  - D more than 4 days
3. How long you train per day?
  - A. 2 hours
  - B. 3 hours
  - C.4 hours
  - D. More than 4 hours
4. Does your coach assist you in each training session?
  - A. yes always.
  - B. Yes sometimes
  - C. No
5. Are you responsible to arrive on time during each training session?
  - A. yes
  - B. No
6. Does your coach is responsible to arrive on time during each training session?
  - A. yes
  - B. No
7. Have you got adequate facilities and equipment from zone administrators or  
  - A. yes
  - B. No
- 8.If your answer for question number seven is 'yes' Where you got the support?
  - A. from the Ethiopian Athletics Federation
  - B. from the regional sport commission
  - C. From your Woreda.
  - D. From other
9. Do you agree that the training track is convenient to conduct the training program?
  - A. Strongly agree
  - B. agree
  - C disagree.
  - D. Strongly disagree
- 10.How do you rate the quality of training materials?
  - A. Very high
  - B. high
  - C. Low
  - D. Very low

11. Rate of the relation between you and your coach?  
 A. very good                      B. good                      C. Satisfactory                      D. not good
10. Does your coach demonstrate correctly each skill in training session?  
 A. Yes                                      B. No
11. Do you believe that your coach's method of training is capable to improve your Ability?  
 A. yes                                      B. No
12. Does your coach give special treatment for weak athletes?  
 A. Yes                                      B. Not
13. Does your coach plan to a training unit?  
 A. yes                                      B. No
14. Have you got adequate diet after training?  
 A. Yes                                      B. No
15. In your diet which type of nutrients are taken commonly?  
 A. Carbohydrate                      B. Protein                      C. vitamin and mineral                      D. fat
16. Do you have understanding about diet before, during and after training program?  
 A. yes                                      B. No
17. If your answer for question number 16 is yes, what kind of diet is recommended?  
 Before exercise-----  
 During exercise-----  
 After exercise-----
18. Do you agree that the training track is convenient to conduct the training program?  
 A. Strongly agree    B. Agree    C. Disagree    D. strongly disagree
19. How do you rate the quality of training materials?  
 A. Very high                      B. High                      C. Low                      D. Very low

20. What are the factors that affect athletics projects?

21. What are the possible solutions that you mention on the above factors?

22. Do you have standardized training area?

A. yes B. No

23. Have you examined your health by physicians during the time of screening, while you join this project?

A. yes

B. No

24. During the time of screening, have you measured your fitness level?

A. Yes

B. No

25. How did you get your special event?

A. by your coach

B. by your interest

B. by peer group influence

D. By your family advice



## **APPENDIX-2**

**JIMMA UNIVERSITY**

**FACULTY OF NATURAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

**SPECIALIZATION OF ATHLETICS COACHING**

A questionnaire designed the assessment on Current Status of athletics projects: in North Shewa Zone of Oromia Regional state. Especially in Fitcha Town and Gebre-Guracha Wereda athletics project.

This questionnaire is to be filled by the Coaches. The purpose of this questionnaire is to collect information on the assessment on Current Status of athletics projects. It is also based on identifying the major problems on the athletics projects of North Shewa Zone. Therefore, you are kindly requested to fill-in the questionnaires that incorporate different issues related to the study.

Your realistic response will achieve the success of this research. In addition the paper will be successful in your genuine response

Thank you in advance for your corporation.

### **Background information**

**Instruction 1** write your own background information of the space provide Name of the project zone \_\_\_\_\_ Woreda \_\_\_\_\_ Town \_\_\_\_\_

1. Sex \_\_\_\_\_
2. Age \_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Work experience \_\_\_\_\_

**Instruction:** Circle the correct answer based on your opinion for multiplechoice questions and fill in the blank for open ended questions.

1. What inspire you to be coach?
  - A. Peer group
  - B. The Love of the athletics sport
  - C. To got money
2. To improve your competency of coaching have you attended upgrading course? A ) Yes B ) No
3. I your answer of question “2” is yes how for it relates with coaching you the athletes
  - A) Highly related
  - B) Moderately related
  - C) Has no relation
4. How do you rate the present states of athletics projects in the region
  - A) Excellent B. Very good C. Good D. Poor
5. If your answer for question No 4 is “poor” list the major problems that affect its development.  

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6. Do you have good relationship with all athletics staff?
  - A) Yes B) No
7. Do you have adequate knowledge about prediction?
  - A) Yes B) No
8. Do you have annual plan which is allocated for each training session?
  - A) Yes B) No
9. Do your follow the plan you already set to accomplish your task successfully?
  - A) Yes B) No

10 Does athletics federation provide equipment's which are useful for this project?

- A) Yes                      B) No

11. If your answer for question no 11 is low altitude which athletic events are recommended.

- A) Short distance                      B) Middle distance  
C) Middle long distance                      D) Long distance

12. Mention your weekly training program in short? \_\_\_\_\_

13. Mention sport nutrition basic form training the competition? \_\_\_\_\_

14. During the time of screening the athletes for this project: does the athlete take full physical examination by professionals?

- A) Yes                      B) No

15. Do you choose athletes based on talent while screening to the project?

- A) Yes                      B) No

16. If your answer is yes, by what criteria you choose athletes

- A) By systematic approach    B) By non-systematic    C) By others

17. Have you used fitness test as a tool for athletes' talent identification?

- A) Yes                      B) No

18. Mention the way in which you used training method of athletes in what manner you applied principles of training in your athletics project? Mention some

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19. Do you have day to day report writing habit of your training unit?

- A) Yes                      B) No

20. If the answer for Q. No 20 is yes, what are the points in which your daily report includes? \_\_\_\_\_

21. Do you have physical fitness training which is included in your training program?

A) Yes      B) No

22. If your answer is "yes" list the fitness training and its methods?

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23. Do you agree that the training track is convenient to conduct the training program?

A. Strongly agree    B. Agree    C. Disagree    D. strongly disagree

25. How do you rate the quality of training materials?

A. Very high      B. High      C. Low      D. Very low

25. What are the factors that affect hurdle race performance?

26. What are the possible solutions that you mention on the above factors?

# **APPENDIX-3**

**JIMMA UNIVERSITY**

**FACULTY OF NATURAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

## **SPECIALIZATION OF ATHLETICS COACHING**

A questionnaire designed the assessment on Current Status of athletics projects: in North Shewa Zone of Oromia Regional state. Especially in Fitcha Town and Gebre-Guracha Wereda athletics project.

This questionnaire is to be filled by the Administrators. The purpose of this questionnaire is to collect information on the assessment on Current Status of athletics projects. It is also based on identifying the major problems on the athletics projects of North Shewa Zone. Therefore, you are kindly requested to fill-in the questionnaires that incorporate different issues related to the study.

Your realistic response will achieve the success of this research. In addition the paper will be successful in your genuine response

Thank you in advance for your corporation.

Instruction

- ❖ Put the symbol of right “√” in the box given
- ❖ For open ended question, give short and precise response

General profile of project expert

1. Sex:- Male----- Female-----

2. Age\_\_\_\_\_

3. Marital status- single----- married----- divorced----- widowed-----

4. Educational background

A. Certificate B. Diploma

C. B.sc D. No educational background

5. Specify your field of study\_\_\_\_\_

1. Type of support from the projects

A. Facilities and equipment B. Provide pocket money for youth

C. Financial support D. Technical support

E, I use all of them

2. Do you think that the support you provide sufficient?

A. Yes B. No

3. How many times you supervise the athletes to know their level of current status of the athletics projects?

A. One times per month B. Two times per six month

C. Two times per a year D. No supervision

If any other specify\_\_\_\_\_

4. Do you set scheduled meeting program with sport commission, sport experts, and journalists to evaluate the present level of hurdle athletics?

A. Yes B. No

5. Do you agree that monthly payment for the coach is sufficient?

A. Strongly agree C. disagree

B. Agree D. Strongly Disagree

6. Does the club facilitate upgrading course for the coach?

A. Yes B. No

7. Do you have any formal selection procedure adopted for coaches?

A. Yes

B. No

8. What are the major factors affecting athletics projects in north shoa zone?

A. Lack of good communication

B. Low attention given to the projects

C. Lack of joints support

D. lack of qualified coach

E. all are factor

9. What do you suggest to improve the current status of the athletics projects?

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## APPENDIX-4

### JIMMA UNIVERSITY

#### FACULTY OF NATURAL SCIENCE

#### DEPARTMENT OF SPORT SCIENCE

#### SPECIALIZATION OF ATHLETICS COACHING

Observation checklist of training in Athletics projects

No	Items	V. good	Good	Satis- factory	Unsatis- factory
1	The atmosphere of the practice sessions.				
2	The mutual respect between coach and trainer.				
3	The coach demonstrates a sound knowledge of his or her sport				
4	All material is presented in a clear and precise manner.				
5	Before or after practice, there is opportunity for exchange of ideas between trainer and coach				
6	The coach attends every practice				
7	The coach uses principle of training (simple to complex).				
8	Practice sessions are well organized and demanding both physically and mentally.				
9	The coach provides adequate explanation of the session				
10	The coach treats each athlete as an individual				
11	The coach sets clear rules and conducts expectations and is consistent in enforcing them				
12	The coach motivates his/her athlete.				
13	Athletes follow coach's explanation				
14	Athletes train intensively				
15	Athletes train interestedly				
16	Athletes are dressed properly.				