

JIMMA UNIVERSITY
SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE
SCHOOL SPORT AND ITS EFFECT ON THE DEVELOPMENT
OF ATHLETES IN SOME SELECTED PRIMARY SCHOOLS IN
JIMMA ZONE

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JULY, 2021
JIMMA, ETHIOPIA

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

**JULY, 2021
JIMMA, ETHIOPIA**

APPROVAL SHEET
JIMMAUNIVERSITY
SPORT ACADEMY
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Abstract

This study aims to assess school sport and its impact on the development of athletes by focusing on some selected primary schools in five woredas of Jimma Zone. Specifically the study explored school sport variables; sporting activities, school competition, sport club activities and sport programs and associated challenges at primary schools second cycle grades (Grade 5-8) and its contribution for the development of athletes. In other words, the study is tied to address why school sporting activities and school competition, which would have been the source of talent identification and recruitment, are less visible and less vibrant these days. A survey design was adopted to address the research problem. Quantitative data was collected through questionnaires from 81 study subjects comprising school principals, sports teachers and Woreda sports officers. Descriptive and inferential statistical tools such as frequency, percent, mean, standard deviation, Chi-square and analysis of variance were employed to answer basic research questions. The result generally reveals that school sport is lacking due attention. Sporting activities observed were few and its practice was poor. The competition was also rare and seldom include athletics. Lack of trained sport teachers, lack of support from school and woredas and lack of sport facilities were also affected school sport. Thus schools are increasingly playing diminishing role in the development of youth athlete. For school sport to have a positive impact on the development of athletes stakeholders should work addressing the challenges.

Key words: school sport, competition, sport club, athlete development, sporting activity and school sport program.

Acknowledgement

First, I would like to extend my heartfelt gratitude to my advisors Mr.Tesfaye Damena (Ass.Prof) and Mr.Eshetu Girma for making this a meaningful learning process by providing unreserved support, guidance and encouragement. I believe without their gracious support which was invaluable, completion of this study would have been unthinkable. Finally I would also thank my family who were morally and materially there for me when I needed them.

Abbreviations/Acronyms

AT:	Athletics training
EAF:	Ethiopian Athletics Federation
EFF:	Ethiopian Football Federation
PE:	Psychical education
PES:	Physical Education and Sport
PESS:	Physical Education and School Sport
PSAL:	Public Schools Athletic League

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List

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

The School has been a breeding ground for the recruitment and development of youth and elite athletes. The origins of school sports especially athletics emerged in the early 20th century (Shields and Gilbert, 2020). Within the school program the New York Public Schools Athletic League was established in 1903, and similar leagues were organized in 177 cities by 1915 (Malina R. 2021). The purpose was to encourage a healthy, strong body and mind through competitive exercises. Initially "class athletics" was conducted in grades five through eight at specific times each year, not an interschool competition as it is known today. Class athletics included seasonal track and field events (Coopand Rotella, 1991). In the Norwegian system no single stakeholder has sole responsibility for talent identification or development. Based on this athlete development in individual and team sports is located and organised within a multi-centric organisational model of the club, school, regional and national association-driven activities (Thue and Siv, 2020). Policymakers and practitioners strengthen the formal and informal lines of communication between sport school programmes and club teams.

A wide spectrum of outcomes or benefits has been attributed to modern-day sports and play provided a proper program is used. These are health, personal fulfilment, and community integration. Sport has the potential for producing positive outcomes in educational and none educational settings for children and youth. Mihaly Csikszentmihalyi (1982) had proposed a model for systematically assessing the potential positive outcomes of sports and the conditions necessary to produce them. Two elements of this model which reflect at individual levels are personal enjoyment and personal growth; and two are at the community level:

social harmony/integration and social growth/change. Concerning this model, an ideal sports activity contributes in significant ways to all four types of outcomes. Quality physical education curriculums that have developmentally appropriate physical activities which provide the necessary foundations in motor skill, movement acquisition, and behavioral development can enable children and youth to become successful participants in organized sport.

In Ethiopia Athletics had been part of the formation of the troops since the foundation of the first police and military academies, in the 1930s and races were part of the competitions of the Police and the Army Sport Days that happened once a year in Addis Ababa (KidaneFekrou, 2004). In the 1970s and the 1980s, the raised standard of worldathletics made it obvious that the selectionof the best athletes could not be limited to the sole military forces. Furthermore, the spot out and the selection had to be made before the athlete reaches the age to be a soldier (Wolde and Gaudin, 2007). School sport especially school competition had become a culture since the 1960s, due to the legendary victories of the first national Olympic medallists, in Ethiopia. School teachers organize long-distance races among pupils. Fatuma Rome is one notable example an elite athletes that originate from school competition.

Though school competition is right place to develop elite athletes or sports personalities that compete at the national and international level, the competition has not been sustainably or regularly held in Ethiopian schools (Wondale, 2004). Therefore, schools have not contributed to the development of athletes to the level desired. In other words, schools are playing diminishing role when it comes to youth athletes' development. Currently school sporting activities especially interschool competition is not visible at best and non-existent at worst. In addition to these, there is little empirical evidence that explains as to why the schools have not been able to play a significant role in athlete development. Therefore, this study tried to

narrow this gap by exploring and assessing the role of schools in the development of athletes in Jimma Zone.

1.2 Statement of the problem

EAF (Ethiopian Athletics Federation) was established in Ethiopia in the 1950s and has been yet the only provider of Olympic medals for the country. Despite decades of lobbying, the EAF did not yet succeed in having a training centre built for its national team. However, The EAF has recently established a "project" of regional training centres one in Tigray and the other in Oromia Bokoji. There have been two competitions that have been source talent identification and development in Ethiopia. These were school competition and EAF competition. Since the 1960s, due to the legendary victories of the first national Olympic medallists, a culture of long-distance running exists in Ethiopia. School teachers organize long-distance races among pupils.

As a bottom-up structure schools promote their own running competitions. The best pupils meet together in inter-schools and then in district {woreda} races, organized sometimes by the Ministry of education, sometimes by the ETH-NOC. The winners are spotted out by EAF officials (or by coach's of clubs). But, instead of being taken to Addis Ababa, these young runners receive a small grant from the federation to improve their athletics skills without moving from home (Moussa and Wiren, 2004). Then, in regional races organized by their regional federation or by the EAF, these young runners can win the right to participate in a national competition, in Addis Ababa, where they can be spotted out by a club. The story of Fatuma Robais a good example of such a progression. (Henok, 2006).

Though school competition is the right place to get nationally and internationally substituted elite athletes, competition has not been sustainably or regularly been held in Ethiopian schools. Several reasons can be subscribed for this but lack of proper due attention from education and sport governing bodies stands out (Wondalesitole, 2004). Schools are increasingly playing a diminishing role in the development of sport personnel in general and athletes in particular. Given the popularity of athletics sport in Ethiopia and worldwide recognition and fame of Ethiopian athletes' schools would have been a breeding ground for future athletes if Ethiopia to maintain its place in the world stage provided lack of sport training facilities and centres for youth development across the country.

1.3 Basic research question;

- Why school sport activities are increasingly diminishing in schools these days?
- What is the extent of the practice of school sports activities related to athletics in schools in Jimma Zone?
- What are the major factors affecting school sports activities in schools in Jimma Zone?
- What is the impact of school sport on the development of youth athletes in Schools in Jimma Zone?
- Is there significant variation between subjects of the study in their perception of the role schools are playing in the development of athletes?

1.4 Objective of the study

1.4.1 General Objective

The main objective of this proposed study is to explore school sport and its impact on the development of athletes in some selected primary schools in Jimma Zone to enhance

knowledge about the current nature of school sport and its role in the development of use athletes.

1.4.2 Specific objectives;

- Explore school sports activities in supporting the development of athletes in schools in Jimma Zone.
- Assess the extent of the practice of sporting activities in developing talented athletes in selected schools in Jimma Zone
- Identify major factors that influence school sports in supporting the development of athletes in schools.
- Assess the impact of school sport on the development of youth athletes in Schools in Jimma Zone?
- Examine if there is significant variation between subjects of the study in their perception of the role schools are playing in the development of athletes.

1.5 Significance of the study

This study could serve many purposes. First and foremost, it enriches our understanding related to school sport and its contribution to the development of athletes that compete at local, regional, national and international levels. By doing so it contributed to the literature which was limited on the issue under investigation. Second, this study uncovered the reasons behind the diminishing role of school sports. The results of the study could also be useful to understand the prospects of school sports in the development of athletes and how to change the current course. The study is also important in bringing the issue which has been neglected by the research community and encouraging similar more research in the area.

1.6 Scope of the study

Conceptually, this study intended to assess or investigate the role of schools in the development of youth athletes. Specifically the study is limited to school sports: sporting activities, competition and sports clubs in schools and influence on the development of athletes that can compete at different levels in the country and abroad. Geographically the assessment is limited to Jimma Zone. Sports teachers and principals, woreda and zone sports officials were the primary source of the data for the study.

1.7 Definition of key terms

School sports: School sports refer to athletic programs in the context of the school setting. They refer most often to interschool competition at the middle/junior high school and high school levels. Youth sports include school sports at the primary and secondary levels, as well as sports played outside the education system, whether informally or organized.

School sports activities: refers to after-school clubs and tournaments or competition. People who played competitive sports in high school demonstrate more confidence, leadership and self-respect. Student-athletes manifest stronger peer relationships, better attachment with adults, higher self-esteem, a closer sense of family and participate more in volunteerism

Youth athletes: refers to Youths below 18 years of age who participated in youth sport especially athletics in schools. In sports studies and public policy contexts, an age limit of 18 (the age of majority) is usual in discussing "youth sport"

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Theoretical review

2.1.1 Origin of school sports

School Sport is the learning that takes place beyond the curriculum, such as after-school clubs and tournaments (Malina, 1999). It is not Physical Education (PE) which is the planned, progressive learning that takes place as children's curriculum entitlement. Interscholastic high school sports for boys in the US had their origins in student organizations in the 1880s (Shields and Gilbert 2020). They were motivated in part by intercollegiate sports, especially football, baseball, and track and field.

Two major forces were involved in the development of interscholastic sports in the United States: the school program, specifically physical education, and students. The initial focus was almost exclusively on boys. Within the school program, Luther Gulick established the New York Public Schools Athletic League (PSAL) in 1903, and similar leagues were organized in 177 cities by 1915. The purpose was to encourage a healthy, strong body and mind through competitive exercises. Class athletics included seasonal track and field events (fall, standing long jump; winter, chinning the bar; spring, running sprints).

In Ethiopia Athletics had been part of the formation of the troops since the foundation of the first police and military academies, in the 1930s and races were part of the competitions of the Police and the Army Sport Days that happened once a year in Addis Ababa (KidaneFekrou, 2004). In the 1970s and the 1980s, the raised standard of worldathletics made it obvious that the selectionof the best athletes could not be limited to the sole military forces. Furthermore, the spot out and the selection had to be made before the athlete reaches the age to be a soldier (Wolde and Gaudin, 2007). School sport especially school

competition had become a culture since the 1960s, due to the legendary victories of the first national Olympic medallists, in Ethiopia. School teachers organize long-distance races among pupils. Fatuma Rome is one notable example an elite athletes that originate from school competition.

2.1.2 Benefits of school sport

The objective of school sports is the enrichment of the high school experiences of students within the context of the educational mission of schools. As such, school sports should be educational and contribute to the overall education of all students, not athletes only. Other objectives of school sports logically follow from the educational mission: citizenship, sportsmanship, fair play, teamwork, respect, and health and welfare of all students not only during the school years but continuing into adulthood. People who played competitive sports in high school demonstrate more confidence, leadership, and self-respect. They are better at setting goals and managing their time. They have a better appreciation for diversity and a more developed sense of morality (Bailey et al., 2009).

2.1.3 School sports programs and challenges

School sports refer to athletic programs in the context of the school setting. They refer most often to interschool competition at the middle/junior high school and high school levels in the United States. Interschool programs at the elementary level vary among communities. School sports also include intramural competition, but such programs are very rare (Wham, Saunders and Mensch, 2010). If sport is to remain a desirable activity for secondary school students in the 21st century then those involved in promoting, managing and teaching/coaching will need to reflect more critically on and rethink current practices (Grant and Pope, 2007).

To be appealing to young people, future initiatives will have to be more equitable, educational, diverse and culturally significant than some practices in the past. If the school is

to make a significant contribution in educating about and through sport, Tinning and Fitzclarence(1992) suggest:...it requires more than good teaching and a love of physical activity and sport by the teacher. It requires a rethinking of the nature of school physical education [including sport in school], which is informed by an understanding of the nature of the postmodern world. The place of sport in schools has always been controversial and struggled to gain legitimacy and acceptance as a part of the formal curriculum (Grant and Pope, 2007).

2.1.3.1 Issues in School Sports

Although interscholastic sports program is popular, they are not without problems. Some are inherent to sports (such as injuries), whereas others span a range of issues. According to Wham, Saunders and Mensch(2010) some of the main issues related to school sports are: Safety and injury, Care-over , Coach and coaches' education , Programmatic issue, College scholarship, Violence and inclusion of Students' with disabilities.

2.1.4 Physical education and sport in school

The 1909 Syllabus of Physical Exercises was one of the earliest official syllabi produced by the Board of Education. It mapped out, with great clarity, the contribution PESS was expected to make to the educational development of children, and the benefits identified have endured for just short of a century. Moreover, the Syllabus marked the beginning of the production of a series of syllabi, culminating in the influential 1933 Syllabus (known universally as 'The Green Book') (Board of Education, 1933), and so it is a useful point of reference within the official discourse of PESS to begin to discuss the educational value of PESS from a historical perspective.

The 1909 Syllabus outlined two main effects of physical training: the physical and the educational. The physical effect was three-fold, according to the Syllabus writers. It was

manifest in benefits to general health through efficient functioning of the body, remedial benefits such as correcting poor posture, and developmental benefits in terms of assisting the natural pattern of growth of the child. The educational effect was, in the writers' view, primarily moral and mental. This involved the inculcation of habits of self-discipline and order, and the allied qualities of concentration, manual dexterity and determination. The Syllabus writers claimed that, properly taught, physical exercises should be a means of fostering a joyous spirit, a healthy outlet for emotions and a source of aesthetic sensibility. However, as will become clear through this review, claims made for the benefits of PESS have changed over time, as new circumstances have shaped the priorities of educationalists and the perceived needs of society and children.

However, the general notion of the physical effect of PESS expressed in the 1933 Syllabus, and in particular the relationship between exercise and health, was soon to be overtaken by advances in scientific study stimulated in part by the Second World War (McIntosh, 1968) and the need to produce soldiers from conscripted civilians. From the postwar period until the early 1970s, physique and posture as the focus for the health benefits of PESS were replaced by a concern for physical fitness. Many of initiatives popularised the notion of physical fitness, including the already existing mass 'Keep Fit' movement for women and circuit training developed by Morgan and Adamson (1961) in Leeds during the 1950s.

From the 1950s, as a sport began to emerge as a medium for mass participation in physical activity, the physical benefits of PESS became associated increasingly with the development of physical skills (Munrow, 1955), or perceptual-motor skills (Knapp, 1963). Throughout the period from the 1950s until the present, the development of skill in PESS has been directly associated with the fundamental movement competencies required to play sport and engage in other physical pursuits such as swimming. Despite attempts to balance a concern for the development of sports technique with tactical and decision-making aspects of sport through

curriculum models such as Teaching Games for Understanding (Bunker and Thorpe, 1982), this focus on physical skills development has generated a research literature of its own, often conceptualised in the notion of fundamental movement skills.

2.2 Empirical review

Huggins et al. (2019) aimed to determine the level of AT services and employment status in US secondary schools with athletics by National Athletic Trainers' Association district. The study focused on public and private secondary schools with athletics and employed Cross-sectional study design. Results showed that of the 20 272 secondary schools, 66% (n ¼13 473) had access to AT services, while 34% (n ¼ 6799) had no access to AT (athletics training).

Lacy et al.(2020) evaluated public school athletic directors' knowledge and perceptions of the athletic trainer (AT) role. Using Concurrent mixed methods and Online questionnaire data collected from 954 directors in DC. Athletic directors appeared to recognize the value of ATs as they provide "peace of mind" and remove the responsibility of making medical decisions from coaches and administration. A majority of respondents recognized the ATs' role in injury prevention (99.8%), first aid/wound care (98.8%), therapeutic interventions (93.8%), and emergency care (91.6%). Approximately 61% (n=582) identified AT employment as a top sports safety measure, and 77% (n=736) considered an AT to be extremely valuable to student-athlete health and safety.

Khan, Khan and Nasrullah(2014) studied the importance of sports and the role of the institutional head. The authors argued that sports have a significant place among other extra-curricular activities. In this regard, the academic institutions act as a nucleus whose impact on the youngsters matters a lot in society. These institutions are responsible for highlighting the importance of sports in the community. For the sports' activities, an ample place is needed

which is not available especially in the urban areas. The academic institutions provide the solution to this problem as they have vast grounds in their jurisdiction to pursue such activities. In this context, the head of the academic institution has a vital role to lead and organize sports in his/her corresponding institution. In these institutions, there are separate funds to hold sports on a daily, weekly, monthly and annual basis.

Wham, Saunders and Mensch (2010) examined medical care provided by interscholastic athletics programs and to identify factors associated with variations in the provision of care. Cross-sectional study and e-mailed survey were employed for the study. The findings revealed that in South Carolina schools, athletic training services and the sports medicine supply budget were associated with higher levels of medical care. These results offer guidance for improving the medical care provided for inter scholastic athletes.

CHAPTER THREE

3. RESEARCH METHODS

3.1 Research Design

Survey research design is a procedure for collecting, quantitative and qualitative research and methods in a single study to understand a research problem. This design is found appropriate or suitable for this study based on two reasons. First and foremost, the basic research questions are of mixed type, meaning some questions require qualitative data while some others require quantitative data that can be obtained through survey questions.

3.2 Study population

The population for this study came from five selected Woredas in Jimma Zone. Sport teachers who teach sports at elementary school second cycle, school leaders and district or Woreda youth sport officers were the main source of study population. The study particularly targets sports teachers who teach grade 5 and above, school principals, sport officials from selected districts in Jimma Zone. Since it is practically difficult to access more than 20 districts in Jimma Zone, the study will focus on five Woredas which are more accessible. This include Jimma, Seqa, Agaro, Kersa and Sokorru.

3.3 Sampling techniques

The sampling technique is helpful to obtain a statistically justifiable sample size and choose the appropriate method of sampling to be used (Saunders et al. 2007). Here in this study non-probability purposive sampling technique was adopted due to the nature of the study. The sample for the study was purposively determined at different stages. First, five Woredas were selected based on the accessibility. These were Jimma, Seka, Sokoru, Agaro and Kersa. From each woreda 2 primary schools second cycle grades (Grade 5-8) located in towns were

selected except Jimma where 4 schools were involved. As illustrated in the table below 72 sport teachers, 40 school principals and 24 district sport official and in total 124 determined as a sample for the study. However, only responses of 81 participants that passed preliminary analysis used in the study making the response rate 65.32%.

Some statisticians like Pallant(2005) suggests 10-15 cases for a single variable. Based on this for the four variables of the study both the determined sample as well as the number of participants finally involved in the study are sufficient.

Table 1: sample size determination

Districts	Study Subjects	No of schools	Sample	Study participants
Jimma	Sport teachers (G5-12)	5	20	16
	Principals	3	12	4
	Sport officials	District sports office	4	2
Seka	Sport teachers (G5-12)	2	18	8
	Principals	2	6	4
	Sport officials	1 Woreda	2	4
Agaro	Sport teachers (G5-12)	2	14	9
	Principals	2	6	4
	Sport officials	1 Woreda	4	2
Kersa	Sport teachers (G5-12)	2	8	6
	Principals	2	6	6
	Sport officials	1	4	4
Sokoru	Sport teachers	2	12	6
	Principals	2	6	4
	Sport officials	1 woreda	2	2
Total			124	81

3.4 Method of Data collection

This study made use of quantitative data. Quantitative data was obtained through survey questionnaires. Survey tools were primary employed to obtain quantitative data from all subjects of the study; sports teachers and principals and district sport officials. Qualitative

data to be obtained from sports officials. The reason behind using interview items is due to the advantages of flexibility in which new questions can be forwarded during the interview based on the responses of the interviewee (James *et al.*, 1997). Survey questionnaires developed and go through a polite tests to check validity and reliability before actual use. These tools are annexed at the end of this report.

3.5 Methods of data analysis

Quantitative data obtained were analysed using the following three procedures. The first step was preliminary analysis where data preparation mainly took place. This mainly includes coding, examining and checking outliers and missing responses. In the second step the data descriptively analysed to identify general trends: develop a demographic profile of the sample; calculate and present a table of descriptive statistics (mean, variance, and range) on the instrument, and provide answers to descriptive questions that aim to assess the role schools in the development of athletes. In addition inferential tools such as analysis of variance are used to answer quantitative research questions.

3.6 Ethical issues

I think it is crucial to address ethical issues of concern to all parties involved in the study. Hence in this study, first schools and woreda sports office were notified through letter regarding the objective of the study to seek indirect consent from the participants. Confidentiality of the responses of the participants has been ensured at all stage. Finally, study outcomes will be communicated to the participants via their organisation after the defence.

CHAPTER FOUR

4. Data analysis and result

Introduction

This chapter presents analysis of the data, its interpretation and the results of the study. It mainly classified into four sub sections: preliminary analysis, descriptive statistical analysis, inferential statistical analysis and discussion of the results. Each sections developed logically and leads consequently to the findings of the study.

4.1 Preliminary analysis

This part is mainly concerned with preparing the data for analyses. It specifically includes an examination of the data, response rate, reliability test and description of respondents' demographic information. The researcher distributed survey questionnaires to a sample of 124 participants who came from five Woredas: Jimma, Seka, Kersa, Sokoru and Agaro. However, about 94 participants returned the questionnaire. Among these 15 questionnaires were excluded due to reasons such as overwhelming missing responses, straight-line answers for positive and negative items and missing demographic profiles. Finally 81 questionnaires were used for the study. Based on this the response rate calculated was 65.3%.

Then the data was coded and entered into data management software –SPSS for analysis. Before analysis the data was also inspected visually as well as via plot and graphs to check normality, missing values, outliers and out of range values. Finally, the cleaned data analysed descriptively and inferentially to address basic research questions.

4.1.1 Reliability of the instrument

The reliability statistics table shows the worthiness of the scale's internal consistency. In other words, this refers to the degree to which the items that make up a given scale measure the same underlying construct. One of the most commonly used indicators of internal consistency is Cronbach's alpha coefficient.

Table 2: Reliability test

Variables	N of Items	Cronbach's Alpha
School sport activities	4	.760
Competitions	4	.850
Challenges of school sport	5	.747
Role stakeholders	5	.888

In the table above the corresponding Cronbach's test illustrate an alpha coefficient of .760 for school sport activities, .850 for competition, .747 for challenges of school sports scale and .888 for stakeholders' role. An alpha coefficient exceeding 0.7 is desirable in terms of internal consistency (Pallant, 2007). Therefore, the alpha results are in line with previous test findings and good for the validity of this study.

4.1.2 Demographic profile

Demographic variables of interest used in this study are gender, age, job, educational background and districts that the participants come from. Sex wise the majority of the participants which accounts for about 55.6% were males and the remaining 44.4% were females.

Table 3 Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	55.6	55.6	55.6
	Female	36	44.4	44.4	100.0
	Total	81	100.0	100.0	

In terms of the age of the participant, the minimum is 25 years while the maximum age range is 40 years old. The average age was 40 years.

Table 4: Age of the respondents

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age	81	25.00	40.00	32.8889	5.00749
Valid N (listwise)	81				

When it comes to participants job positions the majority 45(55.6%) were teachers who were teaching sports subjects at primary school second cycle. However, not all teachers are qualified with physical education. Most of these came from different disciplines other than sport. School leaders or principals accounts for about 28(34.6%). From the figure below we can see that about 90.1% of the participants were school teachers and principals.

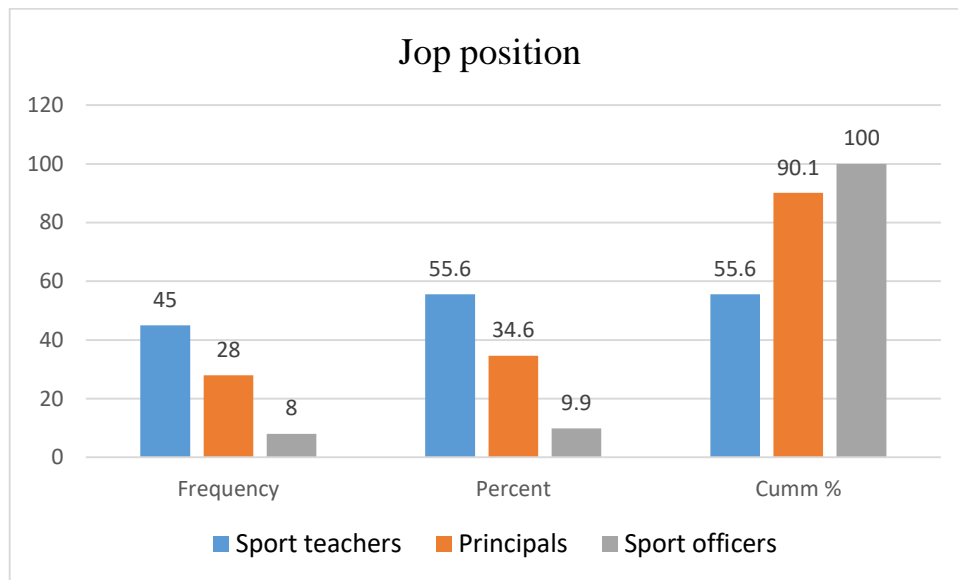


Figure 1: Job position

In terms of education degrees and diploma holders were fairly equal representing 44% and 45% respectively. Only a few 11% were second degree holders and the majority of them come from principals and woreda sports officers.

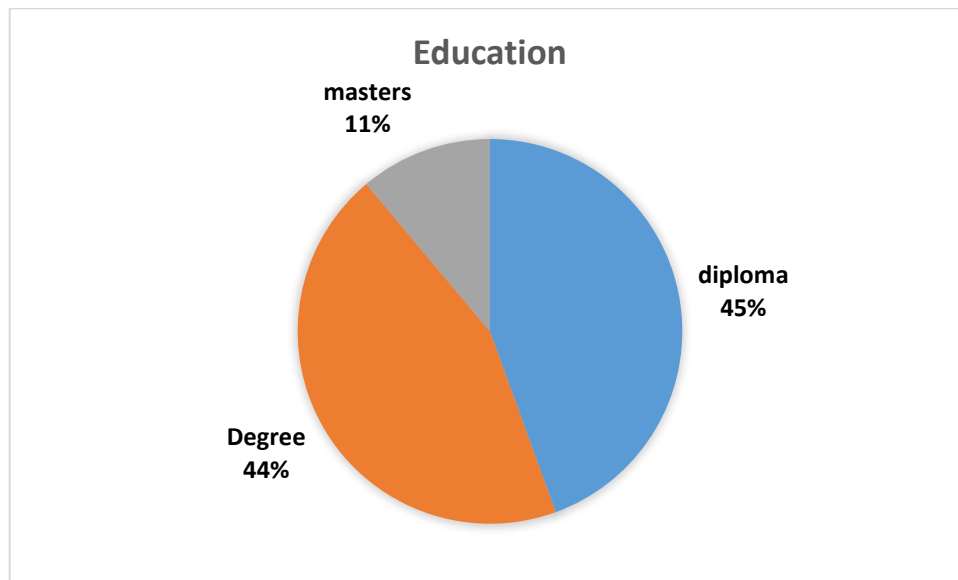


Figure 2: Educational background

As illustrated in the table below the participants who took part in the study came from five districts or woredas. Namely Jimma, Seka, Kersa, Sokoru and Agaro. The share of participants involved was almost fairly equal for three districts Seka, Kersa and Agaro 19.8% and 18.5%. By far the majority 27.2% of the respondents came from Jimma. Whereas relatively fewer participants came from Sokoru Woreda.

Table 5: Participants' district

		Districts			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Jimma	22	27.2	27.2	27.2
	Seka	16	19.8	19.8	46.9
	Kersa	16	19.8	19.8	66.7
	Sokoru	12	14.8	14.8	81.5
	Agaro	15	18.5	18.5	100.0
Total		81	100.0	100.0	

4.2 Descriptive analysis

Data belongs to four variables were analyzed using descriptive statistical tools mainly count/frequency, percent, mean and standard deviation values. These tools were applied to explore how school sports activities support the development of athletics in schools. The variables were sporting activities, sports competition, sports clubs, challenges and stakeholders role.

4.2.1 Sporting activities

Under school sport variable respondents were asked to identify the type of sports activities practiced in their respective schools. They were presented with six common types of sports: football, athletics, mass sport, basketball, volley ball and hand ball. As illustrated in the table below participants identified only three types of sports that were practiced in their schools. These are football. Athletics and volleyball. Volleyball is by far the dominant type of sport observed in the schools investigated. It accounts for about 55.6%. Football is the next dominant type of sport activity in the schools and in terms of percentage it stands at 33.3%. On the contrary, athletics as a sport practised in few schools about 11.1%. From this we can understand that athletic sport is less visible and lacked due attention. The survey showed that sporting activities such as mass sport, basketball and handball were non-existent.

Table 6: Sporting activities

Sport activities practised at your school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Football	27	33.3	33.3	33.3
	Athletics	9	11.1	11.1	44.4
	Volleyball	45	55.6	55.6	100.0
	Total	81	100.0	100.0	

Next the practice of the sports activities identified was investigated. In some schools students mostly take the initiatives and practice these sports outside normal sport class session in the

afternoon and weekends. The support from schools and sports teachers were minimal. As illustrated in the table below practice is mostly regular during weekends. 77.8% agreement indicates the regularity but these practice are less focused on athletics and mainly focused on football and volleyball.

Table 7: Regularity of the sport activities

		Is the practice regular every week			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	63	77.8	77.8	77.8
	no	18	22.2	22.2	100.0
Total		81	100.0	100.0	

However, competition between schools and within schools was rare as demonstrated in the table below with 77.8% disagreement. In the past year competition were taken place in few schools.

Table 8: A school competition

		Competition between schools in past year			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	22.2	22.2	22.2
	no	63	77.8	77.8	100.0
Total		81	100.0	100.0	

Almost majority of schools do not have an athletics development program or plan in place including for football and volleyball. As can be seen in the table below the majority of the respondents about 90% attests to this fact. Only a few individuals mostly woreda sport officers indicated having some plan for athletics development.

Table 9: Athlete development program

		Is there an athlete development program at your School?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	0.098	0.098	0.098
	no	73	90.1	90.1	100.0
Total		81	100.0	100.0	

Generally, the respondents rated sporting activities both in their schools and Woredas. As illustrated in the table below sporting activities were poor 66.7% across schools under investigation. Thus sporting activities did not support athletics development.

Table 10: sporting activities in schools/woredas

How do you rate sporting activities in your schools/ Woreda?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	18	22.2	22.2	22.2
	poor	54	66.7	66.7	88.9
	good	9	11.1	11.1	100.0
	Total	81	100.0	100.0	

4.2.2 Competition

Regarding sporting competition, the respondents were asked to respond to four questions items. Sporting competition is the avenue for talent identification and development. Therefore conducting regular school competitions is important. As can be seen in the table below sporting competition has taken place twice to the larger extent 55.6% and in some schools or woreda once 33.3% in the past five years.

Table 11: sport competition

How often sporting competition has taken place in the last five years?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	three times	9	11.1	11.1	11.1
	two times	45	55.6	55.6	66.7
	once	27	33.3	33.3	100.0
	Total	81	100.0	100.0	

The few competition conducted in the past five years were not all in all included athletics. Thus in most cases about 66.7% of athletics sport was not included in the completion. Mainly football and volleyball dominates. Though the country is renown around the world through athletics, schools would not have given little attention to it.

Table 12: Athletics completion

Did the completions include athletics					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	27	33.3	33.3	33.3
	no	54	66.7	66.7	100.0
Total		81	100.0	100.0	

The majority of the respondents about 75% know someone who came from their local schools and compete generally in sport at the highest level. This could have been an encouragement for schools as well as students to play a greater role in school sport.

Do you know someone from your school who compete at the highest level					
		Frequency	Percent	Valid Percent	Cumu Percent
Valid	Yes	61	75.3	75.3	75.3
	No	20	24.6	24.6	100.0
Total		81	100.0	100.0	

From school competition as well as sporting activities practised in schools in Jimma zone schools were playing either little or poor role in most of the cases be in athletics or other sport in talent development as illustrated in the table below.

Table 13: Role of school in talent development

How do you evaluate the role of school in talent development					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little	27	33.3	33.3	33.3
	poor	36	44.4	44.4	77.8
	medium	18	22.2	22.2	100.0
	Total	81	100.0	100.0	

4.2.3 Challenges affecting athletics development

Several challenges affect athletics development at schools and Woredas investigated. Except for students' interest the other four facets were the prominent challenge affecting school sport. Lack of proper due attention at all the level and support from curriculum were the

major influencing factors with average mean=3 and standard deviation values 0.67 and 0.82 respectively. Lack of sports facilities (Mean=2.88 & SD= 0.57) and qualified sport teachers (Mean=2.78 % SD= 0.92) were also equally affected the development of sport including athletics in schools. The analysis shows that student's interest was not a challenge

Table 14: Challenges of school sport

Challenges of school sport					
	N	Mean	Std. Deviation	Minimum	Maximum
lack of trained sport teacher or couch	81	2.7778	0.92195	1	4
lack of proper due attention at all level	81	3	0.67082	1	4
lack of sport facilities	81	2.8889	0.57009	1	4
student's lack of interest in athletics	81	1.7778	1.03682	1	4
curriculum lack of support	81	3	0.82158	1	4

As illustrated in the table below ministry of education (Mean= 3.77 & SD=0.42), athletics federation (Mean= 3.11 & SD=0.742) and woreda sport officials (Mean= 2.88 & SD=0.74) took the main share of the blame for schools to play lesser role in athletics development.

Table 15: stakeholder's role

Statistics						
		Sport teacher	Students	Woreda sport Officials	Athletics federation	Ministry of Education
N	Valid	81	81	81	81	81
	Missing	0	0	0	0	0
Mean		2.6667	2.3333	2.8889	3.1111	3.7778
Median		3.0000	2.0000	3.0000	3.0000	4.0000
Std. Deviation		.47434	.67082	.74162	.74162	.41833
Minimum		2.00	1.00	1.00	2.00	3.00
Maximum		3.00	3.00	4.00	4.00	4.00

4.3 Inferential analysis

4.3.1 Chi-Square

Under this section two inferential tools chi-square and ANOVA to see if respondents vary in their perception based on sex and job type. A chi-squared statistic is a single number that tells you how much difference exists between your observed counts and the counts you would expect if there were no relationship at all in the population. Here in this case chi-square is used to investigate if principals, sports teachers and woreda sports officers vary in their perception toward school and woreda sporting activities. The Pearson Chi-square result is $\chi^2 = 5.08$ with p-value of 0.279 indicating the subjects were not significantly different in their perception about sporting activities be it in woreda level of schools.

Table 16: Chi-square test

Chi-Square Tests			
	Value	df	Significance (2-sided)
Pearson Chi-Square	5.080 ^a	4	.279
Likelihood Ratio	5.163	4	.271
Linear-by-Linear Association	.105	1	.746
N of Valid Cases	81		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .89.

The three subjects: sports teachers, principals and woreda sports officers rated sporting activities especially athletics in their district and schools mainly as poor with a percentage of 68.9%, 64.3% and 62.5% respectively as illustrated in the table below.

Table 17: Crosstabulation

Type of job * Woreda and school sporting activities Crosstabulation		How do you rate sporting activities in your schools/ Woreda?				
		none	poor	good	Total	
type of job	Sport teacher	Count	8	31	6	45
		% within job type	17.8%	68.9%	13.3%	100.0%
		% of Total	9.9%	38.3%	7.4%	55.6%
Principals	Sport	Count	9	18	1	28
		% within job type	32.1%	64.3%	3.6%	100.0%
		% of Total	11.1%	22.2%	1.2%	34.6%
Sport Officers	Officers	Count	1	5	2	8
		% within job type	12.5%	62.5%	25.0%	100.0%
		% of Total	1.2%	6.2%	2.5%	9.9%
Total	Total	Count	18	54	9	81
		% within job type	22.2%	66.7%	11.1%	100.0%
		% of Total	22.2%	66.7%	11.1%	100.0%

Similarly the role of schools in talent development was either very little or at best poor as reported by 68.9% of sports teachers, 92.8% of principals and 75% of sports officers.

Table 18: the role of schools in talent development

type of job * the role of school in talent development Crosstabulation		how do you evaluate the role of school in talent development				
		little	poor	medium	Total	
type of job	Sport teacher	Count	17	14	14	45
		% within job type	37.8%	31.1%	31.1%	100.0%
		% of Total	21.0%	17.3%	17.3%	55.6%
Principals	Principals	Count	9	17	2	28
		% within job type	32.1%	60.7%	7.1%	100.0%
		% of Total	11.1%	21.0%	2.5%	34.6%
sport officers	sport officers	Count	1	5	2	8
		% within job type	12.5%	62.5%	25.0%	100.0%
		% of Total	1.2%	6.2%	2.5%	9.9%
Total	Total	Count	27	36	18	81
		% within job type	33.3%	44.4%	22.2%	100.0%
		% of Total	33.3%	44.4%	22.2%	100.0%

The three subjects were not statistically significantly different in their perception when it comes to the role schools are playing in athletics development. The chi-square statistics in the table below $\chi^2 = 9.86$ and p-value of 0.53 indicating an association between the three demographics.

Table 19: chi-square

Chi-Square Tests			
	Value	df	Significance (2-sided)
Pearson Chi-Square	9.868 ^a	4	.053
Likelihood Ratio	11.020	4	.026
Linear-by-Linear Association	.001	1	.980
N of Valid Cases	81		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 1.78.

4.3.2 Analysis of variance

One-way analysis of variance compares variability in mean scores between groups. involves one independent variable (referred to as a factor) which has many different levels. These levels correspond to the different groups or conditions. One-way ANOVA tell us whether there are significant differences in the mean scores on the dependent variable across the three groups. Post-hoc tests can then be used to find out where these differences lie (Pallant, 2005).

Here in this case I compared respondents' job type (sports teacher, principals and sports officials) as independent categorical variable and their response of mean score for challenges of school sport scale to see if the groups significantly vary in their mean score for challenges facing school sports.

Table 20: analysis of variance

ANOVA					
Challenge	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.016	2	.008	.170	.844
Within Groups	3.664	78	.047		
Total	3.680	80			

The ANOVA table above contains many information. F and significance values are more important. The $F(2, 78) = 0.170$, P-value 0.844. A large F ratio indicates that there is more

variability between the groups (caused by the independent variable) than there is within each group (referred to as the error term). Here in this case the F-value which is 0.17 is very small indicating little variability between the groups in terms of identifying challenges affecting school sports. In addition the Sig. value 0.844 is greater than the cut off p-value of 0.05 indicating there is no significant difference between the three groups; sports teachers, school principals and sports officials in their mean score regarding challenges affecting school sport development such as athletics. The post hoc test in the multiple comparison table below shows the difference lies nowhere between the groups further substantiating the ANOVA table value. In other words, the group are unanimous in their perception of challenges affecting school sport no variation.

Table 21: post hoc test

Multiple Comparisons						
Dependent Variable: Challenge						
Tukey HSD						
(I) type of job	(J) type of job	Mean Difference			95% Confidence Interval	
		(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Sport teacher	Principals	.01206	.05217	.971	-.1126	.1367
	Sport officers	.04778	.08316	.834	-.1509	.2465
Principals	Sport teacher	-.01206	.05217	.971	-.1367	.1126
	Sport officers	.03571	.08689	.911	-.1719	.2433
Sport officers	Sport teacher	-.04778	.08316	.834	-.2465	.1509
	Principals	-.03571	.08689	.911	-.2433	.1719

The mean plot below provides an easy way to compare the mean scores for the different groups. The mean score variation of 2.65 for sports officials, 2.68 for principals and 2.70 for sports teachers are statistically insignificant.

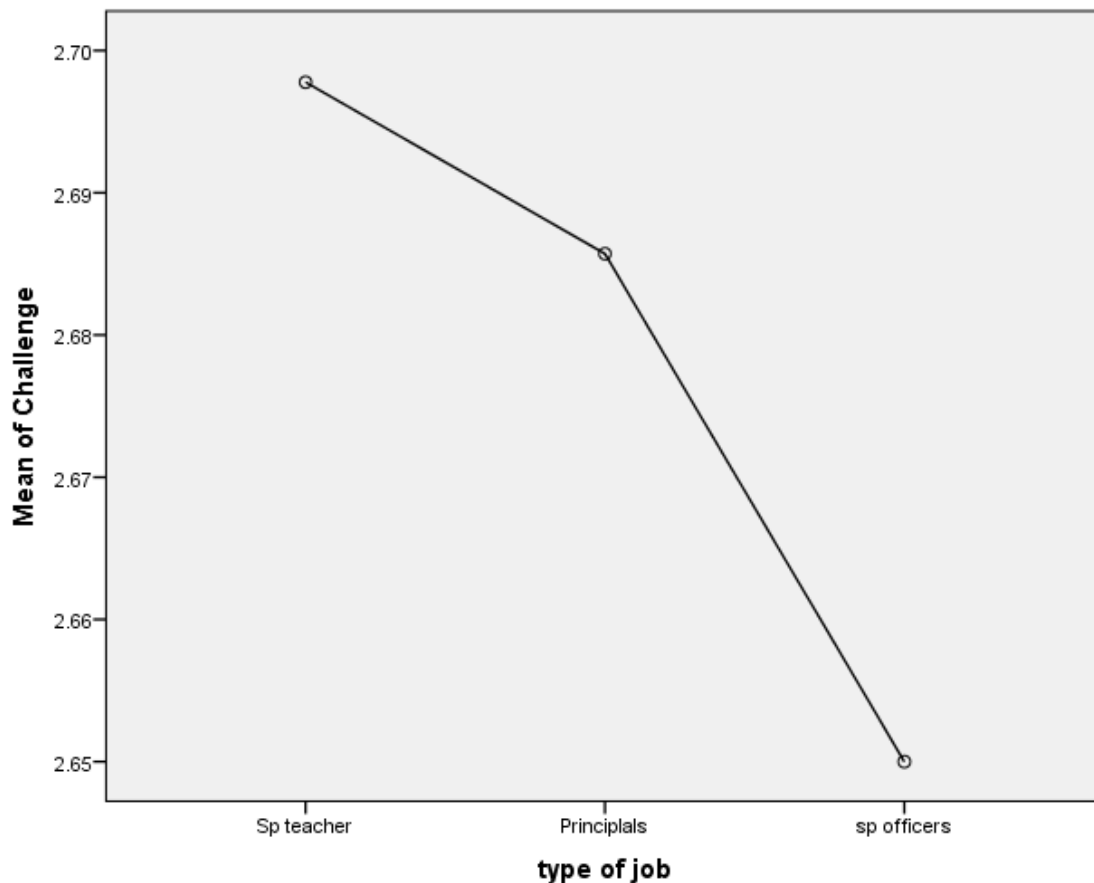


Figure 3: Mean plot Sp: sport

In addition the Eta squared value 0.0043 which shows the effect size is small and considered small effect size based on Cohen’s classification cited in Pallant(2005).

Similarly when it comes to sporting activities in schools and the role of schools in talent development respondents were not significantly different in their perception based on their job position. The ANOVA result for sporting activities in schools and woreda was $F(2, 80) = 2.387$, $p = 0.099$. Here the F value is very small and the p-values is greater than 0.05 indicating the existence of an insignificant difference between the groups.

Table 22: sporting activities

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.

How do you rate sporting activities in your schools/ Woreda?	Between Groups	1.500	2	.750	2.387	.099
	Within Groups	24.500	78	.314		
	Total	26.000	80			
how do you evaluate the role of school in talent development	Between Groups	1.075	2	.538	.977	.381
	Within Groups	42.925	78	.550		
	Total	44.000	80			

The following ANOVA table shows if subjects were different based on the grouping of the districts. The district involved in the study were five Jimma, Seka, Kersa, Sokoru and Agaro. The analysis of variance result for both variables sporting activities and the role of schools in talent development under significance column are sig 0.132 and 0.119 indicating no difference between subjects based on the woreda they come from.

Table 23: analysis of variance for the role of school

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
How do you rate sporting activities in your schools/ Woreda?	Between Groups	2.282	4	.570	1.828	.132
	Within Groups	23.718	76	.312		
	Total	26.000	80			
how do you evaluate the role of school in talent development	Between Groups	4.002	4	1.001	1.901	.119
	Within Groups	39.998	76	.526		
	Total	44.000	80			

In summary a one-way between-groups analysis of variance was conducted to explore the impact of job position and respondents woreda on school sport. In other words the analysis of variance evaluates the variation in mean score of respondent's perception on challenges affecting school sport and the roles schools were playing in supporting school sport and athletics development. Subjects were divided into three groups according to their job position (Group 1: spot teacher; Group 2: school principals; Group 3: woreda sports officers).

There was a statistically no significant difference at the p 0.844 between the groups. The level of variation between the group is very small eta square 0.0043. The result for the participants in terms of the woreda they came from was the same. There was no statistically significance variation between the groups in their mean score for the roles schools are playing in athletics development.

4.4 Discussion of the results

The discussion was made against the result of the study and earlier empirical study findings. The first research question explores school sports activities that support the development of athletes. Six common types of sports: football, athletics, mass sport, basketball, volley ball and hand ball were put to the survey. Among these only three types of sports were practised in the schools and woredas investigated. These were football, athletics and volleyball. Volleyball was by far the dominant type of sport observed in the schools investigated. It accounts for about 55.6%. Football was the next dominant type of sport activity in the schools and in terms of percentage it stands at 33.3%. On the contrary, athletics as a sport practised in few schools about 11.1%. From this we can understand that athletic sport is less visible and lacked due attention. This answers the first research question.

The second research question assesses the extent of the practice of sporting activities and their contribution to developing talent. The identified three sports mostly practised outside normal sport class sessions in the afternoon and during weekends. The support from schools and sports teachers were minimal. The practice was mostly informal since it occurs mostly through student's initiative. Such type of practice which is not guided by an established programs and run by trained sports teachers unlikely to develop talented athletes. This result is inconsistent with studies made by Bjørndal and Gjesdal (2020).

The third research question aims to identify major factors that influence school sports in supporting the development of athletes in schools. Four prominent challenges affecting school sports were identified. These are, lack of proper due attention at all levels, curriculum, lack of sports facilities and qualified sports teachers. Ministry of education, athletics federation and woreda sports officials took the main share of the blame for schools to play lesser role in athletics development though lack of trained sports teachers also plays its part.

The fourth research question explore the impact of school sport on the development of youth athletes in the schools investigated. We have seen in the analysis part that school competition, sport club's activities and sport programs meant for talent development were poor. Competition between schools and within schools was rare. In the past five years completion took place not more than two times. The completion seldom include athletics. Almost the majority of schools do not have an athletics development program or plan in place including for football and volleyball. Sporting activities were generally poor across schools under investigation. Thus school sport had little on athletics development. This answers the fourth research question which probe the impact of school sport on the development of athletics. This is consistent with Wondale Sitole(2004) findings in his study of the role of schools in supporting track and field sports.

The last research question examines whether there exist significant variation between subjects of the study i.e., sports teachers, principals and sports officials in terms of the roles schools are playing in supporting athletes development. The result shows no significant difference between the groups in their perception of the role schools are playing in the development of athletics and other sports.

CHAPTER FIVE

5. Conclusion and recommendation

5.1 Conclusion

The purpose of this study is to assess the role of schools in athletics development. Sporting activities at schools, the extent of the practice, competition within schools and between schools and challenges affecting the development of school sport including athletics were the main variables investigated in the study. Athletics as the sport was the least sought after activity and have got little attention compared to volleyball and football. Generally sporting activities at schools were given little attention from different stakeholders at all levels. The sporting activities are not programmed and largely depend on students' initiatives. Support from the schools, sports teachers and woreda sports office was minimal. Sport competition which is the source of talent identification was rare and seldom include athletics. All in all, schools investigated played a minimal roles in supporting the development of athletics.

5.2 Recommendation

Based on the result of the study the following four recommendation were drawn. These are;

- The development of school sport in general and athletics, in particular, were not given due attention at all levels including by school, woreda, education bureau and curriculum. Sporting activities were few and its practice was driven by personal initiative rather than planned and programmed by schools or woreda sports officers. Therefore, to reverse the course and increase the role of schools in the development of athletes schools and woreda sport office needs to work together and regularly plan school sports activities annually.
- School sports competition within and between schools was rare. This inhibits talent identification as well as development. Planning more competition could motivate

students to take part in different sports exercises at their school. Hence sporting activities need to be supplement with competitions seasonally. Schools and woreda sports office needs to facilitate competition within and between schools as well as districts.

- Sports facilities and qualified sports teachers were lacking in most schools investigated. Sport subject has often given by teachers who trained in another discipline other than sport. Having trained physical education teacher is crucial for the development of school sport which in turn could provide talented athletes who represent the region and the country at the highest level. Thus, the Woreda education office needs to work with education bureau and find a way to train sports teachers for its schools.
- School sport should also be given due attention in the curriculum to fundamentally turn it around.

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Appendix 1: Data collection tools

PART ONE: A Questionnaire

1. Sex? _____
2. Age _____
3. what is your work role sport teacher school director
4. Your work experience in years _____ Years
5. What is your highest level of Education?
 Primary school High school College
 Degree Master's degree
If Others (specify) _____

A: Sporting activities

1. Which sporting activities often take place at your school? (More than 1 or 2 answer can be possible)
 - a) Football
 - b) Athletic
 - c) Mass sport
 - d) Basket ball
 - e) Volleyball
 - f) Handball
 - g) Other (specify) _____
2. Is there an annual or seasonal sport competition in your school or district?
 - a) Within the school Yes No
 - b) Between schools in the district Yes No
3. How do you rate sporting activities in your schools/ Woreda?
 - a) None existent
 - b) Poor
 - c) Encouraging

d) Lively

e) Vibrant

4. Is there an athlete development program at your School?

Yes No

5. Do you have sport club at your school? Yes no

B: Sport competition

1. How often sporting competition has taken place in the last five years?

a) Regularly each year

b) More than 3 times

c) A couple of time

d) Once

e) None

2. Did the completions include athletics? Yes No

3. Do you know anyone who came out of your school and participate in sporting activities or competition at local, regional or national level?

a) Yes

b) No

4. I would like you to enumerate the bottlenecks or challenges that hinder schools from becoming a breeding ground for talent development in athletics.				
A. Qualified sport teachers or coaches	Poor	Low	Average	Good
B. Lack of proper attention at all level				
C. Sporting facilities				
D. Sport club activity				

C: Challenges

1. Bottlenecks or challenges that hinder schools from becoming a breeding ground for talent development in athletics.

a) Lack of Qualified sport teachers or coaches	Disagree	Can't say	Agree	Strongly agree
b) Lack of proper attention at all level				
c) Sporting facilities				
d) Students interest and commitment				
e) Curriculum that guides sport program in schools				

2. Who do you think should take the line share of the blame for decreasing role of schools in athletics development in particular?				
a) Sport teacher	Disagree	Can't say	Agree	Strongly agree
b) Students				
c) Local sport officials				
d) Athletic federation				
e) Ministry of education				