**JIMMA UNIVERSITY**

**SPORT ACADEMY**

**DEPARTMENT OF SPORT SCIENCE**

# FACTORS AFFECTING SHORT DISTANCE RUNNING TRAINING IN SOME SELECTED METEKEL ZONE ATHLETICS PROJECT

BY

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# BIOGRAPHICAL SKETCH

The author mulunesh birhanu was born on June 12, 1978, E.c in Dangur woreda metekel zone binshagulgumze regional state. She started her Elementary school at dangur Elementary school, Secondary at manbuk Secondary school, and third pawe preparatory School and then, she joined Haremaya University, Department of sport science in 1997 E.c and graduated with BSc Degree in sport science on June30, 1999 E.c The author began practiced her career by teaching in manbuk secondary and preparatory school for four year and three summer program per timer in gilgelebeles college and Youth and Sport office at dangur woreda nine year after this she joined Jimma University Sport Academy studies to pursue her Msc in Sports Science in the regular program (specialization in athletics coaching)in2014 E.c

## ABBREVIATION AND ACRONYMS

IAAF International Amateur Athletics Federation

EAF Ethiopian Athletic Federation

IOC International Olympic Committee

G.C Gregorian calendar

NSPE National Sport Policy of Ethiopia

GAS General Adaptation Syndrome

BGRS Benishangul Gumuz Region State

ATP Adenosine triphosphate

# Abstract

*The main objective of this study was to examine factors that affect short distance running training project athletes in Metekel Zone. The study used both primary and secondary sources of data obtained directly from representative samples of the population under study. By using census sampling technique the researcher were selected 174 respondents. The instrument for data gathering to assess this problem the researcher used questionnaires and observation the data collected through questioners were analyzed by quantitative and qualitative methods. In this quantitative data analysis descriptive statistical spss version 24 was used. The qualitative data analysis method was also used as a supplementary data analysis technique for triangulation and justification purposes to complement the insight drawn from quantitative analysis. Based on the analysis made of this study conclusions were made and the findings of this study were identified. The result of the study indicated that the Athletics training projects use more of the traditional and non-scientific method of training in addition to lack of proper facilities and equipment, shortage of standardized training area and convenient running track, absence of continuous use training inputs, inadequate knowledge and skill of trainers, low level of attention ,absence of implement of training principle effectively, lack of proper talent identification , poor coaching style, lack of using effective training principle effectively, absence of allocate budget from concerned body, and absence of working jointly all stakeholders to minimize the problem.*



***Key words: Athletics, Athletics Projects, Training and Factor***

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# CHAPTER ONE

# 1. INTRODUCTION

## 1.1 Background of the Study

Athletics is the natural pursuit of human beings. Some of the usual activities like walking, running, jumping, and throwing are the movements which we learnt first as small children (Thompson, 2007). Even though track events have been widely practiced sport activities in Ethiopia, however when we come to sprint running still there is no significant performance shown in the field and it is not free from problems. Athletic performance is mostly determined by factors such as physical qualities, technical, and psychological abilities much better than others, psychological factors don‘t give due attention in Athletes preparation. This has a great diverse effect on all spheres of Athletes development. (Kirmizi 2011)

The sprint is the fastest event of all events in athletics. The distances 100m, 200m, 110m hurdle, 400m.400mhurdle and relay events are all regarded as sprinting events. The objective is to run the distance from start to finish as fast as possible. Due to the speed of the event, the start of the event is technically adapted to enable the athlete to start fast. Athletics Omnibus – Sprints (From the Athletics Omnibus of Richard Stander, South Africa) In addition, others who are responsible with the development of short distance running have a big role in making the smooth road. It is not only the coach‘s duties making convenient conditions for athletes. The sport commission in general has the main responsibilities in the success of short distance running. Though success in sports is determined primarily by athletic ability, interest and proper training, nutrition, environment, facility and equipment, training methodology and the back ground of athletes affects the athlete in many ways. Therefore an athletic training center has to have qualified personnel, facility equipment, and a conducive environment. (IAAF Track and Field Facilities Manual Editorial Board 2008).

Ethiopian first participated at the Olympic Games in1956, and has sent athletes to compete in every summer Olympic Games since then, except for the 1976, 1984, and 1988 Games. Ethiopian Athletes have won a total of 38 medals, all in Athletics. The National Olympic committee of Ethiopia was founded in 1948 (www.olympic org /studies).

The world is becoming one village due to the effect of globalization among the things that make the world globalized, sport takes the line share. Sport has so much effect on the world, because one of the objectives of international sport is to create friendship and good relationship among nations in the world. Sports such as football and running are the leading sports and running are the leading sport that communicates the world in the best way So, the international community have developed a positives outlook for sports individuals and governments are greatly participating in sport activates in varies occasions such as Olympic games, hence the world society has so much expectation from sport sectors. (Macarthur, D.G. and K.N. North, 2007) Athletics is one of the purest of all sports, relying solely on the strength of human body rather than their technological implements to improve performance. When we mention sport and Ethiopia, the large number of first- class distance runners 'immediately comes to our mind. In fact, at this stage on could safely and justifiably come to an agreement that Ethiopia has some of the best middle and long distance runners in the world. Accordingly, the New York Times called Ethiopia running Meccal due to its historical successes the athletes program, in which it also took 5th place in the world ranking during the Olympic champion at Beijing (International Olympic committee, 2010).

Therefore if an Ethiopian competes in short distance running, may be benefited from the area in a number of ways. Sports from long distance running, in which Ethiopian has been effective, short distance running has not been effective still now so, the main goal of this study is to study the factors affecting short distance runners Training in the metekel zone threeselectedAthletics project. The need to study is that the area of short distance running has a lot of outlook for participants in the area consequently, if we want Ethiopian to be benefited from short distance runner not to be effective in the field. So, the increase in public expectation from sport sectors great change in the sport policy, what and how sport training could be delivered, consequently, these changes will have effect in the development of sport for a country. The national sport policy of Ethiopia (NSPE, 2004).

Athletics have been widely exercised and famous world class athletes exist due to different reasons sprint running could not exhibit tangible result like other track event. To have a fully organized Metekel zone Athletics project, there must be qualified personnel in all areas, such as coaches, nutritionists, and physicians. Qualified coaches have an effect on the performance of an

athlete until they adapt the new situation and the environment. Diversity means accepting people who are different from oneself or being more inclusive and accepting of athletes, regardless of color, national origin, race, religion, sex, or sexual orientation. For a coach having such kind of competence with athletes is as a basic need to help them with adjusting their new environment. There are huge differences among us in the ways we think, feel and behave in response to particular situations. So that all things should be fulfilled by the zone sector sport office Woreda sector and it helps them to focus on their trainings only. As Athlete development relates the structure and nature of training at any time to where an individual athlete is on their developmental pathway. This means that individuals are, doing the right things at the right time for their long term, not necessarily immediate, development (Thompson 2008).

With a view to address the above issue, the researcher attempts to assess the factors affecting short distance running training in metekle zone athletics training namely; bulen ,dangur , and wonbera athletics project.

## 1.2 Statement of the Problem

Sprint running in Ethiopia has its own way and possible outcomes which are dependent on major factors affecting short distance running training which includes; attention of all stockholders; the athletes and coach interest, training methodology, knowledge and skill of coach and devotion coaching qualities the recruitment the athletes from the talented area and the necessary facilities and equipment or the training moreover, training environment ,there are no sufficient research work related to short distance running. In order to perform better and to learn any sports skill, there should be provision of appropriate equipment and facilities recommended and required for learning the particular sports skills. It is widely recognized that in order to succeed at the highest level in sport, both athletes and coaches need to be highly motivated to achieve their goals. Achievement Motivation suggests that individuals derive motivation from the process of striving to succeed. Individuals falling within this group show high levels of persistence even when faced with barriers and internal/external pressures (Tudor, 2009).

Lack of proper and appropriate equipment and facilities results in mishap and injuries while practicing skills and any sport skills or the course of competition. So, there should always be a provision of appropriate equipment and facilities required for Practice particular sports skill (Srinivasaraju, 2012).

. Short distance running training the one that needs a proper psychological readiness to Athletes, the attention of all stockholders and the necessary facilities for the training. As a result the Taking there are all things into account, the problem facing administrators, coaches and athletes in short distance events. Due to various factors, such as training related to environmental, personal, social, psychological, physical character etc (Macarthur, D.G. and K.N. North, 2007).

According to stated, scientific based and systematic training programs are fundamental to the athlete fitness. Training provides the athlete with the basic means to adapt to his particular stressors through controlled exercise the principles of training which apply in designing fitness programs apply equally to elite performers, recreational performers developing performers and those whose live are not oriented towards sport or physical recreational. The interpretation of specificity is clear when one considers the type of fitness required for a given lifestyle. Whereas the athlete works to increase fitness towards some level of excellence examining the challenges, current status of short distance runners of athletics Training to find out strategies used to enhance

sprinters performance. Any time in world Athletics History Ethiopia didn‘t registered a good result in a short distance., Since Ethiopia joined the Olympic Games in 1956 Beijing Olympic, they collected a total of 14 gold medals, 5 silver medals and 123 bronze medals. Almost all of the medals collected in long distance running (Judah. 2008).

Ethiopia started participating in international athletics competitions as early the1950s. it was one of the first Africa countries to take part in the Olympic when participating the 1956Melbourne games from this past year up to this day Ethiopia is famous in the world by middle distance and long distance but through the year Ethiopia is not registered in short distance running competition (Judah. 2008).

In the past some years, the Ethiopian Athletics Federation was giving more and more attention to The short distances and field events of athletics sports, by recruiting and hiring an international Coach from the USA. In doing so the federation got fruits from short distance and field events in Continent level. And the vision of EAF, as a national federation, is to be active participant and

Successful and competent in Africa and the world. In light of that, athletics is among the type of sport which is already overlooked by the metekel zone Sport Bureau for year's especially short distance running/sprinting unless having increased quantities of athletics project sites without analytically valuing their athlete's development (quality). Additionally, not seeing how to exploit the geographical gains with the higher altitude Woreda known as Wonbera which is preferred for athletics commercial and provided few athletes like AlmazAyana whom made it to the national level and become an Olympic medalist of the millions of youth participating in sport each year approximately one third choose to quit organized sport activities because they are not having fun, change interests, lack the appropriate skill level, feel burned out, are bored, or do not like the coach. Therefore, whether current training programs produce coaches that facilitate the positive emotional and psychological outcomes necessary to improve retention rates is a critical question. Fortunately, evidence suggests many of the negative experiences reported by youth sport participants can be minimized by coaches trained in research-based coaching education programs (Cote Jean, et al., 2010).

The recent Ethiopian sport commission has the mission in General to work on all athletics disciplines in particular focusing on the events which the Zone has not been well known that is sprinting (short distance running), jumping and throwing events to represent Ethiopia in

International competitions. Improving fitness of short distance runners will lead them to be world class athletes that represent the Zone in many aspects. due emphasis to middle distance and long distance to keep previous results of the former races but also to add more track races on the international competitions. The study was focus on the factors affecting short distance runner training in specific reference to the athletics projects bulen, dangur, andwonbera athletics projects .Therefore the researcher found it timely and crucial to question, how do practiced and what are the major factors encountered administrator) this researcher is initiated to conduct research on these titles metekel zone athletics project Training acting.

## 1.3 Basic Research Questions

1 What are the factors that affect short distance running training in Metekel Zone athletics projects?

2 Does the Athletics project properly use Scientific Training to short distance Athletes?

3 Does Athletics project properly utilize sports materials?

## 1.4. Objectives of the study

### 1.4.1. General Objective

The general objective of the study was to examine factors that affect short distance running training project athletes in Metekel Zone.

### 1.4.2 Specific Objectives

The Specific Objectives of the study was:

1. To Explore the factors that affect Athletics Project in the study area,
2. To Assess whether Athletics project is properly offering scientific training to short distance Athletes in the study area,

3. To Identify if the Athletics projects are properly utilizing sport materials in the study area,

## 1.4. Significance of the study

The study was give as a feedback to athletics project, and federation offices on the current factors effect of short distance runners. The study May help the project administrator to see the problems and This study was helped the stakeholders, coaches, and athletes, as they would be able to scientifically understand and assess factors affecting short distance running training and To give a valuable feedback information based on facts about the problems of this event for concerned bodies and To provided sufficient ground for further studying in the area broadly and may give the clue for other researchers on this topic

### 1.6. Limitation of the study

- ❖ Certain factors may affect the result of the study:
- ✓ The limitations of material, time, cost, and transportation.
- ✓ To work the research effectively in the study area there is problem of peace.
- ✓ Some respondents didn't volunteer to answer the questionnaires

### 1.7. Delimitation of the Study

This study only focuses on the factors that affect short distance running training in metekel zone athletics projects. This zone is found in the north western border of Ethiopia about 546km from Addis Ababa. The study was made in the three woreda of the zone which are Bulen, Dangur and Wonbera. The study was addressed in (2022 G.C). The researcher focuses on factors affecting short distance running training, scientific training methods (modern training methods) and facilities and equipment as a major available in the study .

### 1.8. Operational Definitions of the Terms

**Athlete**:-a person who devotes his time for either of athletics event (Tesfaw, 2013).

**Athletics:** it is oldest form of organized sport which includes running jumping throwing its track and field sport (Marar, Mallika, et al., 2012).

**Assess:** to carefully consider a situation or problem in order to make a judgment.

**Factor:** a situation that influences the result of something:

**Project**: - in this research it is to mean activity planned, a test or trial (Spiel man, David J., et al., 2010).

**Stakeholders**: - in this research it is to mean the holder of stake: one with whom the bets are deposited when a wager is aid (Chomsky, 2015).

**Training:** It is a program of exercise designed to improve the skills and increase the energy capacity of an athlete for a particular event.

## 1.9. Organization of the study

This study is organized into five chapters. The first chapter deals with the general Background of the study, statement of the problem, objectives of the study, and Delimitation of the study, significance of the study, definition of terms. The second chapter treated the review of relate literature. The third chapter revealed the research design and methodology of the study and chapter four consist discussion, data analysis and interpretation whereas last chapter include summary, conclusion and recommendation.

# CHAPTER TWO

## 2. REVIEW OF RELATED LITERATURE

### 2.1. The Concepts of Athletics

Athletics is called “Queen of sports”-it is an exclusive collection of sporting events that involve Competitive running, jumping, throwing, and walking. The most common types of athletics Competitions are track and field, road running, cross country running, and race walking. The Simplicity of the competitions, and the lack of a need for expensive equipment, makes athletics one of the most commonly competed sports in the world. Athletics is mostly an individual sport, with The exception of relay races and competitions which combine athletes' performances for a team Score, such as cross country .Athletics is one of the natural physical activities of human beings that contain natural actions like Walking, running, jumping and throwing. In one way or another, athletics events have been performed by human beings since their existence in this world. Any athletic event series of coordination of movements to obtain the maximum output of effort with the minimum output of energy (Sahilemichael, 2005).

Athletics is an activity in which millions of people throughout the world participate and in which Many of its funs want to watch on television. Running, jumping and throwing exercise in track and field can develop a sound healthy body as well strong and coordinated muscle movements and build a positive attitude towards life (Tacoma, 2005).

### 2.2 The Projects

There are several differences between what are referred to in Ethiopia as 'Clubs’ and ‘Projects’.

First, an age difference: clubs are for senior athletes, whereas Projects are usually for under 17. Second, an administrative difference Clubs are nongovernmental, whereas Projects are governmental or run by the ministry in charge of Sport or by one of the athletics federations be they regional or national. Thirdly, there is a legal difference between clubs and projects: the former are granted autonomy and are ruled by status, whereas the later are run as part of their administration of origin. Finally, the selection of athletes by regional federations for domestic competitions can only be made from projects, and not from clubs, For these reasons, ‘projects’ can be seen as the obvious level for the organization of grass root training. Yet it is not the case,

mainly because of the cruel lack of funding which makes any attempt of organize something impossible. The interview with two senior national coaches revealed that they witnessed the appearance and the disappearance of many projects without achieving their objectives. In a rule of thumb, projects are deprived of any coaching staff, transportation vehicles, sport facilities and even support for athletes (food, accommodation, shoes, clothes, etc.). And from the personal observation of the first researcher of this paper on some project sites, the role of the local community in supporting these 'projects 'seems close to none(Bezabeh W. &Gaudin B., 2008).

As the core issue of grass-roots training regards its funding, possible solutions include either a change of policy from the public sector towards its involvement and support in federations, clubs and 'projects' or the diversification of the sources of funding, ranging from local, community based level private companies to international sport institutions or enterprises. Other recommendations include:

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

## 2.3. Scientific training for short distance runners

### 2.3.1 Training

Training is a systematic process with the objectives of improving an athlete`s fitness in a selected activity. It is a long term process that is progressive and recognizes the individual athlete's needs and capabilities. Training programs use exercise or practice to develop the qualities required for

an event. The process of training can be planned because training follows certain principles. This principle of training need to be fully understood before the coach can produce effective long term programs (Sheridan Susan M., et al., 2009).

### 2.3.2. Fitness

Fitness is how well a person is adapted to and capable of a certain lifestyle. The fitness of an athlete is generally greater than that of the non-athlete. The athlete needs to be fit for the demand of his chosen athletic event in addition to being fit for the demand of day to day living (Monda Samantha J., 2008).

### 2.3.3. Training program

According to (Dick, 2000) ″scientific based and systematic training program is fundamental to the athlete fitness. Training provides the athlete with the basic means to adapt to these particular stressors through controlled exercise the principles of training which apply in designing fitness program apply equally to elite performance, recreational performers developing performers and those whose live are not oriented towards sport or physical recreation″ (Issuing V. B., 2009).

### 2.3.4. Effects of training

Training might be considered as having three levels of effects.

1. Immediate, the immediate effect of training is the body's reaction to the stressor of the training stimulus they increased heart rate, perspiration, increased blood locates, high endocrine system involvement and fatigue.

2. Residual the residual effect of training is what might be considered as the boy`s recovery and preparation response. The recovery response is seen in raised general metabolism of sometime after exercise concluded. During this time the body`s resting state is restored with the waste products of energy expenditure removed, and stressors related effects gradually eliminated. The preparation response is seen in the heightened level of adaptation to future training stimulus. Put another way, this effect of training ensures that the body is prepared for a greater training stimulus next time.

3. Cumulative the cumulative effect of training is the body`s progressive adaptation through the preparation response. This is what is measured in fitness monitoring testes overa period of month or even years (Campos, 2002).

## 2.4. Development of an effective training program

According to Sandwich, (1993) as cited by (Mohamed, 2008) explains the step involved when developing a training program. The process of creating a training program to help develop and individual`s level of fitness comprises of 6 stages; Gather details about the individuals, Identify the fitness components to develop, Identify appropriate tests to monitor fitness status, Conduct a gap analysis, Compile the program and Monitor progress and adjust program (Sandwich, 1993).

Stage 1- The first is to gather details about the individuals age, reasons for wanting to get the training, current or recent injuries, health problems, the sports they play and how often, they dislike and likes with regards training, and sports facilities they have access to gym, sports centers…etc this is not an exhaustive list.

Stage 2 - is to determine which components of fitness they need to improve this could depend up on what the individuals wants to get fit for.

Stage 3- the Next stage is to identify appropriate tests that can be used to initially determine the individuals' level of fitness and then to monitor progress during the training. Identified test should be conducted and the results recorded.

Stage 4- we know the individual's background, objectives and current level of fitness. No need to conduct a gap analysis of the individual's current fitness (from test results at and target fitness levels (identified at stage2) the results of this proves will assist in the design of the training so that desired level.

Stage 5) the next stage is to prepare a training program using the results of the gap analysis and "FITT" principles (Catalan-Matamoros, 2016).

F- frequency- how often should the individual exercise.

I- intensity- how hard should the individual exercise.

T- Time- how long should each session last

T- Type or training activity Plan the program in four week cycles where the work load in the first three weeks increase each week (easy, medium, hard) and the fourth week comprises active recovery and tests to monitor training progress.

Stage 6) the program has now been agreed and the individuals can undertake the program. Every 4 weeks meet and discuss with the individuals how the training has gone, the test results, progress towards target fitness levels, and adjustments to the training program.

## 2.5 Principles of training and Structure for Practice in short distance.

### 2.5.1. Principles of Training.

A major objective of training is to improve performance. The body has the ability to respond to physiological and environmental stressors and to adapt to them. This adaptation occurs over time and with practice and often leads to improved performance. Training programs are designed to factors affect athletes mentally and physically in the pursuit of improving their exercise capacity and efficiency. The following principles can be applied to all types of training to improve performance: progressive overload, specificity, reversibility, variety, training thresholds, and warm-up and cool-down techniques. Each of these will be considered in the coming pages. Two other terms you will need to understand are maximal effort (or work) and sub-maximal effort. These terms are used at various times throughout this text: Maximal effort refers to exercise at the highest intensity possible, which can only be maintained for a short period of time such as sprinting Sub-maximal effort refers to exercise at a rate less than maximal intensity, which can be maintained for a longer period of time (such as jogging). It is often impossible to make an all-out effort for an extended period of time. Therefore, it is useful to use tests of sub-maximal intensity in order to predict maximal intensity (IAAF 2001).

### 2.5.2 Principles of Reversibility

Loss of physiological and performance adaptations occurs rapidly when a person terminates participation in regular exercise. Only 1 or 2 weeks of detraining significantly reduced both metabolic and exercise capacity with many training improvement that lasted within several months. Principles for Structuring Practice Big Movements before Small Movements. It is easier

to make big movements which require less accuracy than it is to carry out small accurate movements. So big movements are easier for learn. When coaching the beginner it is better to get the big movements of a skill correct before worrying about the precision of advanced technique (Prentice, W.E 2000).

### 2.5.3 Progressive Overload Principle

The basic principle of progressive overload is that a training effect is produced when the system (for example, the cardiovascular system) or tissue (for example, muscle tissue) is worked harder than it is accustomed to working (that is, when it is overloaded‘). As the body adapts to the new levels, training should continue to be progressively increased. This progressive overloading, over time, will produce greater maximal efforts in the system or tissues being trained. Considerable stress must be placed on the system or tissue so that improvements can occur. Light, regular training will not achieve this. If gains are to be made, weights must become progressively heavier, running must become longer and training sessions must be harder. If there is too much overload, injuries can result; if there is too little, the training effect will decrease (Jones M.T 2014).

### 2.5.4 Principle of Specificity

The principle of specificity states that the type of exercise being used in training should be specific to the: task requirements, energy systems required in the task, muscle groups required in the task ,components of fitness involved in the task. For example, to be competitive in their chosen sport, marathon runners need to develop the aerobic energy system using leg muscles (not shoulders). A discus thrower needs to develop the ATP-PC system to throw while, at the same time, developing the shoulder, back and arm muscles specific for throwing and power. To put it simply, cycling is not running, and rowing is not swimming. There is a place for cross training; that is, training that is not specifically designed for the primary sport being pursued. Cross-training helps with: Motivation, maintaining an aerobic base, avoiding or recovering from

Injury, assisting with muscular balance, Cross-training is a supplement to specific energy system training, however, and not a substitute for it (Anthony Turner 2009).

### 2.5.5 The Principle of Continuity

This principle is based on the patterns of adaptation of the body to training loads and recovery, i.e. the phenomenon of super compensation. The most important task is to combine workouts, recovery and content. Too long a time for recovery after workouts will not improve fitness because the positive gain will be lost. Continuity has several important aspects: The effect of loading stress on adaptation process; the effect of the training content; Training stages. Sporadic or seldom training does not improve fitness or fitness is improved too slowly because training is inefficient. The ratio of training types is also important. If the training program is unsubstantiated or the sequence of workout is incorrect‟ fitness will not improve or will improve too slowly. For instance, strength does not develop if workout in strength training is seldom. If one type of fitness is trained in the initial stage and subsequently it is given too little attention in the later stage, fitness will not improve as it should (Kaunas, 2012).

### 2.5.6 Principle of Variety

Training is a long term process and loading and recovery can quickly become boring for the athlete and the coach. The successful coach will plan variety into the training program to maintain the athlete‘s interest and motivation. In training for athletics a change is sometimes better than a rest. This change and variety can come from such things as changing the nature of the exercise, the environment, time of day of the session and the training group. Variety is an area in which the coach can be at his most creative (Thompson, 2009).

### 2.5.7 Recovery and Restoration Principle

All gains in training are achieved during periods of recovery. This fundamental fact of athletics is probably the most ignored. Recovery and restoration of the body are integral and active elements of training, not the absence of training. For the body to adapt positively to the progressive overload of training, it must be able to recover adequately from the applied stress. The mantra no pain, no gain all too often runs the very thin line between maximum beneficial training and overtraining. The volume of training is far less important than its intensity and intelligent application. Training without proper rest yields poor results and, often, injury. (Amneus, 2008).

### 2.5.8 Principle of per iodization

Olympic Games, world and continent championships take place periodically every few years. National championships are held on a yearly basis. Therefore there are certain cycles in athletic training. The principle of per iodization means that one cycle is followed by another cycle; i.e. the end on one cycle corresponds to the beginning of another cycle, where fitness has to change in such a manner that the athlete fitness in the new cycle would exceed the fitness in the previous cycle. Of course this conditions sometimes hard to meet, especially in athletes of mature age (Kaunas, 2012).

## 2.6 Planned Performance Training

The primary purpose of training is to improve and plan the performance of the athlete. The systematic application of skill instruction, biomechanics, and the principles of training to the development of track and field athletes is planned performance training. Planned performance training seeks to achieve maximum improvement in performance and is structured so that peak performance occurs at predetermined moments within the competitive season. That, after all, is the point of competition. Without such planning, the training of the athletes becomes haphazard and good results become a matter of happenstance rather than planning and prediction (John Amneusetal 1995).

## 2.7. The Individual's Response to Training

Each individual is unique. Each individual brings to athletics his own capabilities, capacities and responses to training. Different athletes will respond to the same training in different ways. There is no such thing as an ideal training program that will produce optimal results for everyone. You, as the coach, need to understand the principles of training and apply them with your knowledge of the individual athlete. This knowledge should be of the many factors that affect the planning of the individual athlete‘s training program. (Paradise 2007).

## 2.8. Training theories and methodologies

The human body is structured in such a way that it maintains relatively stable internal physiological conditions, or homeostasis. Blood volume, hematocrit, arterial pressure and core temperature are among the most important physiological indicators of homeostasis. When this

balance is disturbed, the body reacts acutely in an attempt to preserve homeostasis and, if the disturbance ‘continues, it adapts its functions to a higher level. Physical training aims to cause such an imbalance in the body over a period of time, while training theory and methodology deals with the understanding of the cause and optimization of training results. The theoretical background of training originally comes from the work of Dr. Hans Seyle, who first introduced the General Adaptation Syndrome (GAS) theory in 1956. In his model, Seyle suggested that the body responds to stress in three different stages. The first stage, or _shock stage‘, is when the source of biological stress is identified by the body, which responds to this change and tries to overcome the imbalance caused by the stressor. As the stressor persists, physical and mental performance is reduced below baseline levels (Tudor Bompa, 1999).

In terms of training, this stage refers to the introduction of a training program where the individual experiences soreness, stiffness and tiredness due to the initial _shock ‘caused by the exercise. The second stage of the gas is termed the resistance stage ‘which starts as soon as the stressor is removed. During this stage, the human body recovers from the temporary imbalance and adapts at a higher level of performance to compensate for the increased demands. These two stages are natural responses to the stressor and have positive effects on the body. The third stage is referred to as the exhaustion or fatigue stage, and can be reached when the stressor is of great longitude or magnitude, and the body does not have sufficient time to adapt. Performance. Optimization is the result of long term, demanding and well- structured exercise training (Harre 1997).

For the athlete to gain maximum benefits from exercise, several factors involved in the adaptation mechanism have to be considered. These factors include overload, specificity, individual differences and reversibility. Overload refers to the intensity and duration of the training stimuli. Exercise training has to be sufficient in its intensity and duration to activate the adaptation mechanism and bring about changes in structural, physiological, neural, psycho-logical and endocrine functions. If the training exercise does not stress the body sufficiently, no adaptation occurs. On the other hand a very high stress can lead to injury or over-training; hence, any new increase should be followed by an unloading phase during training theory and methodology (Charles Clinton USA Track and Field Clinician) Which the body relaxes, adapts and prepares for a new increase in load not every type of exercise is appropriate for all sports.

The performed exercise has to be sport-specific and focus on the muscles and organs stressed during the actual competition. Low-intensity strength training, for example, does not prepare the muscle for the demands of competition in which high muscle forces are required, while speed increases should be possible only if training loads are low but with high-velocity muscular actions (Harre 1997).

## 2.9. Training for Endurance Performance

Training intensity over the years different sports have adopted different definitions and terminology to categorize the various types of training employed within a training program. Much discussion has occurred, and debate still continues, regarding the definition and number of training zones, the terminology used, the physiological markers that should be assessed while monitoring training intensity and the appropriate per iodization of training zones. Wide-reaching review articles (Pate & Branch 1998).

## 2.10. The Roles of a Coach

The term coaching is often used to cover a wide range of activities usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve. Many people would claim to help in this way, for example, parents, teachers, officials and sponsors. So what does coaching really involve? Coaching involves teaching, training, instructing and more. It is not simply about helping people to learn sports skills, improve performance and reach their potential. It is also about recognizing, Understanding and providing for the other needs of athletes. These needs are many and cover a wide range such as social and emotional needs, as well as the more obvious needs related to athletics and competition. As a good coach you should have a code of ethics which places the rights and needs of your athletes before those of yourself. You will need to develop a caring and continuing relationship with the athletes you coach. Participation in athletics is a social process. Your coaching will therefore have great power to shape the lives of your athletes. It is possible to see your only job as a coach in setting exercises and tasks to bring about changes in performance. Experienced coaches will point out that this is only part of the picture. As a coach you will have many jobs and functions.

Some you will perform willingly, others will be less attractive to you, but are just as important. All these jobs or roles contribute to being a successful coach (Peter J L Thompson 1991).

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

## 2.11. Skills and Qualities of a Coach

According to Johnson et al., (2011) coaches can play a critical role in preparing athletes with the ability to overcome mental obstacles and have the greatest amount of influence and responsibility for every aspect of the athletic program and also who show sufficient knowledge in the technical skills of sports movements are better able to teach athletes correctly and decrease the number of injuries from improper form and technique.

Paul E. Robinson (2010) discussed that coaches are multi-faceted, and these need to be developed over time. To the practical, vocational and scientific principles it provides the athletes of sports coaching with all the skills, knowledge and scientific background they will need to prepare athletes and sportspeople technically, tactically, physically and mentally and also With practical coaching tips, techniques and tactics highlighted throughout, in sports coaching, including the development of sports coaching as a profession. According to Johnson et al., 2011,) Coaches who show sufficient knowledge in the technical skills of sports movements are better able to teach athletes correctly and decrease the number of injuries from improper form and technique and Hall, 2007; Hay, 1993) discussed that at high level sport, precise technique execution is critical, and the best performance improvement and adjustment comes from careful

attention to detail. It is therefore crucial that the coach has a good understanding of biomechanics. Cris field et al., (2003) Described that skills and qualities may have already been developed through life and work experiences. The skill is in knowing when and how to diffuse the situation. A further skill that the coach needs to develop is the ability to observe, monitor, and accurately assess performance in training and competition. This is required because accurate feedback is required for the performer to improve their performance, and providing inviting feedback should form a major part of coaching practice. Although ideally, the coach should be referring the performer to a sports therapist and a nutritionist for this type of advice and these will not come easy, and will require some practice, but if the coach can get into good habits in the early stages of their career, it will facilitate their development.

## 2.12. Coaching Behavior

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

## 2.13. Philosophy and Coaching Styles

In the past the often accepted role of the coach was to be a dominant, authoritarian leader with the athlete as a disciplined follower. In the modern world the athlete is exposed to wider views and his vocabulary has expanded to include the word why? This should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete. Most coaches tend to coach in the style that they were coached themselves. This is sometimes

effective. To become a better coach you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms we can identify three distinct leadership styles, authoritarian, cooperative and casual. The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching. The cooperative leadership style gives guidance and structure, but allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of athletes first, winning second. Good coaches will be able to modify their style according to the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style (The official IAAF Guide to Coaching Athletics 2001).This committee started a formalized programmer where athletes competed domestically and internationally (Ali Abdu, 2018).

## 2.14. Psychology and the Coach

According to Paul E. Robinson (2010) p135-145)) the coach must understand the sports psychologist because the coach has the ultimate responsibility of performance outcomes. There is a whole range of positives of working and enhancing the effectiveness of the performer and the coach working in the whole range of different contexts and scenarios, which helps him reassess his working methods at all times.

## 2.15. Confidence and Confidence Enhancement Strategies

Paul E. Robinson (2010) p135-145)) defined that Self-confidence can be a major issue in sports performance and the smallest thing can have an impact on a performer‘s self-confidence. There are many reasons why a performer may lack self-confidence, such as having far too high expectations of one‘s ability, which leads to the setting of unrealistic goals. The consequences of not achieving these goals could be loss of concentration and the creeping in of self-doubt, which could subsequently manifest as anxiety and uncertainty of purpose (Martens, 1987).

## 2.16. The Coach-Athlete relationship

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

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

## 2.17. External Factors and Athletic Performance

### 2 .17.1 Hot Environments

According to Siegel &Laursen, (2012), as an athlete exerts energy when exercising in hot environments, his or her core temperature will rise greater than if the individual was exercising at a moderate temperature. This effect may be a possible explanation for decreased athletic performance when environmental temperatures continue to rise, due primarily to excessive fluid loss and impaired thermoregulation in extreme environments.

Özgünen et al., (2010) stated that in warm environments, exercising induces a rise in core temperature, sweating rate, and progressive dehydration and Dugas, (2010) described that when a player exercised in an environment that created a core temperature greater than his or her accepted body temperature, the player‘s body innately anticipated an undesirable rise in core temperature. hot temperatures affect an athlete to show a decrease in performance by about 2-3% to account for a possibly dangerous rise in core temperature and also Marino et al., (2000) defined as the ability of an athlete to thermoregulation adequately depends on his or her body type.

### 2.17.2 Cold Environment

Lindberg, et.al (2012) defined as Just as the hot environment can negatively impact performance, exercising in the cold environment has been found to influence performance as well. On the other hand the major concern of exercising in the cold is the effect cold air has on the pulmonary system. Exercised induced bronchospasm can lead to a higher ventilation rate due to the constriction of the airways as a result of the dry and cold air being breathed in. This leads to a higher exertion and a decrease in performance. Even in warm environments, heart rate decreases in cold weather, due to the body‘s attempt to retain heat through vasoconstriction. This can create inaccurate intensity level reading if athletes are trying to reach a certain heart rate, in

which case studies suggest that they would be exercising at a greater intensity in the cold compared to normal temperatures when trying to reach the same heart rate. This extra exertion leads to decreased performance.

## 2.18. Facilities and equipment in athletics project

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

These are: - financial, material Human resources, and facility resources. Availability of sport facilities and equipment has a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in sufficient manner it is too easy to produce a number of outstanding athletes who can show highest performance at national or international level (Surujlal, 2010).

### 2.18.1 Financial resources

Every organization needs financial support in order to deliver its programs and projects. Adequate financial support ensures that the organization can fulfill its aspiration. In light of this no one seriously believe that athletes can be competitive in high-performance sport without some form of financial support. In spite of this now a trend towards professionalism, as defined both in monetary and full time training terms. Coaches administrators and at the highest levels of competition are essentially full time, with various support from governments, their association, sponsors, and from employment as athletes (Zimmerman J, 2011).

### 2.17.2. Human resources

Every organization, mainly athletics clubs, depends on peoples to fill the roles of organizers, administrators, fundraisers, planners, official's, coaches, athletes, and sport medicine specialists. In line with this human resource since the early 1970s has become increasingly important in organizational success as pointed out (Topič M. D., &Coakley, J. 2010).

### 2.18.3. Material resources

These are the items you acquire to ensure effective and efficient administration practices in your organization. Even though sport in all countries is changing with the times, but not uniform for all. The gap in resources between wealthy and poorer countries is growing. Even once powerful nation states who strongly promoted sport have seen success erode with decade. There is no question that the availability of these does not exist and it becomes more difficult to excel. Safe well designed equipment is important in prevention and although it is clearly event specific. Take time to ensure that any equipment is safe and fit for use every time you come to use it. Damaged or faulty equipment frequently are causes of injury. Many different surfaces are encountered in athletics, some natural and other synthetic. Can cause Prospects, whatever the surface, be sure your athletes, choose the correct footwear to suit the condition. Reduce the risk of injury by varying the surface for training when possible. Clothing is very much amateur of personal choice, but most is chosen carefully. Nylon is often cheaper than natural fiber, but is particularly hard in hot climates and heat generating activities. Shoe design has advanced greatly and better safe shoes are now available. Particularly care is necessary, however, to select foot wear appropriate to individual events and especially, appropriate to the surface (Burton Damon, et al., 2011).

### 2.18.4. Facility resources

It is important to pay close attention to the needs of athletes' and coaches. This may sound self-evident, but it is surprising how often sport administrators don't find out exactly what athletes and coaches need and want (Asayesh, 2013). Listed below are some of the typical needed of coaches and athletes? Facilities needs by athletes are-.housing, foods and cloth to training site. Access to showers and transportation, access to appropriate educational opportunities.Access to

social, cultural, religious, and recreational opportunities .Access to employment, community support, including that of media (Bess, J. L., & Dee, J. R. 2008).

## 2.19. Factors affecting athletes training

### 2.19.1. Diet and Exercise

Not all diets are healthy. The food taken in must provide all the nutrients for body growth and the energy for exercise. A balanced diet must contain all the nutrients you need in the current amount. Involvement in hard physical exercise does not seem to have any long- term effects on the digestive system however during hard exercise blood is diverted from the stomach to the working muscles, this means that any food in the stomach cannot be absorbed during the exercise often the body tries to get rid of this food during exercise by vomiting (Drnheim, et al, 2000). Diet is major importance to the sports person. Different performers require different types of food, reflecting the different types of physical activity that are undertaken. In addition, a person‘s diet may change prior to competition. The aims of the competition diet may be to: Build up stores of carbohydrates-so that energy can be produced for longer period of time. Enter the competition with as little in the stomach as possible this helps the breathing process Prevent gastric disturbances-the competitor should avoid gas -making foods onion, baked beans and cabbage. Provide appositive psychological attitude- if a good diet is followed it helps to develop sense. Wellbeing, both before and during completion. During physical activity food stuffs must be avoided but sports people should drink liquid especially water to replace losses brought about by sweetening and energy production, and to help maintain body temperature. After hard physical activity it is important to continue replacing lost fluid and eating food replaces depleted energy stores. However eating should be delayed from between one to two hours after competition (Retrieved on 05/10/ 2011 from) www.ocr.org.uk).

### 2.19.2. Nutrition

Though success in sports is determined primarily by athletic ability and proper training, nutrition affects the athlete in many ways. Nutrition is importance for normal growth and development and for maintaining good health. A healthy athlete feels better, trains harder, recovers more

quickly and is less susceptible to illness. Therefore an athletic center has to have qualified nutritionist personnel. All foods are used for heating, energy, repair of existing tissues and the creation of new wheel necessary. An athlete‘s daily intake is often upwards of 4000 to 5000 calories- about30 0r 40 percent of which is efficiently used. If this seems a small proportion, it is still four times efficient as the average motor car (.Srinivasarajut, 2012). Good nutrition is an important component of any successful training program. Food is the fuel of athletic performance. Though you cannot control the food your athletes eat, you can guide them toward healthy eating. To do so, you must be acquainted with the basics of proper nutrition. This chapter is a primer to help you address some of the nutritional demands and concerns faced by your athletes the importance of proper nutrition for the performance of athletes requires a due attention both by the athletes and coaches. According to (Edward et al, 2012).

### 2.19.3. Nutrition for the Athlete

Sport nutrition is built upon how nutrients such as carbohydrate, fat, and protein contribute to the fuel supply needed by the body to perform exercise. They get converted to energy in the form of adenosine triphosphate or ATP. It is from the energy released by the breakdown of ATP that allows muscle cells to contract the food that acts in the body as a fuel, providing energy and chemicals for movement, growth and to keep the body health. What we need nutritionally is affected by our age, gender, physique, level of physical activity. The different types of nutrients are Carbohydrate, Protein, Fat, Vitamins, Minerals, Water and Fiber. The importance of proper nutrition for the performance of athletes requires due attention both by the athletes and coaches. According to Edward et al, 2012, proper nutrition is vital for track and field athletes. Extreme workloads require hyper nutrition and proper timing of food intake. Athletes should eat healthy snacks even during training sessions. It is best to have several small meals daily rather than one large meal for food to be utilized optimally. Similarly, other studies by have emphasized that athletes should eat a balanced diet and enough calories to cover the load and to maintain the body (Zegaw, 2012,).

## 2.20. Motivation

Distance runner coaches play a role in physiological motivator, is important during Competition but it is perhaps even more important during training (Goose, 2012) while dedicated deliberate practice is generally not considered enjoyable in most sports (Emission, 1993). There are some events where long distance runners perceive their most difficult and relevant activities as their most enjoyable (young, 2002). Making a coach's job that much easier coaches should focus on creating specific task oriented goals in an effort to improve athletes intrinsic motivation(Baric,2002) ,Ferrier (2000) found that one way to engender this kinds of motivation among young track athletes was to give them some control over there on work out. These kinds of perceived autonomy have been shown to have significant positive and long lasting effects on motivation (Almagaro, 2010, &Joesaar 2012). Care should be taken however to ensure that highly motivated runners do not endanger their health by running to the point of collapse (Clair 2013). Perhaps most important coaches must instill a feeling of long term hope in their athletes. Curry (1997) found that cross country and track athletes with a higher sense of personal hope are likely to excel in both academics and athletics.

# CHAPTER THREE

## 3. RESEARCH METHODOLOGY

### 3.1. Study area

Metekle zone Benishangul-Gumuz Region State (BGRS) was found in South-West border of Ethiopia to Sudan. The Metekel zone is 546km from Addis Ababa. These zone have 7 woredawhich are known as Bulen, Wonbera, Dibatie, Mandura, Danger, Guba and Pawe Under the seven there are three Athletics project sites in which Wonbera woreda,(in Senkora, Sanke, and 2 Debre-Zeyit town is piloted by the woreda, regional and federal Athletic Federation and Bulen by woreda government, and Dangur by the zone government.

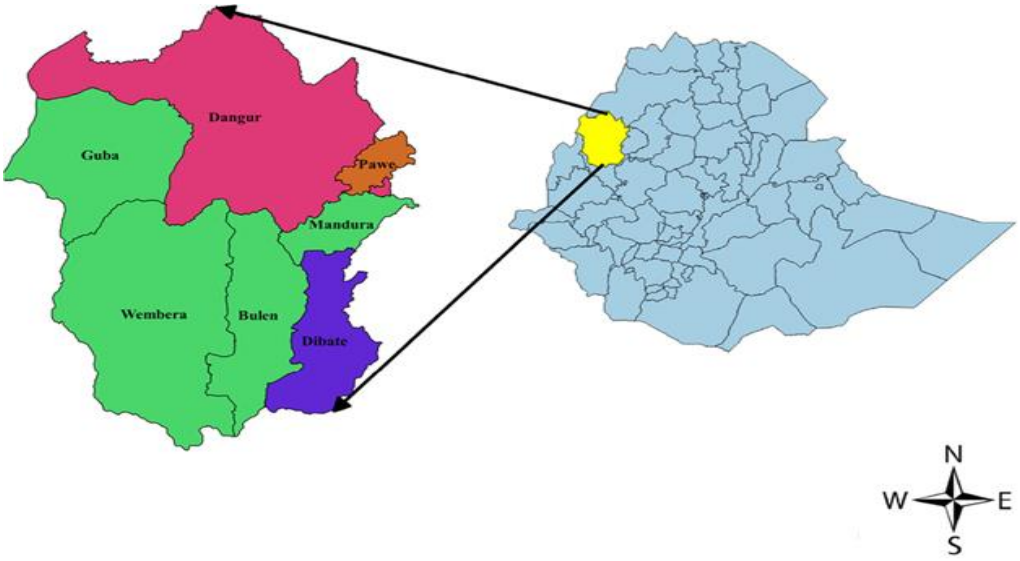


Figure 1 Figure 1: Geographical map of Metekel zone. .Source: From internet

### 3.2 Research design

Cross-sectional study design was used in which to assess factors affecting short distance running training athlete in metekel zone athletics projects. The researcher used the descriptive method. The goal of descriptive research was to describe the status of some features of a phenomenon. It can help to comprehend a topic and lead to fundamental analysis. Descriptive research, therefore, contains a variety of research methods to achieve its goal. Based on the nature of the research data it may have: quantitative and qualitative data inputs for your research. The data from the questionnaire was analyzed quantitatively by using statistical way. In this way there is percentage, frequency, table and table contains the item, the number and percent of, mean, standard deviation and respondents for the question. In this case the questionnaire from athletes, experts and coaches are expressed.

## 3.3. Source of Data

Data can be defended as the quantitative or qualitative values of a variable. Data is plurals of datum which literally means to give or something given. Data is thought to be the lowest unit of information from which other measurements and analysis can be done. Data in itself cannot be understood and to get information from the data one must interpret it into meaningful information. To attain the objective of this study the researcher used both primary and secondary sources of data.

### 3.3.1. Primary Source

The primary source of data collected through questionnaires and observations registered from the project previous and current coaches, athletes, and sport experts in the project site.

### 3.3.2. Secondary Source

Using secondary data is making an assessment and gives quality or reliability to the finding. Therefore the researcher used the internet, websites, articles, journals, and books.

## *3.4.* Population

The total populations of the research study were Athletes, coaches and Metekel zone athletics training project expert which are athlete male80female73coach male8andadministrative expertmale11female 2. The total number of population were174.

### 3.5. Sample Size and Sampling Technique

In benshangul gumze regional state of metekel zone there are 7 Woreda Administrations. In this 7woreda they have only three woreda athletics projects. Namely, Dangu, Bulen, and Wonbera Athletics Projects. In each of athletics projects there are athletes, male80female73 a total of 153 athletes, with coach's male 8and Experts male11 female 2.The total numbers of sample were174. Therefore, with this few numbers of subjects the researcher were incorporate all the target area of the study that was, athletes, coaches and administrative experts as subject of this study using census sampling technique in the project woreda, by census to the sample size.

Table 1: Sampling Techniques and Sample of population

| No | Subject | Sampling Techniques | No Population in the project | Sample Of participant | |
|---|---|---|---|---|---|
| | | | | **Male** | **female** |
| **1** | Dangurworeda belay athletics project site | CenssussamplingTechniques | 25 | 2o | 5 |
| **2** | Bulen woreda athletics project site | | 25 | 15 | 10 |
| **3** | WonbraWoreda debrezte Project site | | 25 | - | 25 |
| **4** | Wonber Woreda debrezet Project Site | | 28 | 15 | 13 |
| **5** | Wonbera Woreda Senkora Project Site | | 25 | 15 | 10 |
| **6** | Wonbera woreda sanke Project Site | | 25 | 15 | 10 |
| **7** | Coaches | | 8 | 8 | - |
| **8** | Sport expert | | 13 | 11 | 2 |
| **9** | Total | | 174 | 99 | 75 |

### 3.6 Conceptual framework

In order to make use descriptive analysis to address some the objective of the study the research

Utilizes two variables, dependent and independent variables conceptual frame work Shows that the relation between dependent and independent variables along with the epigrammatic definitions.

### 3.6.1. Dependent variable

In this study athlete current condition was taken as dependent variables .The dependent outcome variable of the model to be used for the study was athletes' short distance or the level of the country. In the study, the researcher made use of the athletes of short distance to compare it with Ethiopia.

### 3.6.2. Independent variable

In this study the researcher was focused on factors affecting short distance running training, scientific training, facility and equipment as independent variables. In fact, it is possible to mention so many independent variables.

### 3.7. Data Collecting Instrument.

In order to get sufficient information the researcher used triangulation method of data collecting instrument;

- Questionnaire, Observation, was used.

### *3.7.1* Questionnaire

Self-developed standardized questionnaire was prepared in English language and distributed to athletes, coaches and experts. The researcher validates the instruments that was developed as follows before the actual data collection is started; the instruments are given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, necessary modifications were made and given to the thesis advisor for further comments, criticisms and evaluation.

### 3.7.2. Observation

The researcher was also take place observation to gather information relevant to the study. The athletics training facility and equipment availability, training methodology and coaching approach during actual training times of sprinter athletes was observed to get the relevant information about the major factors affecting short distance running in an athletic training project. Hancock (1998:89) also says, Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument. For the purpose of observation, checklist was employed. Accordingly, the athletics project training was observed using the checklist developed by using for the purpose.

### 3.8. Method of Data Collection Procedure

To collect the necessary data, the researcher followed the following procedures. First questionnaires and checklists for observation was prepare. Prior to the onset of the data collection, so as to grain full cooperation, which was very important to obtain meaningful data, both selected project. Then official letters was given to the project administrator in order to get permission to collect the information from the athletes, coach's experts. The subjects was inform about the purpose of the study and rapport was build up with them to get their cooperation, the questionnaire was distributed by the researcher and researcher assistants and also given clear instruction for the procedure of filling. Following this activity, the researcher distributed aselfdevelop standardize questionnaire, for Athletes and coaches was conducted with training center administration and observation taking place regarding the training facility and equipment availability and coaching style observation. Moreover, the researcher following up questionnaires during filling up and timely collecting back so as to minimize unreturned questionnaires.

## 3.9. Method of Data Analysis

In this study both qualitative and quantitative method of data analyzing were employed. The result, of the questionnaires closed-ended was analyzed quantitatively. The open ended questionnaires and observations were analyzed qualitatively. The researcher used descriptive statistics such spss version 24(statistical package for the social science) and analyzed the data

obtained from different respondents using frequency, percentage mean, mode, median and standard deviation.

## 3.1o. Pilot Study

Before taking data collection and prepared the main questionnaire the researcher takes some pilot study questions, to identify potential problems, test the language and substance of questions, and inform the researcher whether changes to the questionnaire guide are needed. In the case of this, 10 respondents who selected from the group then distributed to the respondents who were not part of the sample study. Then, the actual questionnaires designed based on the feedback of the pilot.

## 3.11. Ethical Consideration

Regrind ethical consideration the researcher was governed by the researcher code of ethical in maintaining prefacing and confidential and or other related values and the researching promise to the study that the information which was collect from the respondent shall not be transferred to third part in candid or it was not be exploited for undertaking other than the research study besides this the proceeding of data collection was done anonymously without writing their name identification number, telephone number .So that the threat of beings disclosed was very much minimize.

# CHAPTER FOUR

## 4. RESULT AND DISCUSSION

This chapter deals with discussion, analysis and interpretation of the data gathered from respondents through questionnaire and observation. Thus, statically descriptions of frequency, percentage, mean standard deviation. Quantitative and qualitative analysis of data was incorporated in this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through questionnaire and Observation .The data was collected from a total of 174respondents. This chapter consists of two major parts. The first section deals with the characteristics of the respondents and the second section represents the analysis and interpretation of the main data.

### 4.1 Background Information of respondents

Table 2.Background Information of respondents (Athletes, coaches and experts)

| No | Items | Frequency(No) | Percent | Items | Frequency | Percent | Items | Frequency | Percent |
|---|---|---|---|---|---|---|---|---|---|
| | **Athlete's** | | | **Coaches** | | | **Expert's** | | |
| **1** | Sex | | | Sex | | | Sex | | |
| | Male | 80 | 52.3 | Male | 8 | 100 | Male | 11 | 84.6 |
| | Female | 73 | 47.7 | Female | - | | female | 2 | 15.4 |
| | Total | 153 | 100.0 | | | | | 13 | 100 |
| **2** | Age | | | | | | Age | | |
| **A** | 12-16 | 53 | 34.6 | | | | 26-31 | 5 | 38.5 |
| **B** | 17-20 | 98 | 64.1 | | | | 32-37 | 3 | 23.1 |
| **C** | Above | 2 | 1.4 | | | | Above | 5 | 38.5 |
| | Education | | | | | | | | |
| **2** | 5-8 | 42 | 27.5 | Msc | 2 | 25.0 | Diploma | 1 | 7.7 |
| | 9-10 | 78 | 51.0 | Bsc | 4 | 50.0 | Bsc | 11 | 84.6 |
| | 11-12 | 33 | 21.0 | Diploma | 2 | 25.0 | Msc | 1 | 7.7 |
| **3** | Marital status | | | | | | | | |
| | | | | | | | Single | 3 | 23.1 |
| | | | | | | | Married | 10 | 76.9 |
| **4** | Experience | | | | | | | | |
| | | | | 1-5years | 3 | 37.5 | | | |
| | | | | 6-10yeas | 3 | 37.5 | | | |
| | | | | 11-15years | 2 | 25.0 | | | |

According to Table4.1, 80 athletes 52.3% of respondents were males and the 73 athletes 47.7 of the respondents were females. Regarding the age of respondents, 53 athletes 34.6% of the athletes were found in the age of between 12 - 16 and 98 athletes64.1 % of the athletes were found in the age between 17-20 years. And the rest 2 (1.4%) were above 21years. Therefore, we can understand from the above table that the majority of Athletes were young. According to (Korchemny, 1996 and Stepanov, 1989) the development of runners requires approximately six to eight years of specialized training and an additional four years of general physical conditioning to reach top performance. With regard to their educational level, 42(27.5%) athletes were of grade 5-8 and 78 (51.0%) athletes were of grade and 9-10 and the rest 33(21.0%) athletes were of grade11-12 .the majority of athletes were grade9-10. Second column, 2 coaches 8(100%) of in the projects were males. Concerning their qualification, Msc2 (25.0%) coaches were Msc, 4(50.0 %) coaches were Bsc and2 (25.0) coaches were diplomas. There for the majority of coach respondents were Bsc. In the case of experience of respondents, 3(37.5) coaches were in between the 1-5 years 'experience 3(37.5%) coaches were in between the 6-10 years 'experience 2(25.0%) coaches were in between the 11-15 years 'experience .the majority of coach respondents were6-10 and 1-5yreas. Experience has helpful for coaching. According to (New study in athletics in 1986), the coach is expected to be a college graduate, usually with a major in physical education and emphasis in the area of rehabilitation or a major in physical therapy. And it is better if he is a licensed or registered physical therapist, he should be qualified, especially if he has an additional background or certification in athletic coaching.

As shown Table 4.1, the third column, 11 (84%) of experts in the staff was males 2(15%) of experts in the staff were female. Regarding the age of the respondents 5 ( 38%) experts were found in between the age of years 26-31,3( 23.1%) of experts were 32-37, The rest 5( 38%) found in above38.According to their marital status . 3( 23.1%) of the expert staff was single10( 76.9%) of the expert staff was married . Concerning their qualification, Msc1 (7.7%) experts were Msc 11(84.6%) experts were Bsc and 1(7.7%) of the expert were diploma. therefore the majority of experts were Bsc.

## 4.2Views of the athletes

Table 3 Questions related to factor that affect athlete short distances running training

| No | Item | Alternatives | F (No) | % | Mean | median | mode | STD |
|---|---|---|---|---|---|---|---|---|
| 1 | Lack of facility has influence on your training? | Undecided | 3 | 2.0 | 4.64 | 5.00 | 5 | .521 |
| | | Agree | 49 | 32.3 | | | | |
| | | Strongly Agree | 100 | 65.8 | | | | |
| 2 | Do you think that presence of equipment and facility are standard? | Strongly Disagree | 56 | 36.8 | 1.74 | 2.00 | 2 | .647 |
| | | Disagree | 81 | 53.3 | | | | |
| | | Undecided | 14 | 9.2 | | | | |
| | | Agree | 1 | .7 | | | | |
| 3 | Does Your coach utilize properly all equipment during training? | Strongly Disagree | 50 | 32.9 | 1.87 | 2.00 | 2 | .800 |
| | | Disagree | 82 | 53.9 | | | | |
| | | Undecided | 13 | 8.6 | | | | |
| | | Agree | 7 | 4.6 | | | | |
| 4 | Facility and equipment available for training? | Strongly Disagree | 6 | 3.9 | 4.14 | 4.00 | 5 | 1.045 |
| | | Disagree | 9 | 5.9 | | | | |
| | | Undecided | 8 | 5.3 | | | | |
| | | Agree | 62 | 40.8 | | | | |
| | | Strongly Agree | 67 | 44.1 | | | | |
| 5 | Your environment is conducive for short distance running training? | Strongly Disagree | 28 | 18.4 | 2.31 | 2.00 | 2 | 1.015 |
| | | Disagree | 75 | 49.3 | | | | |
| | | Undecided | 34 | 22.4 | | | | |
| | | Agree | 7 | 4.6 | | | | |
| | | Strongly Agree | 54 | 35.5 | | | | |
| 6 | Training environment has negative influence on your performance? | Strongly Disagree | 3 | 2.0 | 3.91 | 4.00 | 5 | 1.060 |
| | | Disagree | 15 | 9.9 | | | | |
| | | Undecided | 27 | 17.8 | | | | |
| | | Agree | 53 | 34.9 | | | | |
| | | Strongly Agree | 54 | 35.5 | | | | |
| 7 | Does Your training area have adequate track which use for training? | Strongly Disagree | 47 | 30.9 | 1.85 | 2.00 | 2 | 7.4 |
| | | Disagree | 85 | 55.9 | | | | |
| | | Undecided | 17 | 11.2 | | | | |
| | | Agree | 2 | 1.3 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Strongly Agree | 1 | 7 | | | | |
| **8** | Your coach advices you in regarding your issue related to nutrition? | Strongly Disagree | 38 | 25.0 | 1.95 | 2.00 | 2 | .798 |
| | | Disagree | 91 | 59.9 | | | | |
| | | Undecided | 18 | 11.8 | | | | |
| | | Agree | 1 | .7 | | | | |
| | | Strongly Agree | 4 | 2.6 | | | | |
| **9** | Your coach gives information about how to take food before, after, during training? | Strongly Disagree | 43 | 28.3 | 1.91 | 2.00 | 2 | .755 |
| | | Disagree | 86 | 56.6 | | | | |
| | | Agree | 2 | 1.3 | | | | |
| | | Strongly Agree | 2 | 1.3 | | | | |
| **10** | Have you got an adequate diet after training? | Strongly Disagree | 44 | 28.9 | 1.84 | 2.00 | 2 | .663 |
| | | Disagree | 93 | 61.2 | | | | |
| | | Undecided | 11 | 7.2 | | | | |
| | | Agree | 4 | 2.6 | | | | |
| **11** | Your family supports you for future athlete? | Strongly Disagree | 38 | 25.0 | 1.95 | 2.00 | 2 | .755 |
| | | Disagree | 91 | 59.9 | | | | |
| | | Undecided | 18 | 11.8 | | | | |
| | | Agree | 3 | 2.0 | | | | |
| **12** | Are there good relationships among coach and all stockholders? | Strongly Disagree | 39 | 25.7 | 1.95 | 2.00 | 2 | .764 |
| | | Disagree | 86 | 56.6 | | | | |
| | | Undecided | 21 | 13.8 | | | | |
| | | Agree | 5 | 3.3 | | | | |
| | | Strongly Agree | 1 | .7 | | | | |
| **13** | Your family lifestyles influence on your training? | Strongly Disagree | 19 | 12.5 | 3.00 | 2.00 | 2 | 1.391 |
| | | Disagree | 56 | 36.8 | | | | |
| | | Undecided | 12 | 7.9 | | | | |
| | | Agree | 32 | 21.1 | | | | |
| | | Strongly Agree | 32 | 21.1 | | | | |

Key 1= Strongly Disagree (SD), 2= Disagree (D) ,3= Undecided (U) 4=Agree (A) ,5= Strongly Agree (SA) .

The above table, 3**Item 1**, Concerning Lack of facility has influence on your training, 100 athletes 65.8 % said strongly agree, 49 athlete 32.3% said they agree, the rest 3 athlete2.0 % said Undecided and mean value4.64,standerdivetion .521 . This indicates the majority of athlete said Lack of facility has influence on training, the above table, 3**Item 2** ,Concerning presence of equipment and facility are standard,56 athletes 36.8 % said strongly disagree ,the rest1 athlete.0.7 % said agree and mean value1.74,standerdivetion .647. This indicates that the majority of athletes said the presence of equipment and facility did not standard. **Item3**,

concerning coaches utilize properly all equipment during training, 82, athletes 53.9%said Disagree, the rest7 athletes 4.6%said agree and mean value1.87, standerdivetion.800. This indicates that the majority of athletes said Disagree so that the coaches did not utilize all equipment properly during training. **Item4,** Concerning Facility and equipment available for training, 67athlete 44.1 % said strongly agree, the rest 6 athlete.3.9 % said strongly disagree mean value 4.14, standerdivetion 1.045. This indicates that the majority of athletes said Facility and equipment available for training. **Item5**, concerning your environment is conducive for short distance running training, 75 athletes49.3% said Disagree the rest 7, athlete 4.6% said agree and mean value 2.31 standerdivetion1.015. But for short distance running training the training environment is not conducive. **Item6**, Concerning Training environment has negative influence on athlete performance, 54, athlete35.5% said strongly agree, the rest 3, athlete2.0% said strongly Disagree mean value 3.91 standerdivetion1.060. So that Training environment has a negative influence on an athlete's performance. **Item 7**, regarding to the training area have adequate track 85athletes 55.9 said Disagree the rest2 athlete 1.3 %agree and mean value1.85 standerdivetion7.4. This indicates that the majority of athlete said disagree the training area have not adequate track. **Item8**, regarding nutrition 91, athlete59% said disagree, the rest 1, athlete .7%said agree and mean value1.95 standerdivetion.798. So that the coach does not advice regarding to nutrition. Nutrition as it is a science of nourishing the body. The athlete who is striving for excellence should train hard and to train hard should eat balanced diet and enough calories to cover the load and maintain body It has both a basic science aspect that includes such concerns as understanding the body's use of nutrients during athletic competition and the need for nutritional supplements among athletes; and an application aspect, which is concerned with the use of proper nutrition and dietary supplements to enhance an athlete's performance. The psychological or psychiatric dimension of sports nutrition is concerned with eating and other mental disorders related to nutrition among athletes(Bezabeh, 1997).**Item9** ,Concerning coach gives information about how to take food before, after, during training, 86,athlete 56.6% respondent responded disagree the, rest 2, athlete1.3% agree and 2 athlete1.3% responded strongly agree and mean value1.91 standerdivetion.755. This indicates that majority of athlete responded disagree. Athletic performance improves with wise nutrition and crumbles with nutritive deficiency. Good nutritional supplement helps to the intention of preventing deficiencies and enhancing performance (McDowall, 2007). Athletes should understand the

importance of selecting food from all nutrient groups in the food pyramid and to make wise decisions about what to eat before, during and after practice. Athletes should understand the importance of, and practice proper hydration before, during and after practices and games. Be able to identify the appropriate amounts and types of food from the different nutrient groups in the food pyramid that comprise a healthful diet. Recognize the importance of selecting foods from all nutrient groups in the food pyramid when working toward, or maintaining optimal body weight. Be able to make wise decisions about what to eat before, during and after a game. Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance (Burke and Maugham, 2007). **Item10**, concerning the athlete got adequate diet after training 93athlete61.2% said Disagree; 4athlete2.3%said agrees and mean value1.84 standerdivetion.663. So that majority of athlete said disagree the athlete does not use adequate diet after training. **Item11**, concerning family supports, 91, athlete59.9%respondant responded Disagree, 3, athlete 2.0% responded agrees and mean value1.95 standerdivetion.755.This indicates that majority of athlete responded Disagree .So the athletes family cannot supports predictable for future athlete. **Item12**, concerning the good relationship among coach and all stockholders, 86, athlete56.6% respondent responded Disagree, 1, athlete .7% responded strongly agree and mean value1.95 standerdivetion.764. So that there were not good relationship among coach and all stockholders.**Item13**, concerning family life styles have influence on your training, 56 athlete 36.8% said Disagree, and 12athlete7.9% said Undecided and mean value3.00, Standerdivetion1.391. This indicates that majority of athlete responded Disagree, so the family life styles have influence on athletes training.

Table 4 questions related to interest of athletes toward short distance running training.

| No | Item | Alternatives | F(No) | % | Mean | median | Mode | STD |
|---|---|---|---|---|---|---|---|---|
| **1** | To what extent do facilities motive you ? | High | 114 | 74.5 | 1.31 | 1.00 | 1 | .590 |
| | | Medium | 31 | 20.3 | | | | |
| | | Low | 7 | 4.7 | | | | |
| | | Very low | 1 | .7 | | | | |
| **2** | What is the strength of your sport office to fulfill | Medium | 15 | 9.8 | 3.44 | 4.00 | | .668 |
| | | Low | 55 | 35.9 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | facility and equipment? | Very low | 83 | 54.2 | | | 4 | |
| **3** | To what extent do have interest toward short distance running training? | High | 11 | 7.2 | 2.77 | 3.00 | 2 | .914 |
| | | Medium | 52 | 34.0 | | | | |
| | | Low | 51 | 33.3 | | | | |
| | | Very low | 39 | 25.5 | | | | |
| **4** | What is your interest to your feedback? | High | 6 | 3.9 | 3.00 | 3.00 | 3 | 3.00 |
| | | Medium | 36 | 23.5 | | | | |
| | | Low | 63 | 41.2 | | | | |
| | | Very low | 48 | 31.4 | | | | |
| **5** | To what extent has role motivation for your training development? | High | 12 | 7.8 | 2.92 | 3.00 | 3 | .917 |
| | | Medium | 34 | 22.2 | | | | |
| | | Low | 63 | 41.2 | | | | |
| | | Very low | 43 | 28.1 | | | | |
| **6** | What is the interest of coach to work cooperatively with an athlete? | High | 13 | 8.5 | 2.79 | 3.00 | 3 | .936 |
| | | Medium | 47 | 30.7 | | | | |
| | | Low | 52 | 34.0 | | | | |
| | | Very low | 41 | 26.8 | | | | |
| **7** | What do you say the relationship between families and athletes? | High | 10 | 6.5 | 2.97 | 3.00 | 4 | .939 |
| | | Medium | 39 | 25.5 | | | | |
| | | Low | 49 | 32.0 | | | | |
| | | Very low | 55 | 35.9 | | | | |
| **8** | To what extent integration between coach, administration body and federation | High | 3 | 2.0 | 3.20 | 3.00 | 3 | .787 |
| | | Medium | 25 | 16.3 | | | | |
| | | Low | 65 | 42.5 | | | | |
| | | Very low | 59 | 38.6 | | | | |

Key1= High (H), 2= Medium (M), 3= Low (L), 4=Very low (VL).

The above table, 4Item 1, Concerning To what extent facilities motives you, 114 athletes 74. % said high, 1 athlete .7% said very low and mean value1.31,standerdivetion590.This indicates the majority of athlete said facilities motivate high.Item2, Concerning the strength of sports office to fulfill facility and equipment, 83 athlete54.2 % respondents responded very low, remaining 15 athlete9.8% responded medium and mean value3.44,standerdivetion668. So the strength of the sport office to fulfill facilities and equipment was very low. Item3, Concerning interest toward short distance running training 52 athletes 34% said medium, 11 athletes said high and mean value2.77, standerdivetion.914. So that the majority of athletes said interest toward short distance running training was medium .Item4, Concerning interest to your feedback, 63 athletes 41.2% said low, 6 athletes 3.9% said high and mean value3.00, standerdivetion 3.00. So that the athletes interest to take their feedback was low. Item5, regarding role motivation for training development, 63 athletes 41.2 %said low, 12 athlete 7.8%said high mean value2.92, standerdivetion.917. This indicates that the majority of athletes said role motivation for training development was low. Item6, Concerning the interest of coach to work cooperatively with athletes, 52 athletes34.0 %responded low, the remaining 13 athletes 8.3%responded high and mean value2.79, standerdivetion.936. So that the interest of the coach to work cooperatively with the athlete was low. Item7, Concerning the relationship between families and athletes, 55 athletes35.9% said very low, 10athletes6.5%said high and mean value 2.97, standerdivetion.939. This indicates that the majority of athletes said the relationship between families and athletes were very low. Item8, regarding integration between coach, administration body and federation, 65 athletes 42.5 %respondent responded low, 3 athletes 2.0 %responded high and mean value3.20, standerdivetion.787.So that the integration between coach, administration body and federation was Low.

Table 5.Questionrelated to method of training

| No | Item | Alternatives | F (No) | % | Mean | median | Mode | STD |
|---|---|---|---|---|---|---|---|---|
| 1 | What is the relationship of coach and an athlete? | Poor | 34 | 22.2 | 2.61 | 3.00 | 1 | 1.125 |
| | | Satisfactory | 24 | 15.7 | | | | |
| | | Good | 67 | 43.8 | | | | |
| | | V.good | 18 | 11.8 | | | | |
| | | Excellent | 10 | 6.5 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | What do you say the training plan for effective implementing the training principle effectively? | Poor | 61 | 39.9 | 2.15 | 2.00 | 1 | 1.312 |
| | | Satisfactory | 48 | 31.4 | | | | |
| | | Good | 24 | 31.4 | | | | |
| | | Excellent | 20 | 13,1 | | | | |
| 3 | What is the methodology coach‘s change depending on the situation? | Poor | 52 | 34.0 | 2.51 | 3.00 | 1 | 1.323 |
| | | Satisfactory | 19 | 12.4 | | | | |
| | | Good | 48 | 31.4 | | | | |
| | | V.good | 20 | 13.1 | | | | |
| | | Excellent | 14 | 9.2 | | | | |
| 4 | What do you say about the methodology and practical activities? | Poor | 48 | 31.4 | 2.42 | 2.00 | 1 | 1.223 |
| | | Satisfactory | 31 | 20.3 | | | | |
| | | Good | 45 | 29.4 | | | | |
| | | V.good | 20 | 13.1 | | | | |
| | | Excellent | 9 | 5.9 | | | | |
| 5 | What do you think the flow of instruction implement coach apply during training? | Poor | 66 | 43.1 | 2.18 | 2.00 | 1 | 1.328 |
| | | Satisfactory | 40 | 26.1 | | | | |
| | | Good | 12 | 7.8 | | | | |
| | | V.good | 24 | 15.7 | | | | |
| | | Excellent | 11 | 7.2 | | | | |
| 6 | What do you say the coaches ‘methodology, knowledge and skill? | Poor | 51 | 33.5 | 2.29 | 2.00 | 1 | 1.086 |
| | | Satisfactory | 30 | 19.6 | | | | |
| | | Good | 49 | 32.0 | | | | |
| | | V.good | 23 | 15.0 | | | | |
| 7 | What is the philosophy of your coaches and training method? | Poor | 51 | 33.3 | 2.45 | 2.00 | 1 | 1.308 |
| | | Satisfactory | 30 | 19.6 | | | | |
| | | Good | 36 | 23.5 | | | | |
| | | V.good | 24 | 15.7 | | | | |
| | | Excellent | 12 | 7.8 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 8 | What do you call Leadership and coaching style of the coach? | Poor | 55 | 35.9 | 2.31 | 2.00 | 1 | 1.243 |
| | | Satisfactory | 35 | 22.9 | | | | |
| | | Good | 29 | 19.0 | | | | |
| | | V.good | 28 | 18.3 | | | | |
| | | Excellent | 6 | 3.9 | | | | |
| 9 | What do you think of coaching style based on the situation and considered participant? | Poor | 56 | 36.6 | 2.17 | 2.00 | 1 | 1.146 |
| | | Satisfactory | 44 | 28.8 | | | | |
| | | Good | 29 | 19.0 | | | | |
| | | V.good | 28 | 18.3 | | | | |
| | | Excellent | 6 | 3.9 | | | | |
| 10 | What do you say about the Coaching style regarding to bringing athletes short distance running training improvement? | Poor | 55 | 35.9 | 2.39 | 2.00 | 1 | 1.343 |
| | | Satisfactory | 34 | 22.2 | | | | |
| | | Good | 28 | 18.3 | | | | |
| | | V.good | 22 | 14.4 | | | | |
| | | Excellent | 14 | 9.2 | | | | |

key1=poor (P) ,2= satisfactory , 3= Good (G) , 4=v.good (VG), 5=excellent (E)

the above table, 5Item 1, Concerning the relationship of coach and athlete, 67 athletes 43,8% answered good , the remaining 9 athlete 5.9% answered excellent and mean value 2.61,standerdivetion1.125.This indicates majority of athlete answered relationship of coach and athlete was good. Item 2, concerning training plan for effective implement 61 athlete 39.9%said poor, 20 athlete13.1% said excellent and mean value 2.51, standerdivetion1.323. So that the majority of athlete said training plan for effective implement were poor. Item 3, regarding methodology and practical activities relating, 52coaches 34.0%respondant responded poor, 14 athletes 9.2%responded excellent and mean value2.51 ,standerdivetion1.323 .So that the majority of respondents responded poor. Item 4, concerning the methodology and practical activities, 48 athletes31.4% answered poor, 9 athletes 5.9%answered excellent and mean value2.42, standerdivetion1.223. So that the majority of athletes answered methodology and practical activities was poor. The flow of instruction implement athletes apply during training was poor. Item 5, concerning the flow of instruction implement athletes apply during training, 66 coaches43.1% answered poor, 11 athletes7.9%answered excellent. So that the

majority of athletes answered poor and mean value2.18, standerdivetion1.328. The flow of instruction implement coach apply during training was poor. Item 6, regarding the methodology, knowledge and skill of coaching 51 athletes 33.3% respondent responded poor, 23coaches15.0%responded very good and mean value2.29, standerdivetion1.086. This indicates the majority of athletes answered poor. The methodology, knowledge and skill were poor. Item 7, regarding the philosophy of coach coaching and training method, 51 athletes33.5% answered poor, 12 athletes7.8%answerd excellent and mean value 2.45, and standerdivetion1.308 .So that the philosophy of coach coaching and training method was poor. Item 8, regarding Leadership and coaching style of the coach, 55 athletes 35.9% said poor, and 6 athletes said excellent and mean value2.31,and standerdivetion1.243 .So that the Leadership and coaching style of the coach was poor. Item 9, regarding coaching style based on the situation and considered participant, 56athletes36.6% answered poor 6 athletes3.9% answered excellent and mean value2.17, standerdivetion1.146. So that the coaching style based on the situation and considered participant was poor. Item10,regarding Coaching style regarding to bring athletes short distance running training improvement, 55athletes35% answered poor 14 athletes 9.2% answered excellent and mean value2.39,standerdivetion1.343.So that Coaching style regarding to bring athletes short distance running training improvement was poor.

Table 6T. Correlations of Factors affecting, methods of training and interest of athletes.

| Correlations | | | | |
|---|---|---|---|---|
| | | methodt1 | Factor affecting | Interest |
| methodt1 | Pearson Correlation | 1 | .538** | .466** |
| | Sig. (2-tailed) | | .000 | .000 |
| | N | 153 | 153 | 153 |
| Factor affecting | Pearson Correlation | .538** | 1 | .112 |
| | Sig. (2-tailed) | .000 | | .168 |
| | N | 153 | 153 | 153 |
| Interest | Pearson Correlation | .466** | .112 | 1 |
| | Sig. (2-tailed) | .000 | .168 | |
| | N | 153 | 153 | 153 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | |

Method was moderate positive correlations to factors affecting running training(r=0.53)and interest with the(r=0.46)

Factors affecting was moderate positive correlations with method of training and weak positive correlations with(r=0.16).

Interest was moderate positive correlation to with method with (r=0.46) and weak positive correlations with factors(r=0.11).

### 4.3. Views of the coach

Table 7 Question related to factor that affect short distances running training

| No | Item | Alternatives | F | % | Mean | median | mode | STD |
|---|---|---|---|---|---|---|---|---|
| 1 | Lack of facility has an influence on your coaching? | Undecided | 1 | 12.5 | 4.88 | 5.00 | 5 | .345 |
| | | Strongly Agree | 7 | 87.5 | | | | |
| 2 | Do you think that the presence of equipment and facilities are standard? | Strongly Disagree | 1 | 12.5 | 2.38 | 2.00 | 2 | 1.188 |
| | | Disagree | 5 | 62.5 | | | | |
| | | Agree | 1 | 12.5 | | | | |
| | | Strongly Agree | 1 | 12.5 | | | | |
| 3 | Do you utilize all equipment properly during training ? | Disagree | 2 | 25.0 | 3.25 | 3.00 | 3 | 1.165 |
| | | Agree | 4 | 50.0 | | | | |
| | | Strongly Agree | 2 | 25.0 | | | | |
| 4 | Facility and equipment available for training ? | Disagree | 1 | 12.5 | 4.25 | 5.00 | 5 | 1.165 |
| | | Undecided | 1 | 12.5 | | | | |
| | | Agree | 1 | 14.3 | | | | |
| | | Strongly Agree | 5 | 62.5 | | | | |
| 5 | Your environment is conducive for short distance running training? | Disagree | 6 | 75.0 | 2.25 | 2.00 | 2 | .465 |
| | | Agree | 2 | 25.0 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6 | Your training area have adequate track which use for training ? | Strongly Disagree | 1 | 12.5 | 2.50 | 2.00 | 2 | 1.195 |
| | | Disagree | 4 | 50.0 | | | | |
| | | Agree | 2 | 25.0 | | | | |
| | | Strongly Agree | 1 | 12.5 | | | | |
| | | Strongly Disagree | | | | | | |
| 7 | Athlete family lifestyle has influence on athlete training? | Disagree | 3 | 37.5 | 2.63 | 3.00 | 3 | .518 |
| | | Agree | 5 | 62.5 | | | | |
| 8 | Your athlete family support predictable for future athlete? | Disagree | 7 | 87.5 | 2.25 | 2.00 | 2 | .707 |
| | | Undecided | 1 | 12.5 | | | | |
| 9 | Are there good relationships among you and all stockholders? | Disagree | 4 | 50.0 | 2.88 | 2.50 | 2 | 1.126 |
| | | Undecided | 1 | 12.5 | | | | |
| | | Agree | 2 | 25.0 | | | | |
| | | Strongly Agree | 1 | 12.5 | | | | |

Key 1= Strongly Disagree (SD), 2= Disagree (D) ,3= Undecided (U) 4=Agree (A) ,5= Strongly Agree (SA) .

The above table 7**Item 1**, Concerning Lack of facility has influence on your coaching, 7 coaches 87.5 %answered strongly agree 1 coach 12.5%answered undecided and mean value 4.88,standerdivetion.345. This indicates that the majority of coaches answered strongly agree. **Item 2,** regarding presence of equipment and facility are standard, 5coaches 62.5 % said disagree, the rest1 coach 12.5 % said strongly Disagree and mean value2.38, standerdivetion1.188. This indicates that the majority of coaches said the presence of equipment and facility was not standard. **Item3,** concerning coach utilize properly all equipment during training 4 coaches 50.5%said they agree, the 2 coaches 25.0%said strongly agree, 2 coaches 25.0%said disagree. And mean value 3.25, standerdivetion1.165This indicates that themajorities of coaches said agree. So that the coach utilizes properly all equipment during training.**Item4,** Concerning Facility and equipment are available for training, 5 coaches 62.5 % said strongly agree, 1coach 12.5% said disagree 1 coach12.5% said undecided, 1 coach 12.5% said agree and the mean value 4.25, standerdivetion1.165. This indicates that the majority of coaches said strongly agree. So that the

Facility and equipment are available for training.**Item5,** concerning your environment is conducive for short distance running training, 6 coaches75.0% said disagree, the rest 2 coaches 25.0% said agree and the mean value2.25, standerdivetion.465. So that for short distance running training the training environment is not conducive**. Item6,** regarding training area have adequate track which use for training, 6 coaches 75.0%said disagree, 2 coaches 25%said agree and mean value 2.50 ,standerdivetion1.195. So that the majority of coaches said training area have not adequate track which use for training. **Item7,** Concerning Athlete family life styles have influence athlete training, 3 coaches37.5% said Disagree, 5coaches 62.5%said agree. This indicates that the majorities of coach said Disagree and, mean value2.63, standerdivetion.518. So family life styles have influence on athletes training. **Item8,** concerning athlete family support predictable for future athlete, 7 coaches87.5% answered disagree, 1 coach 12.5% answered undecided .This indicates that the majority of coaches said Disagree and mean value 2.25, standerdivetion.707. So the athlete family cannot supports predictable for future athlete. **Item9,** concerning good relationships among coach and all stockholders, 4 coaches50.0%said disagree 1coach12.5%said strongly agrees, 1coach 12.5% said undecided and mean value 2.25, standerdivetion1.126. This indicates that the majority of coaches said Disagree .So no good relationships among coach and all stockholders.

Table 8 Question related to method of training

| No | Item | Alternatives | F(No) | % | Mean | median | Mode | STD |
|---|---|---|---|---|---|---|---|---|
| **1** | What are the relationships of you and athlete? | Poor | 3 | 37.5 | 2.25 | 2.50 | 2 | .886 |
| | | Satisfactory | 5 | 62.5 | | | | |
| | | Poor | 4 | 50.5 | 2.50 | 2.00 | 2 | .756 |
| **2** | What do your training plan for effective implementing the training principle effectively? | Satisfactory | 2 | 25.0 | | | | |
| | | Good | 1 | 12.5 | | | | |
| | | v.good | 1 | 12.5 | | | | |
| **3** | What do you say the methodology and practical activities relating? | Poor | 6 | 75.0 | 2.13 | 2.00 | 2 | .641 |
| | | Satisfactory | 2 | 25.0 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **4** | What do you think the flow of instruction implement you apply during training? | Poor | 4 | 50.0 | 2.25 | 2.00 | 2 | .886 |
| | | Good | 3 | 37.5 | | | | |
| | | v.good | 1 | 12.5 | | | | |
| **5** | What do you say your methodology, knowledge and skill? | Poor | 5 | 62.5 | 1.75 | 1.00 | 1 | 1.165 |
| | | Satisfactory | 1 | 12.5 | | | | |
| | | Good | 1 | 12.5 | | | | |
| | | v.good | 1 | 12.5 | | | | |
| **6** | What do you say the effort of Leadership to work properly with you? | Poor | 4 | 50.0 | 2.00 | 2.00 | 2 | .535 |
| | | Satisfactory | 3 | 37.5 | | | | |
| | | Good | 1 | 12.5 | | | | |
| **7** | What is the philosophy of your coaching and training method ? | Poor | 5 | 62.5 | 1.75 | 2.00 | 2 | .463 |
| | | Satisfactory | 1 | 12.5 | | | | |
| | | Good | 2 | 25.0 | | | | |
| **8** | What do you think your coaching style based on the situation and considered participant? | Poor | 6 | 75.0 | 2.25 | 2.00 | 2 | .463 |
| | | Satisfactory | | | | | | |
| | | Good | 2 | 25.0 | | | | |
| **9** | What do you say your Coaching style regarding to bring athletes short distance running training improvement? | Poor | 3 | 37.5 | 1.75 | 2.00 | 2 | .463 |
| | | Satisfactory | 2 | 25.0 | | | | |
| | | Good | 2 | 25.0 | | | | |
| | | v.good | 1 | 12.5 | | | | |

Key1=poor (P), 2= satisfactory (s), 3= Good (G) 4=v.good (VG), 5=excellent (E)

The above table 8, **Item 1,** concerning the relationships of coach and athlete, 5coaches 62.5%answered Satisfactory, the remaining 3 coaches 37.5% answered poorand mean value 2.25, standerdivetion.886. This indicates that the majority of coaches answered satisfactory. **Item 2,** concerning training plan for effective implement, 4 coaches 50.5% said poor, 1coach 12.5% said good, 1 coach 12.5 % said v.good and mean value 2.50, standerdivetion.756. So that the majority said poor no one said Excellent. **Item 3,** regarding methodology and practical activities relating,6 coaches 75.0% respondents responded poor, 2 coaches 25.5% responded Satisfactory

and mean value2.13 ,standerdivetion.641. So that the majority of respondents responded poor. No one said Excellent. **Item 4,** concerning the flow of instruction implement you apply during training ,4 coaches50.0% answered poor,1 coach 12.5%answered v.good and mean value 2.25 ,standerdivetion.886. So that the majority of coach answered poor, the flow of instruction implement coaches apply during training was poor. **Item 5,** regarding the methodology, knowledge and skill,5 coaches 62.5%respndant responded poor,1 coach12.5%responded Satisfactory ,1 coach12.5% responded good, 1coach 12.5%v.goodand mean value 1.75 ,standerdivetion1.165.this indicates that the majority of coaches answered the methodology, knowledge and skill was poor. **Item 6,** regarding the effort of Leadership to work properly with coach, 4 coaches50.0%said poor, 1coach said good and mean value 2.00, standerdivetion.518. So that the effort of Leadership to work properly with coach was poor. No one Excellent. **Item 7**, regarding the philosophy of coach coaching and training method, 5 coaches 62.5% answered poor, 1coach 12.5%answerd satisfactory andmeansvalue1.75, standerdivetion.463. So that the philosophy of coach coaching and training method was poor. **Item 8,** regarding coaching style based on the situation and considered participant, 6 coaches75.0% said poor, 2 coach25.0% said good and mean value2.25, standerdivetion.463.So that the majority of coaches said coaching style based on the situation and considered participant was poor. **Item9** regarding Coaching style regarding to bring athletes short distance running training improvement 3coaches 37.5% answered poor 1coach 12.5%answeredv.goodand mean value1.75,standerdivetion.463. So that coaching style regarding to bring athletes short distance running training improvement was poor.

Table 9 Questions related to interest of athlete toward short distance running training

| No | Item | Alternatives | F | % | Mean | median | mode | STD |
|---|---|---|---|---|---|---|---|---|
| **1** | To what extent facilities motive you? | High | 5 | 62.5 | 1.38 | 1.00 | 1 | .518 |
| | | Medium | 3 | 37.5 | | | | |
| **2** | How much praised for effort and achieving personal goal motivate you? | Medium | 3 | 37.5 | 2.75 | 3.00 | 3 | .707 |
| | | Low | 4 | 50.0 | | | | |
| | | V Low | 1 | 12.5 | | | | |
| **3** | To what extent have interest toward coaching short distance | Medium | 5 | 62.5 | 2.38 | 2.00 | 2 | .518 |
| | | Low | 3 | 37.5 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | running training ? | | | | | | | |
| **4** | What is your interest to give feedback to your athlete? | High | 1 | 12.5 | 2.13 | 2.00 | 2 | .641 |
| | | Medium | 5 | 62.5 | | | | |
| | | Low | 2 | 25.0 | | | | |
| **5** | To what extent has role motivation for your athlete training development ? | Medium | 6 | 75.0 | 2.25 | 2.00 | 1 | .463 |
| | | Low | 2 | 25.0 | | | | |
| **6** | What is the interest of manager to work cooperatively with you and athlete | Medium | 3 | 37.5 | 2.63 | 3.00 | 3 | .518 |
| | | Low | 5 | 62.5 | | | | |
| **7** | What is the participation of community to compensate the scarcities of material? | Medium | 4 | 50 | 2.75 | 2.50 | 2 | .886 |
| | | Low | 2 | 25.0 | | | | |
| | | V Low | 2 | 25.0 | | | | |
| **8** | What is the strength of your sport federation to fulfill facility and equipment | Low | 2 | 25.0 | 3.75 | 4.00 | 4 | .463 |
| | | V Low | 6 | 75.0 | | | | |
| **9** | To what extent integration between you, administration body and federation? | Low | 7 | 87.5 | 3.13 | 3.00 | 3 | .354 |
| | | V Low | 1 | 12.5 | | | | |

Key 1= High (H), 2= Medium (M), 3= Low (L), 4=Very low (VL).

As indicate table 9**, Item1,** concerning to what extent facilities motive you, 5 coaches 62.5% of the respondent responded high, and the rest 3coaches 3.7said Medium and mean value1.38, standerdivetion.518. So that the majority of coaches said facilities motive high. **Item 2,** concerning praised for effort and achieving personal goal motivate coach, 4coaches 50%respondant responded low ,1 coach12.5% responded very low and mean value 2.75,standerdivetion.707. So that the majority of respondent responded low. **Item 3**, regarding interest toward coaching short distance running training, 5 coaches 62.5%answered medium, 3coaches 37.5 answered low and mean value 2.38, standerdivetion.518. So that the majority of coach answered medium. **Item 4**, concerning interest to give feedback for athlete, 5 coaches62.5% said medium 2 coaches 25.0%said low and mean value 2.13, standerdivetion.641. So that the majority of coach said medium. **Item 5,** concerning role motivation for your athlete training development, 6 coaches' 75.0%answerd medium, and 2 coaches 25.05 % answered low and mean value2.25, standerdivetion.463.So that the majority of coach role motivation for your

athlete training development was medium. **Item 6,** regarding interest of manager to work cooperatively with coach and athlete, 5 coaches 62.5 % responded low, 3 coaches37.5% responded medium and mean value 2.63,standerdivetion.518. This indicates that interest of manager to work cooperatively with coach and athlete was low **Item 7,** regarding the participation of community to compensate the scarcities of material, 4 coaches 50% said medium, and 2 coaches 25.0% said low, 2 coaches said very low and mean value 2.75, standerdivetion.886. So that the majority of coach said medium. **Item 8,** regarding the strength of sport federation to fulfill facility and equipment, 6 coaches75% answered very low, 2coaches 25.0% answered low and mean value 3.75, standerdivetion.463. This indicates the strength of sport federation to fulfill facility and equipment was very low. **Item 9,** concerning integration between coach, administration body and federation, 7 coaches 85% said low. 1coach12.5% said very low and mean value, standerdivetion.354 .So that integration between coach, administration body and federation was low.

### 4.4. Views of the Experts

Table 10 Questioner for experts about Factors Affecting

| No | Item | Alternatives | F | % | Mean | median | Mode | STD |
|---|---|---|---|---|---|---|---|---|
| 1. | Type of support for the projects? | Facilities and equipment | 6 | 46.2 | 2.85 | 4.00 | 1 | 1.819 |
| | | Provide pocket money for youth | | | | | | |
| | | Financial support | | | | | | |
| | | Technical support | 4 | 30.8 | | | | |
| | | All | 3 | 23.1 | | | | |
| 2. | Do you think that the support you provide sufficient? | Yes | 1 | 7.7 | 2.08 | 2.00 | 2 | .641 |
| | | No | 12 | 84.6 | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **3** | How many times you supervise the athletes to know their level of training of the athletics projects? | Onetime per month | 5 | 38.5 | 2.15 | 2.00 | 1 | 1.144 |
| | | Two times per six month | 3 | 23.1 | | | | |
| | | Two times per a year | 3 | 15.4 | | | | |
| | | one time per two week | 2 | 15.4 | | | | |
| | | No supervision | | | | | | |
| **4** | Do you set scheduled meeting program with sport commission, sport experts, and journalists to evaluate the athletes training? | yes | 5 | 38.5 | | | | |
| | | No | 8 | 61.5 | 1.68 | 2.00 | 2 | .506 |
| **5** | . Do you agree that monthly payment for the coach is sufficient? | Strongly agree | 1 | 7.7 | 3.77 | 4.00 | 4 | .832 |
| | | Strongly Disagree | 12 | 92.3 | | | | |
| **6** | Do you have any formal selection procedure adopted for coaches? | Yes | 5 | 38.5 | 2.31 | 2.00 | 2 | 1.032 |
| | | No | 8 | 64.5 | | | | |
| **7** | What are the factors affecting short distance running | Lack of good communication | | | 3.77 | 4.00 | 4 | .599 |
| | | Low attention given to | 1 | 7.7 | | | | |

| | | | | |
|---|---|---|---|---|
| training in metekle zone athletics project? | the projects | | | |
| | C lack of qualified coach | 1 | 7.7 | |
| | D. all are factor | 11 | 84.6 | |

As indicate table 10, **Item1,** concerning type of support, 6 experts 46.2% of the respondent responded to support for the project facility and equipment, the rest 3 expert 23.1% said supported all of them and mean value 2.85 , standerdivetion1.819**. Item 2,** concerning sufficiency of the supporting 1 expert 7.7% of the respondent responded the supporting was sufficient. But the rest 11experts 84.6% of the respondent responses the supporting was not sufficient and mean value 2.08, standerdivetion.641. So the majority of experts said the support was not sufficient. **Item 3**, concerning How many times supervise the projects to know their level of training ,5 experts 38.5% respondent responded one times per month and the rest 2 experts 15.4% one times per two week. And mean value 2.15, standerdivetion1.144.This indicates that there was no proper supervision. **Item 4,** Concerning Scheduled meeting program, 5 experts 38.5% of the respondent responded Scheduled meeting program was present the rest 8 experts61.5% respondent responded Scheduled meeting program was not present and mean value1.68, standerdivetion.506. This indicates that the majority of respondent responded Scheduled meeting program was not present. **Item 5,** 1expert7.7% of the respondent responded the monthly payment of the coach was sufficient. The rest 12 experts 92.3% of the respondent responded the monthly payment of the coach was not sufficient and mean value3.77, standerdivetion.832. This indicates that coach payment was not sufficient. **Item 6,** the above table 8 indicates that, 2 experts 15.4% said that, the projects have formal coach selection procedure and the remaining 8 experts 64.5% said that, the projects have not use formal coach selection of procedure and mean value2.31, standerdivetion1.032. This indicates that the majority of projects have no formal coach selection procedure. According to Debora and Bennet, p. 1976, Follow up of the coach should be conducted periodically. He/she should be encouraged to spend some time assessing their effectiveness. The responsible body trains coaches periodically to ascertain the strength and to determine areas where improvements need to be

mad. **Item 7,** Concerning to the major factors affecting metekele zone athletics projects, 1 expert 7.7% said that, Low attention given to the projects, 1 experts 7.7 lack of qualified coach, The rest 11 experts 84.6% of the respondent responded Lack of good communication, Low attention given to the projects and lack of qualified coach those all are factors and mean value3.77, standerdivetion.599. According to Debora and Bennet, p. 1976, the overall administration of all sport activities are checked by administrative bodies that are also responsible to offer financial management & aid in additions, administration create formal coach selection procedure and assign perfect coach. These administration bodies offers facilities and expected to build Infrastructure like good sport fields tracks, gyms & soon.

## 4.5. Open ended questions

1 What do you suggest to improve short distance running training in metekel zone athletics projects?

2 Specify your field of study.

- ❖ In response to the open-ended question which required expert‘s with regard suggest to improve short distance running training in metekel zone athletics projects open ended questions focused on,
- ✓ Hard working
- ✓ Promoting projects
- ✓ Use scientific methodology of training.
- ✓ Give attention to the project.
- ✓ Adjusts comfortable training area
- ✓ by Use qualified coaches

- ❖ Specify your field of study

  - ✓ Most experts were sport sciences specializations

### 4.6 Analysis of Data Collected from Observations

Table 11 Observation checklist of training in Athletics projects

| No | Item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | The comfortable of training place sprinter athletes and to follow each athlete for the coach? | | | | | ✓ |
| 2 | The punctuality of coaches on time from the training place? | | | | ✓ | |
| 3 | Arriving on time to training all athletes to training? | | | | | ✓ |
| 4 | Interest of athletes during the training time with the program ? | | | | ✓ | |
| 5 | Annually, monthly and weekly and also daily plan preparation? | | | | | ✓ |
| 6 | Training analysis and give suggestions and corrections? | | | ✓ | | |
| 7 | All material is presented in a clear and precise manner? | | | | | ✓ |
| 8 | Objectives of training plan and objective of daily training relationships implementation? | | | | | ✓ |
| 10 | The follow up of coaches to all athletes during training times? | | | | ✓ | |
| 11 | The motivation system of coach's athletes during training time ? | | | | ✓ | |

Key Excellent=1 Very good=2, Good=3, Faire=4 Not faire=5,

Data obtained from observation, Standing from all observation the researcher summarized as following: The comfortable of training place sprinter athletes and to follow each athlete for the coach, The training place was not comfortable So The field is very dusty since there is no properly cleaned field for the lap runs the athletes just run around football field of their area, which the levelness of the field is not quite good. The punctuality of coaches on time from the training place shows fair, same coach punctuality was not fair. The Arriving on time to training all athletes to training was not fairs. The athlete and coach must Arriving on time to training. The annually, monthly and weekly and also daily plan preparation was not fair. The Objectives of training plan and objective of daily training relationships implementation not fair and not go on line. So improper plan and poor methodology causes the faller of athlete performance. Some athletes were

not obedient for their coaches. Generally The mutual respect between coach and trainer, the coach demonstrates a sound knowledge of his or her sport, all material is not presented in a clear and precise manner, before or after practice, there is opportunity for exchange of ideas between trainer and coach, the coach attends every practice, the coach provides adequate explanation of the session, the coach treats each athlete as an individual and the coach motivates his/her athlete were faire. The atmosphere of the practice sessions, practice sessions is well organized and demanding both physically and mentally. Scarcity of facilities, equipment and materials in the training centers also limit the performances of the athletes.

## 4.7. Discussions

This section deals with the finding of the present‘s investigation discussed in the light of the statements of the problems, guide question and review of related literature or previous research in order to assess the interest of coach and athlete, methodology of training and challenge of short distance running training in some selected metekel zone athletics training project. The information collected in reference to this issue analyzed using descriptive frequency, percentage, mean, and standard deviation. The study identify the relationship of athlete and coach was good, strong coach-athlete relationship is associated with high levels of athlete performance and satisfaction, If we look at a poor relationship or incompatibility between the coach and athlete, we will begin to appreciate the characteristics associated with strong relationships The two primary variables associated with poor relationships are lack of communication and lack of rewarding behavior from the coach. Poor coach-athlete relationships are associated with lack of mutual respect, no real appreciation for either person‘s role and perhaps the most serious of all, lack of honesty between both parties when communication does occur (Jordan, 2009) .Concerning training methodology as finding of the study indicated; - Training plan prepared not effective to implement the training program properly and also not allow participating the athlete in training actively, so improper plan and poor methodology causes the faller of athlete performance. Coach did not change coaching style concerning the situation of training environment and also the instruction transfer from coach was poor to exercise the activity properly these poor coaching style has challenge to improve athlete performance and also minimize the relationship between athlete and coach, coach‘s knowledge, and skill poor to improve the performance of athlete as the analyzed data imply. As earlier research show-Five critical issues are the importance of experiential learning for coaching development: Funding challenges, growing numbers of unqualified coaches and increasing pressure within the sports coaching area, the lack of relevant and practical formal coaching education Programs and lack of coverage of best practices in the literature. Coaching success is facilitated by effective decision making to support athlete development in an environment that optimizes peak performance beside to this Coaching development is a fundamental quality of successful coach, which is measured by one's coaching record. Not all experienced coaches are experts, but all expert coaches have one thing in common, (Derringer, 2008). Regarding challenges of short distance running training as the result of study reveal while perform training;- shortage of athletics equipment and faculty, training environment affect negatively the

performance of short distance runner during training in supporting this result the previous result show that, providing facilities that are Clean, safe, and adequate for the number of athlete needs in athletics training center are the most vital issue to implement the program properly and improve athlete performance marythissen-milder (2006). Training environment not conducive to practice effectively and affect negatively the performance of athlete, Ethiopia athletics federation not exercises their role to improve athletics performance and generate funds for the training center. In the light of this the other researcher study result reveal ,the effective performance in athletics training involves the determination, allocation for the achievements which require data large amount of fund every year. Bucher and krotee (2002) thought that the facilities should be well planned and constructed with a judgment in future. Often, facilities are constructed within a very short period of and are very difficult to expand or exchange.

The findings of this research indicate that there is no proper utilization of materials. This indicates that future status of short distance Athletes in the study area was decline gradually. Previous studies discussed there is proper utilization of materials. (Alexander, et al., 2015).The findings of this research indicate that there is Facility and equipment available for training. Previous studies discussed indicate that provision of adequate and availability of quality facilities and equipment for training enhance athletes' development (Williams and Reilly, 2002). According to (David, 2005) availability of sport facilities and equipment has a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in sufficient manner it is too easy to produce a number of sport developments. The findings of this research indicate that training area have adequate track which use for training and athletics project have their own training area the respondents show disagree.. Similar findings by (Hughes & Franks, 2004) confirmed that the efficient utilization of facilities is crucial not only for the smooth running of training session, but also for the general credibility of the coaching program in operation. In addition (Abbott et al., 2002) confirm that the sport organizations should support and develop sports by providing the funding to purchase sports, equipment, supporting athletes to participate in national and international sports.

# CHAPTER FIVE

## 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusion based on the findings. At the end, recommendations are for warded that are thought to be helpful to address the coach and athlete interest to ward short distance training, methodology of training and factors affecting of short distance running training.

### 5.1 SUMMARY

The background of this study describe the coach and athlete interest to ward short distance training, methodology of training and factors influence training of short distance training running in some selected metekel zone athletics training . And the attempts of the researcher to assess in order to achieve this purpose, the following basic Research questions were raised in the study. What are the factors that affect short distance running training in Metekel Zone athletics projects? Does the Athletics project are properly offering Scientific Training to short distance Athletes? Does Athletics project properly utilize sport materials?

To this effect, the study was conducted availability technique selected six governmental athletics training project of metekel zone. Review of related literature was compiled from different web site; books, journal and other related reference material fit with the study propose. The desired populations for the study, 153 athletes and 8 coaches, 13 admstrative experts selected using census technique totally sample were 174.Questionnaire and observation were the instruments of data collection.

Among these instrument selected for the Study, questionnaires was checked through respondents of sample training center. The data Collected from the Self developed questionnaire was analyzed and interpreted using statistical tools such as frequency, percentage, mean, standardizations which was supported by Spss version 24.The data gathered through questionnaires and Observations were analyzed qualitatively using narration. , based on the analyzed data, the following major findings were obtained from the study:-

## 5.2. CONCLUSION

Based on the findings of the study the researcher obtained and analyzed the following basic points were forwarded as a conclusion.

- ✓ The study identified that coach and athlete do not work cooperatively to become competitive and overcome the problem of training
- ✓ The study identified that the praise from different concerned body not motivate highly the athlete and coach.
- ✓ The study shows monthly payment for the coach is not sufficient, but the coach to work effectively it needs good payment.
- ✓ The result of the study also indicated training plan prepared not effective to implement the training program properly and also not allow participating the athlete in training actively.
- ✓ The finding of the study identified coach did not change coaching style concerning the situation of training environment and also the instruction transfer from coach is poor to exercise the activity properly.
- ✓ The finding of the study identified coach‘s knowledge, and skill poor to improve the training of athlete.
- ✓ The finding identified shortage of facility which includes , field, track and field and standard gymnasium , dressing room, sport wear, spike, transportation, examination room, ,recreation area were in the training area not available to implement the short distance running training program.
- ✓ The study identified the Strength of sport federation to fulfill facility and equipment was very low.
- ✓ The study shows Facility and equipment available for training.
- ✓ The finding identified that training environment not conducive to practice effectively
- ✓ The study shows that athlete family did not have awareness. To support athlete.
- ✓ The study identified factors affecting short distance running training in metekle zone athletics project was Lack of good communication, Low attention given to the projects, lack of qualified coach.
- ✓ The study identified family lifestyle has influence on athlete training.
- ✓ The result shows the athlete does not got adequate diet after training.

- ✓ The study identified the presence of equipment and facilities were not standard.

## 5.3. RECOMMENDATION

- ➢ Based on the findings and results of the study the following recommendations were drawn.
- ✓ All the concerned body should be facilitate all important issue to motivate coach and athlete toward the short distance training.
- ✓ Experienced athlete should be become model and initiate the young and beginner athlete to motivate and interested.
- ✓ Training center manager should be prepared attractive praise for effective coach and athlete to make interested and become competitive.
- ✓ The training project experts should work jointly with athlete family and coach to improve athlete interest and to generate income from society, non–governmental organization and government.
- ✓ Athletes should get regular training to cover each phase of the annual training program effectively.
- ✓ The number of session for the sprint runners should be engaged equivalent with that of the progressive adaptation principle, so that they can scale up their performance and get constant training.
- ✓ Training should have to upgrade the coach‘s quality through the specialization level of coaching certification system in order to bring progression of athletes ‘performance.
- ✓ Concerned bodies must fulfill all the conductive training facilities and training materials.
- ✓ The number of coaches and athletes must be proportional to manage and give effective training.
- ✓ Coach should be utilizing all equipment and facility in order to encourage training of athlete.
- ✓ Coach should have to use while training effective coaching philosophy to make athlete competitive.
- ✓ Coaching style should have to democratic to attract athlete and to discuss properly regarding training issue.

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**Appendix 1**

JIMMA UNIVERSITY

COLLEGA OF SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCES

A questionnaire designed the factors that affect short distance running training in selecting metekel zone athletics projects. This questionnaire is to be filled by the Athletes.

The purpose of this questionnaire is to collect information on the factors that affect short distance running training in athletics projects. It is also based on identifying the major problems on the athletics projects of Metekel zone. Therefore, you are kindly requested to fill-in the questionnaires that incorporate different issues related to the study.

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

Writing your name on this question paper is not required.

Read attentively the provided questions and respond accordingly.

Thank you in advance for your response.

Provided Questions to collect Athlete suggestions

Please mark (√) under your response

1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (U) 4=Agree (A) 5= Strongly Agree (SA)

Demographic Characteristics of Respondent

| No | Variable | Alternatives Rating scale | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|---|
| 1 | Sex | Male | | | | | |
| | | Female | | | | | |
| 2 | Age | 12-16 | | | | | |
| | | 17-20 | | | | | |
| | | Above | | | | | |
| 3 | Educational background | 5-8 | | | | | |
| | | 9-10 | | | | | |
| | | 11-12 | | | | | |

Provided Questions to collect Athlete suggestions

Please mark (√) under your response

1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (U) 4=Agree (A) 5= Strongly Agree (SA)

Table 2.Questions related to factor that affect athlete short distances running training

| No | Types of question | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | Lack of facility has influence on your training? | | | | | |
| 2 | Do you think that presence of equipment and facility are standard? | | | | | |
| 3 | Does Your coach utilize properly all equipment during training? | | | | | |
| 4 | Facility and equipment available for training? | | | | | |
| 5 | Your environment is conducive for short distance running training? | | | | | |
| 6 | Training environment has negative influence on your performance? | | | | | |
| 7 | Does Your training have adequate track which use for training? | | | | | |
| 8 | Your coach advice you in regarding your issue related to nutrition? | | | | | |
| 9 | Your coach gives information about how to take food before, after, during training? | | | | | |
| 10 | Have you got adequate diet after training? | | | | | |
| 11 | Your family supports predictable you for future athlete? | | | | | |
| 12 | Are there good relationship among coach and all stockholders? | | | | | |
| 13 | Your family lifestyle have influence on your training | | | | | |

Table 3, questions related to interest of athletes toward short distance running training

Please mark (√) under your response

1= High (H) 2= Medium (M) 3= Low (L) 4=Very low(VL)

| No | Types of question | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | To what extent facilities motive you ? | | | | | |
| 2 | What is the strength of your sport office to fulfill facility and equipment? | | | | | |
| 3 | To what extent have interest toward short distance running training? | | | | | |
| 4 | What is your interest to your feedback? | | | | | |
| 5 | To what extent has role motivation for your trainingdevelopment? | | | | | |
| 6 | What is the interest of coach to work cooperatively with athlete? | | | | | |
| 7 | What do you say the relationship between families and athletes? | | | | | |
| 8 | To what extent integration between coach, administration body and federation? | | | | | |

Please mark (√) under your response

1=poor (P) 2= satisfactory () 3= Good (G) 4= V.good (VG) 5=excellent (E)

Table 4.Questionrelated to method of training

| NO | Types of question | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | What is the relationship of coach and athlete? | | | | | |
| 2 | What do you say the training plan for effective implement the training principle effectively? | | | | | |
| 3 | What is the methodology coach‘s change depending on the situation? | | | | | |
| 4 | What do you say the methodology and practical activities relation? | | | | | |
| 5 | What do you think the flow of instruction implement coach apply during training? | | | | | |
| 6 | What do you say the coaches ‘methodology, knowledge and skill of coaches? | | | | | |
| 7 | What is the philosophy of your coaches and training method? | | | | | |
| 8 | What do you say Leadership and coaching style of the coach? | | | | | |
| 9 | What do you think coaching style based on the situation and considered participant? | | | | | |
| 10 | What do you say the Coaching style regarding to bring athletes short distance running training improvement? | | | | | |

**Appendix 2**

JIMMA UNIVERSITY

COLL EGE SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

Questions Provided For Coaches

General information on personal data please put (√) under your response in the corresponding boxes you are provided below and write shortly for items that require you written responses.

Your current work position

Main coach ……. Main assistant coach …… Assistant Coach…… ……..……..

Q1. Educational background

| NO | Make | (√) sign |
|---|---|---|
| 1 | PHD | |
| 2 | Msc | |
| 3 | BSC | |
| 4 | Diploma | |
| 5 | Certificate | |
| 6 | Others | |

Q2. Experience in the profession

Less than a year ……

1 - 5 years……..

6 - 10 years……

11 - 15 years……..

Table 5.Question related to factor thataffectshort distances running training

1=strongly disagree 2=disagree 3=agree 4 = undecided 5=strongly agree (AS)

| NO | Types of question | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | Lack of facility has influence on your coaching? | | | | | |
| 2 | Do you think that presence of equipment and facility are standard? | | | | | |
| 3 | Do you utilize properly all equipment during training ? | | | | | |
| 4 | Facility and equipment available for training ? | | | | | |
| 5 | Your environment is conducive for short distance running training? | | | | | |
| 7 | Your training area have adequate track which use for training ? | | | | | |
| 8 | Athlete family lifestyle has influence on athlete training? | | | | | |
| 9 | Your athlete family supports predictable for future athlete? | | | | | |
| 10 | Are there good relationship among you and all stockholders? | | | | | |

Table .6.Question related to method of training Please mark (√) under your response

1=poor (P) 2= satisfactory ( S) 3= Good (G) 4=v.good (VG) 5=excellent (E)

| NO | Types of question | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | What is the relationship of you and athlete? | | | | | |
| 2 | Do you your training plan for effective implement the training principle effectively ? | | | | | |
| 3 | What do your training plan for effective implement the training principle effectively? | | | | | |
| 4 | What do you say the methodology and practical activities relating? | | | | | |
| 5 | What do you think the flow of instruction implement you apply during training? | | | | | |
| 6 | What do you say your methodology, knowledge and skill of coaching? | | | | | |
| 7 | What do you say the effort of Leadership to work properly with you? | | | | | |
| 8 | What is the philosophy of your coaching and training method ? | | | | | |
| 9 | What do you thinkyour coaching style based on the situation and considered participant? | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | What do you say your Coaching style regarding to bring athletes short distance running training improvement? | | | | | |

Table 7.Questions related to interest of athlete toward short distance running training Please mark (√) under your response

1= High (H) 2= Medium (M) 3= Low (L) 4=Very low (VL)

| No | Types of question | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | To what extent facilities motive you ? | | | | | |
| 2 | How much praised for effort and achieving personal goal motivate you? | | | | | |
| 3 | To what extent have interest toward coaching short distance running training ? | | | | | |
| 4 | What is your interest to give feedback to your athlete? | | | | | |
| 5 | To what extent has role motivation for your athlete training development ? | | | | | |
| 6 | What is the interest of manager to work cooperatively with you and athlete | | | | | |
| 7 | What is the participation of community to compensate the scarcities of material? | | | | | |
| 8 | What is the strength of your sport federation to fulfill facility and equipment | | | | | |
| 9 | To what extent integration between you, administration body and federation? | | | | | |

## Appendix 3

JIMMA UNIVERSITY

FACULTY OF SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

SPECIALIZATION OF ATHLETICS COACHING

Questionnaire designed the factors affecting short distance running training in metekel zone athletics project.

This questionnaire is to be filled by the Administrators. The purpose of this questionnaire is to collect information on the factors affecting short distance running training in athletics project. It is also based on identifying the major problems on the athletics projects of metekel zone. Therefore, you are kindly requested to fill-in the questionnaires that incorporate different issues related to the study.

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

Thank you in advance for you corporation.

Instruction

Put the symbol of right —√in the box given

General profile of project expert

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

2. Age 26-31-----32-37----above 38-------

3. Marital status- single------- married------

4. Educational background

A. Certificate B. Diploma

C. B.sc D .msc E .PHD

5. Specify your field of study_____

1. Type of support for the projects?

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

C. Financial support D. Technical support E, all

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

A. Yes B. No

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

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

C. Two times per a year D. one time per two week E. No supervision

If any other specify_____

4. Do you set scheduled meeting program with sport commission, sport experts, and journalists to evaluate the athletes training?

A. Yes B. No

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

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

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

A. Yes B. No

8. What are the factors affecting short distance running training in Metekle zone athletics project?

A. Lack of good communication

B. Low attention given to the projects

C lack of qualified coach D. all are factor

9. What do you suggest to improve short distance running training in Metekele zone athletics projects?

_____

_____

_____

## Appendix 4

## Observation checklist

Address_____Duration of Observation: _____Started at_____ Finished **at:** _____

Observational Date:_____

Observation checklist: _____observation time----------

Excellent=1 Very good=2, Good=3, Faire=4 Not faire=5,

| No | Types of question | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | The comfortable of training place sprinter athletes and to follow each athlete for the coach? | | | | | |
| 2 | The punctuality of coaches on time from the training place? | | | | | |
| 3 | Arriving on time to training all athletes to training? | | | | | |
| 4 | Interest of athletes during the training time with the program ? | | | | | |
| 5 | Annually, monthly and weekly and also daily plan preparation? | | | ` | | |
| 6 | Training analysis and give suggestions and corrections? | | | | | |
| 7 | All material is presented in a clear and precise manner? | | | | | |
| 8 | Objectives of training plan and objective of daily training relationships implementation? | | | | | |
| 10 | The follow up of coaches to all athletes during training times? | | | | | |
| 11 | The motivation system of coach's athletes during training time ? | | | | | |