

JIMMA UNIVERSITY
SPORT SCIENCE ACADEMY
DEPARTMENT OF SPORT SCIENCE



**FACTORS THAT AFFECT ATHLETICS TALENT IDENTIFICATION
AND DEVELOPMENT IN SELECTED SECONDARY SCHOOLS OF
KEMIBATA TAMEBARO ZONE**

BY

GIRMA YOHANNES

**THE THESIS SUBMITTED TO JIMMA UNVERSTY, SPORT ACADEMY,
DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF MASTER
OF SCIENCE DEGREE IN ATHLETICS COACHING SPECILIZATION**

SEPTEMBER, 2021

JIMMA ETHIOPIA

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SEPTEMBER, 2021

JIMMA ETHIOPIA

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As members of the Board of Examining of the Final MSc thesis open defense, we scarify that we have read and evaluated the thesis prepared by Girma Yohannis under the title “Factors that affect athletics talent identification and development in selected secondary schools Of Kemebata Tembaro zone and recommended that the thesis be accepted as fulfilling the thesis requirement for the Degree in Masters of Science Specialization in Coaching Athletes.”

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DEDICATION

I dedicate this thesis manuscript to my beloved family, to my wife Meaza Mekuria and to my all friends for their dedicated in the success of my life.

STATEMENT OF THE AUTHOR

The researcher hereby stated that this thesis is for the Degree of Master on the research is the original work and has any previous research on the defined title. The researcher then declared that the thesis is his own authentic work and conformed by his signature signed below.

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BIOGRAPHICAL SKETCH

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In order to reinvigorate myself intellectually and to give a further boost and fillip to my professional career, I joined School of Graduate in Jimma University for Post graduate program in Coaching Athletes Studies as summer student in the year 2009 E.C.

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LIST OF ABRIVATIONS AND ACRONYMS

CSA	Central Statically Agency
EAF	Ethiopian Athletics Federation
EOC	Ethiopian Olympic Committee
F	Frequency
IAAF	International Association of Athletics Federation
IOC	International Olympic Committee
M	Mean
SD	Standard deviation
PE	Physical Education
NOC	National Olympic Committee
SNNPRS	Southern Nations Nationalities and Peoples Regional State

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ABSTRACT

Sport athlete talent identification is the process of recognizing current participants with the potential to become elite athletes. The general objective of the study was to investigate factors that affect the athlete's talent identification and development of secondary school students of Kambata Tambaro Zone Doyogena woreda. To this effect, the researcher was used cross-sectional research design. The study used coaches (n = 12), students (n = 114), school principals (n = 9) and physical education teachers (n =15) participants using random sampling technique. Four instruments namely questionnaire, interview, observation and document analysis were used to gather the data. The data was entered into SPSS Version 25 then the data was analyzed by using frequency counts, percentage, mean, and standard deviation. The study attempts to identify the major factors that affect the athlete's talent identification and development of secondary school students like do not apply scientific tests in measuring physiological, psychological, social and technical abilities, limited financial support, lack of scholarships for talented potential student- athletes, absence of talent identification programs, lack of necessary equipment to facilitate the process and unavailability of knowledgeable coaches on talent identification, the available coaches have limited technical and tactical knowledge, the coach have not awareness. General solution to the identified problems, greater emphasis has to be given to the output of this research by identifying a factors that affect talent athlete identification and the schools should develop adequate and quality sport facilities and avail the required equipment for quality practice and effective talent athlete development and for future to develop talent athlete identification in sport growth and their participation all concerned bodies should be taken by governments and NGO to provide accessible recreational and sports facilities and established and strengthen other sensitive programs for both sex in between schools, villages and community institutions to support the advancement of talent athlete identification

Keywords: talent, Athlete, Development, physical education, Factors

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Sport talent identification is the process of recognizing current participants with the potential to become elite players (Williams and Reilly, 2000). It entails predicting performance over time by measuring physical, physiological, psychological and social attributes as well as technical abilities, either in isolation or in combination (Williams & Reilly, 2000). The process of talent identification should detect factors affecting performance in competitive sport and predict the potential of future performance (Crespo & McInerney, 2006).

Talent identification is widely practiced by coaches, managers and parents, it is based on instinct and experience but little support comes from science. The subjective assessment of the scout or coaches supported by a shopping list of key criteria such as technique, attitude, balance, speed, understanding, personality, skills, talent and intelligence (Crespo and McInerney 2006)

The use of expert method which is a mixture of natural where by an athlete is selected due to competitive performance or subjective identification by coach and scientific method where by the athlete is selected because they possess the inherent physical and mental capabilities for a given sport when identifying sport talent. Creating an appropriate environment in which to nurture talent may play a more significant role in the development of expertise. Players should be provided with a suitable learning and training environment so that they have the opportunity to realize their potential. Williams and Reilly (2000) advocate for provision of adequate facilities and equipment, competent coaches, time for training, training and practice that are directed towards enhancing athletes' development (Reilly and Dust 2005).

Quality and accessible training facilities and equipment create a positive environment that encourages proper training, but lack of facilities or access to facilities and equipment is a limiting factor to sports development (Rogers, 2005). Exposure to competition not only plays a very vital role in the development of an athlete, but also provides a focal point for training and important motivation for daily training if provided at the right level and frequency (Rodgers, 2005). On the other hand, lack of exposure to quality competition will dull the most talented group of athletes (Sotiriadou, 2005).

They found that there were positive effects of sport participation on grades, self –concepts locus of control and educational aspiration in addition to a negative effect on discipline problems (Yiannakis and Melinic, 2005) future the study indicated that athletic participation was not distributed equally across gender or socioeconomics groups. Specifically the outer noted that there were certain groups that were more likely to participate , in high school competitive sport .those groups included males, students from higher socioeconomic levels, students attending private and smaller schools and students with previous experience in school a Therefore, the purpose of this study was to investigating factors that affect the athlete’s talent identification and development of primary and secondary school students of Kembata Tambaro Zone. For future to development of athlete’s, actions should be taken by governments’ educational authorities to athlete’s sport game provide accessible recreational and sports facilities and established and strengthen other sensitive programs for both sex of all ages in school education, community institutions and support the advancement of athletic competition in all area of schools of the zones and private sport teams.

1.2. Statements of the Problem

The latest study shows that there are a number of different drown conclusion drawn from various studies regarding the impact that athletics has been reported to have on academic performance (Din, 2005). As a current physical educator and former coach, national champion, and parent of two divisions the athletes, the positive aspects of athletic sports participation is a focus having deep meaning for me. Yes, there is always the possibility, may be even probability, of too much too soon and a misplaced emphasis on the "wrong" things like winning at all costs. However, these risks do not negate all the positives that can and do occur. And when athletes are exposed to the proper environment, and put forth proper amounts of effort and make good choices, you would be hard pressed to find anything that gives them the opportunity for holistic benefits that participating in competitive sports does (Fernanda *et al* 2016).

However, the increasing demands of achieving success by the entire concerning body was larger as compared to successes resulted from other disciple. To this end, the call for investigate factors that affect the athlete’s talent identification and development of secondary school students Doyogena woreda to move towards the strong point and limitation as well as to identify the area which require progress is compulsory.

The researcher gets the chance to observe closely the problem of athlete talent identification and the development of in selected primary and secondary schools of Kembata Tembaro Zone. Such as; Athletes' have no trainee's involvement, less community participation, lack of awareness in coaches and physical education teachers, shortage of equipment and facilities, lack of finance to help annual sport competition for mobilize the students towards to the athlete's sport. Moreover, the research was conducted to the research was conducted to investigate factors that affect the athlete's talent identification and development of secondary school students Doyogena woreda(Amacho, Watto and Sarara secondary schools) of Kambata Tambaro Zone.

1.3. Research questions

The study would answer the following basic research questions

- What are the methods used to identify talented student- athletes in selected secondary schools of Doyogena woreda?
- What are the factors that influence athlete talent development in selected secondary schools of Doyogena woreda?
- Do secondary schools of Doyogena woreda offer sufficient opportunities for students to compete at different levels both inside and outside school settings?

1.4 objective

1.4.1. General objectives

The objective of this study was to identify factors affecting the talent identification in Kambata zone selected secondary schools'

1.4.2. Specific objectives

The specific objectives were:

- To identify the methods used in identifying the factors that affect athletes in selected secondary of Doyogena woreda
- To find out the factors that affect athletes talent development in secondary schools kembata temibaro zoon Doyogena woreda.
- To determine availability of opportunities for student-athletes to compete at different levels both inside and outside a school settings.

1.5. Significance of the study

The objectives of this study was to investigated factors that affect the athlete's talent identification and development of primary and secondary school students of Kambata Tambaro Zone and to suggest appropriate solutions to solve the problem. The researcher of this study hopes that makers practitioners on creation of appropriate athlete talents identification and development environment.

Additionally, this study was made contribution to enriching literature in the area of athlete sports talent identification and development by providing information on athlete's talent identification and development environment in the schools of Kembata Tembaro zone. Furthermore, factors influencing athlete's talent identification and development of in Kembata Tembaro zone have been exposed. This was enable those charged with the responsibility of managing sports in the universities to improve the sporting environment in order to ensure talent is identified and developed to full potential.

1.6. Delimitation of the Study

This study was conducted on Kembata Tembaro zone secondary school engaging athletics talents explore development. The study was delimited only to investigate the factors that affect athlete talent identification and development in Kembata Tembaro zone Doyogena woreda three secondary schools.

1.7. Limitation of the Study

In conducted the research, there were some difficulties in fixing appointments with participants. When time and venue was agreed, not all participants were available due to some personal reasons. Inadequacy of available relevant research materials was the other limitation encountered in this study. In addition, (COVID.19) in the area of study and the shortage of time and budget or finance were the major short comings that the researcher encountered during the execution of the study.

1.8. Operational Definition of Terms

Coaching The term covering all the activities involved in the work of the coach training, development, directing, advising and correcting players and helping them to progress (Bass,1990).

Contribution: is something that has support for concerned body in financial, material and like towards some body or organizations.

Factors: - a circumstance, fact, or influence that contributes to a result or outcome. Hills, (2009)

Growth: is development from a lower or simple to a higher or more complex form.

Physical education: it is an education which is given mainly through physical activities to develop and maintain all aspects of personality such as physical, mental, social and spiritual well being. Ram and *et. al.* (1996:45)

Sports: it's a competitive physical activity, governed by formal rules and played by individuals seeking to outperform their opponents, it also defined as a structured, goal oriented, competitive, contest based and lucid physical activity(barrel1978)

Sport Talent Development- Providing players with a suitable learning environment so that they have the opportunity to realize their potential. The Environment includes: sufficient accessible facilities and equipment of high quality, sufficient qualified coaches, sufficient opportunities to compete at the right level and frequency, sufficient time for training and motivational environment.

Talent Identification:- The process of recognizing current participants in sports with the potential to become elite players.

1.9. Organization of the Study

This study is organized in such a way that the first chapter presents and discusses the introduction (back ground), statement of the problem, objective of the study, delimitation of the study, limitation of the study, significance of the study, operational definition of terms and organization of the study. The second chapter attempted to forward various literature works of scholars that has relation to the topic under discussion. The concern of chapter three is on presenting methodology of the study Chapter four consists of the discussion and analysis of data. Chapter five, deals with Summery, Conclusions and Recommendations of the study. Lastly, list of reference materials questionnaires, checklist and appendix that were used in the study are attached at the end of the paper.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. The effect of secondary schools athletics and impact on athletics talent exploration

The primary conceptual problem facing students athletes is whether or not sport as an active it has a positive .impact on other endeavors in life .including academies,(Baucom et, al. 2006) at present researchers have looked for both indirect and it across the direct connections consists of ways in which competition in sport helps student athletes actually perform better in such similarly competitive events as academic test and courses. In both case the problem remains how to build a construct that allows one to envision how impact is felt across the supposed gap between mind and body. One of the first researchers to explore this question was James coleman, who characterized adolescent culture as distinct from adult culture and focused on sports popular music sport related to school, coliman, 2006a.sn care, high school athletic and performing arts activities. Since 1920, the NFHSled the development of education-based interscholastic sports and performing arts activities that helps, the NFHS reaches more than 19,000 high schools and 11 million participants in high school activity programs, including more than 7.6 million in high school sports. As the recognized national authority on interscholastic activity programs, the NFHS conducts national meetings; sanctions interstate events; offers online publications and services for high school coaches and officials; sponsors professional organizations for high school coaches, officials, speech and debate coaches, and music adjudicators; serves as the national source for interscholastic coach training; and serves as a national information resource for interscholastic athletics and activities.

The national office staff of approximately 40 employees serves its 50 member state high school athletic/activity associations, plus the District of Columbia. The national office is located in Indianapolis; Indiana. About 40 percent of the operating revenue for the NFHS comes from sales of publications and other products. Another 32 percent is derived from contributions, royalties and sponsorships, as well as membership dues from professional organizations for coaches, officials, speech and debate coaches, and music adjudicators. An additional 16 percent comes from NFHS educational programs. Bob Gardner has been executive director of the National Federation of State High School Associations (NFHS) since May 2010 after 10 years as chief operating officer of the NFHS. Gardner's entire career in secondary education, which began in

1970, has been in the state of Indiana. He was a teacher and coach for eight year at three high schools and was athletic director at Scottsburg High School. In 1978, Gardner became principal of Milan Junior Senior High School and was named superintendent of the Milan Community Schools prior to his appointment as assistant commissioner of the Indiana High School Athletic Association. Gardner was named commissioner of the IHSAA in 1995 and served in that position for five years before joining the NFHS staff in 2000.

As a result of the institutionalization of progressive education, the social reform movements of the 1960s and beyond began with certain advantages not available to the reformers of the 1930s. High school Educators generally accepted the idea that the curriculum should be athlete-centered, that subject matter requirements were subordinate to the interest of the athlete as defined by professional educators, and that schools should be an arena for promoting liberal social reforms. Once we abandon the traditional American view that schooling should primarily aim at “mind culture,” to use William Torrey Harris’s phrase, it is easy to apply ideological criteria to evaluate the function of the school athlete performance. (Nor can one then confine the invocation of ideological criteria to liberal program change. Discussions of progressive education sometimes question the compatibility of education as athlete-centered and education for social reform and athlete development (Alnedral, et, al. 2020).

However, the notion of athlete -centered education can be linked with a program for social reform, since both can serve as a critique of high school completion. Both beliefs invite teachers to wean athlete away from the “reactionary” values of their parents and schools. Athlete -centered educationists believe that a high school competition was good for athlete development and need only be liberated from the rigid moral constraints of their parents and school society. Combining these two notions explain show the Lincoln School of Columbia’s Teachers College, an exemplar of progressive high school education, was able to fuse “the athlete development , and reformist strains of progressive theory” into a single high school program, one that felt so “natural” to those taking part in it. The combination of athlete -centered educationalist and socioeconomic reformist neatly brings together the dimensions of modern athlete and expressive individualism (Crespo & McInerney),(2006).

This duality was already mirrored in the thought of the athlete-progressive intelligentsia. Thus, Herbert Croly and Dewey argued simultaneously for athlete development and for anew

conformist individualism that would become possible. This kind of ideological compatibility is illustrated by the easy transition made by so many intellectuals from the artistic bohemianism of Greenwich Village during the 1920s to the athlete radicalism of the 1930s. This habitué of Greenwich Village and author of a work on Stieglitz, the expressionist photographer, was at one and the same time the author of the major work on athlete -centered schools (Ravish, 1983) and of textbooks and articles advocating competition reform. He exemplifies a version of what would become known as the adversary culture (Crespo & McInerney, 2006).

The 1960s and its aftermath provided exactly the supportive climate of opinion needed for the institutionalization of the adversary culture and its educational companion, a kind of progressive education. At the same time, other situational factors of the 1960s facilitated later high school competition -based reform efforts. One was the power and money made available by the federal government as Washington became more and more involved in high school educational competition. The second was the increasingly adversarial posture of the intellectual elite generally and of interest groups in education in particular. They had become, as Lionel Trilling and Irving Kristol came to call them, a solidly institutionalized adversary culture of high school competition (National Association of Collegiate Directors of Athletics (NACDA) 2011).

2.2. Secondary school activity program

At a cost of only one to three percent (or less in many cases) of a typical schools overall budget, primary school and secondary schools activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, theatre, debate where young people learn lifelong lesson important as those taught in the classroom. From interscholastic sports to music, theatre and debate, activities enrich a student’s high school experience, and the programs must be kept alive. High school athletic and performing arts activities promote citizenship and sportsmanship. They instill a sense of pride in community, teach teamwork and self-discipline, and facilitate the physical and -emotional development of our nation’s youth. Activities support the academic mission of schools. They are not a diversion, but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than the general student body

Activity programs are inherently educational. Activity programs provide valuable lessons for

practical lifelong situations in the work environment – teamwork, sportsmanship, winning and losing, and hard work. Participation in activity programs often is a predictor of later success – in college, a career and becoming a contributing member of society. Participation in athletic and performing arts activities continues to rise, which reflects the interest and support of the wide range of programs provided for girls and boys by the nation’s high schools. The most recent high school athletics participation survey conducted by the NFHS (2010-11) indicated 7,667,955 student participants in high school athletics in the 19,153 U.S. high schools that are members of NFHS-member state associations. When combined with those students involved in other programs such as speech, music, theatre, debate and band, there are more than 11 million student participants in high school activities each year. In addition, more people attend interscholastic activities – about 500 million every year – than any other level of competition in sports in America.

2.3. Talent Identification in athletics Sports

Talent identification refers to the process of recognizing current participants with the potential to become elite players. It entails predicting performance over time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities, either in isolation or in combination (Regnier et al., 1993; Williams & Reilly, 2000). Similarly, other studies support this definition by defining talent identification in sport as a process in which individuals who are more likely to prosper in a given sport are identified according to the test of specific factors (Hadavi, 2000) and Burns (as cited in Nigam A. K. 2010) define talent identification as a means of harnessing sporting talent to bring about future success in international arena.

Several studies have had varying findings on the methods to be used when identifying talented athletes. Some studies support the use of natural methods while others recommend application of scientific methods (Ziemainz & Gulbin 2002; Lyle 1997). According to Balyi and Hamilton (as cited in Nigam, 2010), application of scientific methods in talent identification involves application of a series of tests that are thought to measure key factors for success in a specific sport

Talent has several properties which are genetically transmitted and partly innate. These properties include players’ anthropometric characteristics (e.g., stature, mass, body composition, bone

diameter, limb girth) are related to performance in important and sometimes complex ways. These properties serve as basis for predicting those individuals who are more or less likely to succeed at some later stage (William & Reilly, 2000).

Utilization of scientific methods to identify athletes with potential reduces time required to reach high performance, enhances the coach training effectiveness, increases competitiveness and number of athletes aiming to attain high level and increases confidence. Review of literature indicates that talent identification programs across the globe are not firmly grounded on scientific rationale and rely heavily on the intuition or „eye“ of expert coaches and talent scouts in identifying talented sports performers (Williams & Reilly, 2000). Similarly coaches and scouts most often rely on subjective assessment based on their experience (Williams & Reilly, 2000) and their “eye for talent” (Christensen, 2009).

Some studies suggest that talent identification should be done by experienced coaches (Abbott & Collins),(2004); (Helen et al.),(2000). This is supported by a study carried out by (Hadavi et al).(2009) whose purpose was to design a model for talent identification and development in Iranian athletes that found out that coaches apply the coach-made methods which are based on their personal experience as well as the standard criteria. Another study carried out by (Harati et al.) (2011) to determine the important indices in talent identification for swimming was a survey among elite women swimming coaches. Regarding the method for identification and selection of talented individuals, the study found out that coaches advocated the use of experimental method, observation method, and scientific method as their priority. Identification and selection was done based on coaches“ views on anthropometric, psychomotor, skill, and psychological characteristics.

Although there is lack of empirical studies that have been undertaken to explore the most advantageous method to be used in identifying talented athlete in any sport (Falk et al.), (2004), some studies recommend that effective identification of athletes requires a combination of the coaches' experience and the use of sport science testing (Moreno as cited by Rivas),(2009). A study by (Fernandez-Rio and Mendez-Gimenez) (2012) found out that despite the enormous amount of youngsters that are enrolled in physical activity classes from an early age, many talented athletes are being ignored due to a deficient structure for talent identification. The process of talent identification requires coaches“ sufficient knowledge that will not only enable them define more relevant talent indicators (Vaeyens et al., 2008), but also enable them to apply

both objective and subjective assessment in identification of athletes with potential to become elite. Omitting any of these components might lead to wrong assessments and interpretations of athletes' potential (Trninić et. al. 2008).

Talent identification in sports plays a very important role in eliminating the frustrations of participating in a sport that one is not suited to (Ghita, 1994). Through exposure of different individuals, particular sports talent identification system acts as a filter to remove people, who have relatively few perceived important characteristics, leaving people who should have a relatively strong chance of success in that sport (Nigam, 2010).

The immediate purpose of identifying talent is to predict with a high degree of probability whether or not a young player will be able to successfully to complete the junior training program. Didactics of Athletics (2002) stated that the selection of young talented begins with compulsory sport at school and during outside sport activities such as by screening, with the frame of physical and mental ability and also during competition.

2.4. Talent Development in athletics Sports

Talent development in sports is the most important stage in the process of achieving sporting success (Ebrahim & Halaji, 2007). It is aimed at providing the most optimal learning environment to help promising youth athletes realize their potential (Williams & Reilly, 2000). Optimum environment involves provision of adequate number of competent coaches, experts and managers, adequate and availability of quality facilities and equipment for training and testing as well as time for training, actual training and practice that are directed towards enhancing athletes' development (Williams & Reilly, 2000; Martin et al., 2004). Availability of these essential resources can significantly influence the ability to engage in the required amount of high quality training (David & Baker, 2007). It is recommended that these resources be allocated to help identify and develop talent to enable athletes to reach the top in their sport (Abbott & Collins, 2004; Reilly et al., 2000).

2.5. The cognitive aspects and achievements in athletics role of the federal government for primary and secondary school athletics exploration

One of the most important changes in high school competition has been the involvement of the federal government in financing these "reforms." competitions has always been a local function. A major contribution to high school competition, Horace Mann's common school, prescribed

strictly local control of schools. Even today, governmental decision-making about curricula usually occurs at the local level or-in the twenty-two states that adopt texts state wide-at the state level. As a result, most textbook controversies do not usually become issues of national politics. In 1966, Representative Adam Clayton Powell held a series of hearings on the portrayal of blacks in educational competition. Commissioner of Education Harold Howe 11 said he was sympathetic to the idea of exposing biases in competition. At the same time, he said that the Office of Education could do nothing about it directly, and that he did not wish to be a (Rogers, 2005)

Yet educational competition is no more immune to the expansion of central government control than is any other function (such as health and welfare). And, in fact, it has often been federal funding that advanced the development of curricula aimed at eliminating sexual stereotypes. Usually this funding assisted in the creation and dissemination of feminist curriculum materials, the creation of magazines and other media, and the publication of alternatives to traditional curricula. It is a striking instance of what has been called the federal government's "Funding of the Left". Federal involvement in curricular content began with the Sputnik era. Responding to a sense of crisis that the Soviets were "winning the cold war," Congress passed and President Eisenhower signed the National Defense Educational competition Act, which provided money for improved science curricula.

The history of efforts to transform the computational of the curriculum, however, is rooted in the federal aid-to-education bills passed under the rubric of the Great Society. With the passage of federal aid-to-education legislation, the ground work was laid for other departures. Ravitch points out that as the federal government's role in financing public Athletics Talent Exploration education expanded, it became a major promoter of innovative educational practices. She states that by the early 1970s, about 10 percent of federal funds for high schools were allocated to computational innovation, which, in 1974, was about \$350 million for the year. One well-known instance is the development of "athlete: A Course of Study, "more popularly referred. This was a highly controversial competition curriculum, "innovative in its content, methodology, and its pedagogy." It dealt with such controversial issues as "infanticide, wife sharing, senilicide, and 'communal living' " National Association of Collegiate Directors of Athletics (NACDA) (2011)

In its departures from the conventional, it resembled the Beard Commission and the Rugg textbooks. Like the Rugg books, it was ultimately withdrawn after extensive protest that it

promoted moral relativism. A second well-known federally funded program financed different kinds of “alternative” high schools. These projects, funded under the Nixon administration’s 1970 experimental school program, included Berkeley’s five-year \$7 million program, which developed twenty-four schools “around the theme of decreasing institutional racism”. In a striking anticipation of today’s rush toward multiculturalism, one school was created for black students only, while another was created exclusively for Chicanos. The most important curricular changes, however, were heralded by the passage of the Ethnic Heritage Studies Act of 1972 and the athlete’s Educational Equity Act (AEEA) of 1974. The latter piece of legislation was critical in facilitating changes in competition curricular materials. The AEEA marks the first time that the federal government funded the development of a new curriculum for ideological purposes. Other educational competition innovations, while they may have had political implications, were not explicitly political in orientation; they did not directly aim to change the values and attitudes of citizens. The AEEA was an outgrowth of Title IX of the Education Amendments of 1972, which banned athlete discrimination in a federally supported activity (Thanos, 2009).

Yet Title IX had little to say about the curriculum. Athlete and their political supporters determined that more would be needed to uproot participation in society. In 1974, the National Coalition for athlete in high school competition, a coalition of athlete groups such as NOW and athlete Equity Action League (AEAL), as well as more traditional Athlete’s groups such as the League of athlete Voters, was formed to lobby Congress and monitor Title IX enforcement activities. The Coalition and other groups testified before Congress in support of the AEEA, which provided support to alternative curricula (U.S. Congress 1973). In 1973, Senator Walter Mondale held hearings on a proposed athlete’s developmental Equity bill, which he subsequently introduced into Congress. With no opposition, the bill became law in 1974. Under the rubric of aiding developmental equity for athlete, the government began funding the development and dissemination of athlete curricula. The federal government did not explicitly ban athlete materials, despite the fact that a number of complaints were filed asking for this, because the U.S. Department of Health, Education, and Welfare (HEW) decided it did not have the authority to ban, censor, or provide federal endorsement of such materials (Thanos, 2009)

From 1976 to 1982, nearly \$55 million were appropriated for various competitions of educational organizations, including state and local competition agencies, to produce “smart competition curricula, instructional materials, and other educational activities.” As of 1977, there

were ten general assistance centers for this kind of work around the country (Ravitch 1983, 298-300). We can judge the impact of the AEEA program by examining its annual reports (e.g., U.S. Department of Education 1980, 14, 18, 19, 21). Some of the projects funded in 1980 included \$157,000 for the creation of television programs with supplementary materials for competition use “to minimize mistake in sports in Southern California”; an \$89,000 project for development of a manual for Orange County teachers and administrators on how to recognize and combat competition roles stereotypes, geared to the “earliest intervention possible” in order “to prevent the molding of competition-role stereotypes”; \$94,000 for the development of materials to assist secondary school PE teachers “to reduce athlete biased attitudes, change PE teacher behavior to reduce role stereotyping, alter instructional strategies to promote athlete fair approaches”; and \$98,000 for “ABC’s for athlete Equity,” a program involving PE teachers and parents in eight urban multicultural high schools in activities aimed at changing behaviors that reinforce the development of athlete role stereotypes in competition. These were federally funded programs whose aim was to codify the proper political attitudes.

The 1974 act was extended in 1978, and, remarkably, the AEEA program persisted even under the Reagan administration (U.S. Department of Education 1987). In fact, it was the most tenacious among all education programs, surviving several attempts to eradicate it in the Reagan years. The first such attempt came in 1981, when all other competition programs were consolidated in to block grants (Education Block Grants,’ *Congressional Quarterly Weekly Reports*1981). AEEA was the only program that survived as a separate entity. By contrast, the Ethnic Heritage Studies Act, a program in some ways similar to the AEEA, was first consolidated into general block grants in competition and eventually eliminated entirely.

Reagan’s administrative measures did have some effect. The Office of athletics development Educational Equity was downgraded to the lowest bureaucratic level, the staff was reduced from eight to five, and the nationally recognized program director was fired. Yet the program enjoyed such powerful political support that it was retained. Congress did reduce funding, but still authorized nearly \$6 million a year National Association of Collegiate Directors of Athletics (NACDA) (2011),

As far as feminist groups were concerned, the survival of the program, despite low-level funding, ensured a continued impact on curricula. Testimony for the 1984 reauthorization included support for disseminating curricula by sponsoring a quarterly magazine and developing a teacher

handbook on “equity.” These were then to be published at the AEEA Publishing Center at the Educational Development Corporation and distributed with the help of the AEEA staff, again with funding provided by the federal government (U.S. Congress 1984). Reagan signed the reauthorization of the act without comment (Education Amendments 1984). The survival of this program may well have been the highest priority for athlete in competition and elsewhere. The American Association of University athlete report *How Schools Shortchange Girls* (1991) notes that despite attempts to eliminate the program, “the Equity Act Program continues to fund projects and to support the dissemination of materials via the AEEA Publishing Center at the Educational Development Center in Newton, MA”. No doubt it will continue to do so in the future, along with program materials that share similar goals at the state level. The American Association of University Women, in the report cited above, also advocates expanding the program, an objective that the Clinton administration may share. Federal financial support for feminist curricular projects goes beyond a facilitating role. Innovation in the content of textbooks is a costly and time consuming process National Association of Collegiate Directors of Athletics (NACDA) (2011),

By contrast, government provided important “seed money” for the contribution of athlete revolution. Once the curricular materials were developed, getting them published was relatively simple. There were no federal guidelines in place to which these groups were objecting or which they wanted to revise; rather, their objections were to generally accepted types of portrayal, which they wanted to render unacceptable and replace through law or political pressure. A 1978 HEW publication illustrates the athlete perception of competition as deeply rooted in our educational system. The report was written under contract to HEW and published as articles in *American Education*, an HEW publication. It critiqued current textbooks as “1) demeaning athlete linguistically, 2) omitting the actions and achievements of athlete, and 3) showing athlete only in stereotyped roles with less than a full range of human interests, traits, and capabilities”. According to this document, much of the blame for prevailing biases and can be attributed to competition program and the part it plays in socialization. To remedy this state of affairs, said the report, requires education that is ‘free from the priority constraints imposed by traditional socialization. Athlete chooses limited options not realize that their choices are already conditioned by the expectations of others” (U.S. Department of Health, Education, and Welfare 1978, 23).

The report of the task force in the same series of articles states that this monitoring and conditioning of incorrect values has been so pervasive that even “free play is competition” (Welfare 1978, 19). The authors urge that consciousness-raising activities be undertaken in the schools to root out competition. In the new model, athlete traits would temper each other and combine in “a balanced, more fully human, truly androgynous personality” (Verheyden-Hilliard 1978, 28). All of these critiques mirror, in up-to-date dress, the criticisms the Progressives made of traditional education. The only difference between the two periods, aside from government support for change, is that the utopia aimed at has moved from a “historically inevitable” planned economy to one creating for all citizens a unisex, androgynous, “truly human” personality. The pamphlet also illustrates the contemporary version of the conflict exposed in our earlier discussion of the ideology of progressive education: between emphasizing child-centered free play, which is good because it is free of the constraints of bourgeois society, and emphasizing the social reform “mission” of the educator, which promises direct success. The text shows that the dilemma is overcome by appealing to the tactical exigencies of the moment, which require that efforts at direct reform take precedence over encouraging free play. The role of states and localities in building competition curricula, and therefore in condoning or condemning textbooks according to ideological guidelines, has changed at least as much as the role of the federal government. In recent years the twenty-two states that have statewide textbook adoption policies have played a major role in structuring the entire textbook market, owing *to* the volume of sales they control. Critics have complained that the adoption states such as California and Texas play a disproportionate role in influencing publishers. California is estimated to buy 11 percent of all textbooks sold in the country (Kirp 1991, 24).

The consequence of such politicized textbook guidelines is seen in the following case, which describes the modification of an American history textbook written by Daniel J. Boors tin and Brooks M. Kelley in 1982 and revised in 1986.²⁰ The book itself was successful, but had not penetrated large urban markets, nor had it spread beyond the top levels of students in suburban communities. In addition to its intellectual difficulties, consultants hired by the publisher said that “racism, and elitism permeated the work” (O’Brien 1988, 11). A discussion of the hippies was criticized because it did not mention *any* valid points they might have had. This was rewritten (O’Brien 1988, 12). A mention of Malcolm X as a loser was criticized as racist and thus dropped. A discussion of the student movement was criticized with this comment: “Bias here is so extreme that kids won’t have any idea of what these movements were” (O’Brien 1988,

13). Finally, the publisher had various sections pertaining to slavery, the civil rights movement, and the athlete movement rewritten to suit the consultants (Santos, et, al. 2011).

Education and academic talent exploration are two most important ingredients of human life and these two have always been considered as important issues. In this article, I am going to discuss about the role of academic competitions in education as well as in student life. I begin with overview of education and Engaging talent exploration

CHAPTER THREE

METHODS AND MATERIALS

This chapter deals with the general research methodology. It presents the research design, research method, source of data, description of the study area, the populations, sampling techniques, instrumentations, Ethical consideration and methods of data collection and analysis.

3.1. Description of the study area

The study area is known as in Kembate Tembaro zone in Doyogena Woreda, it is found within the Ethiopia Sothern Nations, Nationalities, and peoples' Region. The woredas found in Kambata Tambaro zone. The zone was one of SNNPR; it is 185 km away from on capital cities of Hawassa and 310 km away from Addis Ababa. This zone has 21 high schools from them one selected woreda of three high schools, namely: Doyogena, Serara, and Amacho-wato high schools were the study conducting.

The zone is bordered on the south by Wolayita, on the south west by Dawuro, on the northwest by Hadiya, on the east by the Alaba Zone, and on the southeast by an exclave of the Hadiya zone. The administrative center is Durame; other important towns include Shinshicho. Other local landmarks include the three mountains of Ambaricho, Kataa, and Dato, and the hot springs at Motokoma. The longest river in the area is the Lagabora which in Kambata means the "river of Bora".

Based on the 2007 Census conducted by the CSA, this zone has a total population of 1,080,837 of whom 536,676 are men and 544,161 whom; with an area of 1,355.89square kilometers, Kembata Tembaro has a population density of 502.13, while 97,797 or 14.36% are urban inhabitant.

The main economy is crop production (such as wheat, teff, sorghum, barley, bean, coffee, and others) supplemented by livestock rearing (sheep and cattle). The main source of cash for the middle and better off are sale of crops, livestock and some others.

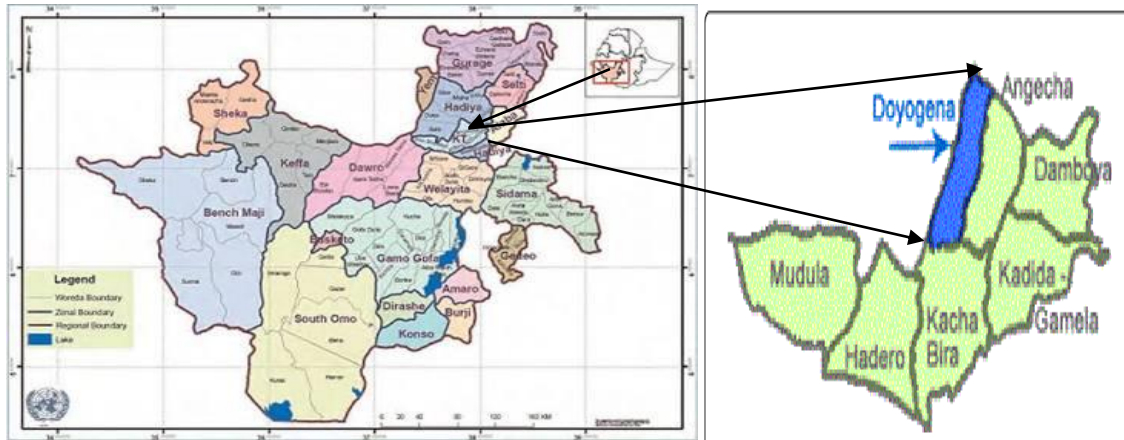


Fig 1, Map of Doyogena Woreda in Kembate Tamebaro zone in SNNPR, Ethiopia

3.2. Design of the study

The study was designed to investigate factors that affect the athlete's talent identification and development of secondary school students of kambatta Tambaro Zonedoyogena woreda and to suggest appropriate solutions to solve the problem. To this effect, the researcher was used the descriptive survey method which is strongly believe to be the most appropriate for addressing the intended purpose of this study.

In this study, both qualitative and quantitative methods were employee. As Creswell and Plano et.al (2007) indicated that mixed designs is more appropriate to simply collect and analyze both kinds of data. It involves the use of mixed approach so that the overall strength of the study is greater than either in qualitative or quantitative research.

Even though, some data obtained from interview and observation was also presents and analyze through counting and categorizing the factors that affect the development of youth volleyball sport project. As it is qualitative by nature, the data is collect through questionnaire was analyzed and interpret in frequency and percentage. A descriptive survey design was employed in this study. This is because the intention of the study is to assess the existing situation and to describe opinions that are the factors that affect the development of youth volleyball sport project. With regard to the use of descriptive survey research method have argued that this method is concerned with conditions that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. Thus, the method is preferred on the ground that the factors that affect the athlete's talent identification and development of secondary

school students of kambatta Tambaro Zone Doyogena woreda and to suggest appropriate solutions to solve the problem

3.3. Source of Data

The researcher was used both primary and secondary source data from physical education teacher, students and selected schools principals coaches and ammeter coaches to collecting primary sources. The primary data was collected through questionnaires, interview and observation and secondary source of data information was also collected from journals and web service.both published and unpublished materials like books,

3.4. The study population

Information was gain from the key respondents at physical education teachers and school principals from selected schools. These categories of people were assumed to have the potential to answer the questions. This study was cover three schools physical education teacher, students and school principals was selected from Doyogena woreda. Total numbers population of the studies are 9 school principals, 15 physical education teachers and 114 students and 12 amateur coaches respondents are select from the Kembata Tembaro zone Doyogena woreda by random sampling. Target sample population was selected for the research questions were 150.

3.5 Sampling Techniques and Sample Size

In order to select sample from the target population, the researcher adapted purposive sampling strategies for coaches ammeter coaches and school principals and random sampling techniques was employed as of selected three schools physical education and students was selected from Kambata Tambaro zone Doyogena woreda There was deep conviction that there is merit in using more than on instrument as they supplement each other to general credible data accordingly, the researcher were employing questionnaire, and interview analysis as taking requisite information from the respondents.

3.6.1. Questionnaire

Questionnaire was employed as a major instrument to collect data; it needs to prepare both close and open ended questions to collect relevant data from respondents. As the major data collecting instruments close ended and open ended questionnaire was employed for selected schools physical education teachers, students and school principals was selected from Doyogena woreda. Both types of questionnaires were developed to use in providing clear understanding to the knowledge of sample respondents related to the problems.

Even though it is very difficult to analyze the second set of questions, the researcher believes that it gives the respondents much freedom to suggest their subjective thought more appropriately than the first types of questions.

To satisfy the need for confidentiality, respondents are not asked to put their names on the questionnaires. Instead, they are kindly requested to indicate their sex, age, qualification and experience as far as the background characteristics are concerned.

3.6.2. Interview

Interviews were a type of survey questions that are delivering in a face to face means encountered by and interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to particular research topic (Kumar, 1999).

In this research the researcher was choose semi- structured interview for presumes that this method of interview would help the interviewee to address issues which would be far reaching the interviewer.

Accordingly, selected schools physical education teachers, students, coaches and school principals were selected from Doyogena woreda were participated in the interview.

3.6.3. Observation

In addition to the above instruments observation was employed to study the existing conditions using appropriately designed checklists. Observation session was used as it is a main supportive tool to gather information about the present status of players. The purpose of observation was to obtain and acquire information by observing the stores for the availability of materials and facilities on court and to observe its game on field of play. The data collected from the observation consists of detailed descriptions on availability of materials in offices stores, no contribution of other stakeholders, and administrators for volleyball. Narrative method of writing was used for the observation of materials in the offices and filed observation for the facilities and competitions.

3.7. Procedure of Data Collection.

For those respondents who are select to fill the questionnaires, the final copies were handed over in person. There is a need for additional explanation on how to respond and to get as many questionnaires as possible. Secondly, a face to face interview using a tape recorder was conducted in order not missing every simple idea of interviewees. Finally, the researcher was

interpreted all the collect data from questionnaires, interview, and observation check list and document analysis.

3.8. Methods of Data Analysis

In this study, both qualitative and quantitative analytical procedures were employed. Hence, frequently counts, percentage and descriptive statements were used to analysis items of the questionnaires.

First the data was gathered, checked and coded. Next it is classifying and tallies in the respective groups. Follow that, the data of each group will arrange and organize in tables and problem areas. Data obtaining from close and open ended questions was also used for interpreting using different descriptive statically techniques are employ on the basic questions state and on the nature of the data collected.

Appropriate data analysis procedures were employed based on the essence of every data. From different kinds of static tools, the researcher was used filling with computer SPSS Statistics version 20software into interprets in percentage, mean, standard deviation and charts for analyzing the questionnaire data. This is simply because of its simplicity in portraying questionnaire data. The challenges of qualitative research are to make sense of the massive amounts of raw data (Gala, 1981) as cited in Wondimu,(2009). Therefore, in order to prevent this potential problem, a systemic interpretive approach was utilized to carefully reduce the amount of data and subsequently to develop inductively the themes that would assist in understanding barriers athlete talent identification and development of primary and secondary school students of kambatta Tambaro Zone.

To this end description was made based on the results of the tables. The results that were obtained from the interviews were use for the purpose of strengthening the findings and supported the trust worthiness of the data analysis mode based on the questionnaire. With the help of questionnaires, interviews and document analysis was analyzed using words.

3.9. Ethical Issues and Code of Conduct

The study was deal with the ethical issues; it can protect the privacy of research participants and make guarantees and confidentiality in risk of harm as a result of their participation. Therefore, the study was conducted according to Jimma University rules, policies and codes relating to research ethics. The protocol was approved by the University guidelines, and verbal consent was

given and inform to the concerned bodies. Permission was obtained from the department of sport science. Then an informed verbal consent was received from each study subjects and anyone who was not be willing to take part in the study have full right to do so.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of the collected data. The data was collected regarding designed to investigate factors that affect the athlete's talent identification and development of secondary school students of Doyogena woreda in kambatta Tambaro Zone and to suggest the appropriate solutions to solve the problem. As indicated in the research methodology data were collected using questionnaire, interview and observation by used both qualitative and quantitative approaches of data collection. A total of 150 questionnaires were distributed to the total sample of respondents. From these 56 questionnaires were collected and the analyses of the distributed and returned questionnaire are depicted below.

The data gathered through questionnaires are analysis methods which have tabular representations for each of the close ended questions by using descriptive statistics of frequency, percentage, mean and standard deviations and brief explanation for the open ended questions

4.1. Socio–Demographic characteristics of the participants

This section presents and interprets the general characteristics of respondents of questionnaires by sex, age, coaching experience, coaching license and educational level. The questionnaire was prepared in a way that can help to collect the required information, identification and classification.

Table 1, Regarding to back ground of respondent students

№	Item	Alternatives	№ of Respondents students	
			Frequency	Percent
1	Sex	Male	69	60.53
		Female	45	39.47
2	Age	15 – 20	77	67.5
		21-25	23	20.2
		26-30	10	8.8
		> 31	4	3.5
3	Educational level	Grade 9	28	24.56
		Grade 10	28	24.56
		Grade 11	29	25.44
		Grade 12	29	25.44

(Source raw data 2013)

Based on the above table the participant student sex were 69(60.53%) of the participants were male and the remaining 45(39.47%) of the participants were female students. Regarding to the above table show that of the respondents was their age group; 77(67.5%) of the respondents were the age grouped between 15-20 years, 23(20.2%) of them were between 21-25, 10(8,8%) of them between 26-30 and the remaining 4(3.5%) of the respondents were at the age levels of above 31. This shows that majority respondent's students were in the age range of below 25 years.

The other background information of the sample respondents was their educational level. With this regard, 28(24.56%) of the sample participant from grade 9, 28(24.56%) of the sample respondents responded were at the grade 10, 29(25.44%) of them from grade 11 and the rest 29(25.44%) of the responded were at the grade 12 levels. So, their educational status indicates well. Because it is used to upgrading ones education level may directly be related to improve its performance in the field of sport.

Table 2, Regarding to back ground of respondent physical education teachers, coaches and school principals

№	Item	Alternatives	№ of Respondents	
			Frequency	Percent
1	Sex	Male	31	86.1
		Female	5	13.9
2	Age	25-30	10	27.8
		31-35	17	47.2
		36-40	6	16.7
		Above 41	3	8.3
3	Educational level	Grade 10 complete	-	-
		Grade 12 complete	1	2.8
		Certificate	1	2.8
		Diploma	4	11.1
		Degree	25	69.4
		Masters degree	5	13.9
4	Experience in teaching and coaching	1-2 years	-	-
		3-5 years	5	13.9
		6-8 years	12	33.3
		Above 8years	19	52.8

(Source raw data 2013)

Based on the above table the participant student sex were 31(86.1%) of the participants were male and the remaining 5(13.9%) of the participants were female students.

The second background information on the above table show that of the respondents was their age group; 10(27.8%) of the respondents were grouped below 25-30 years, 17(47.2%) of them were between 31-35 years,6 (16.75) Of them the age group between 36-40 years and the remaining 3(8.3%) of the respondents were at the age levels of above 41 years. This shows that majority respondent's were in the age range of between 25-35 years.

The third background information of the sample respondents was their educational level. With this regard, 1(2.8%) of the sample respondents responded were at the grade 12 complete,

1(2.8%) of the participant was certificate, 4(11.1%) of them diploma, 25(69.4%) of the participants were first degree holders and the remaining 5(13.9%) of the respondents were masters holders. So, their educational status indicates well. Because it is used to upgrading ones education level may directly be related to improve its performance in the field of sport.

The fourth background information of the sample of respondent physical education teachers, coaches and school principals of their length in teaching and coaching. With this regard, 5(13.9%) of the respondents replies that they play for 3-5 years, 12(33.3%) of them between 6-8 years and the remaining 19(15%) of the players were play above 8 years. This shows that most of them were good experience.

4.2. Analysis of participant's

Table 3, identification of talented student- athletes in the school done

№	Item	Alternatives	№ of Respondents students			
			F	%	M	SD
1	During inter school /department competition	Strongly agree	40	35.1	40	-
		Agree	53	46.5	53	-
		Disagree	10	8.8	10	-
		Strongly disagree	11	9.6	11	-
2	Externally during school competition	Strongly agree	31	27.3	35.5	6.36396
		Agree	49	42.9	51	2.82843
		Disagree	21	18.4	15.5	7.77817
		Strongly disagree	13	11.4	12	1.41421

(Source raw data 2013)

The results in table indicate on talent identification of student done 40 (35.1%) of the participants response implies were strongly agreed when the talent identification done during inter school competition, 53(46.5%) of them agreed it's done during inter school competition, 10(8.8%) disagree and the remaining 11(9.6%) were strongly disagree it was not done during inter school sport competitions. Regarding to talent identification is done extramural completion 31 (27.3%)(M = 35.5, SD = 6.36396) strongly agree, 49(42.9%) (M= 51, SD = 2.82843) agree and the rest 21(18.4%) (M= 15.5, SD = 7.77817) and 13(11.4%)(M= 12, SD = 1.41421) of the respondents respectively were view that identification was not done during extramural sport competitions. Additionally, the participant teachers and coaches' response based on talent identification they indicate that 10(27.8%) of them strongly agree they said during inter school competition, 14(38.9%) agree they said during inter school competition, 10(27.8%) of them disagree and the remaining 2(5.6%) of the participant teacher and coaches were strongly disagree. Regarding to the externally school competition 6(16.7%)(M= 8.5, SD = 3.53553) of the strongly agree, 21(58.5%)(M =18, SD = 4.24264) of the participants were agree, 6(16.7%)(M = 8, SD = 2.82843) the rest 3(8.3%)(M = 4.5, SD = 2.12132) of the respondents response replies strongly disagree. Most un-used mode of sport talent identification was through scientific methods of measuring and testing of physical, physiological, psychological and social attributes as well as technical abilities of the athletes.

The results indicate that identification of talented student-athletes in Kembatte Tambaro zone Doyogena woreda secondary schools is based on observations by the physical education teachers and coach. Identifying talented sports performers rely heavily on the eye of expert coaches and talent scouts. Additionally, the results of this study indicate that coach observation as a mode of talent identification of students was applied during inter schools competitions and not during external competitions. These results suggest that identification of talented student-athletes is limited to registered students, but not to scouting and recruiting potentially talented students from outside the school settings.

The results of this study also suggest that schools are yet to embrace use of scientific methods which involve testing of attributes associated with success in identifying talented student-athletes. Based on the results of respondents the researcher concluded that talent identification methods was not based on scientific way it can be involved by simple observation this one of barrier factors of students athletes in the schools.

Table 4, Regarding to what factors that hinder identification of talent students athletes

№	Item	Alternatives	№ of Respondents students			
			F	%	M	SD
3	Absence of sport talent identification programs	Strongly agree	46	40.4	39	7.54983
		Agree	34	29.8	45.33	10.01665
		Disagree	27	23.7	19.33	8.62168
		Strongly disagree	7	6.1	10.33	3.05505
4	Financial support by the school	Strongly agree	34	29.8	37.75	6.65207
		Agree	71	62.3	51.57	15.21786
		Disagree	8	7	16.5	9.03696
		Strongly disagree	1	0.9	8	5.29150
5	Absence of coaches with knowledge on talent identification	Strongly agree	19	16.7	34	10.17349
		Agree	81	71.1	57.6	18.56879
		Disagree	10	8.8	15.2	8.34865
		Strongly disagree	4	3.5	7.2	4.91935
6	Absence of necessary equipment to facilitate identification process	Strongly agree	65	57.1	39.17	15.58739
		Agree	35	30.7	53.83	18.999
		Disagree	11	9.6	14.5	7.66159
		Strongly disagree	3	2.6	6.5	4.7229

(Source raw data 2013)

To find out barrier factors that likely hindered identification of talented student-athletes, were asked questions on availability of talent identification structures and modalities, schools financial support, equipment, coaches knowledge on talent identification. From the results shown in table 4 students response indicates as follows 46(40.4%)(M= 39,SD = 7.54983) of the respondents strongly agreed, 34(29.8%)(M =45.33, SD = 10.01665) of them agree, 27(23.7%)(M =19.33,SD = 8.62168) of them disagree and the rest 7(6.1%)(M = 10,33,SD = 3.05505) of the participants strongly disagree.

The participant teachers and coaches' response also 'that 2(5.6%)(M = 6.33,SD = 4.50925) of the participants said that strongly agree, 5(13.9%)(M = 13.66,SD = 8.0829) of them agree, 19(52.8%)(M =11.6667,SD = 6.65833) and 10(27.8%)(M = 6.33, SD = 3.51188) of them respectively does not agree. This indicates most of the hindering barriers factor was absence of talent identification structures and modalities at the schools level. Another large proportion of the respondents also indicated that lack of necessary equipment to facilitate talent identification was a barriers factor to talent identification student's athlete response indicates as follows. 65(57.1%)(M= 39.1667, SD = 15.58739) and 35(30,7%) (M = 53.83, SD = 18. 99912) of the participant were agreed and 11(9.6%) (M = 14.5, SD = 7.66159) and 3(2.6%)(M = 6.5,SD =4.7229) respectively the participant were not agree.

Also the participant teachers and coaches response were as follows 9(25%)(M= 9.67,SD =5.27889) of them strongly agree, 18(50%) (M = 13, SD = 6.03324) of the participants were agree, 6(16.7%)(M = 9.5, SD = 4.88876) of them disagree and the remaining 3(8.3%)(M= 4.833,SD = 2.92689) of the participants strongly disagree. Similarly, most respondents also identified limited financial support by the schools that means 34(29.8)(M = 37.75,SD = 6.65207) and 71(62.3%)(M = 10.17349, SD = 15.21786) of them respectively agreed lack of financial support is the barriers factors that affect the talent identification of athlete students in the schools and 8(7%)(M =16.5,SD = 9.0369) and 1(0.9%)(M = 8, SD = 5.29150) respectively not agree and the teachers and coaches participants responses also indicate as follows 13(36.1)(M = 8, SD = 4.96655), 10(27.8%) (M= 12.75, SD = 6.84957) respectively they agreed they were lack of financial supports was the barrier factors that affect athlete students participation in the schools and the remaining 8(22.2%) (M= 10.75, SD = 5.7373), 5(13.9%)(M = 6,SD = 2.94392) of them they replies that they were lack of financial supports was not the barrier on factors that affect athlete students participation in the schools. Based on unavailability of knowledgeable coaches on talent identification 19(16.7%)(M = 34,SD = 10.17349) and 81(71.1%)(M = 57.6, SD = 18.56879) of the participant response respectively agreed the absence of coaches with knowledge on talent athlete students identification as other barriers factors that affecting athlete student in the schools and the rest 10(8.8%)(M = 15.2,SD = 8.34865) and 4(3,5%)(M= 7.2, SD =4.91935) of participants response indicates that they disagree the absence of knowledgeable coaches on talent identification was not the barrier factors that affects athlete students participation on the schools of study areas.

The study found that identification of talented student-athletes was hindered by unavailability of finance, sports departments cannot provide scholarships, purchase equipment and employ knowledgeable coaches. This implies that identification of talented student-athletes was limited. Lack of equipment for carrying out scientific tests leaves sport departments with no choice other than the use of the observations by the coach in identifying talented student-athletes. These results are in agreement with the findings of Gibbon et al. (2003) who note that lack of financial support is an obstacle to development of Olympians.

From these the researcher was concluded that the factors that barriers of athlete student's talent identification in the schools were absence of sport talent identification programs, lack of financial supports at the schools, absence of coaches knowledge and lack of necessary equipments to facilitate identification process were the main barrier factors that affect talent athlete students identification in the study areas.

Table 5, Regarding to equipment for talent identification and development

№	Item	Alternatives	№ of Respondents students			
			F	%	M	SD
7	Equipment for measuring physical, physiological, psychological, and social attributes as well as technical abilities of talented students	Strongly agree	17	14.9	36	19.51262
		Agree	75	65.8	56.86	19.09999
		Disagree	17	14.9	14.86	7.05759
		Strongly disagree	5	4.4	6.286	4.34796
8	Sufficient sport facilities	Strongly agree	9	7.9	32.63	18.0233
		Agree	33	28.9	53.88	19.59182
		Disagree	45	39.5	18.63	12.50071
		Strongly disagree	31	27.2	9.375	9.62048
9	Sport facilities that are easily accessible	Strongly agree	15	13.1	30.67	17.85357
		Agree	35	30.7	51.78	19.37639
		Disagree	50	43.9	22.11	15.68793
		Strongly disagree	14	12.3	9.89	9.13023
10	Sport facilities that are of the required standard	Strongly agree	17	14.9	29.3	17.37847
		Agree	33	28.9	49.9	19.20908
		Disagree	45	39.5	24.4	16.46680
		Strongly disagree	10	8.8	11	9.32153
11	Sport facilities that are suitable for quality training	Strongly agree	18	15.8	28.27	16.83503
		Agree	30	26.3	48.09	19.18570
		Disagree	45	39.5	26.27	16.81125
		Strongly disagree	21	18.42	11.91	9.32153
12	Sufficient sport equipment	Strongly agree	13	11.4	27	16.64605
		Agree	21	18.4	45.83	19.89442
		Disagree	57	50	28.83	18.31955
		Strongly disagree	23	20.2	12.83	9.44682

(Source raw data 2013)

Based on the participant response of table 5, the participants in this study were of the view that the school's equipments for talent identification and development of schools have equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of talented students 17(14.9%)(M = 36, SD = 16.51262) and 75(65.8%)(M = 58.86, SD = 19.09999) respectively agreed and the remaining 17(14.9%)(M = 14.86,SD = 7.05759) and 5(4.4%)(M= 6.286, SD = 4.34796) of the participants disagree sports facilities were not suitable for quality training and for school students athlete talent identification in the study area.

Additionally the teachers and coaches response indicates 4(11.1%)(M = 8.8571,SD = 5.27347) of them strongly agreed, 12(33.3%)(M= 12.8571, 5.52052) of the participant response replies that agreed my school schools have equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of talented students,15(41.7%)(M = 10. 2857, SD =4.92322) of them disagree and the rest 5(13.5%)(M = 4.8571,SD = 2.67261) of the participant were strongly disagree my schools have not equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of talented students athletes in their schools.

The next of the respondents indicated that their schools sufficient sport equipment 9(7.9%) (M = 32.63, SD = 18.0233) of the students respondents were strongly agree and 33(28.9%)(M = 53.88, SD = 19.59182) of them agree, 45(39.5%)(M = 18.63,SD = 1250071) of the students participants they said disagree and the remaining 31(27.2%) (M = 9.375, SD = 9.62048) of them strongly disagree their schools has not sufficient sport equipment for students athletes talent identification in their schools. From the response of teachers and coaches response indicates 2(5.6%)(M = 8, SD = 5.45108) of them strongly agree, 8(22.2%)(M = 12.25, SD = 5.39179) of the respondents were agree there school have sufficient sport facilities to talent athlete identification in the school students, 19(52.8%)(M = 11.375, SD = 5.50162) of the participants were disagree and the rest 7(19.4)(M= 5.125, SD = 2.58775) of the participant strongly disagree there school have not sufficient sport facilities to talent athlete identification in the school students. The researchers concluded based of the participants response indicate that majority there school have not sufficient sport facilities to talent athlete identification and it is the barrier factors in the school students.

According to the participants students, physical education teachers and coaches respondents 17(14.9%)(M = 29.3, SD = 17.37847) of the participants were strongly agree, 33(28.9%) (M=

49.9, SD = 19.20908) of them agree, 45(39.5%)(M= 24.4, SD = 16.46680) were disagree and the rest 10(8.8%) (M =11, SD = 9.29755) of them strongly disagree and teachers and coaches response indicates 3(8.3%) (M = 6.8,SD = 5.45283) were strongly agree, 5(13.9%)(M= 10.9,SD = 5.54677) of them agree, 20(55.6%)(M= 13.5, SD = 6.67083) of the participant response replies that disagree and the remaining 8(22.2%)(M = 5.4,SD = 2.45855) of the them strongly disagree. The participants who indicated that the available facilities were not of the required standards those who indicated that the schools did not have equipment for carrying out talent athlete identification and another proportion who indicated that there were inadequate sport facilities in their schools. However, majority of the respondents indicated that the available facilities were not easily accessible to talent athlete identification in their school. So, this is one the barrier factors that affect the talent athlete identification in the study areas.

These results imply that facilities and equipment provided by the school were accessible but inadequate, below the required standards and are not suitable for quality talent athlete identification and training. Studies show that poor training facilities may influence the athlete's decision to drop out from sport. Additionally, other sources cited in this study indicate that lack of facilities or access to facilities and equipment is a limiting or barrier factor to sports development (Rogers, 2005). Previous studies discussed in the literature review indicate that provision of adequate and availability of quality facilities and equipment for talent athlete identification and training enhance athletes development (Williams et al., 2004)

Table 6, Regarding to coaches for talent identification and development

№	Item	Alternatives	№ of Respondents students			
			F	%	M	SD
13	Employed adequate number of sport coaches	Strongly agree	4	3.5	25.23	17.16660
		Agree	20	17.5	43.85	20.35046
		Disagree	25	65.8	32.38	21.71612
		Strongly disagree	15	13.2	13	9.06458
14	Coaches or physical education teachers with knowledge of programming for training and competition	Strongly agree	23	20.2	25.07	16.50391
		Agree	34	29.8	43.14	19.72838
		Disagree	42	36.8	33.07	21.02184
		Strongly disagree	15	13.2	13.14	8.72536
15	Coaches who plan and structure the practice	Strongly agree	26	22.8	25.13	15.90537
		Agree	31	27.2	42.33	19.26754
		Disagree	45	39.5	33.87	20.48995
		Strongly disagree	14	12.3	13.2	8.41088
16	Coaches who plan training to incorporate a wide Varsity of useful skills and attribute i.e techniques, tactical physical, mental and decision making skills	Strongly agree	13	11.4	24.38	15.66256
		Agree	39	34.2	42.12	18.63286
		Disagree	45	39.5	34.56	19.98989
		Strongly disagree	17	14.9	13.43	8.18102

(Source raw data 2013)

From the results in table 6, based on coaches for talent identification and development in their schools employed adequate number of sport coaches 4(3.5%)(M = 25.23,SD 17.16667) students respondent were strongly agree, 20(17.5%) (M = 43.8, SD = 20.35046) of them agree, 75(65.8%)(M = 32.38,SD = 21.71612)of the participant students were disagree and the remaining 15(13.2%)(M= 13,SD 9.06458) of the participant response indicates based on employed adequate number of sport coaches they were strongly disagree. It is evident in terms of the respondents indicated that their coaches did not have knowledge of measuring physical, physiological, psychological, social as well as technical abilities.

Based on coaches or physical education teachers with knowledge of programming for training and competition 23(20.2%)(M = 25.07, SD = 16.50391) of the students participant were

strongly agree, 34(29.8%)($M = 43.14, SD = 19.72838$) of the participant students were agree, 42(36.8%)($M = 33.07, SD = 21.02184$) of the students participant response were disagree, and the rest 15(13.2%)($M = 13.14, SD = 8.72536$) of them strongly disagree and the participant teachers and coaches response indicates 2(5.6%)($M = 5.5385, SD = 5.30119$) of them strongly agree, 10(27.8%)($M = 10, SD = 5.30723$) of the participates agree, 17(47.2%)($M = 15.1538$) of them disagree and the remaining 7(19.4%) of the participants response indicates strongly disagree. Apart from that, the respondents pointed out that their coaches were not knowledgeable on programming for training and competition.

In above table based on the coaches who plan and structure the practice the participants students response indicated that 26(22.8%)($M = 25.133, SD = 15.90537$) of them strongly agree 31(27.2%)($M = 42.33, SD = 19.26754$) of the participant were agree, 45(39.5%) ($M = 33.87, SD = 20.48995$) of them replies disagree and the rest 14(12.3%)($M = 13.2, SD = 8.41088$) of the participant respondents were strongly disagree. From the respondents pointed out the researcher concluded that their coaches did not plan training to incorporate a wide variety of useful skills and attributes. This is lack of good plan for training or practice was one of barrier factors that affect talent athlete identification in the schools of study areas.

Based on coaches plan training to incorporate a wide variety of useful skills and attribute i.e. techniques, tactical physical, mental and decision making skills student's respondents indicates as follows. 13(11.4%)($M = 24.3, SD = 15.662559$) of them strongly agree, 39(34.2%)($M = 42.12, SD = 18.63286$) were agree, 45(39.5%)($M = 34.56, SD = 19.98989$) of them disagree and the remaining 17(14.9%)($M = 13.4, SD = 8.18108$) of the participants response indicates strongly disagree. The majority of students response indicated that their physical education teachers and coaches did not have fundamental skills required for talent athlete identification and development in their schools and that they haven't employed adequate number of coaches. So, lack of physical education teachers and coach's fundamental skills required for talent athlete identification and development in their schools were one of the barrier factors that affect talent athlete identification in secondary schools of Doyogene woreda in Kemebatte Tambaro zone.

These results suggest that most of schools physical education teachers and coaches have limited knowledge of carrying out scientific test of the student-athletes abilities, technical and tactical knowledge of the sport that they coach and do not plan training to incorporate a wide variety of

useful skills and attributes. Additionally, these findings suggest that most of the available coaches are not knowledgeable on programming for training and competition do not have fundamental skills required for talent athlete identification and development and that the schools do not have adequate number of coaches. Without adequate number of qualified coaches, talent athlete identification programs were not providing quality instructions that are required to guide talented student-athletes to elite level. Rogers (2005) emphasizes that a highly knowledgeable coach creates a training environment that generates success for athletes, but a coach who has poor technical or theoretical knowledge, lacks experience and is unable to direct a comprehensive training program cannot assist his/her athletes to reach his or her potential.

Table 7, Regarding to competition for talent development

№	Item	Alternatives	№ of Respondents students			
			F	%	M	SD
17	Your schools provides opportunities for you to participate in structured competition within the schools	Strongly agree	15	13.2	23.82	15.33475
		Agree	30	26.3	41.41	18.27929
		Disagree	43	37.7	35.06	19.46301
		Strongly disagree	26	22.8	14.18	8.48701
18	Your schools provides opportunities for me to participate in structured competitions at different levels outside the schools	Strongly agree	10	8.8	23.06	15.22951
		Agree	17	14.9	40.06	18.64363
		Disagree	55	48.2	36.17	19.45810
		Strongly disagree	32	28.1	14.18	9.24344

(Source raw data 2013)

In the above table students participant response indicated that 15(13.2%)(M = 23.82,SD = 15.33475) of the respondents were strongly agree and 30(26.3%)(M= 41.41, SD = 18.64363) of them they were agree competition for talent athlete identification in their schools was provides opportunities for there to participate in structured competition within the schools and the rest 43(37.7%) (M= 35.06, SD = 19.46301) of the respondents were disagree and 26(22.8%)(M= 14.18, SD = 8.48701) of them they were strongly disagree competition for talent athlete identification in their schools was not provides opportunities for there to participate in structured competition within the schools. From this the researcher concluded that lack of inter competition

in the schools was one of the barrier factors that affects talent athlete identification in the secondary schools of Doyogena woreda.

Whereas a researcher asked how often competition for talent athlete identification in their schools was provides opportunities for me to participate in structured competitions at different levels outside the schools. For this question all the participants students they said 10(8.8%)(M= 23.06, SD = 15.22951)and 17(14.9%) (M= 40.06, SD = 18.64363) participant response implies strongly agree and agreed respectively and the remaining 55(48,2%)(M = 36.17,SD = 19.45810) and 32(28.1%)(M = 15.17,SD = 9.24344) of them respectively disagree and strongly disagreed. Based on the responses of majority students the researcher concluded that talent athlete identification in the secondary schools of was affected by lack of participation in outside competition. So this is also one of the biggest problems on the talent athlete identification in Doyogena woreda secondary schools.

Table 8, Regarding to time availability

№	Item	Alternatives	№ of Respondents students			
			F	%	M	SD
19	Your schools academic program provides time for regular and frequent practice and training	Strongly agree	15	13.2	23.82	15.33475
		Agree	30	26.3	41.41	18.27929
		Disagree	43	37.7	35.06	19.46301
		Strongly disagree	26	22.8	14.18	8.48701

(Source raw data 2013)

The respondents were asked the question “ time for practice and training in their schools academic program provides time for regular and frequent practice and training?” accordingly, as student response indicated from above table 15(13.2%)(M = 23.82, SD = 15.33475) of them were strongly agree, 30(26.3%)(M = 41.41,SD = 18.27929) of the respondents they were agree, 43(37.7%)(M = 35.06,SD = 19.46301) they said that disagree and the remaining 26(22.8%)(M = 14.18, SD = 8.48701) and 3(M= 3)of the participants were strongly disagree in their was not schools academic program provides time for regular and frequent practice and training. Additionally, the physical education teachers and coaches were asked time for practice and training the school’s academic calendar provide time for regular and frequent practice

6(16.7%)(M= 4.9474, SD = 4.56403) and 7(19.4%)(M = 10, 4.58258) of them respectively strongly agree and agree that they have time for practice and training the school's academic calendar provide time for regular and frequent practice and the remaining 15(41.7%)(M = 14.8421,SD = 5.81438) and 9(25%)(M =6.5789,SD = 2.71448) of the teachers and coaches response indicated that they were respectively disagreed and strongly disagreed the school's academic calendar cannot provide time for regular and frequent practice. Rodgers (2005) emphasizes that athletes require adequate time away from school to train; the athletes may spend three hours a day in a serious training in seven days for individual level of performance will be severely constrained if sufficient time is not invested in high quality training (Durand & Salmela, 2001). From this the researcher concluded that lack of time availability in the school was one of the barriers factors that affect talent athlete identification of secondary school students in Doyogena woreda.

Table 9, Regarding to motivators to participation in sport

№	Item	Alternatives	№ of Respondents students			
			F	%	M	SD
20	Encouragement from coaches and others students	Strongly agree	10	8.8	23.06	15.22951
		Agree	17	14.9	40.06	18.64363
		Disagree	55	48.2	36.1	19.45810
		Strongly disagree	32	28.1	15.1	9.24344
21	For fitness	Strongly agree	7	6.1	22.21	15.2518
		Agree	37	32.5	39.89	18.64363
		Disagree	43	37.7	36.59	19.45810
		Strongly disagree	27	23.7	15.79	9.24344
22	Availability of sport equipments and facilities	Strongly agree	24	21.1	22.3	14.85048
		Agree	40	35.1	39.9	17.64832
		Disagree	31	27.2	36.25	18.50995
		Strongly disagree	19	16.7	15.95	9.16214
23	Trips	Strongly agree	44	38.6	23.33	15.22936
		Agree	29	25.4	39.38	17.36513
		Disagree	30	26.3	36.09	18.05521
		Strongly disagree	11	9.6	15.71	8.99524
24	Competitive outlet	Strongly agree	37	32.5	23.95	15.14526
		Agree	65	57	40.55	17.80510
		Disagree	8	7	34.82	18.61038
		Strongly disagree	4	3.5	15.18	9.12681
25	Desire to improve skills	Strongly agree	45	39.5	24.87	15.43404
		Agree	35	30.7	40.30	17.43412
		Disagree	24	21.1	34.35	18.32189
		Strongly disagree	10	8.7	14.96	8.9822

(Source raw data 2013)

According to the above table answer for the question motivators to participation in athlete sport and what motivate you to participate for the first items students response indicated that 24(21.1%)(M= 22.3,SD = 14.85048) of the respondents strongly agree they were

encouragement from coaches and others students, 40(35/1%)(M= 39.9, SD = 17.64832) of the participant student respondents they were agree motivate to athlete sports in their schools, 31(27.2%)(M= 36.25, SD = 18.50995) of the respondent students they said that disagree and 19(16.7%)(M= 15.95, SD = 9.16214) of the respondents said that strongly disagree they did not motivators to participation in athlete sport. This show that there is a lack of motivator was one barrier factors that affect talented athlete identification. Based on the participants' responses the researcher concluded that the majority of the respondents' indicated that lack of motivator in athlete sport is barrier factors that have a big influence on talent athlete identification in secondary schools of Kamebatta Tamebaro zone Doyogena woreda.

The second items in the above table shows that 44(38.6%)(M= 23.33,SD = 15.22936) and 29(25.4%)(M = 39.38, SD = 17.36513) of the respondents respectively were strongly agree and agree they motivated for fitness, 30(26.3%) (M= 36.09, SD = 18.05521) of them were disagree and the remaining 11(9.6%) (M = 15.71, SD = 8.99524) of the participants response indicates strongly disagree. From the responses of the participants the researcher conclude that majority of the respondents indicate that they perform motivated for fitness this indicates lack of motivation from teachers, coaches and school principal is one of the barrier factors that influencing obstacles to become talent athlete in the study areas.

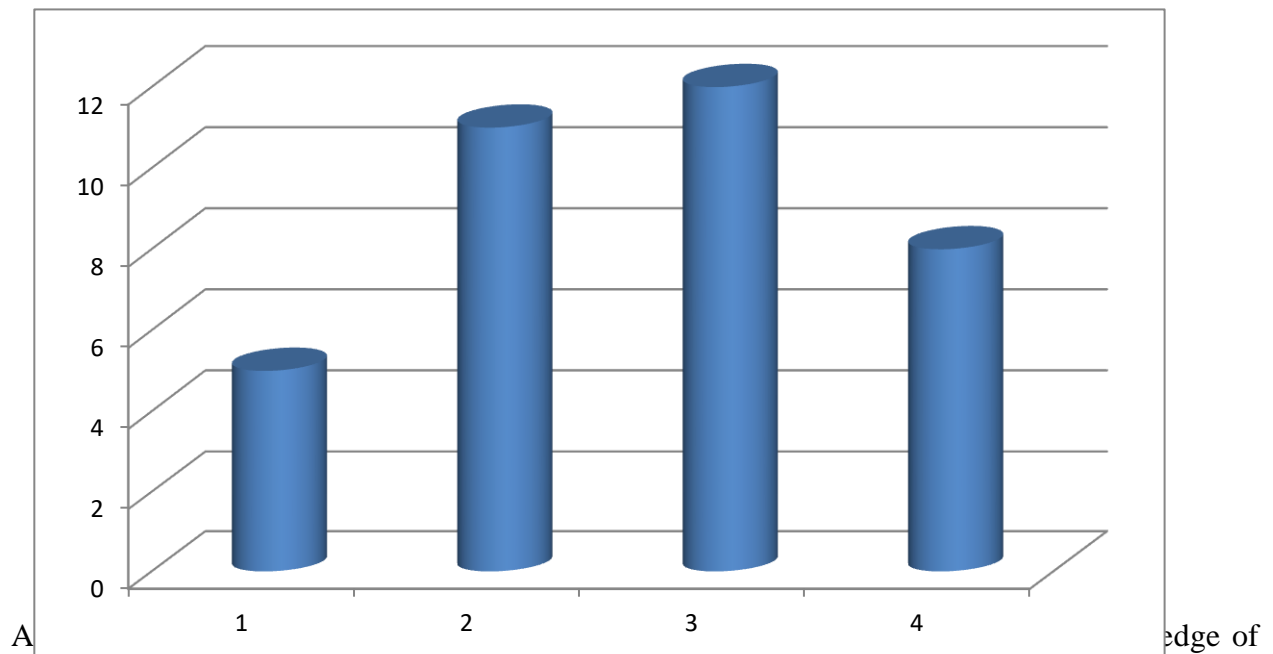
The third items in the above table show that the influence of availability of sport equipments and facilities 37(32.5%)(M = 23.95, SD = 15.14526) of the respondents said that strongly agree, 65 (57%)(M= 40.55, SD = 17.80510) of the respondents they said that agree the availability of sport equipments and facilities is influence the motivation towards talent athlete identification of students in the schools, 8(7%)(M= 34.82,SD = 1861038) of the respondent were disagree and the remaining 4(3.5%)(M= 11.18, SD = 9.12681) of the respondents said that strongly disagree. Based on the participant responses a researcher concludes that influence of availability of sport equipments and facilities is one of the barriers factors that affect the talent athlete identification in secondary schools of Doyogena woreda.

The results of this study reveal that student-athletes in Kembatta Tambaro zone Doyogana woreda was motivated to join the schools teams by allowances, availability of competitive outlets, sport facilities and equipment, encouragement from coaches and friends, trips to different places, desire to gain fitness and improve their skills. These findings are consistent with those of Fauzee et al. (2009) who noted that coaches, friends, rewards and environmental influence such

as facilities and equipment play important role in motivation during training and competitions. These findings further support those of Holt and Dunn's (2004) which indicated that elite youth football players were motivated to play football by the love of the game and the desire to succeed and the findings of Gibbon et al. (2003) who found that competitive opportunities were significant motives for participation in athlete sports. The results of this study showed that motives such as allowances and competitive outlets were the highest motivators to joining the schools teams. Highest proportion of respondents indicated that awarding of sport scholarship was not a motivating factor, a pointer to the fact that probably most of the schools did not have the talent athlete scholarship schemes.

4.3. Analysis of participant physical education teachers, principals and coaches

Chart 1, fundamental skill



programming for training and competition. 5(13.9%) (M = 5.5, SD = 5.09525) of the respondents said that strongly agree, 11(30.6%) (M = 10.0714, SD =5.10602) of the respondents said that agree their school have physical education teachers and coach has knowledge of programming for training and competition, 12(33.3%)(M =14.9286, SD = 6.63863) of the respondent response indicate that disagree and the remaining 8(22.2%) (M =5.9286, SD =2.26900) of the respondents said that strongly disagree there have not school physical education teachers and coach has knowledge of programming for training and competition. So, based on the above idea the

researcher conclude that the majority of the respondents' responses indicate that lack of school physical education teachers and coach has knowledge of programming for training and competition is one of the barriers factors that affect talent athlete identification in the secondary school students in the study area.

Table 10, Regarding to technical and tactical knowledge of coaches and PE teachers

№	Item	Alternatives	№ of Respondents			
			F	%	M	SD
1	Physical education teachers and coach has knowledge for measuring physical, physiological, psychological and social attributes as well as technical abilities	Strongly agree	1	2.8	5.2	5.0455
		Agree	8	22.2	9.933	4.9493
		Disagree	15	41.7	14.93	6.3972
		Strongly disagree	12	33.3	6.333	2.6904
2	Physical education teachers and coach plan training to incorporate a wide variety of useful skills and attribute i.e techniques, tactical, physical, mental and decision making skills competition for talent development	Strongly agree	4	11.1	5.125	4.8837
		Agree	10	27.8	9.938	4.7825
		Disagree	13	36.1	14.81	6.1991
		Strongly disagree	9	25	6.5	2.6833
3	Students participate in school co-curricular activities	Strongly agree	6	16.7	7.132	2.633
		Agree	8	22.2	5.33	2.302
		Disagree	13	36.1	12.3	5.3333
		Strongly disagree	9	25	7.522	3.572
4	Student's participation in co-curricular activities affect talent identification and development	Strongly agree	14	38.9	15.33	4.523
		Agree	8	22.2	4.023	5.9034
		Disagree	10	27.8	8.152	2.4618
		Strongly disagree	4	11.1	3.713	6.3125

(Source raw data 2013)

From the results in table 10, it is evident in terms 1(2.8%)(M= 5.2, SD = 5.0455) of the respondents strongly agree, 8(22.2%)(M = 9.9333,SD = 4.9493) of them agree of the respondents indicated that their coaches have knowledge of measuring physical, physiological, psychological, social as well as technical abilities, 15(41.7%)(M = 14.9333, SD = 6.3972) of them disagree and the remaining 12(33.3%)(M= 6.3333,SD = 2.6904) of them strongly disagree

of the respondents indicated that their coaches did not have knowledge of measuring physical, physiological, psychological, social as well as technical abilities. Additionally, the respondents pointed out that their coaches did not plan training to incorporate a wide variety of useful skills and attributes.

These results suggest that most of schools coaches have limited knowledge of carrying out scientific test of the student-athletes abilities, technical and tactical knowledge of the sport that they coach and do not plan training to incorporate a wide variety of useful skills and attributes. Additionally, these findings suggest that most of the available coaches are not knowledgeable on programming for training and competition do not have fundamental skills required for sport talent identification and development and that the schools do not have adequate number of coaches. Without adequate number of qualified coaches, schools sport programs will not provide quality instructions that are required to guide talented student-athletes to elite level. Rogers (2005) emphasizes that a highly knowledgeable coach creates a training environment that generates success for athletes, but a coach who has poor technical or theoretical knowledge, lacks experience and is unable to direct a comprehensive training program cannot assist his/her athletes to reach his or her potential.

The third items in the above table show that the Students participate in school co-curricular activities 6(16.7%)(M = 7.132, SD = 2.633) of the respondents said that strongly agree, 8(22.2%)(M= 5.33, SD = 2.351) of the respondents they said that agree Students participate in school co-curricular activities affects talent athlete identification of students in the schools, 13(36.1%)(M= 12.3,SD = 5.333) of the respondent were disagree and the remaining 9(25%)(M= 7.522, SD = 3.572) of the respondents said that strongly disagree. Based on the participant responses a researcher concludes that students participate in school co-curricular activities was one of the barriers factors that affect the talent athlete identification in secondary schools of Doygena woreda.

Regarding to talent identification is done student's participation in co-curricular activities affect talent identification and development 14(38.9%) of the participant respondents were strongly agree, 8(22.2%) of the participant response replies that agree and the rest 10(27.8%) and 4(11.1%) of the respondents respectively were view that student's participation in co-curricular activities cannot affect talent identification and development. Based on the response of the participants the researcher concluded that student's participation in co-curricular activities affect

talent identification and development was one of the influencing factors of talent identification in the study area.

4.4. Analyses obtained through interview

Interview questions for some selected coaches, physical education teachers and school principals

Do you believe that each member of the sport department officials has a full awareness about scientific talent identification?

I interview some selected coaches, physical education teachers and school principals

almost all respondents responses is similar I organize the following " When we see the talent athlete identification in this woreda as the secondary school students talent athlete identification the physical education department teachers and the coaches were they have not awareness about scientific methods of talent athlete identification in their schools. This lack of awareness in identification is one of the barrier factors that affect talent athlete identification in the schools

Do talent identification and development will be practiced in selected secondary schools?

The participant respondents for the interviewed open questions they said that no talent identification and development was practiced in the schools. Why because most talent identification methods were not employed in the scientific methods and principles of training it is simply selected by physical education teachers and coaches physical observation. That method of selection is not effective to identify best athletes' from the study areas.

Whether the talent athlete identification is implement by scientific criteria or not?

"There is many problems affect to be the talent athlete identification is implement by scientific criteria were poor participation in sport activities, lack of available faculties in their schools, lack of motivation by the physical education teachers, coaches and school principals to support the athlete, lack of specific knowledge for sport coaching are some of the problem. In this case the identification methods they cannot implement by scientific criteria.

What are challenges faced during talent identification?

Majorities of the respondents answer were large proportion of games tutors indicated that identification of talented student-athletes was challenged by limited financial support, lack of

scholarships for talented potential student- athletes, talent identification structures and modalities and necessary equipment to facilitate talent identification.

What must be done to promote the quality of talent athlete identification in Doyogena woreda selected schools?

Almost all the participants answered to promote the quality of talent athlete identification to reduce or minimize the barrier factors that affect talent athlete identification in Doyogena woreda secondary schools. They should develop adequate and quality sport facilities and avail the required equipment for quality practice and effective talent development. The schools should review their staffing levels for sports departments with a view to employ adequate number of suitably trained coaches to facilitate identification and development of talented student-athletes. There schools should develop coach education programmes to provide coaches with opportunities to upgrade their theoretical, conceptual, technical and tactical knowledge of the sports that they coach.

4.5. Description of Observation

As the researcher was mentioned under observation data collection instrument, I visited, The researcher tried to assess that materials (facilities) and courts in the schools are low, and less number of materials as compare the expecting training and talent athlete identification, this makes that the number of participation in to become low. Thus these, in adequacy of materials have an impact on the talent athlete identification in the schools. To this end, "inadequate facilities, insufficient training, shortage of materials ail indicate the low development of athletes." So, the schools administrative and concerned bodies in Kambatta Tambaro zone Doyogena woreda has give attention to fulfill availabilities of materials and facilities in the schools store to organize different competition in the study areas.

Well trained coaches and physical education teachers in the appointed schools as the researcher observed has very poor remarks because there are no well trained coaches in talented athlete identification at the schools as well as those who served as in the woreda.

For future to develop talent athlete identification in sport growth and their participation all concerned bodies should be taken by governments and NGO to provide accessible recreational and sports facilities and established and strengthen other sensitive programs for both sex of all ages in between schools, villages and community institutions to support the advancement of

talent athlete identification and to minimize barrier factors that affects talent athlete identification in all area of zones and Doyogena woreda secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with an overview of the purpose and procedures of the study, major findings, conclusions and recommendations forwarded.

5.1. Summary

The research was conducted to investigate factors that affect the athlete's talent identification and development of secondary school students in Kambatta Tamebaro zone Doyogena woreda and to indicate possible solutions. There for the researcher was investigate to answer the following basic research question.

- To what extent students participate in school co-curricular activities in selected secondary schools of Doyogena woreda?
- Do talent identification and development will be practiced in selected secondary schools of Doyogena woreda?
- To what extent student's participation in co-curricular activities affect talent identification and development in Doyogena woreda?

Similarly, In order to achieve intended objectives the procedures that followed are relevant literatures were reviewed, both primary and secondary sources of data were used for the study. Secondary data were obtained through analysis of documents. Primary data was gained from the key respondents at students, physical education teachers, school principals and coaches questioners were prepared and distributed to the sample respondents, interview and observations were made and those collected data were interpreted and analyzed. A total of 150 respondents; that was 12 coaches, 15 physical education teachers, 9 school principals and 114 students from three selected schools of Doyogena woreda were participated as respondents in this study. A descriptive survey research design was employed with the assumption that it was help to investigating factors that affect the athlete's talent identification and development of secondary school students in Doyogena woreda Kamebatta Tamebaro zone SNNPR, Ethiopia.

The study were employed both quantitative and qualitative research approach and it was conducted in obtained the information from the questionnaires were analyzed and interpreted by using percentage, frequency, mean, standard deviation, chart and descriptive statements. Whereas, the data gathered through observations and interview were analyzed by descriptive

statements to strengthen the conclusion that obtained from questionnaires and then based on the data analysis the following major findings were obtained:-

- Majority of respondents indicate that talent athlete identification in the secondary schools was mostly based on the observation of the coaches and physical education teachers during intramural competitions and extramural competitions only.
- Lack of adequate time calendar for competition at the schools
- Majorities of the respondents answer were large proportion of games indicated that identification of talented student-athletes was challenged by limited financial support, lack of scholarships for talented potential student- athletes, talent identification structures and modalities and necessary equipment to facilitate talent identification.
- Most of the respondents reported that secondary schools had inadequate sport equipment and facilities for training and the available sport facilities were not suitable for quality training and below the required standards.
- The physical education department teachers and the coaches were they have not awareness about scientific methods of talent athlete identification in their schools. This lack of awareness in identification is one of the barrier factors that affect talent athlete identification in the schools

5.2. Conclusions

Based on the results of the study, the researcher has found the following major problems. These are:-

- Identification of talented student-athletes in secondary schools of Doyogena woreda was based on the observation of the coaches and this is done during intramural competitions.
- Schools in Doyogene woreda do not apply scientific tests in measuring physiological, psychological, social and technical abilities when identifying talented student-athletes.
- Identification of talented student-athletes in the secondary schools was challenged by limited financial support, lack of scholarships for talented potential student- athletes, absence of talent identification programs, lack of necessary equipment to facilitate the process and unavailability of knowledgeable coaches on talent identification.
- The schools have not provided adequate sport equipment for student-athletes practice and training.

- The secondary schools of the woreda have inadequate sport facilities that are not well maintained.
- They have inadequate number of coaches and the available coaches have limited technical and tactical knowledge of the sport discipline that they instruct.
- Student-athletes in the schools are motivated to participate in sport by allowances, availability of competitive outlets, rewards, availability of sport facilities, desire to improve their performance, gain fitness and trips to different places.
- The physical education department teachers and the coaches were they have not awareness about scientific methods of talent athlete identification in their schools. This lack of awareness in identification is one of the barrier factors that affect talent athlete identification in the schools

5.3. Recommendations

Based on the findings of the study, the following are the possible recommendation followed:-

- There schools should supplement their internal talent identification mechanisms with identification of talented athletes from external institutions. This can be achieved by creating a talent identification program which involves scouting for talent during secondary school competitions and facilitate them to join the with governments and non government by providing them with scholarships.
- They should include scientific methods of measuring physical, physiological, psychological and social attributes of athletes in identifying athletes with potential of becoming elite. This will help avoid poor judgment of student-athletes potential.
- Government should support exposure of student-athletes to high level competitions both locally and internationally so as to enhance their talent athlete development in the schools and it reduces the barrier factors of talent identification in the secondary schools.
- The schools should develop adequate and quality sport facilities and avail the required equipment for quality practice and effective talent athlete development.
- They should review their staffing levels for physical education departments with a view to employ adequate number of suitably trained coaches to facilitate identification and development of talented athlete students.

- There is need for schools to set aside time for sport participation in their academic calendars. This will provide adequate time for sustained regular and quality training and practice hence, assist in development of talented student-athletes to elite level.

- For future to develop talent athlete identification in sport growth and their participation all concerned bodies should be taken by governments and NGO to provide accessible recreational and sports facilities and established and strengthen other sensitive programs for both sex of all ages in between schools, villages and community institutions to support the advancement of talent athlete identification and to minimize barrier factors that affects talent athlete identification in all area of zones and Doyogena woreda secondary schools

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APPENDIX – A
JIMMA UNIVERSITY
SPORT ACADEMY DEPARTMENT OF
SPORT SCIENCE

A Questionnaire to be filled by students

Dear respondents! The main purpose of this questionnaire is to investigating barriers factors that affect the athlete’s talent identification and development of secondary school students of Doyogen woreda in kambata Tambaro Zone. So your sincere cooperation in responding to each question is highly important

- Writing your name is not required
- Individual data will be kept confidential

Thank you for your cooperation!

Instruction I

Some profiles about coaches are indicated below. Please, select the appropriate answer from the alternatives given and fill the box by putting(x) where necessary.

- 1) Name of the school _____
- 2) Sex Male Female
- 3) Age 15-20 21-25 26-30 above 31
- 4) Educational Level Grade 9th Grade10th Grade11th Grade12h Complete

SECTION- B

This section will ask you questions on sport talent identification and development.

Instruction: indicate whether you agree or disagree with each statement by putting (X) mark where applicable using the following code:

- A. = strongly agree (SA) C. Disagree (DA)
- B. = Agree (A) D. strongly disagree (SDA)

I. Identification of talented student-athletes in you schools is done...		SA	A	DA	SDA
1	During Inter- schools/ department competitions				
2	Externally during village/ secondary schools competitions				
II. What are the factors that hinder identification of talented student-athletes?					
3	Absence of sport talent identification programs.				
4	Financial support by the schools				
5	Absence of coaches with knowledge on talent identification				
6	Absence of necessary equipment to facilitate identification process				
III. Equipment for talent identification and development. Of your schools has.....					
7	Equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of talented students				
8	Sufficient sport facilities				
9	Sport facilities that are easily accessible.				
10	Sports facilities that are of the required standard.				
11	Sport facilities that are suitable for quality training				
12	Sufficient sport equipment.				
IV. Coaches for talent identification and development in your schools has.....					
13	Employed adequate number of sport coaches.				
14	Coaches or physical education teachers with knowledge of programming for training and competition.				
15	Coaches who plan and structure the practice				
16	Coaches who plan training to incorporate a wide variety of useful skills and attribute i.e techniques, tactical physical, mental and decision making skills				
V. Competitions for talent development					
17	Your schools provides opportunities for you to participate in				

	structured competitions within the schools				
18	Your schools provides opportunities for me to participate in structured competitions at different levels outside the schools				
VI. Time for practice and training.					
19	Your schools academic program provides time for regular and frequent practice and training.				
VII. Motivators to participation in sports					
What motivate you to participate in sports					
20	Encouragement from coaches and others students.				
21	For fitness				
22	Availability of sports equipments and facilities				
23	Trips				
24	Competitive outlets				
25	Desire to improve skills				
26	Others (please list them).....				

APPENDIX - B
JIMMA UNIVERSITY
SPORT ACADEMY DEPARTMENT OF
SPORT SCIENCE

A Questionnaire to be filled by physical education teachers, schools principals and coaches

Dear respondents! The main purpose of this questionnaire is to investigating barriers factors that affect the athlete's talent identification and development of secondary school students of Doyogen woreda in kambata Tambaro Zone. So your sincere cooperation in responding to each question is highly important

- Writing your name is not required
- Individual data will be kept confidential

Thank you for your cooperation!

Instruction I

Some profiles about coaches are indicated below. Please, select the appropriate answer from the alternatives given and fill the box by putting(x) where necessary.

1) Name of the school _____

2) Sex Male Female

3) Age 25-30 31-35 36-40 above40

4) Educational Level

Degree in Sport Science Degree in others Diploma in Sport Science

Diploma in others MA in Sport Science MA in others Certificate in other

Grade10th Complete Grade12h Complete

5) Experience in coaching volleyball ----- others----- Total -----

SECTION- B

This section will ask you questions on sport talent identification and development.

Instruction: indicate whether you agree or disagree with each statement by putting (X) mark where applicable using the following code:

A. = strongly agree (SA)

C. Disagree (DA)

B. = Agree (A)

D. strongly disagree (SDA)

A. We identify talented student-athletes.....		SA	A	DA	SDA
1	During Inter- schools/department competitions				
2	Externally during village secondary schools competitions				
3	students participate in school co-curricular activities				
4	student's participation in co-curricular activities affect talent identification and development				
5	By Measurement of physical, physiological, psychological and social attributes as well as technical abilities.				
B. What are the factors that hinder identification of talented student athletes.....					
6	Absence of sport talent identification programs.				
7	Inadequate Financial support by the schools				
8	Absence of necessary equipment to carry out talent identification				
C. My schools.....					
8	Has equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of student-athletes.				
9	Has Sufficient sport facilities for training and practice				
10	Sport facilities are easily accessible				
11	Sports facilities are of the required standard.				
12	Sport facilities are suitable for quality training				
13	Has Sufficient sport equipment for training and practice				
D. My schools					
14	Physical education teachers and Coach has knowledge of programming for training and competition.				
15	Physical education teachers and Coach has fundamental skills required for sport talent identification and development				
16	Physical education teachers and Coach has knowledge for				

	measuring physical, physiological, psychological and social attributes as well as technical abilities.				
17	Physical education teachers and Coach plans training to incorporate a wide variety of useful skills and attribute i.e techniques, tactical physical, mental and decision making skills Competitions for talent development				
E. My schools provide opportunities for student-athletes to participate in structured competitions.....					
18	within the school				
19	At different levels outside the school				
F. Time for practice and training					
20	My school academic calendar provide time for regular and frequent practice				

APPENDIX - C
JIMMA UNIVERSITY
SPORT ACADEMY DEPARTMENT OF
SPORT SCIENCE

Interview questions

Interview questions prepared for some selected coaches, physical education teachers and school principals

1. Do you believe that each member of the sport department officials has a full awareness about scientific talent identification?
2. Do talent identification and development will be practiced in selected secondary schools?
3. Whether the talent identification is implement by scientific criteria or not?
4. What are challenges faced during talent identification?
5. What must be done to promote the quality of talent identification in Doyogena woreda selected schools?
6. How they apply talent identification in Doyogena woreda selected schools?

APPENDIX - D
JIMMA UNIVERSITY
SPORT ACADEMY DEPARTMENT OF
SPORT SCIENCE

Observation checklist

Name of the schools _____ Town _____

kebele _____ No. of Observed offices _____

No	Items	V. good	Good	Satisfactory	Unsatisfactory
1	The atmosphere of the practice sessions				
2	The coach demonstrates a sound knowledge of his or her sport				
3	The coach provides adequate explanation of the session				
4	The coach motivates his/her athlete.				
5	Athletes train interestedly				
6	Athletes are dressed properly.				
7	All material is presented in a clear and precise manner.				

DECLARATION

I the under signed, declare that this thesis is my original work under the guidance of my advisor.
All relevant source of materials used for the thesis are duly acknowledged.

Name _____

Signature _____

Place and date of submission _____

This thesis has been submitted for examinations with my approval as a university advisor.

Name _____

Sign _____

Date _____