



JIMMA UNIVERSITY
SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE

**FACTORS AFFECT PROJECT ATHLETES' DEVELOPMENT TO CLUBS IN SOME
SELECTED ATHLETICS PROJECTS IN METEKLE ZONE**

BY: - KASSAHUN HUSSEN

**A THESIS REPORT WAS SUBMITTED TO JIMMA UNIVERSITY SPORTS ACADEMY
DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER'S DEGREE IN ATHLETICS COACHING OF
SCIENCE**

JUNE, 2022
JIMMA ETHIOPIA

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JIMMA, ETHIOPIA

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JIMMA UNIVERSITY

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STATEMENT OF THE AUTHOR

This research thesis is my original work and has not been presented for any degree in any university all the resource of materials used for the thesis was duly acknowledged.

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ABBREVIATIONS

BGRS: Benishangul Gumuz Regional State

EAF: Ethiopian Athletics Federation

IAAF: International Association of Athletics Federation

TID: Talent Identification

Moy SC: Ministry of Youth and Sport commission

ABSTRACT

Introduction: Athletics sport is an exclusive collection of sporting events that involve competitive running, jumping, throwing and walking. Currently, different projects are established throughout the world and developing grassroots and novice athletes into clubs. However, this development is not balanced in developing and developed countries with the factors that affect project athletes' development to clubs in some selected athletics projects in the Benishangul Gumuz region less known. Objective: The purpose of this study was to investigate factors that affect project athletes' development in athletics clubs in the case of some selected athletics project training centres in the Benishangul Gumuz Region, U-17 athletics projects in Metekel Zone. Methods: This research study was mixed with a quantitative and qualitative type of research. The participants in this research consisted of 135 project athletes, 6 coaches and 1 expert from the zone sports office. The participants were selected by a purposive and random sampling method. The major data collection instruments in this study were questionnaires, interviews, and field observation. The questionnaires were administered to both project athletes and coaches of the athletics projects to consolidate the information obtained from the questionnaires and a semi-structured interview was conducted with six coaches and one zonal sports office expert. In analyzing the data, both quantitative and qualitative methods are used. Accordingly, all the close-ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage and the data obtained from semi-structured questions of interviews and observation were analyzed qualitatively in descriptive statements. Results: The major finding of the study related to factors that affect project athletes' development in clubs in athletics project training centres indicated the method and systems used by the coach. Among the detailed factors are a lack of a well-planned training program 70(52%), a shortage of appropriate competition by the administrative bodies for athletes 123(91.1), and the deficient selection and recruitment criteria by coaches 79 (58.5%). Regarding the Interview result: the majority of the coaches replied that they face a lack of enough facilities and equipment, less parent support, and an inconvenient training environment including a deficiency of nutritional supply for athletes. Conclusion: Based on the above finding the following conclusion gives the coach must use a planned training program, and talent selection criteria, the federal as well as regional athletics federations shall fulfil the necessary facilities and equipment are crucial.

Keywords: *Coaching method, Facility, training, Project athletes, Talent selection*

TABLE OF CONTENT

ACKNOWLEDGEMENT	iv
STATEMENT OF THE AUTHOR	v
ABBREVIATIONS	vi
ABSTRACT.....	vii
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1. BACKGROUND OF THE STUDY	1
1.2. Statement of the problem.....	3
1.2.1. Research Question.....	5
1.3. Objectives of the study.....	5
1.3.1. General Objective	5
1.3.2. Specific Objective.....	5
1.4. Significance of the study.....	5
1.5. Delimitation of the Study.....	6
1.6. Limitations of the Study.....	6
1.7. Operational Definition of Some Terms.....	6
CHAPTER TWO	8
2. REVIEW OF LITERATURE.....	8
2.1. History of Ethiopian Athletics	8
2.2. Factors affecting the performance of athletes	9
2.2.1. Diet and Exercise	9
2.2.2. The environment and performance	9
2.2.3. Lifestyle and performance	9
2.3. The National Youth Sport Policy of Ethiopia.....	10
2.3.1. Objectives	10
2.3.2. Goal.....	10
2.4. The “projects” in Ethiopia.....	11
2.5. The Significance of Athletic Project.....	11
2.6. Five Developmental Stages of the Age in Athletics Project	12
2.6.1. Stage 1: Discover, Learn and Play (Ages 0-12).....	13
2.6.2. Stage 2: Develop and Challenge (Ages 10-16).....	13
2.6.3. Stage 3: Train and Compete (Ages 13-19).....	13

2.6.4.	Stage 4: Excel for High Performance or Participate and Succeed (Ages 15+)	13
2.6.5.	Stage 5: Thrive and Mentor (Active for Life).....	14
2.7.	Benishangul Gumuz Region and Athletics	14
2.8.	Coaching objectives	14
2.9.	Coaching style.....	15
2.10.	Coaching process	15
2.11.	The Role of Coaches	15
2.12.	The role of Government in sport.....	16
2.13.	The role of Parents	17
2.14.	Talent identification	17
2.15.	Talent Development and Sports (Athletics) Specialization	18
2.16.	Talent Identification Factors.	18
2.17.	Facilities and Equipment for Athletics.....	18
2.17.1.	Resources needed by athletics clubs	18
2.17.2.	Financial resources.....	19
2.17.3.	Human resources.....	19
2.17.4.	Material resources	19
2.17.5.	Facility resources	20
2.17.6.	Communication.....	20
2.18.	Motivation.....	20
2.19.	Conceptual framework.....	21
2.19.1.	Dependent variable	21
2.19.2.	Independent variable	21
CHAPTER THREE		23
3. RESEARCH METHOD AND MATERIALS.....		23
3.1.	Research Design.....	23
3.2.	Study Area	23
3.3.	Source of Data.....	24
3.3.1.	Primary Data	24
3.4.	The population of the Study.....	24
3.5.	Sample and Sampling Techniques	25
3.5.1.	Sample Size.....	25
3.6.	Data Collection Instrument	26

3.6.1.	Questionnaires.....	26
3.6.2.	Interview	27
3.6.3.	Observation	28
3.7.	Pilot Test	28
3.8.	Data Collection Procedure	29
3.9.	Method of Data Analysis	29
3.10.	Ethical Consideration.....	30
CHAPTER FOUR.....		31
4.	Data analysis, interpretation and discussion.....	31
4.1.	Demographic characteristics of project athletes	31
4.2.	Data Analysis and Interpretation of Project Athletes’ Response	32
4.3.	Analysis and Interpretation of Coaches' Responses.....	39
4.4.	Interpretation of interview	46
4.4.1.	Interpretation of Interviews with Athletics Project Coaches	46
4.4.2.	Interpretation of Interview with zone Sports office Project Expert.	47
4.5.	Analysis of Findings Obtained through Observation Checklist.....	49
4.6.	Discussion	51
4.6.1.	Methods and systems used by the project coaches	51
4.6.2.	Parents, coaches and government participation in the athletics project.....	52
4.6.3.	Talent identification of the project athletes.....	53
4.6.4.	Facilities and equipment	53
CHAPTER FIVE		55
5.	SUMMARY, CONCLUSION AND RECOMMENDATION.....	55
5.1.	Summary.....	55
5.2.	Conclusion	56
5.3.	Recommendation	56
Reference		58
APPENDIX-A.....		61
APPENDIX-B.....		65
APPENDIX-C.....		66
APPENDIX –D.....		70
APPENDIX-E.....		72

LIST OF TABLE

TABLE OF DESCRIPTION PAGES

Table 1 population of study	24
Table 2 Information about Population, Sample Size and Respondents	26
Table 3 reliability and validity of the questionnaires.....	31
Table 4 demographic characteristics of project athletes	31
Table 5 the Summary result of Methods and Systems used by Coaches on the response by Project Athletes.	32
Table 6 Summary Results of Talent Identification for the Project Athlete	Error! Bookmark not defined.
Table 7 Background Information of the Coaches	409
Table 8 The summary results for the factors related to parents, coaches and government participation in athletics projects.	42
Table 9 The summary results for the major factors that affect project athletes to join clubs	45
Table 10 Observational Checklist and Result Obtained	49

LIST OF FIGURE

FIGURE DESCRIPTION	PAGE
Figure 1. Conceptual Framework of the study.....	Error! Bookmark not defined.
Figure 2. Geographical map of BGRS	Error! Bookmark not defined.
Figure 3. The summary graph of parent and government participation in athletics projects	Error! Bookmark not defined.
Figure 4. The figure display the major factors that affect the project athletes to join clubs.....	37
Figure 5. The figurative display for the summary results of the factors related to methods and systems used by the couches.	41
Figure 6. The graphical display on the talent identification of project athletes	Error! Bookmark not defined.

CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Athletics was especially popular and soon became central to the exercise components of national education systems. Athletics is one series of sporting occasions that involve competitive running, jumping, throwing and walking. The most common kind 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, make athletics one of the most normally competed sports activities in the world. Organized athletics are traced back to the ancient Olympic Games from 776 BC. From these assertions without going into details, it is possible to deduce that Ethiopia's Olympic achievement has been limited to middle and long distances together with other African countries. Because of this, too little attention was given to field event athletics, and considerable achievements at the international level have not been achieved so far. Most modern events are conducted by the member clubs of the international association of athletics federation (Abera, 2013).

Typically, the rationale behind their achievement lies in that, the practice of this event requires remarkably few facilities, having a door-opener "role models", an engagement with manual work at an early age, for instance, long-distance round-trip to school, fetching water and gathering firewood...etc. could be mentioned as some of the main factors (Tsehaynew, 2010).

Since 1990 E.C the Ministry of Youth and Sport has been running nationwide youth sports projects in 8 types of sports, such as football, athletics, volleyball, basketball, handball, tennis, table tennis and boxing so far about 14000 youngsters have attended the training programmes. Benishangul Gumuz is one of the regions which participates in four types of sports. Athletics Projects have shown promising results in improving the standards of each sport type as they managed to produce many elite young athletes who stepped up to ultimately play for various higher-level clubs and even for the national teams of Ethiopia. The Ministry of Youth and Sport (Moy SC, 2008).

The Ministry of Youth and Sport carried out extensive participatory assessment across all regions to identify possible causes which account for the poor performance of Ethiopian sports and thereafter to design strategic courses of action aimed at tackling those prevailing challenges which persistently dwarfed the development of the sports system of Ethiopia. In our case the necessity of establishing youth sports projects in Ethiopia has already been given prior importance in Proclamation Number 256/2002 and the Sports Policy of Ethiopia where it is stipulated that “ *the Ministry of Youth and Sport will accomplish integrated actions with regional and national sports federations to establish national and regional sports training academies to produce best young athletes who will be capable of overtaking the places of present time national team athletes*” (Moy SC, 2008).

The national athletics projects have been launched with a core objective of producing talented young players who will be capable of overtaking the places of present-time athletes by demonstrating the best skills in domestic and international sports. When we measure the hitherto outcomes of the projects in terms of meeting their objectives, we could say that the projects have shown a glimmer of hope to raise the standard of the Ethiopian sports system. However, a lot remains to be done to enhance the performances of the projects by providing them with the necessary inputs to tackle their existing problems, which are mainly in the areas of upgrading the skills of trainers, supplying modern training facilities and allocating adequate finance to the project (Moy SC, 2008).

The main objective of the BGRS athletics project training program is to join youth athletics trainees in the club after the end of the project age level. This can be achieved through a well-organized and structured athletics projects development program. However, the program of youth athletics training would be capable of producing athletes who are beneficial to the main club, which currently showed ill contribution. The primary objective of athletics training clubs is to help athletes improve their athlete’s performance by developing factors of physical fitness such as strength, speed, specific power, nutrition, education and confidence (Perkins. & Borden, 2003).

Generally, to achieve and succeed in the plan of the project, project athletes to join clubs after lasting the project age careers because these youth trainee athletes would have got a chance to gain good facilitated training access to improve their performance and be beneficial in their life. Young players would benefit from a structured and coherent development approach with elements of socio-psychological support (Richardson, 2004).

The Ethiopia Athletics Federation and the Federal sports commission along with the regional sports commission striving to play their part in the development and expansion of Athletics in the BGRS since 2004 G.C. In the current Situation there are twelve youth Athletics projects which are founded to support the regional Sports Commission and the Federal sport Commission.

These youth Athletics projects produced very few athletes who have been included in different Ethiopian athletics clubs. Like the famous athletes Almaz Ayana (Mekelakeya), Dibaba Merdasa (Omedla), Sorysa Fida (Defence), Guteme Demera (Water Construction) and Alemwork Fekadu (Omedla). The Benishangul-Gumuz National Regional state youth athletics projects are going through a difficult course of time to introduce young, talented and new outstanding athletes at woreda, zone, the regional and national level of in all athletics competitions and The projects are restraining the project athletes to join prominent athletics clubs in the country even if it is confirmed as there are athletics project site location are growing. But the underlying factor is not well known. With this in mind, this indicates that there are factors of Athletics Project in Benishangul-Gumuz Regional State (BGRS).

Therefore, the researcher would be eager and enthusiastic to investigate factors that affect athletics project trainees' development clubs in Metekel Zone in more depth and to recommend possible solutions.

1.2. Statement of the problem

Currently, athletics is the most popular sport in Ethiopia in terms of spectators and participants, owing to this fact, different athletics projects have been established and participated in champion. Although few studies have been done on factors affecting athletic projects. Within these few studies, the researcher selects two related research For seeing the gap between this researcher's study and the selected related study.

According to (Abera, 2017) — Youth Athletics Sports Training Projects of the Southern Region, Ethiopia: Perceived Deterrent Factors that Need Scaling up|| The result of the study, therefore, reveals the following major limitations as deterrent factors: a dearth of coaching expertise at the grassroots level, dearth of access to basic athletics equipment and training manual, Lack of follow-up and support systems from relevant agencies, lack of integrated competitive opportunities within the region, sociocultural barriers, lack of scientific talent identification programs. Finally, the sports organizational structures from the bottom Keble to the top regional level need to be promptly

proactive in filling the gaps identified. Likewise, capitalizing and keeping an eye on the good practices can assist in maintaining the projects' strength as well as the experience gained out of this would foster a great deal, if shared among projects, in developing youth athletics in the region and sustain the country's athletics sports successes.

According to (Bezabeh, 2014) — Grass-Root Training: a Challenge for Ethiopian Athletics. This research paper analyses the problem of grass-roots training in Ethiopian athletics, presenting the different institutions involved in athletics and their respective reasons for the lack of interest and involvement in grass-root training activities. The overall picture provided by this description reflects the poor conditions of Ethiopian athletics and the prevalence of a predatory system of selection instead of a comprehensive institutional organization for the promotion of the sport. The data collected for this research proceed from interviews with officials of athletics federations and sponsors over several years of professional activity by the first author and based on fieldwork observations by the second author.

These two evidence focused on the factors and the problems of the project. BGR of Metekel zone there are 6 Athletics projects (Bezabeh, 2014; Abera, 2017). Within the previous 7 years, these training centres produced a few athletes who are participating in different prominent clubs of the country and for the national team. Few of them are representing the country in International Races. However, most Athletics projects athletes in Metekel Zone has experienced several hindrances in joining known athletics clubs in Addis Ababa . The researcher will have ten years' experience in teaching, amateur and office expertise in woreda and zone sports office of the study setting. That is why the researcher gets the chance to observe closely the development of project athletes. Currently, the athletics projects training centres are not well and are not producing new athletes which join different prominent clubs in the country like the previous one and the projects are restraining the project athletes' development to clubs prominent athletics clubs in the country with the underlying factor being not well known. Moreover, the athletes in the athletics projects of Metekel Zone being masked underthe cage of the unrevealed factor the efforts made by the administrative body, coaches, and elite academicians in the area remain inadequate. However, this awareness is not yet supported by scientific shreds of evidence put a dark shadow on the factors that affect the development of project athletes' in Metekel Zone into prominent clubs in the country.

Therefore, this heavily initiates the researcher to investigate and fill the gap by carrying out the study designed to investigate the factors that affect project athletics development to clubs and recommended possible solutions.

1.2.1. Research Question

This study attempted to investigate the factors that affect project athletes' development into clubs. The research answered the following questions:

- What strategies and systems did the coaches employ during the coaching process?
- Do stakeholders participate in every activity in the athletics project?
- Is there sufficient training facility and equipment to conduct a training session?
- What are the most effective ways to encourage project athletes' development into clubs?

1.3. Objectives of the study

1.3.1. General Objective

The general objective of the study was to investigate factors that affect project athletes' development into clubs in some selected athletics projects in Metekle zone.

1.3.2. Specific Objective

The study has had the following specific objectives:-

1. To assess the coaches' training methods and procedures during the coaching process.
2. To assess the responsibilities of stakeholders in the athletics project?
3. To assess the availability of equipment and facilities to conduct a training session.
4. To recommend and find possible solutions to minimize factors that affect project athletes' development to clubs.

1.4. Significance of the study

This study provided information about factors that affect project athletes' development into clubs. Even though there hasn't been enough research done on this topic, the research also serves as a study resource for other academics.

For this purpose, the study's relevance was to:-

- To give accurate information so that Project athletes can receive better coaching, training, and support.

- To share perspectives on current issues and project perspectives in the clubs
- Incorporate the new results of the research finding output into the system of youth athletics projects.
- To give awareness on how to perform their work jointly among parents, main athletics clubs, project coaches and Administrative bodies in supporting project athletes to join clubs.
- To serve as a foundation for a more extensive study for those who wish to research the factors that affect project athletes to join clubs.
- It will suggest possible solutions to the factors that affect project athletes joining clubs.

1.5. Delimitation of the Study

The researcher narrowed the scope of the study in Benishangul Gumuz Regional to under 17 year's athletics projects in Metekel Zone and selected 6 project centres to make the study doable. For this study, nine males and fifty-one females' a total of 142 athletes, coaches and zone sports experts were included.

This study also focused on the variables of factors that influence project athletes' participation in major athletics clubs, such as coaching methods, project athlete selection and recruitment criteria, facilities and training equipment, parents, coaches, and administrative bodies' participation in projects that are specific to seeing project athletes join clubs.

1.6. Limitations of the Study

In conducting the study researcher has been challenged by the following limiting factors:-

- The small sample size may hinder the generalization of the results to other athletics projects in other Zones, regions and countries.

1.7. Operational Definition of Some Terms

The following terminology was specified in this study for the sake of clarity and consistency:-

- ❖ **A club:** - is an athletic organization that provides training and other benefits for the athlete Myer, Gregory D., et al. (2016).
- ❖ **Athletics development:** - is a term used to describe the phenomena that are believed to progress, particularly in the context of a youth athletics program. Nash & Sproule (2009).

- ❖ **A training centre:** - is a place where young people who work in a specific profession go to receive long-term training. DeGraaf, (2003).
- ❖ **Project athletes:** - are young individuals under the age of 17 who participate in athletics projects. Pfister, Gertrud. (2012).
- ❖ **Training:**-Any program of exercise aimed to develop an individual's skills and raise their Energy capacity for a specific activity Mansfield, Avril, et al. (2007).

CHAPTER TWO

2. REVIEW OF LITERATURE

This part of the research paper deals with relevant literature that is designed based on the aims of the study area. Therefore, as a source of basic details on the major factors that hinder project athletes' development into clubs.

2.1. History of Ethiopian Athletics

Although the exact roots of Ethiopian Athletics cannot be retracted accurately, it is widely believed that the sport was widely practised in schools and the military before 1897. The sport was limited to these parts of society only because others did not have access to equipment used for competition or was not organized in a manner that motivated progress. But after signs that the sport was increasing in popularity in many parts of society, a need to assemble these activities under one organizing umbrella quickly arose. It was in 1949 that the Ethiopian Athletics Federation (EAF) was formed and soon became a member of the International Amateur Athletics Federation (IAAF). Since its inception, much of the federation's activities were carried out with the help of amateurs. The first executive committee was headed by Colonel Getahun Teklemariam, the man officially recognized as the first president of the EAF (Mulugeta, 2011).

This committee started a formalized program where athletes competed domestically and internationally. One of the first major competitions in the Federation, the Shewa championships, was organized in 1966 and was a competition among various divisions of the military, schools, and clubs. The first-ever edition of the Ethiopian championships was held in 1971(Mulugeta, 2011).

In the late 70s, a new committee, headed by chairman Tesfaye Sheferaw was formed to administer the federation. The major achievements of this era were the staging of the first Abebe Bikila Marathon and the national cross country championships. Ethiopia also participated in the world cross country championships for the first time in 1984. This executive committee was also responsible for overseeing many developmental activities of the Federation. Construction of the first athletics track, education and hiring of coaches, and major improvement in working procedures were all hallmarks of the early 80s. Many years later, the EAF now has a semi-professional organizational structure (Mulugeta, 2011).

2.2. Factors affecting the performance of athletes

2.2.1. 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, which 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, 2001).

2.2.2. The environment and performance

The main factors to be considered are discussed below: The weather can be too hot, cold, humid or windy for a person to produce a high-level performance. Few athletes can produce their best performances when it is raining or very cold. The training program should reflect the anticipated conditions that will prevail when the competition is due to take place. Remember, it is not just the cold that can affect performance. How many „fun-runners“ train in the evenings after work for a special half marathon and then find that the event takes place in the heat of the day? The state of the sports arena, the track or the sports field can influence performances. Pitches with long or wet grass slow players down. Long grass can also affect the movement of a ball in a game. Artificial surfaces will also affect performance if the player is used to grass. Inside, a dusty or wet floor in a gymnasium can be slippery and is, therefore, the venue- the training program should take into account where the event will be held. This is especially so if the event is to take place at altitude.

2.2.3. Lifestyle and performance

The way we live affects our performance. Fitness training not only includes doing the correct physical work but also means generally healthily living our lives. It is not possible to burn the candle at both ends and produce a good classification performance. So, what do we mean by our well-being? It covers; Physical well-being:- a body working well, free from illness and injury. Mental well-being: a relaxed attitude, a mind free from stress and worry Social wellbeing: - a warm, contented, well-fed existence in a settled social environment. Athletes with a healthy lifestyle could be said to have a „SASHED“ approach to life: Sleep sufficient good quality sleep is an essential part of any training program. Attitude a positive attitude is desirable in all people. But essential in a sportsperson, „attitude“ includes having respect for one’s opponents and fellow players. Like an appetitive approach to the competition, respect for others is essential and it can help, indirectly, to

produce a better individual performance. Smoking: - smoking tobacco makes you smell, can ruin your health and can eventually kill you. Hygiene- good personal hygiene helps you to avoid infection and makes you feel good. For athletes, good foot care is inessential. Environment-living in a pollution-free situation can help to avoid respiratory illness. Also, climate and the weather can affect performance. Diet- a currently balanced diet can help you cope with the everyday stresses of life (Webster, 2000).

2.3. The National Youth Sport Policy of Ethiopia

As Ethiopia's junior and youth athletics project-training implementation manual 2008 indicated, The National Youth sport Policy of Ethiopia adopted several Objectives and Goals about creating talented children and youth in Athletics activities. Thus, as follows:

2.3.1. Objectives

- ❖ Create favourable conditions to increase the participation of exceptionally talented youth and those with special needs to enable them to acquire special education and benefit from it.
- ❖ Enable youth to be actively involved in and benefit from activities which are directed toward expanding and constructing youth-focused recreational, cultural and sports institutions and centres.
- ❖ Enable in-school and out-of-school youth to widely participate in physical education, physical fitness exercises, cultural sports training and competitions and benefit there. Encourage the participation of children and youth in sports activities according to their inclination by forming sports clubs in educational institutions.
- ❖ Organize special training and competitions forums for talented youth in various types of sports and recruit the gifted ones by working in conjunction with sports clubs and federations.

2.3.2. Goal

To produce a large number of highly talented athletes within four years in short, middle, long-distance and field events and depending upon talent with specific athletics events:

- Making them join different clubs
- Promote them to join camps prepared by the national athletics federation
- Promote them to participate in international and national championship competitions by representing Ethiopia at the junior and youth level

- Promote them to replace former elite and golden athletes The Ministry of Youth, sports and Culture, in conjunction with relevant governmental and nongovernmental bodies, needs to take up the lead role to create conducive conditions for the effective implementation of the above-mentioned policy issues and directions(Moy SC, 2008).

2.4. The “projects” in Ethiopia

There are several differences between what are referred to in Ethiopia as ‘Clubs’ and Projects’. First, is an age difference: clubs are for senior athletes, whereas Projects are usually for those under 17. Second, is 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 is granted autonomy and is ruled by status, whereas the latter is run as part of their administration of origin. Finally, the selection of athletes by regional federations for domestic competitions can only be made from projects, and not from clubs otherwise the regional Addis Ababa Athletics Federation would be too advantaged. For all these reasons, projects ‘can be seen as the obvious level for the organization of grass-root training. Yet it is not the case, mainly because of the cruel lack of funding which makes any attempt to 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. As a rule of thumb, projects are deprived of any coaching staff, vehicles, sports facilities and even support for athletes (food, accommodation, shoes, clothes, etc.). And from the personal observation of the first researcher of this paper on some project sites, the role of the local community in supporting these projects seems close to none. As the core issue of grass-roots training regards its funding, possible solutions include either a change of policy from the public sector towards its in- 15 involvements 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 sports institutions or enterprises. Ethiopian sports policy (April,1998).

2.5. The Significance of Athletic Project

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

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

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

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

2.6. Five Developmental Stages of the Age in Athletics Project

The American Development Model (ADM) (2014) is comprised of five stages designed to create a healthy sports experience and support an athlete's advancement based on their physical, mental and emotional level, and growth potential. Pathway models like the ADM 5 Stages should be used to reference what key 16 concepts athletes should be focused on, encouraged or organized around as they develop and grow in their sports experiences. The pathway models are guides to explain how athletes navigate development and competitive expectations as they journey in the sport. Consumers can use pathway models to understand at what developmental stages an athlete should consider focusing on skill development versus the competition, or at what age one could expect to become more focused on elite performance. Every sport will have a different pathway for development and navigation will be different for each sports experience, and this is ok. The ADM 5 stage model is a guideline for sports in America to use to encourage development and pathway guidance.

2.6.1. Stage 1: Discover, Learn and Play (Ages 0-12)

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

2.6.2. Stage 2: Develop and Challenge (Ages 10-16)

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

2.6.3. Stage 3: Train and Compete (Ages 13-19)

At stage three, athletes begin to train and compete in a program that matches their interests, goals and developmental needs. Competitions become more clearly defined in this process with potential for new experiences in team selection. Maximizing potential becomes an option for athletes as they start to grasp the commitment necessary for certain sports, and the skill sets needed to excel at the next competitive level. Technical, tactical, physical and psycho-social development becomes increasingly more important for the athlete at this time. This is also the stage to increase sport-specific training. Recreation and multi-sport play can continue to be used in a cross-training capacity to allow athletes the opportunity to more fully develop.

2.6.4. Stage 4: Excel for High Performance or Participate and Succeed (Ages 15+)

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

elements of this stage, although the definition of fun changes from athlete to athlete and also will adjust based on the commitment level to high performance or participation.

2.6.5. Stage 5: Thrive and Mentor (Active for Life)

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

2.7. Benishangul Gumuz Region and Athletics

The Ethiopia Athletics Federation and the Federal sports commission along with the regional sports commission striving to play their part in the development and expansion of Athletics in the Benishangul Gumuz regional state (BGRS) since 2004 G.C. In the current Situation there are fourteen youth Athletics projects which are founded by the regional Sports Commission and the Federal sport Commission. These youth Athletics projects produced very few athletes who have been included in different Ethiopian athletics clubs. The famous athlete such as Almaz Ayana (Mekelakeya), Dibaba Merdasa (Omedla), Sorysa Fida (Defence), Guteme Demera (Water Construction) and Alemwork Fekadu (Omedla) are among the few athletes who joined clubs from BGRS.

Currently, The Benishangul-Gumuz National Regional state youth athletics projects are going through a difficult course of time to introduce young, talented and new outstanding athletes at woreda, zone and regional levels in all athletics competitions, even if it is confirmed as there are athletics project site locations are growing. So, this shows that there are challenges in the Athletics Project in Benishangul-Gumuz Regional State (BGRS) which might be tied up with the poor level of implementation from the grassroots level to the higher level causing factors from inside and outside of the development of the project With this in mind, the Challenges and prospects of Athletics Project in Benishangul-Gumuz Regional State (BGRS)

2.8. Coaching objectives

Coaches often list many specific goals. They hope to achieve when coaching their athletes usually their goals fall under three broad objectives (Martens, R. 2018).

- To have a winning team.
- To help young people have fun.
- To help young people develop: -
 - Physically: - learning sports skills improve physical conditioning, develops good health habits and avoids injuries.
 - Psychologically: - by learning to control their emotions and develop feelings of self-worth.
 - Socially: - by learning cooperation in a competitive context and appropriate standards of behaviour.

2.9. Coaching style

Coaching style reflects how a person chooses to lead and interact with athletes. It's about how the coach wants to inspire and discipline the athletes, as well as what role if any, athletes are allowed to play in making decisions that affect them. Each individual must select a coaching style that is a hybrid of three approaches: authoritarian, cooperative, and passive coaching. Experienced coaches should also periodically re-examine their coaching styles to ensure they are still following the path on which they originally embarked (Larkin Jr & DeFrantz, 2008).

2.10. Coaching process

The coaching process comprises three elements;

1. **Planning:** -developing short and long-term training programs to help your athletes to achieve their goals.
2. **Conducting:** - delivery of training program.
3. **Evaluating:** Programs for athlete development and coaching are evaluated. This statement may result in an adjustment of your athletes' training program and coaching.

2.11. The Role of Coaches

What exactly is the coach's role: recruiter, teacher, trainer, strategist, Personnel manager, administrator, promoter, communications expert, parent substitute? To be a coach is to assume all of these diverse roles. The greatest incentive for a coach should not be the result of a win, but rather the process of training and competition that has a beneficial impact on the personal development of

young athletes. Great coaches use sport as a vehicle to enrich the lives and the futures of their athletes (Thompson, L, 2008).

2.12. The role of Government in sport

In most countries, sport is an important area for governments and is often linked to youth. Indeed, it may be a means of encouraging young people to become involved in healthy social activities; promoting health; fostering the educational progress and personal development of athletes and sport players of all ages; focusing on cultural and social values; achieving prestige nationally and internationally; highlighting the concepts of excellence and fair play; and stimulating international exchanges (Houlihan, B., & Green, M. 2010).

Government is important to the sport because it can:

- Finance sport and provide facilities and services;
- Train sports leaders, coaches and teachers;
- Help ensure adequate training systems and services for athletes;
- Help organize competitions, courses, fund raising;
- Help promote sport and healthy lifestyles through the media;
- Help promote spectator involvement;
- Provide support, both administrative and financial, for sports medicine, science and safety;
- Develop school sports programs; and
- Provide access to its infrastructure and thus make available opportunities for sports development through government agencies or departments, such as the Military, Health and Welfare, Tourism, Sport, Education and Youth.

The extent of government support for sports development, as well as the technical and financial resources available, can vary greatly depending on political choices, development levels, and priorities in different nations. However, since governments often play a key role in the development of sports, this requires good cooperation between public authorities and sports organizations. This is why the Olympic Movement hopes for and encourages harmonious collaboration between sports organizations and public authorities. The following are examples of a positive relationship between government and sports organizations:

- Frequent communication between officials;

- Mutual respect;
- Cooperation;
- Clarification of roles and responsibilities of each in the development of sport;
- Financial support from the government;
- Sports organizations are financially and technically responsible and accountable;
- The needs of both government and sports organizations are mutually respected and met.

2.13. The role of Parents

Parent involvement is often referred to as what the parent invests for the child to participate and succeed in the sport. This includes the money paid for registration, equipment, and other fees to play the sport effectively, time spent driving to games and practices, time spent at practices and games, and the overall energy given to the sport for their child to have the best experience possible (Weiss, M. R., & Hayashi, C. T, 1995).

Involvement can range from too much involvement to uninvolved. Understanding the “appropriate” level of involvement from the parent in youth sports allow youth sports organizations to better understand the positive and negative effects that involvement has on a child’s long-term participation in the youth sports league. Results showed that children viewed both the mother’s and the father’s involvement concerning the amount of time the parent was involved as neither creating a stressful or fun-filled environment. Efforts need to be made to find the right level and quality of involvement for the best sports experience for the child. Different types of involvement may produce different outcomes (Stein, G. L, 1999).

The support a parent gives physically, emotionally, and financially to a child participating in youth sports is important; however, fathers’ involvement specifically can often bring added pressure. Studied the support role parents play in youth sports and questioned if the support given from the parents generally created more pressure for the athlete (Kanters, at. al 2008).

2.14. Talent identification

Talent identification (TID is the process of recognizing current participants with the potential to excel in a particular sport) and talent development provide the most appropriate learning environment to realize this potential and play a crucial role in the pursuit of excellence. In many organizations and top-level teams, science-based systems (e.g. Psychological counselling, physical

conditioning, computer-based match analysis) are now fundamental to the preparation of elite athletes (Vaeyens, R., et al. 2008).

2.15. Talent Development and Sports (Athletics) Specialization

Youth sport participation not only provides a developmentally sound and rewarding experience for children in which they can develop numerous physical, social, and psychological benefits but it is a vital opportunity for certain children to develop athletic talent. It's odd, then, that the athletic talent development process is often misunderstood, leading to ineffective practices. (Gould & Carson, 2004).

2.16. Talent Identification Factors.

- Anthropometric factors: Height, Weight, the balance between lean and fat Mass, Body's Center of Gravity.
- **Physical Capacities:-** Velocity of reaction and reactions, endurance versus velocity, endurance versus Strength, Dynamic and Static Strength, suppleness, Coordination
- **Physiological Capacities:** - Capacity and Power of aerobic and anaerobic endurance.
- **Neuron-muscular Capacities:** Balance, tempo-spatial, rhythm expression, gliding skills
- **Cognitive Capacities:** - Creativity, observation skills, analysis, adaptation, anticipation, tactics, and motor intelligence.
- **Psychological Capacities:** - Concentration, adaptation and assiduity to training, perseverance, to accept frustration, psychological endurance and motivation, psychic stability, and stress control.
- **Social conditions:** - Acceptation of his role, team-building attitude, relations with the coach.

2.17. Facilities and Equipment for Athletics

2.17.1. Resources needed by athletics clubs

The resource is an aid or support that you can draw on to assist you to achieve something one of the most important skills for a sports administrator is to determine needs, identify resources that can resolve these needs, and then acquire the needed resources. These resources can be seen from different vantage points that some of these resources will be discussed as follows. 16 These are: - financial, materials, and facility resources. The availability of sports facilities and equipment has

a tremendous effect on the development and popularity of a given sport. If the facilities and equipment are available in a sufficient manner it is too easy to produce several outstanding athletes who can show the highest performance at the national or international level (Surujlal, 2010).

2.17.2. Financial resources

Every organization needs financial support to deliver its programs and projects. Adequate financial support ensures that the organization can fulfil its aspiration. In light of this, no one seriously believes that athletes can be competitive in high-performance sport without some form of financial support. Despite this now a trend toward 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 associations, sponsors, and from employment as athletes (Zimmerman J, 2011).

2.17.3. Human resources

Every organization, mainly athletics clubs, depends on people to fill the roles of organizers, administrators, fundraisers, planners, officials, coaches, athletes, and sports medicine specialists. In line with this human resources since the early 1970s have become increasingly important in organizational success as panted out (Topic M. D., & Coakley, 2010).

2.17.4. 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 that strongly promoted sport have seen success erode over a 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 the 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 causes injury. Many different surfaces are encountered in athletics, some natural and others 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 a matter of personal choice, but most are chosen carefully. Nylon is often cheaper than a natural fibre, but is particularly 17 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 footwear appropriate to individual events and especially, appropriate to the surface (Burton Damon, et al., 2011)

2.17.5. 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 sports administrators don't find out exactly what athletes and coaches need and want (Asayesh, 2013). Listed below are some of the typical needs of coaches and athletes. Access to showers and transportation, access to appropriate educational opportunities. Access to social, cultural, religious, and recreational opportunities. Access to employment, and community support, including that of media (Bess, & Dee, J 2008).

2.17.6. Communication

We communicate to influence or affect the understanding, attitudes and behaviour of others. This allows us to manage people, make decisions, plan and solve Prospects. Communication must be clear, frequent and involve everyone. In the world of sport, communication between athletes, coaches and administration is essential if excellence is to be achieved. The ability to communicate is arguably the most important skill we need to manage our organizations. An organization's growth and success depend to a large extent on how well its communication systems work. Effective communication is a skill that everyone can learn. it may get distorted or misinterpretation, as we said earlier, the personnel who staff the various subunits of sport organization come from different backgrounds and may use a different vocabulary to conduct their work effectively and efficiently (Lawrence, 2005).

2.18. Motivation

A simple definition of motivation comes from (Ryan and Deci 2000). The authors summed up the core meaning of motivation in a simple but nicely written sentence; —people who are motivated tend to be moved to do something. Thus, those who seek participation in a task may be characterized as motivated, whereas those who feel no inspiration to engage in an activity may be characterized as unmotivated (Ryan and Deci 2000). Another definition of motivation provided by Tillery and Fishback (2014) describes the construct as a psychological force that enables action. Although researchers differ in their definitions, most of them have come to treat motivation as a critical element for success in both learning and sports and exercise contexts (Gunnarsson, 2017). It has been endorsed by many scholars that motivation consists of peoples 'effort to seek out the

certain activity (direction of behaviour), the effort put into activity (intensity of action) and persistence of behaviour over time. However, for most people direction and intensity of effort are closely related (Weinberg & Gould, 2015). For instance, a golf player who seldom misses practice, and puts forth high effort during practice will eventually improve more than a golf player who misses many practices, and often exhibits low effort when in attendance. whereas extrinsically motivated behaviour refers to behaviour which is carried out to attain some separable outcome, such as receiving a reward or avoiding punishment With external rewards, the motivation comes from other people through positive or negative reinforcement which can affect peoples 'intrinsic motivation (Vallerand, 2015)

2.19. Conceptual framework

To make use of descriptive analysis to address some of the objectives of the study the research utilizes two-variable cohorts, dependent and independent variables show the relationship between dependent and independent variables' epigrammatic definitions.

2.19.1. Dependent variable

In this study athletes current condition is an outcome variable of the model to be used for the study is project athletes' or the level of the country. In the study, the researcher made use of the project athletes' BGRS to compare it with Ethiopia.

2.19.2. Independent variable

In this study, the researcher will focus on strategies and systems as independent variables. It is possible to mention so many independent variables that are supposed to have factors that affect project athletes to join clubs in our country in general, and that of the Benishangul athletics project in particular, this study a spotlight on the most important and common independent variables, especially analyzed in most prior works.

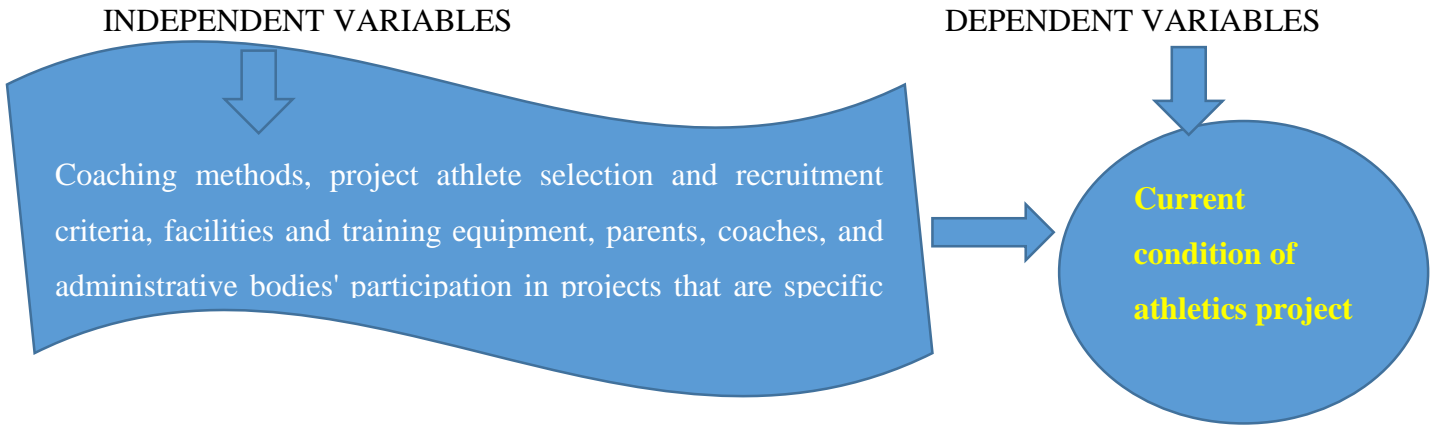


Figure 1: Conceptual Framework of the study

CHAPTER THREE

3. RESEARCH METHOD AND MATERIALS

Research methodology is a way to systematically solve the research problem. It can be thought of as a science that studies how scientific research is carried out. In it, researchers explore the various steps that researchers commonly take when investigating their research problems and the logic behind them. Kothari, C.R. (2004).

3.1. Research Design

This research study employed a mixed research method with a triangulation design which involves both qualitative and quantitative types of data sets. The main reason for selecting the qualitative design is helpful for better understanding the perceptions, practices and beliefs of individuals, groups and officials who are directly involved in athletics projects. The researcher used the triangulation design to compare and see the results obtained from the two data sets so that a clear mental picture of the issue under investigation can be easily understood by the researcher.

3.2. Study Area

Benishangul Gumuz Regional State is located on Ethiopia's southwestern border with Sudan. The region's capital, Assosa, is 667 kilometres from Addis Ababa, Ethiopia, and the Great Renaissance Dame may also be found in Ethiopia's Benishangul Gumuze region's Metekel zone. Some selected project areas were included in the research site of this study, which was identified in BGR in Metekel Zone: Under-17 athletics project training begins in Dangure (Belaya), Bullen (Baroda), Mandura (Genetemariam), Womb era (Debrezeyt), and Wonbera (Sencora).



Figure 2: Geographical map of BGRS

3.3. Source of Data

To achieve the objective of this study the researcher used the primary source of the data collection method.

3.3.1. Primary Data

The primary source of data was collected through questionnaires, interviews and observation from the officially registered project's current coaches, athletes, and zone athletics coordinating expertise.

3.4. The population of the Study

Table 1. The population of the study

N O	Name of clubs	The total population									The target population								
		Project athletes			Project Coaches			Zone Sport experts			Project athletes			Project Coaches			Zone Sport expert		
		M	F	Tot	M	F	T	M	F	T	M	F	Tot	M	F	T	M	F	T
1	Bullen athletics project center	30	-	30	1	-	1	4	1	5	23	-	23	1	-	1	-	1	1
2	Debrezyet athletics project center	15	15	30	1	-	1	-	-	-	12	10	22	1	-	1	-	-	-
3	womb era athletics project center	15	15	30	1	-	1	-	-	-	13	10	23	1	-	1	-	-	-
4	Dangure /Belaya/ athletics project center	15	15	30	1	-	1	-	-	-	12	10	22	1	-	1	-	-	-
5	Senkora athletics project center	15	15	30	1	-	1	-	-	-	13	10	23	1	-	1	-	-	-
6	Mandura athletics project center	15	15	30	1	-	1	-	-	-	11	11	22	1	-	1	-	-	-
7	Total	105	75	180	6	-	6	4	1	5	84	51	135	6	-	6	-	1	1

The target population, of the study, was the whole project athletes of Bullen athletics project centre 23, Debrezyet athletics project 22, womb era athletics project center23, Dangure /Belaya/ athletics project centre 22, Senkora athletics project center23, Mandura athletics project centre 22, 6, athletics project coaches and 1, zone sports experts a total of 142 respondents.

3.5. Sample and Sampling Techniques

A sample design may as well lay down the number of items to be included in the sample like the size of the sample. No-probability sampling is a sampling that does not provide a basis for estimating the probability that each item in the population will be included in the sample and the second is Probability sampling (random sampling). Under this sampling design, every item of the population has an equal chance of inclusion in the sample (Kothari, 2004).

For this study, the researcher used both probability (simple random) and non-probability (purposive) sampling techniques. The total population of the research study were athletes (N=180), coaches (N=6) and 5 zone sports experts. 191 were used as the study participant. A stratified sampling technique Will be used to select six (6) athletics projects from BGRS Metekle zone athletics projects, Mandura (Genete-Mariam), (N =30), Bullen (Baruda) (N = 30), Debrezite (Wombera (N = 30), central (Wombera) (N = 30), Dangure (Belaya) (N =30), Senkora (Dombera) (N = 30), respectively, Simple random sampling will be used to select samples from each project. Mandura (genetemariam), (N =22), Bullen (Baruda) (N = 23), Debrezite(Wombera (N = 22), central(Wombera) (N = 23), Dangure(Belaya) (N =22), Senkora (Bombera) (N = 23). Totally 135 athletes from six projects. The researcher uses this sampling method every item of the population has an equal chance of inclusion in the sample.

Non-probability (purposive) sampling was used to select coaches (one from each project) and one BGRS zone sports project, expert. Totally (7) respondents. The researcher uses this sampling method to save time, is also cost-effective and get a lot of information out of the data that they have collected.

3.5.1. Sample Size

The smaller hunks of a unit sample are chosen to represent the relevant attributes of the whole of the units Kothari, (2004). The researcher was obliged to select the sample from groups that were considered to be capable of responding to questionnaires and would use purposive sampling by selecting key informants capable of responding to interviews. So the research took all the 129 is obtained using the sample size determination formula and a 10% non-response rate was added =12.9=13 then the total sample size is 142 respondents from 191 for the collection of data from six projects sites through a questionnaire. The systematic random sampling Technique method was used to get the representative or the participant of the study. Accordingly, the researcher took the

participant by using the (Kothari; 2004) formula which all 142 were given relevant information for this research study.
$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{191}{1+191(0.05)^2} = 129+13=142 \text{ in both cases the sample sizes are the same}$$

Where n= is the sample size, N= is the population size and e= is the margin of error.

Table 2: Information about Population, Sample Size and Respondents

No	Project centre/Organization	Variables				Sampling technique
		No. of popul ation	Sample size			
			Male	Female	Total	
1	Zone sport expert	5	1	-	1	Purposive
2	Athletics projects Coaches	6	6	-	6	'
3	Bullen athletics project centre	30	23	-	23	Random Selection
4	Debrezyet athletics project center	30	12	10	22	'
5	womb era athletics project center	30	13	10	23	'
6	Dangure /Belaya/ athletics project center	30	12	10	22	'
7	Senkora athletics project centre	30	13	10	23	'
8	Mandura athletics project centre	30	11	11	22	'
	Total	191	91	51	142	

3.6. Data Collection Instrument

To get reliable information from the research participant; Questionnaire, interview, and observation checklist from the athletics project site and zone sports office. It would be used as a tool for data collection instruments from the sample population.

3.6.1. Questionnaires

The researcher used a self-developed questionnaire comprising both structured close-ended and open-ended questions English language and then the questions were translated to the Amharic language for the athlete to avoid the presumable misunderstanding of the message conveyed with

the questions. After getting all the paperwork and submitting it to the Athletics project, the next move was introducing one's self to the participant and explaining the benefit of the research to the projects and players on the appointed date to begin the data collection with respondents. Then, the rights of the participants/subjects were explained very politely. In doing that, the participants which are interested to take part in the study will be handed self-administered questionnaires. However, brief, relevant, and without ambiguity (avoids negative questions, acronyms or complex wordings and Specific question which Is about the researcher's research question. On top of that, the researcher considered the educational level of the respondents into account generally the questionnaire was of logically ordered questions, which are filtered to guide the respondents and, were attractive to the participants.

3.6.2. Interview

To get rich and deep information through direct interaction with zone Sports office project experts and coaches from each athletics project centre. Sam-structure in the interview would be conducted by four 6 coaches zone Sports office project experts. A schedule would be prepared with suggested questions. The location for an interview should be organized in advance and should be in a quiet place so that the interview can concentrate on the questions but also in an open place where neither the researcher nor the interview can be compromised.

As a qualitative collection tool, Semi-structured or semi-directive interviews were made with a detailed standardized schedule. The same questions are put to all the respondents in the same order. Each question is asked in the same way in each interview. But the researcher will encourage the respondents to talk freely about a given topic with a minimum of timely guidance. In this type of interview, a detailed pre-planned schedule might be changed. Since an interview is a specific type of conversation between the interviewer and the respondent, an interview guide was prepared and conducted with the current coaches and zone sports experts. Then during the actual interview schedule recording material, paper and pencil will be used to collect the data. Before the distribution of the questionnaire and addressing it to gather the data, a pilot test was done so it can help to find out; where people have difficulties in answering certain questions, whether people find questions ambiguous or vague, and whether people could follow the instructions for how to, answer different types of questions, whether the predefined responses cover all desired answers, how long it takes to complete it (reasonable)? Finally, starting the interview, the objective of the interview and all necessary ethical considerations are explained to the interviewees for confidentiality.

3.6.3. Observation

This instrument focuses on factors that affect project athletes' development into clubs. Specifically, the availability of facilities and equipment and the teaching method of coaches. , Due to this, the researcher uses observation of training in all selected training centres. Of the two types of observation, the researcher uses non-participant observation: the researcher does not get involved in the group activity but remains a passive observer watching and listening to its activities and drawing conclusions. After getting all the paperwork and submitting it to the Athletics project, the next move was introducing one's self to the participant and explaining the benefit of the research to the club and players on the appointed date to begin the data collection with respondents. Then, the right of the participants/subjects was explained very politely. In doing that, the participants which are interested to take part in the study handled with self-administered questionnaires The researcher used structured close-ended questionnaires prepared and used to collect data from respondents of the selected project athletes and athletics projects coaches. With brief, relevant, without ambiguity (avoids negative questions, acronyms or complex wordings and Specific question which Is about the researcher's research question. On top of that, the researcher considered the educational level of the respondents into account that generally, the questionnaire was of logically ordered questions, which are filtered to guide the respondents and, were attractive to the participants.

3.7. Pilot Test

Before the distribution of the questionnaire and addressing the interview to gather the data, a pilot test will be done. So it can help; to find out where people have difficulties in answering certain questions. whether people find questions ambiguous or vague, whether people could follow the instructions for how to answer different types of questions, whether the pre-defined responses cover all desired answers, and how long it takes to complete it (reasonable)?. Using the purposive sampling method, the researcher used 5% of 142 total samples which means $142 \times 5 \div 100 = 7$ respondents which means two previous project officers working in the zone sports office, who will be replaced by the newly officer, two previous athletics project coaches, and three project athletes (one female and two male) who have left the project by age level in Gelgelbelles town. They were chosen from among those who were not included in the sample group for the project's main data gathering. Following the piloting, the real questions were revised and adjusted based on the comments of the pilot respondents.

3.8. Data Collection Procedure

The researchers prepared the questionnaires and interviews in English. After making the necessary edition the two questionnaires designed for the trainees will be administered to them in their training locations. The necessary material for the document analysis was collected from the sports office archives. With the above-mentioned data collecting tools, the researcher built the bases of review literature and the required data which has been collected. Before handing over and utilization of the tools to collect data, they will be approved accordingly; corrections and reconstructions will be done.

The researcher makes the study's objectives clear to all sample respondents through the questionnaires, interviews, and observations of project athletes, athletics project coaches, and sports office experts. Then the questionnaires will be distributed to project athletes. An attentive follow-up was also conducted to address any issues that appeared during the filling out of data collection instruments. The researcher collected data from a questionnaire and interview. Finally, data collected from genuine respondents will be interpreted and recommended based on the study's findings.

3.9. Method of Data Analysis

The data which was obtained from, the questionnaire, and the interview was analyzed using SPSS Version 26 software. Thus, with this program, the data would be grouped into categories and representations referring to each item. Related items would be treated together. After carrying out the collection of data through questionnaires, structured interviews and observation checklists, based on the available data; the process of tabulation was carried out.

The data was then evaluated after the items were grouped into different tables based on the nature of the issues presented in the questionnaires and interviews. Both quantitative and qualitative methods are utilized to analyze the data. As a result, all of the questionnaires' closed-ended items were quantitatively examined using frequency count and percentage. The information gathered from interviews, and observations, which were examined qualitatively in descriptive statements and a narrative approach served as a complement to the quantitative data. Finally, the evaluated data was used to form findings.

3.10. Ethical Consideration

Before conducting the research, the researcher followed ethical considerations by first requesting that Jimma University or the BGRS Sports Commission write an official supportive letter to the researcher, which the researcher could then show to the BGR Athletics Federation to acknowledge the researcher and their official letter to begin the proper line of data collection from selected projects. After getting all the paperwork and submitting it to project centres.

The next move would be introducing oneself to the participant and explaining the benefit of the research to the sports organization, projects coaches and project athletes on the appointed date to begin the data collection with respondents. Then, the rights of the participants/subjects were explained very politely. In doing that, the participants were interested to take part in the study and handled self-administered questionnaires containing open and close-ended question types with brief, relevant, without ambiguity (avoids negative questions, acronyms or complex wordings and which has a translated academic vocabulary to a natural way of the sample populations,), and Specific question which

Is about the researcher's research question the researchers guaranteed the participants that the information obtained was utilized for nothing other than for understanding the research issue. Names of the respondents are not recorded during the interview to ensure the confidentiality and anonymity of the informant. The researcher also encouraged the respondents to talk freely about a given topic with a minimum of timely guidance.

CHAPTER FOUR

4. Data analysis, interpretation and discussion

In this section, the total summary results that are expected to answer the research questions and address the objectives of the study were discussed. Thus, the step-wise data analyses were done.

Table 3: Reliability of the Questionnaires

NO	Item of questionnaires	Number of items	Cronbach's Alpha
1	strategies and systems the coaches employ during the coaching process	9	0.87
2	parents, Coaches and governments participate in the athletics project	8	0.79
3	coach identifies talented project athletes	3	0.77
4	enough training facility and equipment to conduct a training session	6	0.82
5	the most effective ways to encourage project athletes to join clubs	8	0.73

The participants were asked to respond to the questionnaires on 5- a point Likert scale, ranging from 5(strongly agree to 1(strongly disagree)

4.1. Demographic characteristics of project athletes

Table 4: demographic characteristics of project athletes

Project athletes	categories	frequency	percent
Age of respondents	Below-16	30	22.2
	16-17	105	77.8
	Total	135	100.0
Gender of respondents	Male	72	53.3
	Female	63	46.7
	Total	135	100.0
Educational background of respondents	Junior	18	13.3
	High-school preparatory	45	33.3
		72	53.3
	Total	135	100.0
Year of joining the projects	2010E.C	63	46.7
	2011E.C	36	26.7
	2012E.C	30	22.2
	2013E.C	6	4.4
	Total	135	100.0

The summary results in table 3 above were the demographic characteristics of the project athletes. The researcher incorporates four variables with their appropriate categories.

Item 1, Most of the athletes 105(77.8%) were aged between 16 and 17 and whereas only 30(22%) were aged between 16 years. this indicates that the athletics project is dominated by young athletes. this implies that young athletes can overcome challenges.

Item 2, regarding the sex distribution, the number of male was 72(53%) whereas the number of females was 63(47%). this indicates that the athletes in the project are almost balanced sex-wise. Item 3, on the other consideration in the educational level of most of the athletes 72(53%) have completed preparatory, whereas only 18(13%) have completed junior school and no athlete in elementary school. Item 4, the year of joining the project was also included as the demographic factors for the athletes. thus, the results indicated that most of them 63(47%) joined the project in 2010 e.c. This shows that the majority of the respondents are well experienced in their club environment.

4.2. Data Analysis and Interpretation of Project Athletes' Response

Table 5: the Summary result of Methods and Systems used by the Coach on the response by Project Athletes.

Variable	Categories	Frequency	Percent	Mean	St. Div.
The training program is well planned.	strongly disagree	70	51.9	1.56	.631
	disagree	55	40.7		
	Neutral	10	7.4		
	Total	135	100.0		
My coach is applying up-to-date and scientific methods of the training system.	strongly disagree	25	18.5	2.22	.835
	disagree	65	48.1		
	Neutral	35	25.9		
	agree	10	7.4		
	Total	135	100.0		
The coach has enough knowledge and skill for the development of my performance.	strongly disagree	22	16.3	2.93	1.311
	disagree	44	32.6		
	agree	59	43.7		
	Strongly agree	10	7.4		
	Total	135	100.0		
My coach gives training based on our age	disagree	56	41.5	2.77	.743
	Neutral	54	40.0		
	Agree	25	18.5		
	Total	135	100.0		
	strongly disagree	13	9.6	2.90	.916

My training program follows the principle of training progression	Disagree	25	18.5		
	Neutral	60	44.4		
	Agree	37	27.4		
	Total	135	100.0		
My performance is progress currently compared to the past year	Disagree	87	64.4	2.36	.480
	Neutral	48	35.6		
	Total	135	100.0		
The weekly training program is improving my performance.	strongly disagree	21	15.6	2.47	1.091
	Disagree	72	53.3		
	Agree	42	31.1		
	Total	135	100.0		
I am satisfied with the training method of my coach.	strongly disagree	31	23	2.35	1.128
	Disagree	65	48.1		
	Agree	39	28.9		
	Total	135	100.0		
The training program has followed the principles of individualism.	strongly disagree	62	45.9	1.76	.794
	Disagree	43	31.9		
	Neutral	30	22.2		
	Total	135	100.0		

The summary results in Table 4 above were the summary factors that affect the athletes of under-17 age trainees. Item 1, Based on the question that whether the training program was well planned or not. Thus, most of the athletes 70(52%) were strongly disagree with the ideas. On the other hand, no one has a response on the categories of agreeing and strongly agreeing. The mean score and standard deviation of 1.56, 0.631 respectively indicated that the response on this variable by the athletes implies that in most cases the training program was not well planned.

Item 2, On the other hand, those 135 respondents were interviewed about whether their coach is applying to take up-to-date and scientific methods of the training system. Thus, the mass of the respondents 65(48%) disagreed that they didn't believe the training method given by their coach was up-to-date and scientific. But still, there were limited respondents those 10(7%) who agree on the variable for this study. Despite this, no respondents have the intention of strongly agreeing on this variable. With the mean score and standard deviation of 2.22, 0.835. Considering the general response, the athletes have a negative view of the up-to-date and scientific training methods given by their coaches. Item 3, the researcher has considered getting information on whether the coach has enough knowledge and skill for the development of their performance. Thus, of the total of 135 respondents, 55(41%) agreed that the coach has enough knowledge and skill for the development of my performance. however, only 14(10%) strongly agree with the idea. the respondents have

different intentions with more ideas about the variable and no one has responded as neutral. the mean score and standard deviation of 2.22, and 0.311 also indicated that Thus, considering the total response, it is not possible to direct whether their response was positive or not.

Item 4, the other factor for the athletics project trainee of under-17 years was whether their coach has given training based on their age and skill level. According to respondents, most of them 56(41%) disagree with the ideas. Despite this, there were still limited respondents 25(19%) who answered as agreed on the questions. But, there are no respondents who have stands a strongly agree or strongly disagree. With the mean score and standard deviation of 2.77, 0.743 indicated that Generally, considering the summary results above, the intention of the respondents seems that in most cases they believed that their coaches do not train them as per their age and level of their skill.

Item 5, To identify the view of the respondents on whether their training program follows the principle of training progression or not, they were asked to respond with their intentions. Even if respondents have answered different responses, the mass 60(44%) have neutral stands on the variable. However, only very limited respondents 25(19%) said that they strongly agreed as the training program follows the principle of training progression. on the other hand, no one has the intention as they strongly agreed with this request. With the mean score and standard deviation of 2.90, 0.916 this indicated that with the general response one can get conclude that according to the respondent, the intention towards whether the training program follows the principle of training progression was not positive.

In item 6, the other variable presented in this table for the athletes it that whether their performance is progressive now over the past year. As usual, the response from the respondents has dispersed accordingly. Of the total of 135 respondents, most of them 87(64%) disagreed with the idea the other 48(36%) have a neutral response. But, no one answered as strongly disagree, strongly agree or agree. the mean score and standard deviation of 2.36, and 0.480 also indicated that Hence, considering the aggregate response, the respondents have negative intentions for this request.

The determinants for the responses from the 135 respondents were not limited to this only.

In item 7, 8 and 9, rather it also included variables like whether the weekly training program has improved their performance, whether they satisfied with the training method of their coach, whether the training program is followed the principles of individualism, and whether the training program considers their age and fitness level. Hence, the responses from those respondents have dispersed

accordingly for all the variables. But, considering the aggregate response, one can get conclude as in most cases the athletes have negative intentions towards the availability of those variables. This is to mean that the satisfaction of the athletes in all corners of the variables was not to the extent of their expectations.

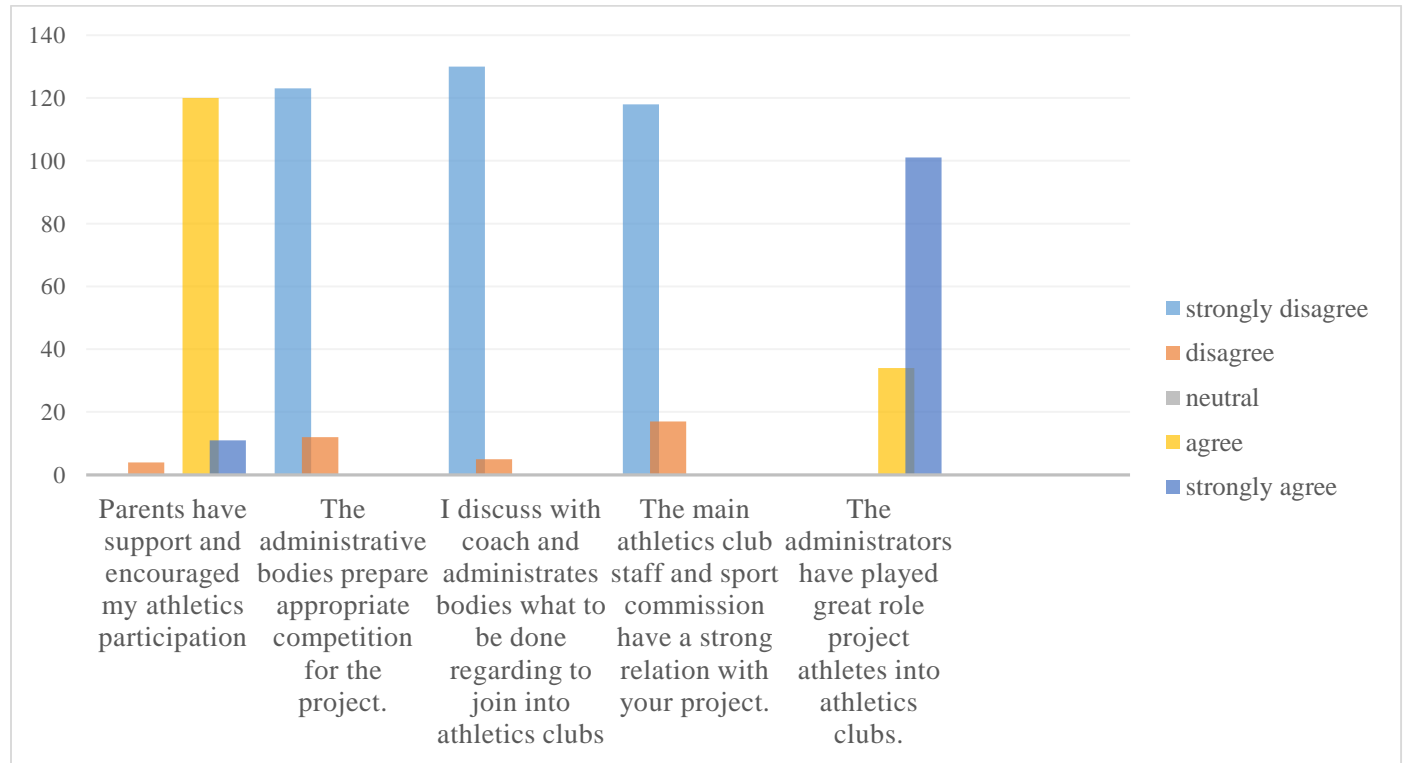


Figure 3: Parent and government participation in athletics projects

The summary results presented in the figure above were on the question related to the parents and government participation in the athletics project. Thus, to address the research objectives, five expected strong variables have been considered.

item 1, The respondents were asked whether parents have supported and encouraged their athletics participation. As usual, the respondents have answered different responses. Most of the 120(89%) agreed that their parents have supported and encouraged their athletic participation. Whereas only 4(3%) of the respondents disagreed intention of the idea. The summary result indicated that no one has the view of strongly disagreeing and neutral intentions. Thus, considering the total response of the respondents, one can conclude that the athletes have support from their parents.

Item 2, The summary result also has the response on whether the administrative bodies prepare appropriate competition for the project per year. Thus, of the total respondents, 123(91.1%) was

strongly disagree whereas the left 12(8.8%) disagreed. The results indicated that no have the intention of being neutral, agreeing, or strongly agreeing. Hence, the results clearly showed the respondents have strong stands as the administrative bodies did not prepare appropriate competition for the project per year.

Item 3, The other variable considered on the question related to the parent and government participation in the athletics project that of whether the athletes have been discussed with coach and administrate what bodies what to be done regarding join in athletics clubs. Most of the 130(96.2%) strongly disagree and the other 5(3.7%) with this variable also, no respondents has the intention of neutral, agree or strongly agree. Hence, this result indicated that the respondents have no positive response to this variable.

Item 4 & 5, At the end the researcher extended the question on having the response on whether the main athletics club staff and sports commission have a strong relationship with their project and whether the administrators have played a great role in trainees joining athletics clubs. Thus, the intention of the players on the first variable was negative and is means that the main athletics club staff and sports commission have no strong relation with their project. However, the respondents on the second variable were positive and this is to mean that the administrators have played a great role in trainees joining athletics clubs.

Table 6: Summary Results of Talent Identification for the Project Athlete.

Variables	Categories	Frequency	Percent	Mean	St. Div.
My coach used talent identification criteria when I join to this project.	Strongly disagree	79	58.5	1.53	.681
	disagree	41	30.4		
	Neutral	15	11.1		
	Total	135	100.0		
Our projects produce talented and competent athletes for the main athletics clubs.	Strongly disagree	83	61.5	1.52	.721
	disagree	34	25.2		
	Neutral	18	13.5		
	Total	135	100.0		
My coach used selection criteria to categorize trainees in different athletics disciplines.	Strongly disagree	70	51.9	1.59	.673
	disagree	51	37.8		
	Neutral	14	10.4		
	Total	135	100.0		

Table 5: above were the summary results of the talent identification of the project athletes. To easily identify the talent of the trainee, the researcher has considered three potential variables.

Item 1, The respondents were asked whether their coach used talent identification criteria when they join to their project. Thus, of the total 135 sample respondents, most of them 79(58.5%) strongly disagree with the idea and only 15(11.1%) have neutral intentions. The results also indicated that no one has agreed and strongly agree on the stands for this variable From the mean score and standard deviation of 1.53, 0.681 also indicated that considering the aggregate information obtained from this variable one can get conclude that the response of the respondents was negative.

Item 2, On the other hand, the potential variables selected as the measure of talent identification was whether their projects produce talented and competent athletes for the main athletics clubs. Thus, the summary results indicated that most of the respondents 83(61.4%) strongly disagree and only 18(13.3%) has a neutral response. Similarly, no one has responded as agree and strongly agree on this variable. With the mean score and standard deviation of 1.52, 0.721 also Thus, this result also clearly indicated that the response of the respondents was based on the negativity of the variables and this is to mean that their projects did not produce talented and competent athletes for the main athletics clubs. Item 3, The respondents asked whether their coach used selection criteria to categorize trainees into different athletics disciplines. Thus, as usual, their answer was different. However, most of them 70(11.8%) strongly disagree as the coach has not used selection criteria by categorising trainees into different athletics disciplines. On the other hand, no one has the responsibility of agreeing and strongly agreeing with this variable. with the mean score and standard deviation of 1.59, 0.673 so we can conclude that their coach has not used selection criteria by categorising trainees into different athletics disciplines.

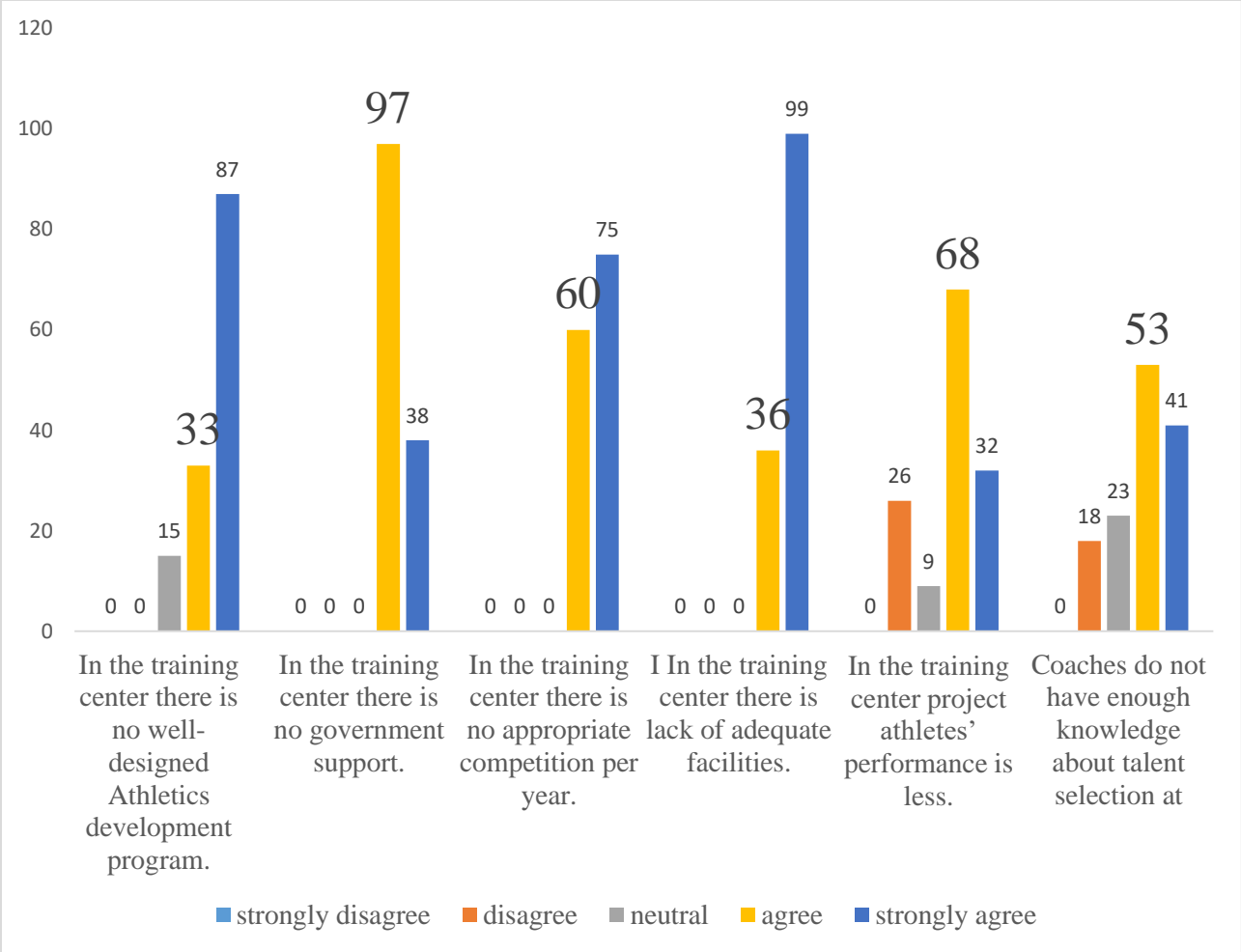


Figure 4: The major factors that affect the project athletes to develop clubs

The summary results presented above in figure 4, were the factors considered the major factors that affect the athletes in the athletics project. To identify those factors, the researcher has included six potential factors. Item, 1, the respondents were asked whether the training centre has a well-designed athletics development program or not. Of the total respondents included in this study, most of them 87(64.4%) strongly agree and whereas only 15(11.1%) have a neutral view. The results indicated that there were no respondents who disagree or strongly disagree with this variable. The overall data implies that the respondents have no positive response toward having a well-designed athletics development program in the project centres.

Item 2 & 3, the respondents were asked to view their intention as to whether there was support from the government and in the training centre and whether there is no appropriate competition. In both the variables, the response obtained from the 135 respondents indicated that they strongly agree that there was no government support as well as the training centre was also no appropriate competition. Thus, with the result obtained from the two variables, there was enough evidence to say that the respondents were not satisfied with the support they obtained from the government. On the other hand, the training centre was also not prepared for the appropriate competition per year.

Item 4, the respondents have asked the other question as to whether there was a lack of adequate facilities in the training centre and on the other hand whether the project athletes' performance is less in the training project centres. For the question on the lack of adequacy, most of the respondents 99(73.3%) of them strongly agree with the problem. Item 5, on the other hand, regarding whether the project athletes' performance is less in the training project centres, most of the athletes 68(50.3%) agree, and 9(6.6%) were neutral with the idea. The general response indicated that considering both the variables, the answers of the respondents indicated that there were problems with the positivity of the responses.

Item 6, the end, the summary results in the table whether the coaches do not have enough knowledge about talent selection in different athletics disciplines. Thus, of the total 135 respondents, most of them, 54(39.2%) agreed that the coaches do not have enough knowledge about talent selection in different athletics disciplines. But, the respondents have restricted themselves not to answering disagree and strongly disagree with the variable.

4.3. Analysis and Interpretation of Coaches' Responses

To further, elaborate on the consistency of the variables discussed above and to address the basic research questions, the researcher extended his work by distributing the questionnaires to the coaches as well. Thus, six coaches were considered as part of this study and the same variables were used.

Table 7: Background Information of the Coaches

variables	categories	frequency	percent
age level of coach	20-25	1	16.7
	26-30	1	16.7
	36-40	3	50
	Above 41	1	16.7
	Total	6	100.0
gender of coach	male	6	100.0
educational qualification of the coach	10/12 complete	1	16.7
	First degree	4	66.7
	College diploma	1	16.7
	Total	6	100.0
coach study area	Sport science	4	66.7
	Other	2	33.3
	Total	6	100.0
coach qualification	No coaching qualification	2	33.3
	Level, I EAF	3	50
	Level, II IAAF	1	16.7
	Total	6	100.0
coach experience	Less than one year	1	16.7
	1-4 year	5	83.3
	Total	6	100.0

Table 7, above was the summary results obtained for the background information of the coaches. Item 1, it is indicated that in the age group of the coaches most of the coaches were 36-40 age levels (50%) and three of them are fairly distributed except for the age group 31-35 for which no coaches were in between. Considering the other age group, the data indicated that one from each group was included. This is to mean that the distribution was 16.6% for all groups except the age group of 31-35. Item 2, the demographic factors, and the sex of coaches were also included. The summary results revealed all the coaches 6(100%) were male. Item 3, On the other hand, the educational qualification of the coaches was categorized as 10/12 complete, First degree, College diploma and master and above. Item 4, the experience of the coaches also expected to be the impact as the reason behind the project athletes not joining clubs, it was included as the influential factor. The summary results 5(83.3%) have 1-4 years of experience and whereas only 1(16.6%) has less than a year of coaching experience. Item 5, the coach's teaching area is also the other factor for the problem under study. Thus, the summary results revealed that 4(66.6%) were from a Sports science background; whereas

only 2(33.3%) were from another background this means that coaching ought to coaching qualification great to impact for the project athletes to join clubs.

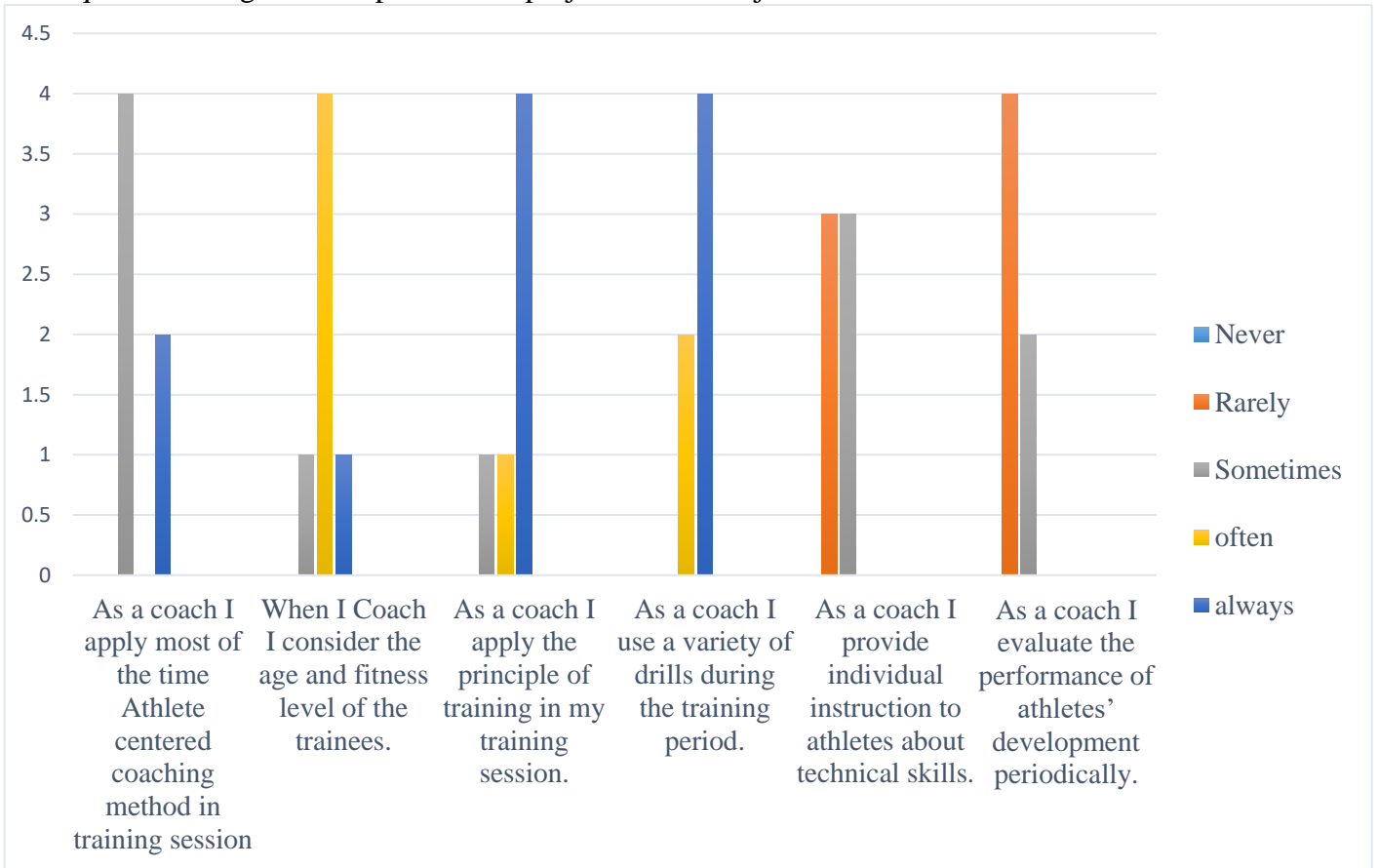


Figure 5: The factors related to methods and systems used by the couches

The summary results presented above in figure 5 were the responses by the couches on the factors related to methods and systems used by the couches. To further address the basic research objectives of this area, seven variables were selected. Item 1, the couches were asked whether they apply athlete-centred coaching methods during the training session. Thus, the summary results showed that of the total 6 couches most of them 4(66.6%) agreed as they sometimes did the centred coaching methods and whereas only 2(33.3%) agreed as he always used the methods. From these results, one can conclude that the coaches have not frequently applied the athlete-centred training method.

Item 2 and 3, On the other hand, considering the age and fitness of players and applying the principle of training in their training session were the two questions they asked. The summary results showed that most of them 4(66.6%) said that they often train according to their age and level of fitness. The other two have different responses as they sometimes and always did this separately.

Behind this, 66.6% of the total coaches said that they, always train according to the principle during the training session. Considering the two variables, one can conclude as the response from the coaches was positive and have an indicator that they almost did best in both regards.

Item 4, the variable whether the coaches used different drills 4(66.6%) agreed as they always did the methods. Item 5, on the other hand, for the question of whether they provide individual instruction to athletes about technical skills and whether they put the suggestions made by team members into operation, their response is almost aggregated around them sometimes and often. With the results, it is to mean that the coaches were not as consistent in doing with those two variables. Item 6, at the end the coaches were asked whether they evaluate the performance of athletes' development periodically. Thus, of the total 6 coaches under this study, most of them 4(66.6%) said that they rarely did the evaluation. The results indicated there were problems with coaches.

Table 8: The summary results for the factors related to parents, coaches and government participation in athletics projects.

Variables	Categories	Frequency	Percent	Mean	St. Div.
The training manual is prepared by the administrative bodies	Strongly disagree	6	100.0	1.00	0.000
The training guide is accommodating appropriate activities.	Strongly disagree	1	16.7	2.17	.983
	Disagree	4	66.7		
	Agree	1	16.7		
	Total	6	100.0		
The project centre has a positive relationship with the main athletics clubs	Strongly disagree	6	100.0	1.00	0.000
The administrative bodies prepare appropriate competitions for the projects in a year	Strongly disagree	4	66.7	1.33	.516
	Disagree	2	33.3		
	Total	6	100.0		
I help the trainees with their problems	Agree	6	100.0	4.00	0.000
Trainees' parents have encouraged and supported the project	Disagree	4		2.67	1.033
	Agree	2	33.3		
	Total	6	100.0		
Administrators have played great role project athletics to join clubs	Agree	2	33.3	4.67	.516
	Strongly agree	4	66.7		
	Total	6	100.0		
I discuss with the athletes' parents what to be done regarding the trainees	Disagree	4	66.7	2.67	1.033
	Agree	2	33.3		
	Total	6	100.0		

The results presented above in Table 8 were summarized values for the factors selected as the related role of parents, coaches and government participation in athletics projects. To address the basic research questions in this regard, eight different potential variables have been considered.

Item 1 and 2, the coaches were asked their intention on whether the training manual is prepared by the administrative bodies and also whether the training guide is accommodating appropriate activities. Of the total 6 respondents, all of them strongly disagree that the training manual was not prepared by the administrative bodies. On the other hand, almost 66.6% of the total respondents said that they still disagree that the training guide is accommodating appropriate activities. With the mean score and standard deviation of 1.00, 2.17 and, 0.000, 0.983 respectively. Generally, considering these two variables one can conclude that the coaches have a strong stand that there were real problems in this area.

Item 3 and 4, the other variables were whether the project centre has a positive relationship with the main athletics clubs and whether the administrative bodies prepare appropriate competitions for the projects in a year. Thus, as usual, the view of the coaches in this regard was negative. All the respondents strongly disagree that the project centre has a positive relationship with the main athletics clubs and the same negative response was seen for the other variables as well. With the mean score and standard deviation of 1.00, 1.33, and, 0.000, .516 respectively generally, the summary results presented in this table indicated that a clear problem has been seen regarding the two variables.

Item 5, behind this, all 6(100%) agreed that they help the trainees with their problems. Item 6 and 7 & 8, in the end, the coaches were asked whether the administrators have played a great role in project athletics to join clubs and also asked whether they discussed with athletes' parents what to be done regarding the trainees. Hence, of 6 coach respondents, 4(66.6%) were strongly agree With the mean score and standard deviation of 2.67, and, 1.033 respectively. So the administrators have played a great role in project athletics to join clubs.

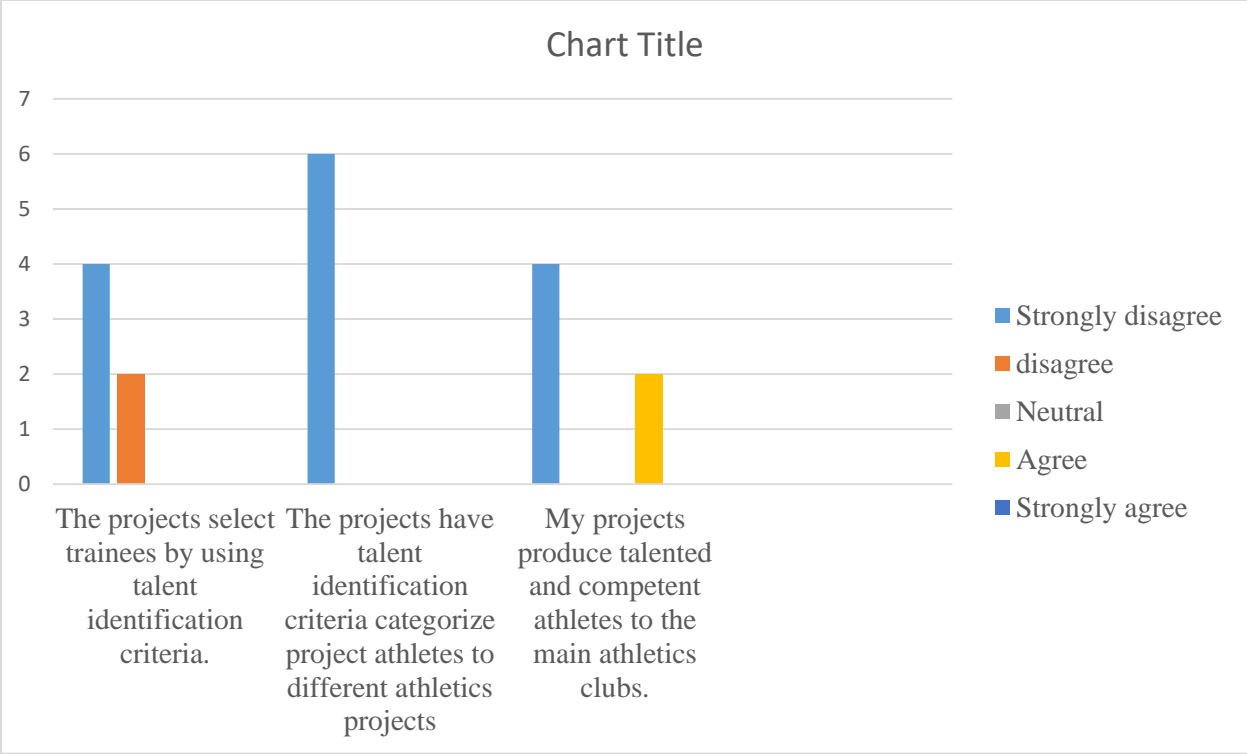


Figure 4: The talent identification of project athletes

The summary results presented above in figure 6, were on the variables on the talent identification of project athletes. Hence, to answer the basic research question in this regard, the investigator included three different potential variables. Item 1, of the total coach respondents who asked their intention on whether the project’s selection of trainees was by using talent identification criteria, 4(66.6%) strongly disagreed and said that the project did not select the trainee based on their talent identification criteria. On the other hand, only 2(33.3%) has the intention of being disagreed. However, no respondent has a positive response to this variable.

Item 2, the respondents were asked whether the projects have talent identification criteria to categorize project athletes to different athletics disciplines and also whether their projects produce talented and competent athletes for the main athletics clubs. Item 3, all the respondents strongly disagree that the projects have talent identification criteria to categorize project athletes to different athletics disciplines and the same responses were given for the second variable as the intention of the coaches was negative.

Table 9: The summary results for the major factors that affect project athletes to join clubs

Variables	Categories	Frequency	Percent	Mean	St. Div.
In the training centre, there is no qualified and competent coach	Disagree	6	100.0	2.00	.000
In the training centre, there is no well-designed athletics development program	Agree	4	66.7	4.33	.516
	Strongly agree	2	33.3		
	Total	6	100.0		
In the training centre, there is no parent and government support	Agree	6	100.0	4.00	.000
In the training centre, there is no appropriate competition	Agree	3	50	4.50	.548
	Strongly agree	3	50		
	Total	6	100.0		
In the training centre, there is a lack of adequate facilities	Agree	2	33.3	4.67	.516
	Strongly agree	4	66.7		
	Total	6	100.0		
In the training centre project, athletes' performance is less.	Agree	4	66.7	4.33	.516
	Strongly agree	2	33.3		
	Total	6	100.0		
In the project centre, Coaches do not have enough knowledge about talent selection for different athletic discipline	Strongly disagree	1	16.7	3.17	1.329
	Disagree	1	16.7		
	Agree	4	66.7		
	Total	6	100.0		

The results presented above in Table 9 were a summary of variables of major factors that affect project athletes to join clubs. To attain the objectives of the study, the investigator has selected seven variables to identify the major obstacles of the project athletes. Item, 1 with the summary results, the respondents were asked their view on whether there is no qualified and competent coach in the training centre. All the total coaches disagreed and believed that there were qualified and very competent coaches hired in the training centre. The mean score and standard deviation were 2.00,

and 0.000, respectively Hence, from the results, one can conclude that the qualification of the coaches was not such a great deal for the project athletes not to join the club.

Item 2, To further identify the risk factors for the project athletes not to join the club the investigator extended his questions to the coaches on whether in the training centre there is no well-designed athletics development program. Thus, of the total respondents, 4(66.6%) agreed that the training centre is not well-designed. The mean score and standard deviation are 4.33, and 0.516, respectively and the total respondents have negative ideas about the design of the athletics development program.

Item 3 & 4, On the other hand, the respondents also gave their intention of whether there was appropriate competition in the training centre and whether there was a lack of adequate facilities in the training centre. Hence, considering both the variables, the mean score and standard deviation 4.00, 4.50 and 0.000, 0.548, respectively the response of the coaches indicated that there were problems in having appropriate competition and lack of facilities also seen in the lack of adequate facilities in the training centre of the project athletes. Item 5 & 6, in the end, from the total of six coaches 4(66.7%) respondents agreed that there were performance problems of the project athletes and their coaches were also not good.

4.4. Interpretation of interview

Well-disciplined and lack adequate skills. The interview that asked for athletics project coaches and zone sport offices athletics project experts have been given an appropriate answer.

4.4.1. Interpretation of Interviews with Athletics Project Coaches

Interview no1. The problems face when applying coaching methods from the total 6 coaches 4(66.6%) were *”said that the main vehicle to apply teaching methods is lack of enough and good sports facilities and equipment, fewer parents support their child, lack of financial, technical support from concerned bodies”*.

Interview no2. How are selected project athletes for the first time and during training in different athletics disciplines? All coaches *“ said that all project athletes were joined in the training centres by competition and looking physical appearance but no talent selection and recruitment criteria in the project”*.

Interview no3. Do you assess and evaluate the training process? If it is done, is it done weekly, monthly or annually? Of the total 6 coaches four of them ‘*said that have annual plans, but no weekly and daily plans. But two coaches have both plans.*’

Interview no4. Are there conducive and favourable situations to improve your project athlete’s performance? Almost all of the coaches ‘*said that the project training centres have no appropriate training facilities, equipment and support from concerned bodies. Since the four coaches explain that, more number of athletes’ have not gained any support from their parents and other concerned involuntary bodies. Generally, all training projects have no conducive and suitable conditions to improve the performance of project athletes.*’

Interview no5. Do you believe that project athletes show progress in their performance? Most of the coaches ‘*said that they have shown progress but the change is not perfect as they expected.*’

Interview no6. How many athletes join the main athletics clubs starting the projects and how got the chances? The four coaches ‘*said that no one project athlete has got a chance to join athletics clubs but two coaches responded that, a few project athletes have got a chance to join different athletics clubs employing competition organized by the Ethiopian Athletics Federation(EAF).*’

Interview no7. To your understanding, what are the major factors that affect project athletes to join clubs? Almost all of the coaches ‘*said that, a lack of training facilities and equipment, less parent and government participation in the project and poor selection of project athletes, less jointly work between parents, coaches and sports office and Federation, lack of competition, lack of athletics clubs and sports academy in the region.*’

4.4.2. Interpretation of Interview with zone Sports office Project Expert.

The researcher raises some organized questions for zone sports office project experts:-

Interview no1. The first question is based on project athlete talent selection, the respondent ‘*said that project athletes were joined in the training centres by competition, medical checkups and looking physical appearance but no talent selection and recruitment criteria were organized at the zonal level to the project centres*’.

Interview no2. Does your administration assess and evaluate the training process? If it is done, is it done weekly, monthly or annually? Zone sport Experts ‘*said that The Administrative organ doesn’t*

have a close monitoring and regular evaluation program of the coaching system & project athletes performance, but supervise the project three wise a year''.

Interview no3. The third question rose based on support. The respondent *said that zone sports offices have limited financial budgets from the government. They get scarce money also from various plans, especially competition expenditures. Because of these, the athletics project couldn't get enough support financially, materially or else, even if the sports commission experts couldn't always support technically and follow up to give feedback to the project coaches and project athletes*

Interview no4. The fourth question raised the athletics project's progressive level based on the past prospects. The respondent *'said that they, have shown progress in the number of project centres increasing but the change in project athletes is not perfect as they expected''.*

Interview no5. The fifth question rose on competition prepared by administrative bodies for the project centres in a year. The respondent *said that the sports office has a limited financial budget from the government but completion needs a large amount of money. Therefore, the zonal sports office organized only one competition per year for project athletes, this is not enough competition opportunities provided to the project athletes.*

Interview no6. To your understanding, what are the major factors that affect project athletes to join clubs? And What Could you suggest as a possible solution? The respondent *said that many factors affect project athletes to join clubs; these are lack of qualified/trained coaches, poor selection of project athletes, lack of facilities and equipment, no well-designed athletics development program, no appropriate training manual for the projects, lack of means of communication between all levels of the stockholder, Due to this reasons we could not provide all services to the project athletes as needed.*

However, to solve the problems in all levels of the zone, the regional Sports office and athletics federation must work cooperatively and discuss with concerned bodies the solutions.

4.5. Analysis of Findings Obtained through Observation Checklist

Table 10: Observational Checklist and Result Obtained

No.	Observation focus area	Measurements		
		Available	Partially available	Not available
1	Facilities and equipment			
1.1	Track event			
	✓ running track	-	-	✓
	✓ Starting blocks	-	-	✓
	✓ Stopwatch		-	✓
	✓ Rope	-	✓	
	✓ Hurdle	-	-	✓
1.2	Field event			
	✓ Javelin	-	✓	-
	✓ Shot put	-	✓	-
	✓ Jumping equipment	-	-	✓
1.3	Sport wear	complete	Not complete	Not available
	Coaches	-	✓	-
	Project athletes			✓
2	Coaches	Very good	Good	Poor
2.1	Coaches punctuality	-	✓	-
2.2	Correction of errors and feedback.	-	-	✓

As it is mentioned in the methodology section, non-participatory observation was done. The observation checklist involves the activities of both project athletes and coaches from the view of researchers. From table 9 indicated above, the researcher summarized the following.

To obtain information about the availability of athletics facilities from field events like running track, Starting blocks, stopwatch, rope, Hurdle, from Field event like Javelin, Shot put, Jumping equipment, from sportswear like Coaches, Project athletes, from coaches Coach punctuality, Correction of errors etc, observation has been taking place by the researcher. Hence, the investigator has observed most athletics facilities were not available in the training centre and Systems giving training low. The appropriateness of the training method and the coach's ability to motivate athletes and construct facilities and equipment from local materials and handling were not effective.

The project Administration did not properly allocate the budget to composite scarcity of facilities and equipment for athletics. The culture of storing properly the present material, repairing damaged, replacing, and supervising properly while utilising, organising, and constructing from local material was not seen in the study area. These consequences of the shortage of facilities and equipment and also the absence of implementation of effective training principles affect the project athletes to develop their performance, as well, as the participation, and competence level of the project athletes to join clubs significantly.

❖ **Observationbased on Facilities and Equipment**

- Both athletics, the project centre has no adequate facilities and equipment
- For example, no running track, they were simply unmeasured and uncomfortable areas. Almost nothing of the training projects has the equipment, like starting blocks, stopwatch, rope, and also jumping and throwing equipment.

❖ **Observation-based on Coaches and project athletes' uniform**

- Concerning Sportswear coaches of the projects are dressed well and project athletes are not dressed well.

❖ **Observation-based on Coaches**

- Coaches have less correction of errors and feedback.
- The coach's punctuality is very good.

4.6. Discussion

The objective of this study was to identify the major factors that affect project athletes' development into clubs in case of some selected projects in the Benishangul Gumuz Region. To be further specific, the investigator considered different specific objectives with the corresponding basic research questions. Hence, with the major aim of identifying the risk factors to the effect for the project athletes to join the main athletics clubs, the research has proposed multi-directional factors of the problems under study. Moreover, to answer the basic research questions and address the objectives, a total sample of 142 respondents was undertaken of which six were project coaches, one zonal sports office project expert and the other project athletes. Thus, the investigator has considered 27 categorical variables with the theme of different areas to consistently address the basic research questions.

4.6.1. Methods and systems used by the project coaches

Considering the factors selected as the measure of the methods and system used by the project coaches, the responses from the athletes and coaches were from different perspectives. The summary results indicated that the project athletes have strong stands as there were problems with the methods and systems used by the coaches. With the interactive idea obtained from the project athletes during the interview, there needs to be a lot to do. Despite this, the coaches responded as there was an improvement in this regard and excused as they did more for the system to be improved. During the observation period, the researcher has seen some coaching problems, like the coach using coach-centred approach methods, lack of individualized training, correction error and the like.

A coaching style must not isolate a coach from the athletes. There must be a forum for open communication or the coach will never be in touch with the athletes. Coaches need to be willing to listen to all the athletes, hear criticism and respond by acting rather than reacting, Remember that athletes should be the centre of attention. Sports were not created to glorify coaches, The simple objective of coaching is to help athletes shorten the trial-and-error process of learning and ease the trial-and-error experiences of competent (Cushion, C., &Partington, M. 2016).

Therefore, the zonal, regional sports office and athletics federation give training for the project coaches, so that they can scale up their qualifications and coaching knowledge.

4.6.2. Parents, coaches and government participation in the athletics project

The responses of project athletes and coaches on parents, coaches and government participation in the athletics project were some according to the variables under study. The summary results revealed that the response of the project athletes and coaches on those factors was still negative and they strongly believe that there was less access from the parents, coaches and government in supporting the project athletics was below the expected standard. On the other hand, the coaches also have the same responses regarding parents and government; however, they have positive responses and believe that the coaches participated in the athletics project. But the researcher also saw less coach participation in the project.

In most countries, sport is an important area for governments and is often linked to youth. Indeed, it may be a means of encouraging young people to become involved in healthy social activities; promoting health; fostering the educational progress and personal development of athletes and sports players of all ages; focusing on cultural and social values; achieving prestige nationally and internationally; highlighting the concepts of excellence and fair play; and stimulating international exchanges (Houlihan, B., & Green, M. 2010).

Government is important to sport because it can: Finance sport and provide facilities and services; Train sports leaders, coaches and teachers; Help ensure adequate training systems and services for athletes; Help organize competitions, courses, fund raising; Help promote sport and healthy lifestyles through the media; Help promote spectator involvement; Provide support, both administrative and financial, for sports medicine, science and safety; Develop school sports programs; and Provide access to its infrastructure and thus make available opportunities for sports development through government agencies or departments, such as the Military, Health and Welfare, Tourism, Sport, Education and Youth.

In addition to this, literature explaining Parent involvement is often referred to as what the parent invests for the child to participate and succeed in the sport. This includes the money paid for registration, equipment, and other fees to play the sport effectively, time spent driving to games and practices, time spent at practices and games, and the overall energy given to the sport for their child to have the best experience possible. Likewise, the results in our study also indicated that miss involvement of parents in athletics had affected the achievement of the athletes (Weiss, & Hayashi, 1995).

Results showed that children viewed both the mother's and the father's involvement in the amount of time the parent was involved as neither creating a stressful nor fun-filled environment. What is more important is the extent and depth of the parent's influence on the quality of the youth sports experience for the child. Efforts need to be made to find the right level and quality of involvement for the best sports experience for the child. Different types of involvement may produce different outcomes Stein (Raedeke, & Glenn, 1999).

4.6.3. Talent identification of the project athletes

Thus, this result was consistent with the results obtained in our study. The factors that affect the project athletes in the projects not to be included in the main athletics club were also determined by the talent identification. Thus, the variables related to this were asked by both project athletes and coaches. Considering the overall variables under study, the response from both the project athletes and the coaches were almost the same and the intention that in most of the cases there were problems with talent identification of the project athletes. The major factors that affect project athletes to join the main athletics clubs were also clearly identified by the study that both the project athletes and coaches agreed on.

Talent identification as identifying those individuals who possess a quality of execution or ability to perform, that is (far) above the normal or average, that stands out and makes a powerful statement about the individual's ability, with the intention of future development and nurturing of this talent to the benefit of the individual as well as the country (Booyesen, 2002). In the current situation, all athletics project trainees join project centres only by using the competition method. As a result, the low-performance ability of project athletes comes from improper talent selection and recruitment criteria. The responses of project athletes and coaches on the availability of facilities and equipment to conduct a training session were the same according to the variables under study. They have negative responses and the researcher also saw a lack of facilities and equipment in the athletics project centres.

4.6.4. Facilities and equipment

The lack of facilities and equipment is a limiting factor to sports development. The researcher recommended that, unless this problem is resolved, it will be difficult to develop athletes to higher levels. The study has also addressed that many athletics clubs have been successful despite substandard training facilities and equipment, because of their high motivation, and their

commitment to hard work to improve their ability, to create an adequate training environment. Sometimes overcoming difficult training conditions strengthens the athlete's resolve and provides an advantage to him or her during tough competitions. However, sports administrators need to try to improve training facilities and create a positive environment, which encourages proper training. Equipment might limit performance by failing to perform its appropriate function during competition. Similarly, athletes who do not use the appropriate safety equipment may limit their performance through injury (Davis, 1986).

However, lack of materials and training equipment were found among the major factors that affected the project. Concerned bodies to allocate enough budgets to buy at least basic track and field equipment for athletics projects trainees. The researcher obtained information through interviews with project coaches and sports commission project experts that saw a lack of athletics clubs and sports academies in the region. These would be one of the major factors that affect for the project athletes to join main athletics clubs. The researcher recommended that sports and clubs provide an opportunity for project athletes to learn skills, develop healthy bodies, healthy minds, Self-esteem, Tolerance, and Social skills and also have the chance to access facilities and equipment. Therefore, the region will have organized athletics clubs and build a sports academy in the region. Generally, considering all the major factors presented step-wise, it indicated that there were significant factors that were very obstacles for the project athletes to join the main athletics clubs.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the overall aim and the key findings of the study. It also includes a conclusion and recommendations to be taken into consideration to improve project athletes to developing into clubs in Benishangul-Gumuz regional state

5.1. Summary

The purpose of this study was to investigate factors that affect project athletes to join clubs in Metekle zone of Benishangul Gumuz Region in some selected athletics projects. (wombera, Bullen, Mandura,Dangure woreda). Specifically, this research tried to investigate the methods and system coaches used in the coaching process, Parent and government participation in athletics projects, the availability of facilities and equipment and Talent Identification used by project coaches.

Most of the sample respondents were categorized under the age of 16-17 years old. From this fact, one can easily deduce that the largest portion of the athletes in the study belongs to the youngest age group. The majority of respondents' level of education is 11-12 grade. most of the respondent's results indicated that in most cases the training program was not well planned.

To this end, to address the above-stated objectives both qualitative and quantitative methodology was employed in the aforementioned woreda. Different data collection instruments were used such as questionnaires, interviews and observational checklists from one hundred thirty--five project athletes, six coaches and one zone sports project expert in the Benishangul Gumuz region (see table 2). The data obtained through questionnaires were analyzed quantitatively. On the other hand observations, and interviews were analyzed qualitatively using descriptive statements and various statistical methods such as frequency and percentage. Finally, on the bases of interpretation made on the data secured through these instruments, the summary of the findings is presented as follows.

no well-designed athletics development program, coaches have less coaching qualification and experience, No appropriate training manual is prepared by the administrative bodies. Training is not classified according to ability, age, and sex and also it is not on an individualized base, Poor integration and collaborative effort among parents, sports office experts, regional athletics federations, and other stakeholders, Little attention was given from the concerned bodies to the projects., Administrative organs don't have close monitoring and regular evaluation programs.,

Project athletes do have no talent identification before entering into the projects., Most project coaches do not have a fully completed project athlete's profile, Coaches have annual plans but no weekly and session plans, The number of coaches and athletes is not proportional.

5.2. Conclusion

Based on the findings of the study, the researcher drew the following conclusions:-The results of the current study reveal that coaches have few coaching qualifications and coaching knowledge, inappropriate Coaching methods and systems coaches used in the coaching process, and stakeholders and regional Athletics Federations have very limited integration and cooperation effort to support and improve athletics project necessities. Moreover, there is a lack of appropriate competition in a year for the project centres, talent identification methods used by coaches, and project training centres either have inadequate or nonexistent training facilities or equipment. Furthermore, lack of athletics clubs and sports academies in the region, coaches have fewer coaching qualifications and experience, no appropriate training manual is prepared by the administrative bodies, and training is not classified according to ability, age, sex and also it is not on an individualized base. Poor integration and collaborative effort among parents, sports office experts, regional athletics federations, and other stakeholders, most project coaches do not have a fully completed project athlete's profile, the number of coaches and athletes is not proportional, implementation of a coach-centred method of coaching, and corruption. Therefore, cooperative work is required among professionals in the area of study, stakeholders, and regional and national athletics federations to develop the existing talented athletes in the Metekel Zone athletics project into a club.

5.3. Recommendation

Based on the findings, the following recommendations are given believing that factors that affect project athletes' development to clubs in meekly zone of BGR, (Wombera, Bullen, Mandura, Dangure woreda) Athletics projects would be resolved.

- ❖ The Regional sports commission and athletics federation should give training to the project coaches so that they can scale up their qualifications and coaching knowledge.
- ❖ Coaches better use scientific Coaching methods.

- ❖ Parents, project coaches and Administrative bodies better to support project athletes' development in clubs.
- ❖ The coach should avoid Inappropriate Coaching methods and systems used in the coaching process.
- ❖ Better to classify the training according to ability, age, and sex and also it is not on an individualized base.
- ❖ The qualification of coaches and sports commission officials should be improved to have a proper concept of talent and procedure for talent identification.
- ❖ Having adequate and appropriate training facilities and materials for athletics projects must be very crucial to improve the performance of project athletes.
- ❖ Concerned bodies should allocate enough budgets to buy at least basic track and field equipment for project athletes.
- ❖ Parents, Coaches, sports officers, and regional Athletics Federations should better integrate and cooperate to support and improve athletics project necessities.
- ❖ The administration must be preparing appropriate competitions in a year for the projects.
- ❖ The regional sports commission and Athletics federation should organize athletics clubs and build sports academies in the region and the like. So all of the training projects have many problems unless immediate measures will be taken on barriers discussed in this study.
- ❖ Concerned bodies better emphasize tackling the existing problems in the athletics projects

Finally, further research in the future is important to investigate the problem in-depth and to verify the current research work

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APPENDIX-A

JIMMA UNIVERSITY

SPORT ACADEMY DEPARTMENT OF SPORT SCIENCE

POSTGRADUATE PROGRAM/

Questionnaires to be filled by the Athletics Project Coaches

Dear coach

This questionnaire is designed for the research study. Its main aim is to gather data on the major factors that hinder your athletics project trainees development to clubs. The study's effectiveness hinges on your honest answers to those questions. Please read each thing attentively and respond honestly and openly to the questions. Your assistance will be gratefully acknowledged in the thesis.

Thank you in advance

❖ General Instructions

- please, do not write your name on the questionnaire
- Indicate by “✓” mark or by completing the blank space

Part-I: Personal Information

1. Gender: A/ male B/ Female
2. Age: A/ 20-25 B/ 26-30 C/ 31-35
D/ 36-40 E/ Above 41
3. Educational qualification: A/ 10/12 complete B/ First degree
C/ College diploma D/ masters and above
4. If your educational level is above a diploma, what was your area of study?
 - Please specify it _____.
5. Coaching Qualification: A/ No coaching qualification B/ Level, I IAAF
C/ Level, II IAAF D/ Level II, EAF E/ Level, III & above IAAF

6. How many years of experience do you have in the training athletics project?

- A/ Less than one year C/ 5-10 years
 B/ 1-4 years D/ Above 10 years

Part-II: Questions Related to Methods and System used by Coach

1. How many days per week will you give training to your trainees?

- A/ 2 days C/ 4 days
 B/ 3 days D/ More than 4 days

2. How much time a single training day will take?

- A/ 60 min. B/ 90 min. C/ 120 min.
 ▪ If any other (specify) _____.

Please circle the most appropriate number of each statement which corresponds most closely to your desired response.

No.	As Athletics Project Coach Under-17age Level.....	Survey Scale:- 1= Never, 2= Rarely, 3= Some times, 4= Often, 5= Always				
		1	2	3	4	5
3	As a coach, I apply most of the time Athlete centred coaching methods in a training sessions?	1	2	3	4	5
4	When I Coach I consider the age and fitness level of the trainees?	1	2	3	4	5
5	As a coach, I apply the principle of training in my training session	1	2	3	4	5
6	As a coach, I use a variety of drills during the training period.	1	2	3	4	5
7	As a coach, I provide individual technical skill teaching to athletes.	1	2	3	4	5
8	As a coach, I implement the suggestions offered by team members.	1	2	3	4	5
9	As a coach, I analyze the progress of my athletes regularly.	1	2	3	4	5

Part-III: Questions Related role of parents, Coaches and Government Participation in Athletics Project.

Please circle the most appropriate number of each statement which corresponds most closely to your desired response.						
No.	Statement	Survey Scale:- 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree				
10	The training manual is prepared by the administrative bodies.	1	2	3	4	5
11	Appropriate activities are included in the training guide.	1	2	3	4	5
12	The project centre has positive relationship with the main athletics clubs.	1	2	3	4	5
13	The administrative bodies prepare appropriate competitions for the projects in a year.	1	2	3	4	5
14	I assist the trainees with personal problem.	1	2	3	4	5
15	The project has received encouragement and support from the trainees' parents.	1	2	3	4	5
16	Administrators have played a great role in project athletics to join clubs.	1	2	3	4	5
17	I discuss with athletes' parents what to be done regarding the trainees.	1	2	3	4	5
Part-IV: Questions related to Talent Identification project athletes						
18	The trainees are chosen to utilize talent identification criteria in the projects.	1	2	3	4	5
19	Talent identification criteria in the projects classify project athletes into several sports disciplines.	1	2	3	4	5
20	My projects produce talented and competent athletes for the main athletics clubs.	1	2	3	4	5

Part-V: Questions related to Major factors that affect project athletes to join clubs.

Please circle the most appropriate number of each statement which corresponds most closely to your desired response.						
21	In your assumption the followings are major hindrances factors of project athletes to join clubs.	Survey Scale:- 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree				
21.1	There is no certified and competent coach at the training centre.	1	2	3	4	5
21.2	There is no well-designed athletics development program at the training centre.	1	2	3	4	5
21.3	There are no parents or government support at the training centre.	1	2	3	4	5
21.4	There is no relevant competition in the training centre once a year.	1	2	3	4	5
21.5	In the training centre there is a lack of adequate facilities.	1	2	3	4	5
21.6	In the training centre project, athletes' performance is less.	1	2	3	4	5
21.7	In the project centre Coaches do not have enough knowledge about talent selection for different athletics disciplines.	1	2	3	4	5

APPENDIX-B

INTERVIEW FOR COACHES

Position _____

Experience in years _____

1. What problems did you face when applying your coaching method?
2. How are select project athletes for the first time and during training in different athletics disciplines?
3. Do you analyze and assess your training program? Is it done on a weekly, monthly, or annual basis?
4. Do you think project athletes are improving their performance?
5. How many athletes development to clubs in to the main athletics clubs starting the projects and how got the chances?
6. According to your knowledge, what are the major factors that influence project athletes development to clubs?

Thank you for your kind cooperation!!!

APPENDIX-C

JIMMA UNIVERSITY

SPORT ACADEMY DEPARTMENT OF SPORT SCIENCE

POSTGRADUATE PROGRAM/

Questionnaire to be filled by the project Athletes

Dear Project Athlete

This questionnaire is designed for the research study. Its main goal is to collect information on the key barriers to joining an athletics club. The study's effectiveness hinges on your honest answers to those questions. Please read the questions carefully and respond honestly and openly. Your assistance will be gratefully acknowledged in the thesis.

Thank you in advance for your consideration!!

❖ **General instruction**

- Please, do not write your name on the questionnaire
- Indicate by the “✓” mark or by completing the blank space

Part-I: Personal Information

1. Age: A/Bellow 16 B/ 16-17 C/ Above 17
2. Sex: A/ Male B/ Female
3. Educational background: A/ Elementary 1 – 6 B/ Junior 7 – 8
C/ High school 9 – 10 D/ Preparatory 11- 12
4. When have you joined this project?
A/ 2008 E.C B/ 2009E.C C/ 2010 E.C D/ 2011 E.C

Part-II: Questions related to methods and system used by coach

1. How much do you train in a week?

- | | | | |
|------------|--------------------------|----------------|--------------------------|
| A/ 2 times | <input type="checkbox"/> | B/ 3 times | <input type="checkbox"/> |
| C/ 4 times | <input type="checkbox"/> | D/ 5 and above | <input type="checkbox"/> |

2. How long is your training session per day?

A/ 60 min. B/ 90 min. C/ 120 min.

- if any other, specify it _____

Please circle the most appropriate number of each statement which corresponds most closely to your desired response.						
No.	As Athletics Project Trainee Under-17 age Level.....	Survey Scale: - 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.				
3	The training program is not well-planned.	1	2	3	4	5
4	My coach uses the most up-to-date and scientific training methods available.	1	2	3	4	5
5	The coach has sufficient knowledge and skill to help me improve my performance.	1	2	3	4	5
6	My coach gives training based on our age and fitness level.	1	2	3	4	5
7	My training program follows the Principle of training progression.	1	2	3	4	5
8	In comparison to the previous year, my performance has improved.	1	2	3	4	5
9	The weekly training program is improving my performance.	1	2	3	4	5
10	I am satisfied with the training method of my coach.	1	2	3	4	5
11	The training program followed the principle of individualism.	1	2	3	4	5

Part-III: Questions related to parent and government participation in the Athletics project.

Circle the Correct numeric response to each question						
No.	Questions	Survey Scale:- 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree				
12	My sports engagement has been supported and encouraged by my parents.	1	2	3	4	5
13	The administrative bodies prepare appropriate competition for the project.	1	2	3	4	5
14	I Discuss with the coach and administrative bodies what needs to be done to development to athletics clubs.	1	2	3	4	5
15	Your project has a solid relationship with the main athletics club staff and the sports commission.	1	2	3	4	5
16	Administrators have played an important role in encouraging trainees development to athletics clubs.	1	2	3	4	5

Part-IV: Questions related to Talent Identification in the Projects.

Circle the Correct numeric response to each question						
No.	Statements	Survey Scale: - 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.				
17	When I joined this project, my coach used talent identification criteria.	1	2	3	4	5
18	Our projects produce talented and competent athletes for the main athletics clubs.	1	2	3	4	5
19	My coach employed selection criteria to assign trainees to various sports disciplines.	1	2	3	4	5

Part-VI: Questions related to Major factors that affect project athletes to join clubs.

Please circle the most appropriate number of each statement which corresponds most closely to your desired response.						
20	In your assumption the followings are major hindrances factors of project athletes development to clubs.	Survey Scale:- 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree				
20.1	There is no well-designed athletics development program at the training centre.	1	2	3	4	5
20.2	There is no government support at the training centre.	1	2	3	4	5
20.3	In the training centre there is no appropriate competition per year.	1	2	3	4	5
20.4	In the training centre there is a lack of adequate facilities.	1	2	3	4	5
20.5	In the training centre project, athletes' performance is less.	1	2	3	4	5
20.6	Coaches do not have enough knowledge about talent selection in different athletics disciplines.	1	2	3	4	5

APPENDIX –D
JIMMA UNIVERSITY

SPORT ACADEMY DEPARTMENT OF SPORT SCIENCE

POSTGRADUATE PROGRAM/

Interview to be answered by zone Sports Project Expert.

Dear Expert

This Interview is designed for the research study. The purpose of this interview is to collect information on the key barriers to athletics project trainees joining clubs in Benishangul Gumuz Regional State, particularly in the Metekel zone. The study's effectiveness is contingent on your honest responses to the interviews. Please, respond to each interview question honestly and frankly. The help received from you will be greatly acknowledged in the thesis.

Personal Information

- Gender: A/ male B/ Female
- Age: A/ 22-25 year C/ 30- 35 year
B/ 26-30 year D/ Above 35 Year
- Educational qualification:
A/ College diploma B/ Degree C/ MA/MSc & above
 - If other, specify _____.
- Work experience _____.
- Position in your office _____.

Part II. Interview Questions

Position _____

Experience in years _____

1. How are select project athletes for the first time and during training in different athletics disciplines? What are the criteria to select their talents?
2. Does your administration assess and evaluate the training process? If it is done, is it done weekly, monthly or annually?
3. Does your office provide the necessary materials for athletics projects?
4. Based on the historical prospects, do you believe that athletics projects are progressing?
5. Do you believe administrative authorities have provided enough competition opportunities for projects?
6. To your understanding, what are the major factors that affect project athletes development to clubs? And What Could you suggest a possible solution?

Thank you for your kind cooperation!!!

APPENDIX-E
OBSERVATION CHECKLIST

No.	Observation focus area	Measurements		
		Available	Partially available	Not available
1	Facilities and equipment			
1.1	Track event			
	✓ running track			
	✓ Starting blocks			
	✓ stopwatch			
	✓ rope			
	✓ Hurdle			
1.2	Field event			
	✓ Javelin			
	✓ Shot put			
	✓ Jumping equipment			
1.3	Sport wear	Complete	Not complete	Not available
	Coaches			
	Project athletes			
2	Coaches	Very good	good	Poor
2.1	Coaches punctuality			
2.2	Correction of errors and feedback.			

አባሪ-ሀ

ጅማ ዩኒቨርሲቲ

የስፖርት አካዳሚ የስፖርት ሳይንስ ክፍል

/ከድህረ ምረቃ ፕሮግራም/

በአትሌቲክስ ፕሮጀክት አሰልጣኞች የሚሞሉ መጠይቆች

ውድ አሰልጣኝ:-

ይህ መጠይቅ የተዘጋጀው ለምርመራ ጥናት ዓላማ ነው። ዋናው አላማው የአትሌቲክስ ፕሮጀክት ሰልጣኞችህ ወደ ክለቦች እንዳይቀላቀሉ በሚያደናቅፉ ዋና ዋና ጉዳዮች ላይ መረጃ መሰጠት ነው። የጥናቱ ውጤታማነት ለእነዚህ ጥያቄዎች በምትሰጠው ትክክለኛ መልስ ላይ የተገመገመ ነው። እባክዎን እያንዳንዱን ነገር በትኩረት ያንብቡ እና ለጥያቄዎቹ በሐቀኝነት እና በግልፅ ምላሽ ይስጡ። የእርስዎ እርዳታ በተሰጠው ውስጥ በአመስጋኝነት እውቅና ይሰጠዋል።

የቀደመ ምስጋና!!

❖ አጠቃላይ መመሪያዎች

- እባክዎን ስምዎን በመጠይቁ ላይ አይጻፉ
- በ “√” ምልክት ወይም ባዶውን ቦታ በመሙላት ያመልክቱ

ክፍል-1: የግል መረጃ

1. ጾታ: ሀ/ ወንድ • ለ/ ሴት •

2. ዕድሜ: ሀ/ 20-25 • ለ/ 26-30 • ሐ/ 31-35 •

መ/ 36-40 • ሠ/ ከ41 በላይ •

3. የትምህርት ደረጃ: ሀ/ 10/12 ሙሉ • ለ/ የመጀመሪያ ዲግሪ

ሐ/ የኮሌጅ ዲፕሎማ • መ/ ማስተረጃ እና ከዚያ በላይ

4. የትምህርት ደረጃህ ከዲፕሎማ በላይ ከሆነ፣ የተማርክበት ዘርፍ ምን ነበር?

- እባክዎን _____ ይግለጹ።

5. የአሰልጣኝነት ብቃት: ሀ/ የአሰልጣኝነት ብቃት የለም • ለ/ ደረጃ: IEAF.ሐ/ ደረጃ: II IAAF •

መ/ ደረጃ II፣ EAF • ሠ/ደረጃ፣ III እና ከIAAF በላይ •

6. በስልጠናው የአትሌቲክስ ኘሮጀክት ውስጥ የስንት አመት ልምድ አለህ? U/ ከአንድ ዓመት በታች • ለ/ 1-4 ዓመት • ሐ/ 5-10 ዓመት • መ/ ከ10 ዓመት በላይ •

ክፍል-II፣ በአሰልጣኝ ከተጠቀሙባቸው ዘዴዎች እና ስርዓት ጋር የተያያዙ ጥያቄዎች

1. ለሠልጣኞችዎ በሰዎች ስንት ቀናት ስልጠና ይሰጣሉ?

U/ 2 ቀን • ለ/ 3 ቀናት • ሐ/ 4 ቀናት • መ/ ከ4 ቀናት በላይ •

2. አንድ የሥልጠና ቀን ምን ያህል ጊዜ ይወስዳል?

U/ 60 ደቂቃ • ለ/ 90 ደቂቃ • ሐ/ 120 ደቂቃ •

♣ ሌላ ካለ (ይግለጹ) _____

እባክዎን ከሚፈልጉት ምላሽ ጋር በጣም የሚስማማውን የእያንዳንዱን መግለጫ ቁጥር በጣም ተገቢ የሆነውን ያክብቡ።

No.	እንደ አትሌቲክስ የፕሮጀክት አሰልጣኝ ከ17 አመት በታች ደረጃ	የዳሰሳ ልኬት፡ 1=በጭራሽ፣ 2= አልፎ አልፎ፣ 3=አንዳንድ ጊዜ፣ 4= ብዙ ጊዜ፣ 5=ሁሉም				
3	በአሰልጣኝነቱ ብዙ ጊዜ እጠቀማለሁ አትሌትን ያማከለ የአሰልጣኝነት ዘዴ በስልጠና ክፍለ ጊዜ?	1	2	3	4	5
4	እኔ ሰሰለጥን የሠልጣኞችን ዕድሜ እና የአካል ብቃት ደረጃ ግምት ውስጥ አስገባለሁ?	1	2	3	4	5
5	እንደ አሰልጣኝ በስልጠና ክፍለ ጊዜዬ የስልጠናውን መርህ እጠቀማለሁ።	1	2	3	4	5
6	እንደ አሰልጣኝ በስልጠና ወቅት የተለያዩ ልምዶችን እጠቀማለሁ።	1	2	3	4	5
7	እንደ አሰልጣኝ ለአትሌቶች የግለሰብ የቴክኒክ ክህሎት ትምህርት አቀርባለሁ።	1	2	3	4	5

8	እንደ አሰልጣኝ የቡድን አባላት የቀረቡትን ሃሳቦች ተግባራዊ አደርጋለሁ።	1	2	3	4	5
9	እንደ አሰልጣኝ የአትሌቶቼን እድገት በየጊዜው እተነትኛለሁ።	1	2	3	4	5

ክፍል-III፡ ጥያቄዎች የወላጆች፣ የአሰልጣኞች እና የመንግስት ተሳትፎ በአትሌቲክስ ፕሮጀክት ተዘማጅ ሚና

እባክዎን ከሚፈልጉት ምላሽ ጋር በጣም የሚስማማውን የእያንዳንዱን መግለጫ ቁጥር በጣም ተገቢ የሆነውን ያክብቡ።

ቁጥር	መግለጫ	የዳሰሳ ልኬት፡- 1= በጣም አልስማማም 2=አልስማማም፣3=ገለልተኛ4=እስማማ ለሁ ፣5= በጣም ተስማማ				
		1	2	3	4	5
10	የሥልጠና መመሪያው የተዘጋጀው በአስተዳደር አካላት ነው።					
11	በስልጠና መመሪያው ውስጥ ተገቢ እንቅስቃሴዎች ተካትተዋል.					
12	የፕሮጀክት ማእከል በዋና ዋና የአትሌቲክስ ክለቦች መካከል አዎንታዊ ግንኙነት አለው.					
13	የአስተዳደር አካላት በአንድ አመት ውስጥ ለፕሮጀክቶቹ ተገቢውን ውድድር ያዘጋጃሉ.					
14	ሰልጣኞችን በግል ችግር እረዳቸዋለሁ።					
15	ፕሮጀክቱ ከሰልጣኞቹ ወላጆች ማበረታቻ እና ድጋፍ አግኝቷል።					

16	የፕሮጀክት አትሌቲክስ ክለቦችን ለመቀላቀል አስተዳዳሪዎች ትልቅ ሚና ተጫውተዋል።	1	2	3	4	5
17	ሰልጣኞችን በተመለከተ ምን መደረግ እንዳለበት ከአትሌቶች ወላጆች ጋር እወያያለሁ።	1	2	3	4	5
ክፍል-IV: ከችሎታ መለያ ፕሮጀክት አትሌቶች ጋር የተያያዙ ጥያቄዎች						
18	ሰልጣኞቹ የሚመረጡት በፕሮጀክቶቹ ውስጥ የተሰጡ መለያ መስፈርቶችን በመጠቀም ነው።	1	2	3	4	5
19	በፕሮጀክቶቹ ውስጥ ያሉ የተሰጡ መለያ መስፈርቶች የፕሮጀክት አትሌቶችን በተለያዩ የስፖርት ዘርፎች ይከፋፍሏቸዋል።	1	2	3	4	5
20	የእኔ ፕሮጀክቶች ተሰጥኦ እና ብቁ አትሌቶችን ያፈራሉ ዋና ዋና የአትሌቲክስ ክለቦች።	1	2	3	4	5

ክፍል-V: የፕሮጀክት አትሌቶች ወደ ክለቦች እንዲቀላቀሉ ከሚያደርጉ ዋና ዋና ጉዳዮች ጋር የተያያዙ ጥያቄዎች።

እባክዎን ከሚፈልጉት ምላሽ ጋር በጣም የሚስማማውን የእያንዳንዱን መግለጫ ቁጥር በጣም ተገቢ የሆነውን ያክብቡ።	
21	<p>በአንተ ግምት ውስጥ ከሚከተሉት ውስጥ ዋና ዋናዎቹ የፕሮጀክት አትሌቶች ወደ ክለቦች እንዳይቀላቀሉ የሚያደናቅፉ ነገሮች አሉ።</p> <p>የዳሰሳ ልኬት፡- 1= በጣም አልስማማም 2= አልስማማም ፣ 3= ገለልተኛ ፣ 4= እስማማለሁ ፣ 5= በጣም ተስማማ</p>

21.1	በማሰልጠኛ ማዕከሉ ብቃት ያለው አሰልጣኝ የለም።	1	2	3	4	5
21.2	በማሰልጠኛ ማዕከሉ በሚገባ የተነደፈ የአትሌቲክስ ልማት ፕሮግራም የለም።	1	2	3	4	5
21.3	በማሰልጠኛ ማዕከሉ ውስጥ ወላጆች ወይም የመንግስት ድጋፍ የለም.	1	2	3	4	5
21.4	በዓመት አንድ ጊዜ በስልጠና ማዕከሉ ውስጥ ምንም ተዛማጅ ውድድር የለም.	1	2	3	4	5
21.5	በማሰልጠኛ ማዕከሉ ውስጥ በቂ መገልገያዎች እጥረት አለ.	1	2	3	4	5
21.6	በስልጠና ማዕከሉ ፕሮጀክት የአትሌቶች አፈፃፀም አነስተኛ ነው.	1	2	3	4	5
21.7	በፕሮጀክት ማእከል ውስጥ አሰልጣኞች ስለ ተሰጥኦ ምርጫ ለተለያዩ የአትሌቲክስ ዲ.ሲ.ፕሊ.ን በቂ እውቀት የላቸውም።	1	2	3	4	5

አባራ-ለ

ለአሰልጣኞች ቃለ ምልልስ

ቦታ _____

በዓመታት ውስጥ ልምድ _____

1. የአሰልጣኝ ዘዴህን ስትጠቀም ምን ችግሮች አጋጥመህ ነበር?
2. በመጀመሪያ ጊዜ እና በስልጠና ወቅት የተመረጡ የፕሮጀክት አትሌቶች ለተለያዩ የአትሌቲክስ ዲሲፕሊንቶች እንዴት ናቸው?
3. የስልጠና መርሃ ግብርዎን ይተነትኑታል እና ይገመግማሉ? በየሳምንቱ፣ በየወሩ ወይም በየአመቱ ነው የሚደረገው?
4. የፕሮጀክት አትሌቶች አፈጻጸማቸውን እያሻሻሉ ነው ብለው ያስባሉ?
5. ፕሮጀክቶቹን በመጀመር ወደ ዋና ዋና የአትሌቲክስ ክለቦች የሚቀላቀሉት አትሌቶች እና ዕድሉ እንዴት ነው?
6. እንደ እርስዎ እውቀት፣ የፕሮጀክት አትሌቶች ወደ ክለቦች እንዲቀላቀሉ የሚነኩ ዋና ዋና ነገሮች ምንድን ናቸው?

ስለ መልካም ትብብርዎ እናመሰግናለን!!!

አባራ-ሐ
ጅማ ዩኒቨርሲቲ
የስፖርት አካዳሚ የስፖርት ሳይንስ ዲፓርትመንት
/ከድህረ ምረቃ ፕሮግራም/
በፕሮጀክቱ አትሌቶች የሚሞላ መጠይቅ

ውድ የፕሮጀክት አትሌት

ይህ መጠይቅ የተዘጋጀው ለምርምር ጥናት ዓላማ ነው። ዋናው አላማው የአትሌቲክስ ክለብን ለመቀላቀል ቁልፍ የሆኑትን እንቅፋቶች መረጃ መሰብሰብ ነው። የጥናቱ ውጤታማነት ለእነዚህ ጥያቄዎች በምትሰጠው ትክክለኛ መልስ ላይ የተንጠለጠለ ነው። እባክዎን ጥያቄዎችን በጥንቃቄ ያንብቡ እና በቅንነት እና በግልጽ ይመልሱ። የእርስዎ እርዳታ በቲሲስ ውስጥ በአመስጋኝነት እውቅና ይሰጠዋል.

ስለምትሰጡኝ በቅድሚያ እናመሰግናለን!!

❖ አጠቃላይ መመሪያ

▶ እባክዎን ስምዎን በመጠይቁ ላይ አይጻፉ

▶ በ “√ ” ምልክት ወይም ባዶውን ቦታ በመሙላት ያመልክቱ

ክፍል-1: የግል መረጃ

1. ዕድሜ:- ሀ/ 16 በታች • ለ/ 16-17 • ሐ/ ከ17 በላይ •
2. ጾታ: ሀ/ ወንድ • ለ/ ሴት •
3. የትምህርት ደረጃ: ሀ/ አንደኛ ደረጃ 1 - 6 • ለ/ ጁኒየር 7 - 8 • ሐ/ ሁለተኛ ደረጃ ትምህርት ቤት 9 — 10 • መ/ መሰናዶ 11- 12 •
4. ወደዚህ ፕሮጀክት መቼ ተቀላቅለዋል? ሀ/ 2008 ዓ.ም • ለ/ 2009 ዓ.ም • ሐ/2010 ዓ.ም.

ክፍል-II: በአሰልጣኝ ከሚጠቀሙባቸው ዘዴዎች እና ስርዓት ጋር የተያያዙ ጥያቄዎች

1. በሳምንት ውስጥ ምን ያህል ያሠለጥናሉ? ሀ/ 2 ጊዜ • ለ/ 3 ጊዜ • ሐ/ 4 ጊዜ • መ/ 5 እና ከዚያ በላይ •

2. የስልጠና ክፍለ ጊዜዎ በቀን ምን ያህል ነው? ሀ/ 60 ደቂቃ • ለ/ 90 ደቂቃ • ሐ/ 120

ደቂቃ.

* ሌላ ካለ፣ ይግለጹ _____

እባክዎን ከሚፈልጉት ምላሽ ጋር በጣም የሚስማማውን የእያንዳንዱን መግለጫ ቁጥር በጣም ተገቢ የሆነውን ያክብቡ።						
ቁጥር	እንደ አትሌቲክስ ፕሮጀክት ሰልጣኝ ከ17 ዓመት በታች ዕድሜ ደረጃ.....	የዳሰሳ ጥናት ልኬት፡- 1= በጣም አልስማማም ፣ 2= አልስማማም ፣ 3= ገለልተኛ ፣ 4= እስማማለሁ ፣ 5=				
3	የሥልጠና ፕሮግራሙ በደንብ ያልታቀደ ነው።	1	2	3	4	5
4	አሰልጣኜ ያሉትን በጣም ወቅታዊ እና ሳይንሳዊ የስልጠና ዘዴዎችን ይጠቀማል።	1	2	3	4	5
5	አሰልጣኙ በቂ እውቀት እና ክህሎት ያለው ሲሆን ስራዬን ለማሻሻል የሚረዳኝ ነው።	1	2	3	4	5
6	አሰልጣኛዬ እንደ እድሜ እና የአካል ብቃት ደረጃ ስልጠና	1	2	3	4	5
7	የእኔ የሥልጠና መርሃ ግብር የሥልጠና እድገትን መርህ	1	2	3	4	5
8	ካለፈው ዓመት ጋር ሲነጻጸር አፈጻጸሜ ተሻሽሏል።	1	2	3	4	5
9	ሳምንታዊው የስልጠና መርሃ ግብር አፈፃፀሜን እያሻሻለ	1	2	3	4	5
10	በአሰልጣኝ የስልጠና ዘዴ ረክቻለሁ።	1	2	3	4	5

11	የሥልጠና መርሃ ግብሩ የግለሰባዊነትን መርህ ተከትሏል.	1	2	3	4	5
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ክፍል-III: በአትሌቲክስ ፕሮጀክት ውስጥ ከወላጆች እና ከመንግስት ተሳትፎ ጋር የተያያዙ ጥያቄዎች።

ለእያንዳንዱ ጥያቄ ትክክለኛውን የቁጥር ምላሽ በክብብ ያድርጉ						
ቁጥር	ጥያቄዎች	የዳሰሳ ጥናት ልኬት፡- 1= በጣም አልስማማም ፣ 2= አልስማማም ፣ 3= ገለልተኛ ፣ 4= እስማማለሁ ፣ 5= በጣም እስማማለሁ				
12	የእኔ የስፖርት ተሳትፎ በወላጆቼ የተደገፈ እና የተበረታታ	1	2	3	4	5
13	የአስተዳደር አካላት ለፕሮጀክቱ ተገቢውን ውድድር ያዘጋጃሉ.	1	2	3	4	5
14	ወደ አትሌቲክስ ክለቦች ለመቀላቀል ምን መደረግ እንዳለበት ክለስልጣኝ እና አስተዳደር አካላት ጋር ውይይት አደርጋለሁ።	1	2	3	4	5
15	የእርስዎ ፕሮጀክት ከዋናው የአትሌቲክስ ክለብ ሰራተኞች እና ከስፖርት ኮሚሽን ጋር ጠንካራ ግንኙነት አለው.	1	2	3	4	5
16	ሰልጣኞች ወደ አትሌቲክስ ክለቦች እንዲቀላቀሉ አስተዳዳሪዎች ትልቅ ሚና ተጫውተዋል።	1	2	3	4	5

ክፍል-IV: በፕሮጀክቶቹ ውስጥ ከችሎታ መለየት ጋር የተያያዙ ጥያቄዎች።

ለእያንዳንዱ ጥያቄ ትክክለኛውን የቁጥር ምላሽ በክበብ ያድርጉ						
No	መግለጫዎች	የዳሰሳ ጥናት ልኬት፡ - 1= በጣም አልስማማም ፣ 2= አልስማማም ፣ 3= ገለልተኛ ፣ 4= እስማማለሁ ፣ 5= በጣም ተስማማ።				
17	እኔ ወደዚህ ፕሮጀክት ስገባ አሰልጣኛዬ የችሎታ መለያ መስፈርት ተጠቅሟል።	1	2	3	4	5
18	ፕሮጀክቶቻችን ጎበዝ እና ብቁ ስፖርተኞችን ለዋና ዋና የአትሌቲክስ ክለቦች ያፈራሉ።	1	2	3	4	5
19	አሰልጣኛዬ ሰልጣኞችን በተለያዩ የስፖርት ዘርፎች ለመመደብ የመምረጫ መስፈርቶችን ቀጥሯል።	1	2	3	4	5

ክፍል-VI: የፕሮጀክት አትሌቶች ወደ ክለቦች እንዲቀላቀሉ ከሚያደርጉ ዋና ዋና ጉዳዮች ጋር የተያያዙ ጥያቄዎች።

እባክዎን ከሚፈልጉት ምላሽ ጋር በጣም የሚስማማውን የእያንዳንዱን መግለጫ ቁጥር በጣም ተገቢ የሆነውን ያክብቡ።

20	<p>በአንተ ግምት ውስጥ ከሚከተሉት ውስጥ ዋና ዋናዎቹ የፕሮጀክት አትሌቶች ወደ ክለቦች እንዳይቀላቀሉ የሚያደናቅፉ ነገሮች አሉ።</p> <p>.</p>	<p>የዳሰሳ ልኬት፡- 1= በጣም አልስማማም 2= አልስማማም ፣ 3= ገለልተኛ 4=እስማማለሁ ፣ 5= በጣም ተስማማ</p>				
20.1	<p>በማሰልጠኛ ማዕከሉ በሚገባ የተነደፈ የአትሌቲክስ ልማት ፕሮግራም የለም።</p>	1	2	3	4	5
20.2	<p>በስልጠና ማዕከሉ ምንም አይነት የመንግስት ድጋፍ የለም።</p>	1	2	3	4	5
20.3	<p>በስልጠና ማዕከሉ ውስጥ በዓመት ተገቢ ውድድር የለም</p>	1	2	3	4	5
20.4	<p>እኔ በማሰልጠኛ ማዕከሉ ውስጥ በቂ መገልገያዎች እጥረት አለ</p>	1	2	3	4	5
20.5	<p>በስልጠና ማዕከሉ ፕሮጀክት የአትሌቶች አፈፃፀም አነስተኛ ነው.</p>	1	2	3	4	5
20.6	<p>በተለያዩ የአትሌቲክስ ዘርፍ አሰልጣኞች ስለ ተሰጥኦ ምርጫ በቂ እውቀት የላቸውም</p> <p>.</p>	1	2	3	4	5

አባሪ - መ

ጅማ ዩኒቨርሲቲ

የስፖርት አካዳሚ የስፖርት ሳይንስ ክፍል

/ከድህረ ምረቃ ፕሮግራም/

የዙኑ ስፖርት ፕሮጀክት ኤክስፐርት የተደረገ ቃለ ምልልስ

ውድ ባለሙያ

ይህ ቃለ መጠይቅ የተዘጋጀው ለምርምር ጥናት ዓላማ ነው። የዚህ ቃለ ምልልስ አላማ በቤኒሻንጉል ጉሙዝ ክልል በተለይም በመተከል ዞን የሚገኙ የአትሌቲክስ ፕሮጀክቶች ስልጣኞች ወደ ክለቦች እንዲቀላቀሉ የሚያደርጋቸውን ቁልፍ ማነቆዎች መረጃ ለመሰብሰብ ነው። የጥናቱ ውጤታማነት ለቃለ መጠይቆቹ በሰጡት ታማኝ ምላሾች ላይ የተመካ ነው። እባካችሁ፣ ለእያንዳንዱ ቃለ መጠይቅ ጥያቄዎች በሐቀኝነት እና በሐቀኝነት ምላሽ ይሰጣሉ። ከእርስዎ የተቀበለው እርዳታ በቲሲስ ውስጥ ትልቅ እውቅና ይኖረዋል።

ክፍል አንድ የግል መረጃ

- ጾታ: ሀ/ ወንድ • ለ/ ሴት •
- ዕድሜ: ሀ/ 22-25 ዓመት • ለ/ 26-30 ዓመት ሐ/ 30- 35 ዓመት • መ/ ከ35 ዓመት በላይ •
- የትምህርት ደረጃ: ሀ/ የኮሌጅ ዲፕሎማ • ለ/ ዲግሪ • ሐ/MA/MSc እና ከዚያ በላይ •
- ሌላ ከሆነ፣ _____ ይግለጹ።
- የስራ ልምድ _____
- በቢሮዎ ውስጥ ያለ ቦታ _____

ክፍል II. የቃለ መጠይቅ ጥያቄዎች

ቦታ _____

- በዓመታት ውስጥ ልምድ _____
- 1. በመጀመሪያ ጊዜ እና በስልጠና ወቅት የተመረጡ የፕሮጀክት አትሌቶች ለተለያዩ የአትሌቲክስ ዲሲፕሊንቶች እንዴት ናቸው? ችሎታቸውን ለመምረጥ መስፈርቶች ምንድን ናቸው?
- 2. አስተዳደርዎ የስልጠና ሂደቱን ይገመግማል እና ይገመግማል? ከተሰራ በየሳምንቱ፣ በየወሩ ወይም በየአመቱ ነው የሚደረገው?

3. ቢሮዎ ለአትሌቲክስ ፕሮጀክቶች አስፈላጊ ቁሳቁሶችን ያቀርባል?
4. ከታሪካዊ ተስፋዎች በመነሳት የአትሌቲክስ ፕሮጀክቶች እየተሻሻሉ ነው ብለው ያምናሉ?
5. የአስተዳደር ባለስልጣናት ለፕሮጀክቶች በቂ የውድድር እድሎችን ሰጥተዋል ብለው ያምናሉ?
6. ለእርስዎ ግንዛቤ፣ የፕሮጀክት አትሌቶች ወደ ክለቦች እንዲቀላቀሉ የሚነኩ ዋና ዋና ምክንያቶች ምንድን ናቸው? እና ምን መፍትሄ ሊጠቀሙ ይችላሉ?

ስለ መልካም ትብብርዎ እናመሰግናለን!!!