

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



**PRACTICE AND CHALLENGES OF SOME SELECTED ARSI ZONE**  
**OROMIA REGIONAL STATE ATHLETICS CLUB**

**BY:- DIRIBA LEGESE**

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

**SEPTEMBER, 2019**

**JIMMA, ETHIOPIA**

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**SEPTEMBER, 2019**

**JIMMA, ETHIOPIA**

**DECLARATION**

I, the undersigned, declare that this paper is my original work; prepared under the guidance of Mr.Samson Wondirad and Mr. Eshetu Girma. Also races of materials used for the manuscripts have been duly acknowledged.

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COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

APPROVAL SHEET

As members of the Examining Board of the Final M Sc. Open Defense, we certify that we have read and evaluated the thesis prepared by: Diriba Legese entitled Practice and Challenges of Some Selected Arsi Zone Oromia Regional State Athletics Club We Recommend That It Could Be Accept As Fulfilling The Thesis requirement for the degree of Master of Science in coaching athletics specialization.

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As member of the Examining Board of the final M Sc. Open Defense, we certify that we have read and evaluated the thesis prepared by Diriba Legese and examine the candidate. We recommend that the thesis be accept as fulfilling the thesis requirement for the Degree of Master of Science in coaching athletics specialization.

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## **List of Acronyms**

<b>FITT</b>	Frequency, Intensity, Time and Type of exercise
<b>IAAF</b>	International Association of Athletics Federation
<b>IOC</b>	International Olympics Committee
<b>NASPE</b>	National Association for Sport and Physical Education
<b>SPSS</b>	Statistical Package for Social Science

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## **Abstract**

*The main objective of this study was to assess the practice and challenges of some selected Arsi zone Oromia regional state athletics clubs. To achieve the intended objective of this study, descriptive cross sectional quantitative and qualitative research approaches was employed the data were collected through questionnaire interview and observations. From athlete (N= 153), coach (N=9) and club administration (N = 3). Stratified sampling technique was used to select the training center found in Arsi zone. Purposive sampling technique was used to select 165 sample athletes from four sample clubs. Quantitative data analysis method was employed as the major technique The data were entered into SPSS.Version 23, then frequency, percentages and one sample t test used.The finding of this study reveals-coach coaching style were not appropriate, coaches do not have skill and knowledge of coaching and not specialized by coaching, inadequate available of facility and equipment, coach, administration and athletics federation do not work cooperatively, lack of handling properly and environment not conducive to supervise the material while the athletes practice and also there was no the culture of repairing, constructing and replace, factors that influence training program to implement effectively were lack of administration properly, and shortage of equipment and facility environment, attitude of community and family, budget allocate for fulfill necessary equipment, coach, club manager and other concerned body were lack of cooperatively work and to implement training program properly. Whereas, researchers recommend that club manager must make the necessary arrangements and club officials should pay attention to athletes and allocate enough budgets to ensure the necessary special training facilities and equipment's, upgrade the coach's education level, increase number of coaches and training places, give orientation, workshops and seminars. The zone youth and sports offices should re-consider athlete-coach ratio, and require commencing intensive coaches' education program in various athletics sub-disciplines, the club should solve the problems of training area, facility and materials found in selected club should be properly handling by coaches, athletes and club administration.*

**Keywords:** *Athlete, Athletics, Club, Coach, Coaching, Training, Facility and Equipment*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

Sport serves as a vehicle for education, health, leadership and fair play for all who participate and are involved in sport. Our society enjoys and celebrates the success and achievements of our sporting teams and individuals, and athletes are often chosen as role models by younger and aspirin Athletes (...[http://www.ausport.gov.au/supporting/ethics/complaint\\_management/fact...](http://www.ausport.gov.au/supporting/ethics/complaint_management/fact...))

A number of traditional sports used to be widely practiced in Ethiopia before the introduction of Modern sports. Horse racing, wresting, and field hockey (Genna) are among traditional sports that are still being practiced in the nation. When it comes to modern sports, athletics and football are the two popular sports of the nation.

During back to the Ancient Greeks, athletics was the only competition to be held in the first Olympic Games which took place in Athens in 776 BC. At this time the single athletic event was known as the ‘stade,’ a foot race which covered the length of the Athenian Olympic stadium. The Olympic Games Continued to take place in Athens every four years, with all wars suspended for the duration of the games, over time, more events were added to the ancient games including longer running distances, the disus, the discus, Javelin, Jumping and wrestling (Retrieved on 12/10/2011/ from [http:// record Utitarium.com/athletic records](http://record Utitarium.com/athletic records)).

The Roman Games also incorporated a form of athletics although the events favored by the Romans where racing, wrestling chariot and most importantly gladiatorial command similarly the Celts, Teutons and Goths also took part in forms of athletic combat. Athletics becomes more diverse during the Middle Ages when the sons of noble man were trained in running, Jumping and wrestling and there were often athletics contests between rival nobility. In the nineteenth century, the modern events that are familiar in athletics today began to emerge, initially as part of an official physical education program in schools (William, 1982)

In Ethiopia modern sport is still at the infancy level. The causes for these are organizational and Economical problems. As the leadership in sports lacked a popular base in this country, it has been undergoing a series of continuous reorganization. The focuses are even more given to

limited sports, like football, athletics, volleyball etc. Yet as this intent on gaining victory lacks broad base that would replenish about sport persons, the results registered have been declining as well. The shortage of sport facilities, sport wear, equipment as well as lack of trained personnel in the sphere have also made the problem more complex (National sport policy, 2005)

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

According to Teshaynew (2010) pointed out Athletic performance is mostly determined by factors such as; coach experience, coaching style, effective development of training program, implementation of training principle effectively, environment, athletics facility and equipment and effort of concerned body working jointly. As indicated at this out set and incorporated in the sport policy document (2004), the policy out lines clearly selected goals, means and strategy. Further defines to what, how, where, whom, and why to train, who is to train at different levels, decisions as to organization, facilities and administrative arrangements as well as to coordination among its several elements. In spite of all these frameworks, there seems to be an immense gap between what is written in black and white and actually practiced on the ground, ever since the policy has come in to action that is actually the question of hands on job. Interestingly, sport all countries is changing with times, but not uniformly at all. The gap in resource between wealthy and poor countries is growing. There is no question that the availability of quality facilities is necessary for proper training; where this does not exist. Apparently, it is intended ahead of time (Judith, 1998).In a nuts shell, this is actually a severe challenge that developing countries face.

Conversely athletics is one of the purest of all sport, relying solely on the strengths of the human body rather than their technological implements to improve performance. Moreover, the sport and games played in a country can tell us a lot about the country. The way sport is played often indicates how people in particular country live. (Brian Mac, 201 1)2 Likewise, when we mention

sport and Ethiopia, few world first-class distance runners' immediately comes to our mind. In fact, at this stage one could safely and justifiably come to an agreement that Ethiopia has some of the best middle and long distance runners in the world. Accordingly, the New York Times called Ethiopia 'running Mecca,' due to its historical successes in the athletics program, in which it also took 5th place in the world ranking during the Olympic champion at Beijing(International Olympic commit, 2010). To strengthen idea this point quoting Mulugeta(2011) assertion is apt:

The primary objective of athletics training clubs is to help athletes improve their athletes Performance by developing factors of physical fitness such as strength, speed, specific power, nutrition, education and confidence. In conformity with this assertion world their countries Culture. The same is true for Ethiopian short distance runners if they could be world class athletes. The ministry of youth and sport which is recently named as Ethiopian sport commission has the mission in general to work on all athletics disciplines in particular focusing on the event which the country has been well known That is sprint races, jumping and throwing events to represent Ethiopian in international competition and to share the culture of Ethiopian over the world. In athletics, a coach or manager is an individual involved in the direction, instruction and training of the operations of a sports team or of individual sports people. This type of coach gets involved in all the aspects of the sport, including physical and mental athlete development. Athletics coaches train their athletes to become better at the physical components of the events. The coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach's job is to transfer as much of this knowledge and experience to the players to develop the most skilled athletes. The aim of all coaching and support activity is that athletes are able to achieve their maximum potential and personal goals. Some club members will want to train simply for personal satisfaction and fitness, whilst others will wish to participate in competition at their chosen level. This must be their personal choice. The club's membership consists of a wide range of ages, from eight upwards (depending on membership rules/restrictions in force at the time).

Different types of coaching are required to satisfy the specific needs of the various age ranges and to ensure that the process is one of Long Term Athletic Development (LTAD) rather than short term performance gain. The sport of athletics encourages athletes of all abilities and ages to compete at their optimum level. Through the track and- field-based athletics training program,

participants can develop total fitness to compete in any sport. As with all Special Olympics sports, athletics offers athletes the opportunity to learn through skill development and competitive settings and to be involved in large social settings. In essence, success in athletics depends on the athlete's determination and practice habits. Yet merely by participating in an athletic training program, the athlete can learn: self-discipline the ability to make independent decisions lifelong fitness skills that will help him or her lead a more productive and independent but there are many factors that challenge while practicing trainer in Arsi zone oromia regional state in some selected clubs. So to address the above issue the researcher initiated to conduct research on this title.

## **1.2 Statement of the problem**

There are many factors that challenge coach and trainer while practice Among that the major one are; style of coaching, way of implementation of training principle, lack of developing effective training program, environment, coach philosophy, shortage of qualified and experienced coach, athlete and coach relationship lack of personnel, unbalance number of coach and athlete and also shortage of vital athletics equipment and facility, shortage of athletics facility and equipment , wear, dormiters, café, library, transportation service. Beside to this coach and club manager effort to overcome the problem of the training center. Five critical issues are related to the importance of experiential learning for coaching development: Funding challenges, growing numbers of unqualified coaches and increasing pressure within the sports coaching arena, the lack of relevant and practical formal coaching education programs, and lack of coverage of best practices in the literature. Coaching success is facilitated by effective decision making to support athlete development in an environment that optimizes peak performance. Coaching development is a fundamental quality of a successful coach, which is measured by one's coaching record. Not all experienced coaches are experts, but all expert coaches have one thing in common, they are experienced (Chi, Glaser & Farr, 1988).

According to Dick (1997) stated, "Scientific based and systematic training program is fundamental to the athlete fitness. Training provides the athlete with the basic means to adapt to his particular stressors through controlled exercise the principles of training which apply in designing fitness programs apply equally to elite performers, recreational performers developing performers and those whose live are not oriented towards sport or physical recreation". The

interpretation of specificity is clear when one considers the type of fitness required for a given lifestyle. Whereas the athlete works to increase fitness towards some level of excellence. Thus, the lorry driver slumped at his wheel uses few abdominal or back muscles and should therefore attempt to improve muscle tone in these areas. Bucher and Krottee (2002) thought that the facilities should be well planned and constructed with a judgment in future. Often, facilities are constructed within a very short period of and are very difficult to expand or exchange.

According to Pate et al. (1997) it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or poor quality. It is also noted that most of the clubs athletes lack exposure to modern sophisticated infrastructural facilities and equipment for training. Maintenance should be established by college or club administration with proper replacement of facilities and equipment. Bucher and Krottee (2002) thought that the equipment and facilities should always be maintained in a serviceable condition. Procedures for caring facilities and equipment should be reutilized. Therefore, the lack of this situation finally creates a difficulty for trainers and trainees in terms of delivering the training program and achievements of their objective. Apart from the aforementioned rationale, the national sport policy of Ethiopia (NSPE, 2004) advocates and puts, "... organize special training and completion forums for talented youth in various types of sports and recruit the gifted ones by working in conjunction with sports clubs and federations. "To this effect, appropriate implementation can favor. Therefore I found it timely and crucial to question, how training is practiced and what are the major challenges encountered by administrators, coaches and trainee athletes. The effective performance in training centers involves the determination, allocation for the achievements which require a large amount of funds every year and also all athletic (track and field) equipment and facilities require either purchasing, replacement or repairs. And all equipment should be checked and then repaired, replaced, or serviced as needed and stored properly. Facilities and equipment should be very attractive and esthetically satisfying and should be easy and economically maintained. Strongly the planning, construction, and use of facilities should consider; validity, utility, accessibility, isolation, departmentalization, safety and maintenance.

Stimulating structural and functional adaptations that improve performance in specific tasks is the major objective of exercise training, these adaptations require adherence to carefully planned programs, with attention focused on frequency and level of workouts, type of training, speed,



intensity, duration and repetition of the activity, rest intervals and appropriate competition. Application of these factors varies, depending on the performance and fitness goals. However, several principles of physiological conditioning are common to improve performance in the diverse physical activity classifications (IAAF 2001)

There are many different skill levels demonstrated by Special Olympics athletes, and the coach has the responsibility of learning the skill level of each athlete. Using that knowledge, the coach takes the resources provided in this guide and adapts thin formation as it applies to each athlete. Levels from basic to advanced are accommodated in the guide, giving the coach a range of skills and drills to choose from.

All information is a guideline, to be used by the Coach in a way that works for his or her athletes. If a skill or drill looks too difficult, the coach can simply modify it as required to help the athletes learn and perform. Keep in mind that to help athletes improve and grow, it is good for the coach to challenge them by continually observing and assessing their skills, providing new techniques and drills and giving positive encouragement, regardless of their skill level (IOC 2010). But these things are limited over the selected athletics club.. So, these actual problems initiate the researcher to conduct the research on the assessment on major factors that affect Practice and challenges of some selected Arsi Oromia regional state athletics clubs.

### **1.3. Research Questions**

To address the problem of this study the researcher guided by the following research question.

1. What were the major hindering factors that challenge coach and trainer athletes during practice of selected Oromia athletics clubs
2. What was availability of facility and equipment selected Oromia athletics clubs
3. To what extent coach, administration and oromia athletics federation exercise their role to solve the problem selected Oromia athletics clubs

### **1.4. General objective**

The general objective of this study was to assess Practice and challenges of some selected ArsiOromia regional state athletics clubs.

#### **1.4.1 Specific objective**

1. To assess the major factors that hindering coach and trainer of selected Oromia athletics clubs
2. To examine the availability of facility and equipment selected Oromia athletics clubs.
3. To evaluate the effort of coach, administration and Oromia athletics federation to solve the problem cooperatively selected Oromia athletics clubs

#### **1.5. The significance of the study**

- The study will expect to contribute in the assessment on practice and challenge of athlete in some selected Oromia athletics club.
- It provide a hint to the community, other coach and other concerned bodies, as to find possible solution concerning on practice and challenge of athlete in some selected Oromia athletics club.
- It stimulates the interest of individuals to conduct research on the relate issue.
- Used as reference for further investigations concerning the assessment of practice and challenge of athletics club.
- Create understanding and awareness on the assessment on practice and challenge of athletics club.
- Help as input information for other researcher who wants to conduct further studies on similar issue
- Based on research findings, the study was expected to give possible recommendation to coach and manager to alleviate existing problem.

#### **1.6 Delimitation of the study**

Even though coaching process affect through many factor, to make the study specific and manageable the researcher delimited the area of study on assessment on practices and challenge of some selected Arsi Oromia athletics clubs and into three Arsi zone Oromia Regional state namely; Adama, Asella and Oromia road construction enterprise athletics clubs . The study is not incorporate all athletics clubs, that found within Oromia regional state. Because of resource, finance, time and other constraints.

### **1.7. Limitation of the study**

The researcher was interested in conducting the study at large, the researcher was limited by various factors such as financial problems, time limitation and resource in adequacy that the researcher were face while conducting the investigation regularly.

### **1.8 Operational definitions of terms**

**Athlete:** is one who takes part in any sport of contest involving physical activity

**Athletics:** Track and field sports which embrace events in Jumping, running and throwing

**Club:** - is the team, which competes in sporting competitions

**Coach:** -to train and instruct (athletes, actors, etc.) (Websites new twentieth century Dictionary

**Coaching:** - is often used to cover a wide range of activates; usually to help someone prepare for something.

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

### **1.9 Organization of the study**

This study was divided in to five chapters. Chapter one deals with Introduction part, The second chapter is review of related literatures. The third chapter deals about research design ,The fourth chapter is about presentation and interpretation of the data. Finally, fifth chapter provides summery, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. The field of Athletics**

During back to the Ancient Greeks, athletics was the only competition to be held in the first Olympic Games which took place in Athens in 776 BC. At this time the single athletic event was known as the 'stade,' a foot race which covered the length of the Athenian Olympic stadium. The Olympic Games Continued to take place in Athens every four years, with all wars suspended for the duration of the games, over time, more events were added to the ancient games including longer running distances, the discus, Javelin, Jumping and wrestling (Retrieved on 12/10/2011/ from [http:// record Utitarium.com/athletic records](http://record Utitarium.com/athletic records)).

The Roman Games also incorporated a form of athletics although the events favored by the Romans where racing, wrestling chariot and most importantly gladiatorial command similarly the Celts, Teutons and Goths also took part in forms of athletic combat. Athletics becomes more diverse during the Middle Ages when the sons of noble man were trained in running, Jumping and wrestling and there were often athletics contests between rival nobility. In the nineteenth century, the modern events that are familiar in athletics today began to emerge, initially as part of an official physical education program in schools (William, 1982)

#### **2.2. Athletics in Ethiopia**

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

## **2.3. Factors affecting performance of athletes**

### **2.3.1. Diet and Exercise**

Not all diets are healthy. The food taken in must provide all the nutrients for body growth and the energy for exercise. A balanced diet must contain all the nutrients you need in the current amount. Involvement in hard physical exercise does not seem to have any long-term effects on the digestive system however during hard exercise blood is diverted from the stomach to the working muscles, this means that any food in the stomach cannot be absorbed during the exercise often the body tries to get rid of this food during exercise by vomiting (Drnheim, et al, 2000). Diet a major importance to the sport person. Different performers require different types of food, reflecting the different types of physical activity that are undertaken. In addition, a person's diet may change prior to competition. The aims of the competition diet may be to: Build up stores of carbohydrates-so that energy can be produced for longer period of time. Enter the competition with as little in the stomach as possible this helps the breathing process Prevent gastric disturbances-the competitor should avoid gas-making foods onion, baked beans and cabbage. Provide positive psychological attitude- if a good diet is followed it helps to develop sense wellbeing, both before and during completion.

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

### **2.3.2. The environment and performance**

The main factors to be considered are discussed below: The weather it can be too hot, cold humid or windy for a person to produce a high-level performance. Few athletes can produce their best performances when it training or very cold. The training program should reflect the anticipated conditions that will prevail when the competition is due to take place. Remember, it is not just the cold that can affect performance. How many 'fun-runners' train in the evenings after work for special half marathon and then find that the event takes place in the heat of the day? The state of the sports arena the track or the sports field can influence performances. Pitched with long or wet grass slow players down. Long grass can also affect the movement of a ball in a game.

Artificial surface will also affect performance, if the player is used to grass. Inside, a dusty or wet floor in a gymnasium can be slippery and is, therefore, the venue- the training program should take in to account where the event will be held. This is specially so if the event is to take place at altitude.

### **2.3.3. Lifestyle and performance**

The way we live affects our performance. Training for fitness not only includes doing the correct physical work, but also means generally living our lives in a healthy way. It is not possible for burn the candle at both end and produce a good class of performance. So, what do we mean by our well-being? It covers; Physical well-being:- a body working well, free from illness and injury. Mental well-being: a relaxed attitude, a mind free from stress and worry Social well-being:- a warm, contented, well fed existence in a settled social environment.

Athletes with a healthy lifestyle could be said to have a 'SASHED' approach to life: Sleep sufficient good quality sleep is an essential part of any training program. Attitude a positive attitude is desirable in all people. But essential in sportsperson 'attitude' includes having respect for one's opponents and fellow players. Like a positive approach to competition, respect, for others is essentially and it can help, indirectly, to produce a better individual performance. Smoking: - smoking tobacco makes you smell, can ruin your health and can eventually kill you. Hygiene- good personal hygiene helps you to avoid infection and makes you feel good. For athlete, good foot care is essential. Environment-living in a pollution free situation can help to avoid respiratory illness. Also, climate and the weather can affect performance. Diet- a currently balanced diet can help you cope with the everyday stresses of life (Webster, 2000).

### **2.3.4. Age and Performance**

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

Experience- older people tend to make up for their reduced physical capabilities by using their skill levels to better effect. This is known as an experience Injury and Performance Being fit does not prevent illness although it is true that a fit person should recover from both illness and

injury more quickly than an unfit person. Injury is one of the biggest problems that can face a sports person. It is often the single most limiting factor relating to performance. Prevention of injury is better than cure. Injuries are best avoided by: Training correctly and with the aim of developing those factors that are important for the event. Doing sufficient warm-up activities, including flexibility and stretching exercise to help prepare the body for work, and warming down. Using protective equipment, such as mouth guards, shin pads and helmets which are designed to protect the players, as well as enhance performance. Wearing the correct clothing for the sport concerned, as ill-fitting shorts can chafe the inside of the leg and poorly fitting footwear can lead to a host of leg and foot injuries. Playing to the rules of the sport. Rules are not just about fair play but were also devised with the safety of the individual in mind. Referees and umpires are out there to enforce the rules to help protect players. Checking that the environment is safe (Honeybourne, et al, 2000)

#### **2.4. The Roles of a Coach**

The term “coaching” is often used to cover a wide range of activities usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve. Many people would claim to help in this way, for example, parents, teachers, officials and sponsors. So what does coaching really involve? Coaching involves teaching, training, instructing and more. It is not simply about helping people to learn sports skills, improve performance and reach their potential. It is also about recognizing,

Understanding and providing for the other needs of athletes. These needs are many and cover a wide range such as social and emotional needs, as well as the more obvious needs related to athletics and competition. As a good coach you should have a code of ethics which places the rights and needs of your athletes before those of yourself. You will need to develop a caring and continuing relationship with the athletes you coach. Participation in athletics is a social process. Your coaching will therefore have great power to shape the lives of your athletes. It is possible to see your only job as a coach in setting exercises and tasks to bring about changes in performance. Experienced coaches will point out that this is only part of the picture. As a coach you will have many jobs and functions. Some you will perform willingly, others will be less attractive to you, but are just as important. All these jobs or roles contribute to being a successful coach (Peter J L Thompson 1991).As a teacher – imparting new knowledge, skills and ideas As a trainer

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

#### **2.4.1. Influence of the Coach**

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

#### **2.4.2. Coaching Behavior**

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



### **2.4.3. Coach-Club or Institutions**

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

### **2.4.4. Philosophy and Coaching Styles**

In the past the often accepted role of the coach was to be a dominant, authoritarian leader with the athlete as a disciplined follower. In the modern world the athlete is exposed to wider views and his vocabulary has expanded to include the word "why? "This should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete. Most coaches tend to coach in the style that they were coached themselves. This is sometimes effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms we can identify three distinct leadership styles, authoritarian, cooperative and casual. The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching. The cooperative leadership style gives guidance and structure, but allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of athletes "first, winning second". Good coaches will be able to modify their style according to the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style (The official IAAF Guide to Coaching Athletics 2001).

### **2.5 . Good Atmosphere**

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

## **2.6. Motivation**

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

## **2.7. Extrinsic and Intrinsic Feed Back in Sports**

Elite athletes and certainly novices improve motor performance based on the extrinsic or intrinsic feedback received about the movement errors. However, some individuals are able to translate such information to motor performance almost immediately, while others are not. It is assumed that learning time maybe shortened while IT is implemented. But, why are some individuals better able to correct performance more efficiently and more effectively than others.

The time it takes to adapt and master a skill may be regarded as a criterion for discriminating between different potential athletes. A possible answer for the differences among individuals may be found in the individual capability to use the information available and the capability to associate the information provided with the actual movement performance. Information about 'how we actually performed' together and in parallel with information about 'how we feel about our motor performance' arrives to the central nervous system (CNS) via different neural paths. Cues about the outcomes of one's performance may arrive from outside, for example, via visual and/or auditory senses. On the other hand, cues about how one feels about a performance arrive from within the system, via kinesthetic sensors and, in particular, via proprioceptive afferents. Accordingly, modifications in a movement are done by comparison between what we do (i.e. the actual motor act) and what we should do (i.e. a forward model or a virtual plan of how to perform). Specifically, such comparisons may be carried out by cerebella structures (Mialletal.1993). Matching motor plans with actual movements implies a correlation process. Lack of correlation between expected and actual performance is interpreted as a motor error, and thus, the movement should be corrected.

In parallel, the plan should be updated via an internal close-loop process (feedback-dependent). Such learning models seem to be supported by neurobiological and neuroanatomical evidence (von Holst and Mittelstaedt 1950).

## **2.8. Age and Performance**

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

## **2.9. The Coach-Athlete relationship**

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

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

## **2.10. Principles of training and Structure for Practice Principles of Training**

Stimulating structural and functional adaptations that improve performance in specific tasks is the major objective of exercise training. These adaptations require adherence to carefully planned programs, with attention focused on frequency and level of workouts, type of training, speed, intensity, duration and repetition of the activity, rest intervals and appropriate competition. Application of these factors varies, depending on the performance and fitness goals. However, several principles of physiological conditioning are common to improve performance in the diverse physical activity classifications (IAAF 2001)

### **2.10.1 Principles of overload**

The regular application of a specific exercise overhead enhanced physiological function to bring about a training response. Exercising at intensities greater than normal induces a variety of highly specific adaptations that enable the body to function more efficiently. Achieving the appropriate overload requires manipulating combinations of training frequency, intensity, and duration, with focus on exercise mode.

### **2.10.2 Principles of specificity**

Exercise training specificity refers to adaptations in metabolic physiological functions that depend upon the type of overload imposed. Specific anaerobic exercise stress (e.g., strength-power training) induces specific strength power adaptations, while specific endurance exercise stress elicits specific aerobic system adaptations with only limited interchange of benefits derived between strength- Power and aerobic training. Ever, the specific principle extends beyond this broad demarcation. For example, aerobic training does not represent a singular entity requiring only cardiovascular overload. Aerobic training using the specific muscles in the desired performance most effectively improves aerobic fitness such activities as swimming, bicycling, running or upper body exercise. Some evidence even suggests a temporal specificity in training response such that time of day when training regularly occurred.

### **2.10.3 Principles of individual difference**

Many factors contribute to individual variation in training response for example; a person's relative fitness level at the start of training exerts an influence. Even when relatively homogenous group starts exercising at the same time, one cannot expect each person to reach the same time of fitness (or exercise performance after 10 or 12 week). Consequently, a coach should not insist that all athletes on the same time (or even in the same events) train the same way or at the same relative or absolute exercise intensity. It's unrealistic to expect all individuals to respond to a given training stimulus in the same manner.

### **2.10.4 Principles of Reversibility**

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

### **2.10.5. Simple to Complex Tasks**

It is obviously easier to make simple movements rather than complex ones. So training should always proceed from the simple to the complex. Try to understand the children's limitations and see the difficulties from their point of view rather than from your own.

### **2.11. Continuous Practice and Competition Conditions**

All athletes can find long practices boring. This becomes even worse with children because their attention span is short. It is important to present interesting variations in practice and to break practices up into different parts which deal with different skills. Children like to use what they have trained, not just practice it. When a skill is trained put it into a competition situation as soon as you can. Only older, experienced athletes will be able to concentrate on practice for long periods to develop a higher skill level.

For children motivation can be maintained by testing their skills in competitions as soon as they can perform reasonably well. These competitions should be adapted to the children's development and need only last for a short time. Children will train a lot more easily if they are enjoying what they are doing.

### **2.12. Implications for the coach**

Practices within the children's limitations encourage a wide range of movement experiences Coach simply. Use the kiss principle keep It Simple use four guiding principles explain clearly and simply what they are trying to do demonstrate and suggest how they might do it give enough time for practice Be patient and correct develop basic movement patterns before special skills do not give them too much to think about Point out the important things to concentrate on help children evaluate their own performance Coach big, simple movements first Keep practices short with younger athletes Let them use the skill in a competition situation as soon as the Use simple, easily understandable language Be positive when giving feedback.

### **2.13. The Individual's Response to Training**

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

## **2.14. Training program**

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

### **2.14.1. Effects of training**

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

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

### **2.14.2. Points on fitness and Training**

The following are some general points on fitness and training for athletes: Before beginning any exercise program, athlete should have a full medical check-up it is good practice to make this the start of regular annual check-ups. Some medical conditions may suggest a modified program. Nor is there an upper age limit for exercise. The right exercise program supported by relevant medical advice will keep the heart and muscle healthy to provide and use every required to enjoy

one's lifestyle. The starting focus of all exercise programs is low intensity training to develop heart endurance. Stiffeners following exercise are natural and not serious. Sharp pain rather than discomfort during the next bout of exercise may be cause for alarm. It might be due to slight muscle strain and rest followed by low intensity exercise and gentle.

Stretching or a prescribed rehabilitation program should return things to normal. If the pain persists a physiotherapist must be consulted. Too much training does not shorten life, but too little may. It cannot be that training will necessarily lengthen life, but it will help make one's 'allotted sprain' more enjoyable. There is no such thing as 'over training'. Physical, mental or emotional 'burn out', is due to the cumulative effect of all the stressors in one's life rather than compromise the training program, the overall picture must be reviewed with objectives and prioritized to create space for adaptations to take place.

Athletes don't 'go to fat' when they finish serious training. The fact is that their appetites often stay high while their energy expenditure is now low and consequently, weight increases. Such athletes should maintain a program of lighter training as part of their personal fitness program and review eating habits.

This approach will also help maintain general muscle tone. Training does not make people muscle bound. This is an obscure expression which reflects the fact that certain types of strength training will considerable increases that size of the muscles, for example in body building. This will only happen if this is the objective of training and specific diets or exercises are pursued to this end. Normal exercise programs do not have this effect, In fact, by reducing fat around the muscles, and improving muscle tone, a more attractive definition of the limbs will result. Exercise machines are sound and safe to use provided their use is properly explained by a qualified instructor. Because fitness is specific, so also are fitness programs. The objectives of each phase of training program should be clearly defined and the program planned to meet those objectives. Personal fitness programs, athletes must on the one hand set out details of physical activity and regeneration, nutrition, sport psychology and sport medicine relevant to the individual's needs (Gerry Carr 1999).

### **2.14.3. Planning the Training Program**

One of the most important responsibilities of the coach is planning the athlete's training program. Planning is a long term process since elite athletes may not reach their full performance capabilities until 24 years of age or older. In this long term planning the coach usually looks at what the athlete wants to achieve for a particular year and divides this year into a number of periods. For younger, inexperienced athletes performance targets may need to occur at more frequent intervals, such as the immediate season ahead. This is because young athletes are often unable to work towards objectives that they think of as being too distant. The term 'periodization' is used to describe the division of the training program into a number of periods of time. Each of these periods will have specific training objectives. The major objective of any plan is to bring the athlete to the most important competitions of the season, fully prepared and in a physical and mental state to perform at a level never previously achieved. Achieving optimum performance at the right place and time is called "peaking". Planning for the year or season ahead is done backwards. The coach and athlete decide what, where and when the major competitions will be for the season ahead. The next task is to work back in time through the early season competitions and the training periods until arriving at the beginning of the training year. All training plans should be simple and flexible as the plan will be modified according to the athlete's progress and improvements in the coach's knowledge and experience.

### **2.14.4. Development of an effective training program**

According to Mohamed (2008) explains the steps involved when developing a training program. The process of creating a training program to help develop an individual's level of fitness comprises of 6 stages. Gather details about the individuals, identify the fitness components to develop, Identify appropriate tests to monitor fitness status, Conduct a gap analysis and Compile the program, Monitor progress and adjust program

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

Stage2- The second stage is to determine which components of fitness they need to improve this could depend up on what the individuals wants to get fit for. Stage 3- the Next stage is to identify appropriate tests that can be used to initially determine the individuals' level of fitness and then to monitor progress during training.



Identified test should be conducted and the results recorded Stage 4- we now know the individual's background, objectives and current level of fitness. We now need to conduct a gap analysis of the individual's current fitness (from test results at stage 3) and target fitness levels (identified at stage2) the results of this proves will assist in the design of the training so that desired levStage5: The next stage is to prepare a training program using the results of the gap analysis and "FITT" principles- frequency- how often should the individual exercise intensity- how hard should the individual exercise- Time- how long should each session last? T- Type or training activity what exercise of training activity will help achieve the individual's fitness goals? Plan the program in four week cycles where the work load in the first three weeks increase each week (easy, medium, hard) and the fourth week comprises of active recovery and tests to monitor training progressStage6- The program has now been agreed and the individuals can undertake the program. Every 4 weeks meet and discuss with the individuals how the training has gone, the test results, progress towards target fitness levels, and adjustments to the training program.

### **2.15. Problems of facilities and equipment arise in training center**

The effective performance in training center involves the determination, allocation for the achievements which require data large amount of fund every year. Also equipment all athletic (track and field) materials and facility requires either purchasing, replacement or repairs. Bucher and Krotee (2002) thought that the facilities should be well planned and constructed with a judgment in future. Often, facilities are constructed within a very short period of and are very difficult to expand or exchange. According to pate et al. (1997) it might be impossible to achieve satisfactory results from athlete whose training facilities and equipment are inadequate or poor quality. It is also noted that most of the clubs athlete lack exposure to modern sophisticated infrastructural facilities and equipment for training.

### **2.16 Maintenance of facilities and equipment in athletics clubs**

Maintenance should be established by college or club administration with proper replacement of facilities and equipment. Bucher and Krotte (2002) though that the equipment and facilities should always be maintained. In a serviceable condition. Procedures for caring facilities and equipment should be reutilized. And all equipment should be checked and then repaired, replaced, or serviced as needed and stored properly. Facilities and equipment should be very attractive and esthetically satisfying and should be easy and economically maintained strongly

the planning construction, and use of facilities should consider; validity, utility, accessibility, isolation, departmentization, safety and maintenance.

### **2.17 Coaching, Experience, and Self-Reflection**

Five critical issues are related to the importance of experiential learning for coaching development: Funding challenges, growing numbers of unqualified coaches and increasing pressure within the sports coaching arena, the lack of relevant and practical formal coaching education programs, and lack of coverage of best practices in the literature. Coaching success is facilitated by effective decision making to support athlete development in an environment that optimizes peak performance.

Coaching development is a fundamental quality of a successful coach, which is measured by one's coaching record. Not all experienced coaches are experts, but all expert coaches have one thing in common, they are experienced (Chi, Glaser & Farr, 1988). Rowing in the United States is an example that illustrates the challenges facing

Professional sports in the Olympic context. The number of rowing coaches in the U.S. at all levels elite, collegiate, high school and masters' levels is growing at unprecedented rates (Deringer, 2008).

Developing a clearer understanding of the required activities in the development pathway from a novice to elite coach is more critical now than ever before. A decentralized system such as U.S. rowing that is challenged financially and lacks a structure formal coaching education program will change slowly if at all. Informal learning, which is how many coaches learn, is successful and powerful vehicles that help to disseminate coaching knowledge to new coaches (Griffith, 1925). However, the relationships among formal and informal learning, past athletic achievement, and coaching experience are unclear and unstudied. All of the factors of growth, professionalization, commercialization, and globalization can be observed in the microcosm of elite U.S. Olympic-level rowing. A closer examination of the relationship between past experiences and self-reflection as predictors of rowing coaching effectiveness at the elite level is needed to potentially promote greater levels of coach effectiveness in a changing and challenging environment.

## **2.18. Leadership Qualities in the Sports Situation**

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

In addition, there are many different qualities sought after in leader by different people. There is, however, some agreement that good leaders tend to be extrovert, enthusiastic and have an 'attractive' personality character which is appealing to others. In sports management and administration, the leadership qualities required is a bit like beauty – in the eye of the beholders. But here is a list of the qualities the author considers important: (Devid.C Watt, 1998).

# CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

### 3.1 Research design

The study design was used cross-sectional research design was used. Cross-sectional studies were carried out at one time point or over short period. It is used when the purpose of the study was descriptive, often in the form of a survey. Cross-sectional studies are sometimes carried out to investigate associations between risk factors and the outcome of interest. This involved prospective cross sectional study that examines the practice and challenge at some selected Arsi Zone Oromia regional state athletics clubs. The study focused mainly on describing, analyzing and interpreting the conditions that exists. The study employed mixed research approach i.e. the combination of quantitative and qualitative approach so as to make the data reliable.

### 3.2. Description of the Study Area

The study area is located in the western part of Ethiopia far from Addis Ababa in 170km.the study area also located with about from jimma 520km and found in the western part of Ethiopia.



Figure 1 study area

### **3.3 Population**

The total population of the research study were 153 athlete, 9 coach and 3 club manager respectively. Totally 165. So, 100% or 153 athlete, 9 or 100% coach and 3 or 100% manager are selected.

### **3.3. Sample size and sampling technique**

The total population of the research study were athlete (N= 153), coach (N=9) and 3 club administration. Totally 165 used as the study participant. Stratified sampling technique was used to select three (3) clubs from Oromia athletics clubs, Adama athletics (N =63), Oromia Road construction (N = 50) and Asella (N = 40). Simple random sampling was used in order to select samples from each club. Adama athletics (n= 59), Oromia Road construction (n = 46) and Asella (n = 36). Non-probability sampling especially purposive sampling technique was used to get the representative of coach (N=9) and 3 club administration.

### **3.4 Source of Data**

The main source of data for this study were both primary and secondary sources. The source of primary data for this study; the information obtained from athlete, coach and clubs manager results through self-developed questionnaire, interview and observation. Whereas, secondary data were collected from relevant books, journals and internet.

### **3.5. Data collecting instrument**

To get adequate information the researcher use triangulation method of data collection instruments Includes Questionnaire ,Observation and Interview are used in these study

#### **3.5.1. Questionnaire**

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

### **3.5.2. Observation**

The researcher has also take place observation to gather information relevant to the study. The training center facility such as, track event, transportation, dressing room, shower and equipment such as starting block, hurdle, baton exchange and also methodology of training to get the relevant information about the practice and challenge in selected Arsi zone oromia regional state.

### **3.5.3 Interview**

Sem-structure in interview was conducted with 3club managers Prior to each interview, a schedule is prepared with suggested questions The location for an interview should be organized in advance and should be in a quiet place so that the interview can concentrate on the questions but also in an open place where neither the researcher nor the interview can be compromised (O'Toole & Beckett, 2010).

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

Interviews were selected as appropriate data gathering tools for this study as they provide the opportunity for the participants to share their point of view onthe major factors that affect practice and challenge in selected Arsi zone oromia regional state (Cohen, et al., 2000). Interviews also give the researcher the opportunity to clarify his/her interpretation of the participants' ideas, as produced in the interviews. By undertaking interviews every participant had the opportunity to share their personal view and perspective toward the research topic.

### **3.6. Data collection procedure**

Before administering the questionnaire the purpose of the questionnaires the administration of the confidentiality and how it fill it out the questionnaire was told to the participants after setting athlete into class safely.

### **3.7. Pilot study**

The researcher was conduct pilot study to measures the reliability of data respondents' views concerning on practice and challenge some selected in oromia athletics club in overall decision categories. N (10)

**Table 3.1 Reliability**

No	Items	Cronbach's Alpha	No of Items
1	Challenge Coach and Trainer During Practice	.856	13
2	Availability of Athletics Facility and Equipment	.797	12
3	Effort of Coach , Administration and Athletics Federation	.888	12

The reliability of the instrument was determined using Cronbach's Alpha statistics. Cluster A of the instrument which elicited information on challenge coach and trainer during practice a reliability coefficient of 0.856 cluster B which elicited information on availability of Athletics facility and equipment had a reliability co-efficient of .797 while cluster C which was effort of coach, administration and athletics federation had a reliability co-efficient of .888 .Alpha value indicating high reliability of the instrument for the study.

### **3.8. Method of data analysis**

In this study both qualitative and quantitative method of data analyzing were employed or used. The data gathered from respondents through data collect tools. Analysed using SPSS version 23 descriptive statics analysis frequency, percentage, used to assess the major factors that hindering coach and trainer of selected Oromia athletics clubs and standard deviation was used to examine the availability of facility and equipment selected Oromia athletics clubs. Additionally, one sample t test used to evaluate the effort of coach, administration and oromia athletics federation to solve the problem cooperatively selected Oromia athletics clubs quantitative and qualitative analysis of data were incorporated in data analysis.

One sample t-test analysed based on the following point.

- If sig < 0.05 & t value < 0, →significantly lower than the cutoff point -- happened rarely or never
- If sig < 0.05 & t value > 0, →significantly higher /greater/ than the cutoff point-- happened mostly or usually. (If "Sig. (2-tailed)" value is ".000", this actually means that  $p < .0005$ ; it does not mean that the significance level is actually zero).

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

### **3.9 Ethical consideration**

Regarding ethical consideration the researcher was governed by the researcher code of ethical in maintaining prefacing and confidential and or other related values and the researching promise to the study that the information which was collected from the respondent shall not be transferred to third part in candid or it will not be exploited for under taking other than the research study

Besides this the proceeding of data collection was done anonymously without writing their name identification number, telephone number .so that the threat of beings disclosed was very much minimized



## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the data gathered from respondents through questionnaire, interview and observation. Thus, statically description of frequency, percentage, mean standard deviation and inferential statics one sample t-test quantitative and qualitative analysis of data was incorporated in this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. The data was collected from a total of 131 respondents. Thus, this chapter consists of two major parts. The first section deals with the characteristics of the respondents and the second section represent the analysis and interpretation of the main data.

#### 4.1Demography of respondents

Table 4.1 Frequency age of athletes

AGE	Frequency	Percent	
Valid	<15	18	12.8
	16-18	84	59.6
	>18	29	20.6
	Total	131	92.9
Total	141	100.0	

As the above table 2, indicates the information of athletes age from the total respondents 18(12.8%) were <15 years, 84 (59.6%) of the respondents were between 16-18 and the remaining 29(20.6) were above >18 years. Therefore, we can understand from the above table that the majority of athletes were young,

**Graph 1 Respondents' sex**



As indicated in the first part of this chapter, a total of 141 athletes were involved in this study. As shown in above graph those respondents were from three selected Oromia athletics clubs. As shown on the graph; concerning the respondents 84 were male, 47 were female students and 10 were not response or missing.

#### 4.2 The challenge of coach and trainer athletes during practice

Table 4.2 Respondents response on coaching style, principle of training, and relationship among coach and athlete

No			Frequency	Percent
1	Your coach coaching style is appropriate	Strongly Disagree	34	24.1
		Disagree	67	47.5
		Undecided	30	21.3
		Total	131	92.9
2	During training coach follow the principle of training	Disagree	91	64.5
		Undecided	26	18.4
		Agree	14	9.9
		Total	131	92.9
3	Training center conducive for training	Disagree	82	58.2
		Undecided	43	30.5
		Agree	6	4.3
		Total	131	92.9
4	Coach guided by well-designed training program and implement properly	Strongly Disagree	11	7.8
		Disagree	72	51.1
		Undecided	34	24.1
		Agree	8	5.7
		Strongly Agree	6	4.3
		Total	131	92.9
5	There is good relationship among coach and athlete	Disagree	63	44.7
		Undecided	32	22.7
		Agree	22	15.6
		Strongly Agree	14	9.9
		Total	131	92.9
6	All coach have sufficient skill and knowledge of coaching	Disagree	76	53.9
		Undecided	55	39.0
		Total	131	92.9
7	Your coach specialized by coaching Your coach specialized by coaching	Strongly Disagree	15	10.6
		Disagree	91	64.5
		Agree	25	17.7
		Total	131	92.9
		Strongly Disagree	15	10.6

8	Your training center have sufficient facility and equipment	Strongly Disagree	28	19.9
		Disagree	84	59.6
		Undecided	19	13.5
		Total	131	92.9
9	All concerned body motivation your work	Strongly Disagree	13	9.2
		Disagree	79	56.0
		Undecided	3	2.1
		Agree	36	25.5
		Total	131	92.9
10	Your coach administration and Oromia athletics federation work cooperatively	Disagree	76	53.9
		Undecided	15	10.6
		Agree	40	28.4
		Total	131	92.9
11	While training coach supervise properly and give group and individual connection and feedback	Disagree	105	74.5
		Undecided	26	18.4
		Total	131	92.9
12	There is adequate specialized coach for athletics	Disagree	114	80.9
		Undecided	17	12.1
		Total	131	92.9
13	During training coach are different altitude of environment	Disagree	20	14.2
		Undecided	15	10.6
		Agree	96	68.1
		Total	131	92.9

Based on the above table 4.2 item 1; Athletes response on coach coaching style were replied 34(24.1%) strongly disagree, 67(47.5%) disagree and 30(21.3%) undecided consecutively. Results indicate that the coach coaching style were not appropriate for athletes.

As we can see from item 2, 91(64.5%) of the respondents replied disagree, 28(18.4%) undecided and 14(9.9%) agree on during training. Based on the results, researcher concluded that coaches do not follow the training principle during training.

Item 3, Majority of respondents' response on conducive of training center 82(58.2%) disagree, 43(30.5%) were undecided and the rest of respondents replied were 6(4.3%) agree. Results show that, training center of athletes was not conducive.

Item 4, Majority of respondents' response on training program and implementation 72(51.1%) disagree, 34 (24.1%) were undecided and the rest of respondents replied were 8(5.7%) agree and

6(4.3%) strongly agree. Results indicated that, coach did not athletes guided by well-designed training program and implementations were not properly executed.

Item 5, Majority of respondents' response on relationship of coach and athlete 63(44.7%) disagree, 32 (22.7%) were undecided and the rest of respondents replied were 22(15.6%) agree and 14(9.9%) strongly agree. Results show that, relationship among coach and athlete were not good.

Item 6; Athletes response on skill and knowledge of coaching were replied 76(53.9%) disagree and 55(39.0%) undecided consecutively. Therefore results indicate that, most of coaches do not have skill and knowledge of coaching.

Item 7, Majority of respondents' response on the coach coaching specialized 91(64.5%) disagree, 15(10.6%) were strongly disagree and the rest of respondents replied were 25(17.7%) agree. Results show that, most of the coaches were not specialized by coaching.

Item 8, Majority of respondents' response on the availability of facility and equipment of training center 84(59.6%) disagree, 28(19.9%) were strongly disagree and the rest of respondents replied were 19(13.5%) undecided. Researcher concluded based on results, facility and equipment of training center of athletes were not sufficient.

Item 9, Based on athletes motivation majority of respondents' response 79(56.0%) disagree, 13(9.2%) were strongly disagree and the rest of respondents replied were 3(2.1%) undecided and 36(25.5%) agree consecutively. One can conclude that, athletes do not motivation their work by concerned body.

Item 10; Athletes response on coach administration and athletics federation work cooperatively were replied 76(53.9%) disagree, 15(10.6%) undecided and 40(28.4%) agree consecutively. Therefore results indicate that, coach administration and athletics federation were not work cooperatively.

Item 11, Majority of respondents' response on training coach supervise 105(74.5%) disagree and 26(18.4%) were undecided. Results show that, training coach was not supervising properly individual connection and feedback.

Item 12, Majority of respondents' response on adequate specialized coach 114(80.9%) disagree, and 17(12.1%) undecided. Researcher concluded based on results, There were no adequate specialized coach for athletics.

Item 13, Based on altitude of environment majority of respondents' response 96(68.1%) agree, 20(14.2%) were disagree and the rest of respondents replied were 15(10.6%) undecided. One can conclude that, during training coach are used different altitudes of environment.

#### 4.3 Descriptive statics on availability of facility and equipment

Table 4.3 Respondents response on availability of facility and equipment

No	Item Statistics	Mean	Std. Deviation	N
1	What is your training center training track	2.44	.73	131
2	What do you say about track and facility and equipment	2.22	.42	131
3	What is the current slater of your center well equipped gymnasium	2.34	.72	131
4	What do you say about your both room	1.77	.59	131
5	What is the availability of sport wearing	2.12	.95	131
6	What is the service of dormitories in your training Center	2.42	.89	131
7	What is the culture of properly utilization of equipment during training	2.19	.48	131
8	What is the current status of recreational center and Cafeteria	1.81	.52	131
9	What is the process of using --- and formal education seems in your center	2.31	.72	131
10	What do you say the availability of personnel or specialized	1.84	.66	131
11	What is the service of physiotherapy or massage	1.81	.66	131
12	What do you say about the medical service	1.80	.60	131

According to the responses of the respondents the 5 point Likert scale indicate the extent they agree with the statements that is: 1- Very inadequate 2- Inadequate 3- Undecided 4- Adequate 5- Very adequate. A mean (M) score of 0-1.5 means that the respondents Very inadequate, between 1.50 to 2.50 means they inadequate, 2.50 to 3.50 means the respondents were undecided, 3.50-4.50 means they adequate, and a mean above 4.50 means the respondents strongly Very adequate . Based on the findings on Table 6, imply that majority of respondents between 1.50-2.50 mean they inadequate available of facility and equipment mean that there were scarcity of training center and track, inadequate facility and equipment, gymnasium were not well equipped, bath room and sport wearing were not enough, the service of dormitories and the culture of properly utilization of equipment during training were not adequate, the status of recreational center and cafeteria, the availability of personnel or specialized coach, service of physiotherapy or massage and medical service were inadequate.

#### **4.4. Analysis of Athletes’ responses concerning on the extent coach, administration and athletics federation exercise their role**

Table 4.4 Athletes’ responses concerning on the extent coach, administration and athletics federation exercise their role

No	One-Sample Test	Test Value = 0					
		T	df	Sig. (2-tailed)	Mean Differ ence	95% Confidence Interval of the Difference	
						Lower	Upper
1	To what extent coach , administration and Oromia athletics federation work Cooperatively	54.299	130	.000	2.35	2.27	2.44
2	What is the effort of your coach to repair and construct athletics facility and equipment	37.051	130	.000	2.82	2.67	2.97
3	To what extent exercise culture of working cooperatively to enhance the athlete performance	47.470	130	.000	2.38	2.28	2.48
4	To what extent show his responsibility the administration to fulfill the facility and equipment	44.216	130	.000	2.67	2.55	2.79
5	What do you say way of supervision of technical director surprise the work of coach	45.503	130	.000	2.40	2.30	2.50

6	What is the training center annual plan to purchase and fulfill athletics equipment and facility	36.331	130	.000	1.80	1.71	1.90
7	To what extent the training center work together with society to develop the income	34.406	130	.000	1.92	1.81	2.03
8	To what extent Oromia athlete federation supervise the implementation of program properly	56.267	130	.000	2.34	2.26	2.42
9	To what extent motivate coach and athlete those success by their work the center Administration	56.071	130	.000	2.35	2.27	2.442 0
10	What do you say the regular evaluation the result of center and providing short training Oromia athletics federation	56.071	130	.000	2.35	2.27	2.44
11	To what extent Oromia athletics federation support to fulfill the shortage of athletics center	57.539	130	.000	2.29	2.21	2.36
12	What do you say the Oromia athletics federation competition program and way of implementation and supervision during competition	66.367	130	.000	3.14	3.05	3.23

*N= number of participant P ≤0.05 x= mean SD= standard deviation df= degree of freedom*

*Scale 1= very low 2 = low 3=Medium 4=high 5=Very high*

As seen from table 5 above, the extent of coach, administration and athletics federation exercise their roles were presented and the one- sample t-test results were calculated. The obtained t-values (at  $p < 0.05$ ,  $df = 130$ , Sig. two-tailed) of each items were significantly greater than the cutoff point. If  $sig < 0.05$  and  $t\text{-value} > 0$ , this implies that mostly happened.

Based on the majority responses the researcher concluded that, coach, administration and athletics federation work do not cooperatively, there were medium effort of coach to repair and construct athletics facility and equipment, the administration responsibility to fulfill the facility and equipment were medium, supervision of technical director do not surprise the work of coach, the training center annual plan to purchase and fulfill athletics equipment and facility were low, the training center were low work together with society to develop the income, athlete federation supervise the implementation of program properly were low, the center administration motivate coach and athlete those success by their work were low, the regular evaluation were low for the



result of center and providing short training athletics federation, athletics federation support to fulfill the shortage of athletics center were low, athletics federation competition program and way of implementation and supervision during competition were medium.

#### **4.5. Analysis of semi structured interview**

These interviews were prepared to gather club administration and coach suggestion about practice and challenges of some selected Arsi Zone Oromia regional state athletics club.

Interview takes place with club administration and coach regarding to attitude to the activity of athletics were good and participate with the athletes to change the attitude of society and athletes family their work effectively. And also prepare different proposal on attitude change implement on the society and around the school. Interview conducted with club administration and coach regarding participate in sport activities both were participate and more or less facilitate the situation of coaching program to implement properly.

Based on availability of equipment and facility, conducive training center for training conducted with club administration and coach were responses; “No available equipment and facility of training center and the center were not conducive for athletes. There was shortage of facility and equipment to implement the program effectively athletics activity were limited in the study athletics club due to the shortage of track and field events and inadequacy of instructional material delay the participation, interest, competence level and athletics performance”.

Interview conducted with club administration and coach concerning, the effort of club administration and coach whether they work jointly with athletes and community in order to handle athletics equipment properly“. There was no cooperating to solve the shortage and absence of sport equipment and facility. Club administration does not work jointly to prepare annual plan for club equipment purchase and also there was no experience of construct from local material and handle properly in save condition in all club”.

The researcher asked the handling system of facility and equipment in the study athletics club as club administration and coach forwarded; “There were storage room but not that much gives functions due to lack of handling properly and environment not conducive to supervise the material while the athletes practice and also there was no the culture of repairing, constructing and replace, and shortage of club annual budget to purchase or fulfill necessary material”.

Interview conducted with club administration and coach regarding, there is lack of coach experience and knowledge, coach does not follow the principle of coaching while coaching and no specialized coach in athletic were in club.

Club administration and coach reacts regarding the major factors that influence training program to implement effectively as all of them stated; “Factors that influence training program to implement effectively were lack of administration properly, and shortage of equipment and facility environment, attitude of community and family, budget allocate for fulfill necessary equipment, coach, club manager and other concerned body were lack of cooperatively work and to implement training program properly”.

#### **4.5 Analysis of observation**

In order to obtain information about availability of athletics facilities like, track event, field event, gymnasium, athletics track and field facility and equipment, dressing room, bath room and storage rooms, observation has been take place by the researcher. Hence, the investigator has observed most sport facilities were not available in the athletics club and Systems of handling present equipment like whistle, starting blocks, javelin, shot put, discuss, exchange batons, hurdle stands, starting guns, high bar, horizontal bar, landing mats, triple jump land and take off board poor handling systems in athletics club.

The appropriateness of the training method, coach ability to increase interest and motivate athletes to practice was poor. The coach and clubs manager were low effort to construct facility and equipment form local materials and utilize effectively, the culture of stored properly the present material, repair damaged, replace, supervise properly while utilization, organize, construct from local material was not seen in the study athletics club. The effect of facility and equipment on athlete performance were good, the ability of the coach were low to practicing the skill, supervise, and give feedback to enhance athlete skill on the field and the way training principle coach use while practice were also poor.

#### **4.6 Discussion**

This section deals with the finding of the present's investigation discussed in the light of the statements of the problems, guide question and review of related literature in order to assess the practice and challenges of some selected Arsi Zone Oromia regional state athletics club and suggested possible recommendation.

In this study the researcher attempted to assess the practice and challenges of some selected Arsi Zone Oromia regional state athletics club. The information collected in reference to this issue tested using Descriptive frequency, percentage, mean, standard deviation and one sample t test to Obtain valid information. Based on respondents response on the coach coaching style were not appropriate for athletes, coaches do not follow the training principle, training center not conducive, coach do not guided athlete by well-designed training program and implementations were not properly executed, relationship among coach and athlete were not good, most of coaches do not have skill and knowledge of coaching, most of the coaches were not specialized by coaching, athletes do not motivation their work by concerned body, coach administration and athletics federation were not work cooperatively, training coach was not supervising properly individual connection and feedback and there were no adequate specialized coach for athletics In light of this. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms we can identify three distinct leadership styles, authoritarian, cooperative and casual. The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching. The cooperative leadership style gives guidance and structure, but allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of athletes first, winning second". Good coaches will be able to modify their style according to the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style (The official IAAF Guide to Coaching Athletics 2001).

Shortage of athletics facility which includes; track and field event field and gymnasium were not available in athletics club and inadequate available of facility and equipment mean that there were scarcity of training center and track, inadequate facility and equipment, gymnasium were not well equipped, bath room and sport wearing were not enough, the service of dormitories and the culture of properly utilization of equipment during training were not adequate, the status of

recreational center and cafeteria, the availability of personnel or specialized coach, service of physiotherapy or massage and medical service were inadequate.

In light of this, Pate et al. (1997) it might be impossible to achieve satisfactory results from athlete whose training facilities and equipment were inadequate or poor quality and also noted that most of the clubs athlete lack exposure to modern sophisticated infrastructural facilities and equipment for training..

Based on the majority responses the researcher concluded that, coach, administration and athletics federation do not work cooperatively, the administration responsibility to fulfill the facility and equipment were medium, supervision of technical director do not surprise the work of coach, the training center annual plan to purchase and fulfill athletics equipment and facility were low, the training center were low work together with society to develop the income, athlete federation supervise the implementation of program properly were low, the center administration motivate coach and athlete those success by their work were low, the regular evaluation were low for the result of center and providing short training athletics federation, athletics federation support to fulfill the shortage of athletics center were low, athletics federation competition program and way of implementation and supervision during competition were medium (Mackenzie,2000).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Summary**

The purpose of this study was to investigate practice and challenges of some selected Arsi Zone Oromia regional state athletics club. In order to answer the basic question, related literature was properly received and three set of questionnaires, interview and observation check list were employed to collect data from simple random sampling were used in order to select samples from Adama athletics (n= 59), Oromia Road construction (n = 46) and Asella (n = 36). Non-probability sampling especially purposive sampling technique was used to get the representative of coach (N=9) and 3club administration. The data were analyzed using both quantitatively (namely descriptive statistics and t – tests) and qualitatively. The data collected through questionnaires were analyzed quantitatively whereas the data collected through interview were analyzed qualitatively. From the analysis the following major findings were obtained.

- ❖ Response obtained from respondents' shows that coach coaching style were not appropriate for athletes,
- ❖ coaches do not follow the training principle during training, training center were not conducive for athletes,
- ❖ Athletes did not guided by well-designed training program and implementations were not properly executed, relationship among coach and athlete were not good.
- ❖ Most of coaches do not have skill and knowledge of coaching,
- ❖ Coaches were not specialized by coaching, and athletes do not motivation their work by concerned body.
- ❖ Based on the findings on imply that majority of respondents between 1.50-2.50 mean they inadequate available of facility and equipment, there were scarcity of training center and track, gymnasium were not well equipped, bath room and sport wearing were not enough, the service of dormitories and the culture of properly utilization of equipment during training were not adequate,
- ❖ The status of recreational center and cafeteria, the availability of personnel or specialized coach, service of physiotherapy or massage and medical service were inadequate.

- ❖ The study also identified that, coach, administration and athletics federation do not work cooperatively, supervision of technical director do not surprise the work of coach. The training center annual plan to purchase and fulfill athletics equipment and facility were low, the training center were low work together with society to develop the income, athlete federation supervise the implementation of program properly were low. The center administration were low motivate coach and athlete those success by their work, the regular evaluation were low for the result of center and providing short training athletics federation, athletics federation support to fulfill the shortage of athletics center were low.
- ❖ There was shortage of facility and equipment to implement the program effectively athletics activity were limited in the study athletics club due to the shortage of track and field events and inadequacy of material delay the participation, interest, competence level and athletics performance”.
- ❖ There were storage room but not that much gives functions due to lack of handling properly and environment not conducive to supervise the material while the athletes practice and also there was no the culture of repairing, constructing and replace, and shortage of club annual budget to purchase or fulfill necessary material.
- ❖ The major factors that influence training program to implement effectively were lack of administration properly, and shortage of equipment and facility environment, attitude of community and family, budget allocate for fulfill necessary equipment, coach, club manager and other concerned body were lack of cooperatively work and to implement training program properly”.
- ❖ The study revealed that, most sport facilities were not available in the athletics club and Systems of handling present equipment like whistle, starting blocks, javelin, shot put, discuss, exchange batons, hurdle stands, starting guns, high bar, horizontal bar, landing mats, triple jump land and take off board poor handling systems in athletics club.
- ❖ The coach and clubs manager were low effort to construct facility and equipment form local materials and utilize effectively, the culture of stored properly the present material, repair damaged, replace, supervise properly while utilization, organize, construct from local material was not seen in the study athletics club. The ability of the coach were low to practicing the skill, supervise, and give feedback to enhance athlete skill on the field and the way training principle coach use while practice were also poor.

## 5.2. Conclusions

Based on the major finding the researcher forwarded the following conclusion:

- ❖ The coach coaching style were not appropriate or not democratic
- ❖ coaches do not follow the training principle, training center were not conducive for athletes,
- ❖ Athletes did not guided by well-designed training program and implementations were not properly execute and the relationship among coach and athlete were not good.
- ❖ Coaches do not have skill and knowledge of coaching
- ❖ Coaches were not specialized by coaching, and athletes do not motivation their work by concerned body.
- ❖ Inadequate available of facility and equipment, there were scarcity of training center and track, gymnasium were not well equipped, and bath room and sport wearing were not enough.
- ❖ The culture of properly utilization of equipment during training were not adequate, the status of recreational center and cafeteria, the availability of personnel or specialized coach, service of physiotherapy or massage and medical service were inadequate.
- ❖ Inadequacy of facility and equipment delay the participation, interest competence level and athletics performance.
- ❖ There were lack of handling properly and environment not conducive to supervise the equipment while the athletes practice and also there was no the culture of repairing, constructing and replace, and club were shortage of annual budget to purchase or fulfill necessary material and poor handling systems in athletics club.
- ❖ Club manager and other concerned body were lack of cooperatively work and to implement training program properly.

### **5.3. Recommendations**

- Coach should follow principle of training properly while giving training
- Coach must develop effective training program to implement the program properly
- Concerned body should upgrade the coach's education level, give attention for athletes, increase number of coaches and number of training places.
- The regional athletics federation and national athletics federation must make the necessary arrangements so that the possible gymnasium materials and reference materials were supplied and transcribed and athletes would have access to get it.
- Club manager should fulfill facilities and equipment's especially materials that were used for athletes' and building up exercise
- The zone youth and sports offices should re-consider athlete-coach ratio, and require commencing intensive coaches' education program in various athletics sub-disciplines..
- Coaches should also be familiar with talent identification procedures besides having the knowledge of athletics sports discipline.
- The zone youth and sports offices should make necessary efforts that are geared towards the provision of, at least, locally improvised implements such as javelin, shot-put, discus, hurdles, first aid kit...etc. within the respective age categories.
- The club should solve the problems of training area and café, toilet room by making them more accessible either by remodeling the area.
- Facility and materials found in selected club should be properly handled by coaches, athletes and club administration.



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## Appendices

### APPENDIX I JIMMA UNIVERSITY POST GRADUATE PROGRAM DEPARTMENT OF SPORT SCIENCE STUDIES

#### QUESTIONNAIRE PREPARED FOR ATHLETES

These questions are prepared to collect the athletes' suggestions about practice and challenges of some selected Arsi Zone Oromia regional state athletics club. The suggestions you provide are solely for academic purpose and it very important to forward constructive suggestions in the athletics club. Writing your name on this question paper is not required. Read attentively the provided questions and respond accordingly. Thank you for your co-operation in advance.

#### Personal information

Sex: Male

Age: <15  16-18  >18

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

#### Provided question to collect athlete suggestion

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

#### 1. Question related to major factory challenge coach and trainer during practice

No.	Variable	1	2	3	4	5
1	Your coach coaching style is appropriate					
2	During training coach follow the principle of training					
3	Training center conducive for training					
4	Coach guided by well-designed training program and implement properly					
5	There is good relationship among coach and athlete					
6	All coach have sufficient skill and know ledge of coaching					
7	Your coach specialized by coaching					
8	Your training center have sufficient facility and equipment					
9	All concerned body motivation your work					

10	Your coach administration and Oromia athletics federation work cooperatively					
11	While training coach supervise properly and give group and individual connection and feedback					
12	There is adequate specialized coach for athletics					
13	During training coach are different altitude of environment					

**1. Question Related to the Availability of Athletics Facility and Equipment**

**1. Very inadequate 2. Inadequate 3. Undecided 4. Adequate 5. Very adequate**

No		1	2	3	4	5
1	What is your training center training track					
2	What do you say about track and facility and equipment					
3	What is the current slater of your center well equipped gymnasium					
4	What do you say about your bath room					
5	What is the availability of sport wearing					
6	What is the service of dormitories in your training center					
7	What is the culture of properly utilization of equipment during training					
8	What is the current status of recreational center and cafeteria					
9	What is the process of using and formal education seems in your center					
10	What do you say the availability of personnel or specialized coach					
11	What is the service of physiotherapy or massage					
12	What do you say about the medical service					

**2. Question Related To The Effort of Coach , Administration and Oromia Athletics Federation**

**1. Very Low 2. Low 3. Medium 4. High 5. Very High**

No		1	2	3	4	5
1	To what extent coach , administration and Oromia athletics federation work cooperatively					
2	What is the effort of your coach to repair and construct athletics facility and equipment					
3	To what extent exercise culture of working cooperatively to enhance the athlete performance					
4	To what extent show his responsibility the administration to fulfill the facility and equipment					
5	What do you say way of supervision of technical director surprise the work of coach					
6	What is the training center annual plan to purchase and fulfill athletics equipment and facility					
7	To what extent the training center work together with society to develop the income					
8	To what extent Oromia athlete federation supervise the implementation of program properly					
9	To what extent motivate coach and athlete those success by their work the center administration					
10	What do you say the regular evaluation the result of center and providing short training Oromia athletics federation					
11	To what extent Oromia athletics federation support to fulfill the shortage of athletics center					
12	What do you say the Oromia athletics federation competition program and way of implementation and supervision during competition					

## APPENDIXKS II

### JIMMAA UNVERSITYII

#### DAMEE SAAYINSII UUMAMAATI MUUMMEE ISPOORTII

##### GAAFFILEE ATILEETOTAAF DHIYAATE

Gaaffiin kun kan qophaaye qorannoo dhimmaa wantoota shaakalli atileetiksii yeroo godhamu gufuu tahuu danda'aa funaanuf waan taheef galma gahiinsa qorannoo kanaaf yaadni keessan gumaacha guddaa waan qabuuf. Maqaa barresuun hin barbaachisu suuta jechuun dubbisuun deebii sirrii tahe filadhu gargarsa keef galatoomi.

Odeeffannoo dhunfaa

saala: A. dhiira B. dhalaa umrii: A. 12-16 B. 17-20 C. sanaa ol

Gaaffii waantoota leenjiin yeroo kennamu gufuu tahaniin walqabatan

5=Baay'iseenmorma 4= Nan morma 3= Waliin gala 2=hinmurtessu 1=cimseenwaligala

No		5	4	3	2	1
1	Halli leenjiisan leenji itti kennu gaariidha					
2	Yeroo leenjiin kennamu leenjisaan seeran leenjii ni kenna					
3	Iddon leenjii itti kennamu mijataadha					
4	Leenjisaan karooran hogganameetu hojii isaa gara hojiiti hiika					
5	Hariiro gaariitu leenjisaaf atileeti gidduu jira					
6	Leenjisaan hunduu beekumsaf ogummaa leenjisu gahaa qabu					
7	Leenjisaan ogummaa leenjiisuma atileetiksii ni qaba					
8	Iddonleenjiimeeshaa fi dirreeleenjiigahaaqaba					
9	Qaamni dhimmi ilaalatu hunduu hojii keesan ni jajjabassa					
10	Leenjisa fi atileetiksi kilabiin hojii isaan iwaltahuun ni hojjatu					
11	Yeroo leenjii leenjisaan hordofi fi sirreefama garee fi dhunfaa seeran ni kenna					
12	Leenjisa ogummaa atileetiksii bahe gahaatu jira					
13	Leenjiisan yeroo leenjisu naannoo olkansa garaagaraa irrati hojjachiisa					

1. Gaaffilee meeshalee fi dirree atileetiksiin walqabate

5=baay,ee gahaa miti 4=gahaamiti 3=hin murtessuu 2= ga'adha 1= bay'eegahaadha

No		5	4	3	2	1
1	Dirreen shaakalliitti taasifamu maalfakkata					
2	Maaljettawaayeemeeshaa fi dirreespoortii					
3	Giimnaziyeemiin kilab akeesan keesati jiru gahaamiti					
4	Wayeeshaaworiimanakeesaniimaaljeta					
5	Uffanaan spoortii maalfakkata					
6	Halli mana ciisicha keesanii maalfakkata					
7	Aadaan meeshaatileetiksiiti fayyadamuu yeroo shaakala akkam					
8	Hallii iddo bashanana fi mana nyaata maal fakkata					
9	Halli kenninsa barnoota idilee kilaba keesanii maal fakkata					
10	Wa'ee humna namaa fi leenjisa atileetiksii maal jetta					
11	Ogeessi gargaarsa akka massajii fi kan biro maalfakkata					
12	Wayee nageenya yookiin eegumsa fayya atileetii maal fakkata					



3 Gaaffiilee leenjisaan,hogganaa kilabaa fi federashiiniatiletiksii waliin walqabate

5=daranolaana 4= olaanaa 3=giddugaleessa 2=gadaanaa1=darangadaanaa

No		5	4	3	2	1
1	Hammim leenjisaan,bulchaan fi oromiyaa atileetiksifederashiniinin waliin hojjatu					
2	Leenjisaan halliinni meeshaa naanno irraa meeshalee oomishuu maal fakkata					
3	Aadaan atileetota gahoomsuu maal fakkata					
4	Bulchaan kilabaa meeshaalee fi dirree guutachuuf dirqamni in bahate akkam					
5	Hojjataan hojii teeknikaa hojii atileetota halliinni itti hordofu akkam					
6	Karooorri waggaa kilabichaa akkam meeshalee atileetiksii bitate guutachuuirrati					
7	Halli Kilabni ummata naannoo waliin hojjatu maal fakkata galii isaa cimsachuuf					
8	Halli federashiniin oromiyaa hagam karoorri akka hojiitti hiikame hordofa					
9	Halli bulchaan kilabi atileetota fi leenjisa hojii isaanitiin milkahaan itti jajabeesu maalfakkata					
10	Deegarsi ummanni naannoo fi maatiiatileetota godhan akkam					
11	Halli gargaarsa federashinii atileetiksii oromiyaa meshaale kilabichi akka guutaatuf gargaaru maal fakkata					
12	Halli to,annaa waliin hojjachuu fi duub deebii keennuufederashiinii atiletiksii oromiyaa akkam					

**APPENDIX III**  
**JIMMA UNIVERSITY POST GRADUATE PROGRAM**  
**DEPARTMENT OF SPORT SCIENCE STUDIES**

**INTERVIEW QUESTIONS FOR CLUB MANAGER**

These interviews are prepared gather club manager suggestion about the practice and challenge and as well as to undertake survey study over the selected athletics clubs of Arsi zone

1. What is your attitude around the activity of athletics?
2. Do you participate in sport activities?
3. How do you facilitate the situation of coaching program to implement properly?
4. What do you say the availability of equipment and facility of your training center?
5. How much do you cooperate to solve the shortage and absence of sport equipment and facility with concerned bodies?
6. What do you say about athletics equipment and facility handling system and storage room?
7. Do you think that your training center conducive for training?
8. What do you say about personal or specialized coach in athletic
9. What are the factors you think can influence the training program to implement effectively?
10. Do you think that lack of coach experience and knowledge have impact on athlete performance development
11. Does coach follow the principle of coaching while coaching?
12. To what extent coach, club manager and other concerned body work cooperatively to solve challenge of practice?

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

Observation checklist for practice and challenge of athletics clubs General information.

No	Variables to be observed	inadequate	adequate	Absent
1	Availability of sport facilities			
	Track event			
	Field event			
	Gymnasium			
	athletics track and field facility and equipment			
	Dressing room			
	bath room			
	Storage rooms			
2	Systems of handling of equipment and facility	good	Satisfactory	Poor
	Whistle			
	Starting blocks			
	Javelin			
	Shot put			
	Discuss			
	Exchange batons			
	Hurdle stands			
	Starting guns			
	High bar			
	Horizontal bar			
	Landing mats			
	Triple jump land			
	Take off board			
3	Appropriateness of the training method			
4	coach ability to motivate athlete actively			
5	athlete interest to practice			
6	Coach and clubs manager effort to construct facility and equipment form local materials and utilize effectively			
7	The effect of facility and equipment on athlete performance			
8	Ability of the coach to practicing the skill, supervise, and give feedback to enhance athlete skill on the field			
9	The way training principle coach use while practice			

