WOLKITE UNIVERSTY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE DEPARTMENTS OF SPORT SCIENCE

FACTORS THAT AFFECT SHORT DISTANCE RUNNING PERFORMANCE IN THE CASE OF EMDEBERTOWN ATHLETICS PROJECTS

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APPROVED BY THE BOARD OF EXAMINERS

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ABSTRACT

The purpose of this study was to assess major problems influencing success of short distance runners performance of projects in Emdeber town. Sample groups have been selected from one projects; 6 athletes, 1 coach and 1 project administrators. Data were collected using questionnaire, semi-structured interview, field observation and 10 training session athletes result also used. Random sampling was employed to select samples. The questionnaires were administrated to coaches and athletes of the project; semi-structured interview was conducted with project administrators. Descriptive survey method was employed. The data gathered through questionnaires were analyzed by using percentage and the data gathered through interview were analyzed by descriptive statement. Finally, the results found from analysis of the data revealed that major factors affecting short distance runners in Emdeber athletics projects were identified.

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CHAPTER ONE

1. Introduction

1.1. Back ground of the study

Athletics come from a Greek word „Athlon‟ and „atlas‟; Athlon means fight and atlas means competition. Athletics is physical activity comprising natural actions like running, jumping and throwing. These events are started with the human being begins to alive on earth. During the ancient times people were applying those events together their food and escape from wild animals[which makes dangerous].To hunter easily, to attack their enemies and to escape from wild animals, the ancient people were expected to be sprinters and they were competing each other to know who is the fastest runner /good sprinter/among them.

Throughout its development, the athletics program has been extended and modified, not always in the most rational manner. For example the distance chosen for the standard races have been derived principally from the English mile and each specially has had a different origin. For this reason, it is a multiple sport which comprises tests that are very different from one another. Man has run, jumped and has thrown objects since the down of his existence. In his early days on earth these acts of running, jumping and throwing were performed merely for survival, men depended on his speed to catch wild animals so that they would not catch him for food.

Canada, Great Britain and several Caribbean and West African nations now provide real challenges in the sprints[short distance running] once a United States monopoly. In the 1970s and 1980s, it was obvious that the Soviet Union and East Germany become very efficient in utilizing their countries talent, particularly in the explosive events including short distance (Joseph, 2000].

Short distance running is a race in which the contestant should attempt to run the entire distance at near maximum speed and which calls for top speed. It includes events which are currently held at Olympics and world champion ships, including 100m,200m,400m,100m females hurdle,110m males hurdle ,400m hurdle,4×100mand 4×400m relays for both males and females. The physical qualifications of the 200m sprints are the same as those for the 100m sprinters with only a few differences. Although there are exceptions it is possible for a strongly sort heavy, quick runner to make a reason able good 100m,man even a top one. Age is often a factor to consider in selecting participants for the 100m and 200m in high school competition. An old

boy frequently has the greater strength and endurance needed to run this distance more effectively.

A good 400m runner can usually run a good and sometimes a great 200msprint race when he has enough speed, because he already has sufficient endurance. Every good 100m sprinter can become good in the 200m, but records indicate that with proper training more than 80 percent of the 100m sprinters can become effective 200m runners. In the past the 200m was run principally on a strait way. After world war second as a means of strengthening Olympic events and conditioning runners to Olympic style the 200m become more and frequently run on the curve and is almost universally done so now.

The 400m considered as a speed endurance race as it was thought that a man could not sprint all out maximum more than 100m,the race was run much like 800m that is one run easily the first 300m,holding a great deal of speed in reserve and then finishing as fast as he could with that he had left. New runners should first learn to run a paced 200m, then 300m and finally 400m, the 400m run is enough of an endurance challenge that a beginner will not be able to travel this distance at the desired speed. In the race it is usually best to run the 400m, according to their ability and nature. Run your own race, not the race of your opponent. It is considered advantageous to run the first 60-75 meters as fast as possible to secure a good position, then run your race fast but easy until near the final curve where you may run faster to the finish.

At the professional level, Sprinters begin the race by assuming crouching position as the race progresses and momentum is gained (AyalewZeleke, 2001).

Sprint speed was an essential component of being successful in athletics. Sprinting requires the ability to quickly accelerate and both speed and acceleration are important aspects in athletics (Erin C. White, 2009).

The researcher viewed three-year athletics competitions documents from the governing bodies and compared the whole events, the result of short distance runners was very less than those middle distance and long distance events.

Moreover, the study on „‟the major factors that affect short distance runners in the case of emdeber youth athletics projects‟‟‟‟ was an essential concern for the development and enhancement of athletics projects performance and also for the advancing of the effectiveness of emdeber athletics projects that are found in emdeber town.

Finally, this research focuses major factors that affect short distance runners in the case of emdeber youth athletics projects there by using the collection of data.

1.2. Statement of the problem

Today would performed athlete was the decisive factor for the athletic development of a country. Without such athletes athletics development can‟t be fully realized.(should be clearly stated) In line with this view, athletics projects would established in Ethiopia to produce the needed athletes aiming to accelerate the athletics development activities at all events/levels/. The federal sport commission gives much emphasis to the projects to organize in the country and it has signed an agreement with ministry of education to administer the projects under schools. And this agreement has also signed in regional, zonal and town levels. Hence, the SNNPR national regional state has increased the number of projects in all zones and town of the region. Because of this the number of trainees increased rapidly. This increment in projects increases the number of coaches who would coach the athletes. This was assured by Amanda (2008) an increase in athletics participation has also produced the need for an estimated 3.5 million coaches in order to train younger athletes.

Athletes‟ performance can be measured through their achievement in athletics competitions and training. The results of this document revealed that short distance runners performed/scored/ poorest result than middle and long distance runners.

1.3. Research question

1. Do the concerned bodies give attention for short distance runners of the Emdeber town youth athletics projects?
2. Does Emdeber town sport office select the athletes fairly based on the athlete‟s current performance?
3. Is the Emdeber town youth athletics project work effectively?
4. What are the challenges of Emdeber town athletics project?
5. Do the projects have short distance running coaches?

1.4. Objective of the study

1.4.1. General objective

The general objective of the study was to identify factors that affect Emdeber town short distance running and to recommend corrective measures to be taken.

1.4.2. Specific objectives

The specific objectives of the study were to:-

- ❖ Assess how the concerned bodies were functional according to their responsibilities on short distance running
- ❖ Assess the coaches methods of training applying for short distance runners
- ❖ Find out solutions to the problems that affect the short distance runners in Emdiber youth project
- ❖ Identify problems that affect athletics projects practice which influence success of athletes
- ❖ Examine the athlete-coach relationships in the project
- ❖ Forward possible suggestions to improve the current situation.

1.5 Significance of the study

The finding of the study has the following significance:

- To identify the problems in short distance running and show some solutions that would lead to effectiveness.
- To give important information about the problems of short distance running in emdeber town.
- To help for other researchers as an initial source for those who want to do a research in this area.
- To raise the awareness of athletes, coaches and other concerned bodies about the steps that should be taken to solve problems related to short distance running which were having negative impacts on athlete's success in their overall performance.

1.6 Delimitation of the study

The issue of factors affecting short distance runners was very important as it highly determines athlete‟s success in many areas. Therefore, it was important to study and very relevant to perform an in-depth investigation on it by selecting different sites and involving a large number of participants. However, it was expected that resources like time, cost and other constraints were not allow the researcher to do so.

Due to such factors, therefore, the study would restricted to Emdeber town athletics projects to determine the nutritional, psychological, physical factors affecting short distance running, i.e. identifying main problems affecting 100m, 200m and 400m runners and recommending possible solutions for the problems identified.

1.7. Limitation of the Study

The researcher encountered certain problems during the research was conducting. The major factors that have a direct impact on the study were: - lack of recent reference materials in the study area, financial problems, shortage of time, and the projects were so far and it was a challenge for the researcher to collect data because of COVID-19.

1.8. Organization of the report

This paper would have three parts. The first part was the introduction. Under this, it tried to see the background of the study, the statement of the problem, significance of the study, delimitation of the study, limitation of study and organization of the report.

The second part was the review of related literature. It provides detailed information on available literature related to studies about sprinting. Some of the areas were running speed, sprint training and running mechanics, age related changes in sprint performance, strength training, and force development and sprinting, sprint apparatus, speed and its requirements, nutrition and sprint training, training and motivation, athlete-coach relationship and coaching skills are included.

The third part deals with research design and methodology. Here research methods, source of data, sample size, data collecting instruments, data collection and analysis procedures and techniques were included.

1.9. Operational definitions of key terms

- **Assess**:- was the process of gathering information using various methods to systematically gauge the effectiveness of the institute
- **Athlete:** was a person who competes in sport.
- **Coach:** Were people who help/train athletes meeting their need to have fun and develop performance by starting their sport experience.
- **Factor**:- a circumstance contributing to a result
- **Methods of Training**: was the intelligently and systematically applying a basic knowledge of bio mechanics and physiology helps to create good track and field athlete.
- **Performance**; an observable behavior of the athlete in the playground.
- **Project**:-was temporary in that it has a defined beginning and ending in time, and therefore defined scope and resource
- **Short distance runner(sprinter**):- was an athlete who runs a short distance at top speed
- **Sprinting**:-was running as fast as you can for a very short time
  - **Status**: the situation at which spirit was current found
  - **Training**; was a systematic process with the objective of improving an athlete‟s fitness in a selected activity.
  - **Training principals**: - were the guide lines govern human beings to develop physical, mental and performance response to implement training.

Chapter two

2. Review related literature

2.1. Running speed

Running speed is dependent on 2 variables; the stride length and the stride frequency, the relationship is described by this simply equation: Speed = Stride length × Stride frequency. A stride in this matter is a half running cycle, e.g. from touchdown on the left foot to the next touch down on the right foot. If an improvement in speed is required one or both of these factors need to be improved without a decrease of the other (Hay, 1994).

Some experts believe that stride length is the most important key factor in developing speed and still others believe stride frequency is the more dominant aspect. Both are quite essential in this process since stride frequency multiplied by stride length can achieve maximum velocity (Behrens & Simonson, 2011).

Stride frequency and stride length each have various training methods to improve overall speed. The maximum running speed is determined by the amount of force applied to the ground rather than the rapidity of the limb movement (Weygand, 2000).

2.1.1. Stride length

The stride length can be divided into 3 distances; takeoff distance, flight distance and landing distance. The takeoff distance is the horizontal distance between the Centre of gravity and the takeoff foot. This distance is dependent on the position of the athlete‟s body; the distance is greater during acceleration and smaller at maximum speed.

The factors that determine the Flight distances are speed, angle, height from the takeoff and the air resistance encountered in-flight. The most important of these factors is the speed from takeoff, with the least important being the air resistance. The speed from takeoff is primarily determined by the ground .Reaction forces exerted on the athlete. The smallest contribution of the three distances is the landing distance. It is the distance from the foot strike until the foot is directly under the center of gravity.

If this distance is too big, this will lead to a highly reducing horizontal force, which consequently will decrease the running velocity (Hay, 1994).

2.1.2. Stride frequency

The stride frequency is defined as the number of strides completed in a given time. The time it takes to complete a stride can be divided into the time the athlete has contact with the ground and the time in the air (Hay, 1994). Stride frequency has been addressed by applying over-speed training or assisted sprints with workouts such as: high-speed treadmill sprinting, elastic-cord towing, and downhill sprinting (Behrens & Simonson, 2011).The ground contact time is from this moment just called contact time (CT) and is the time that the athlete has contact with the ground during one stride. The contact time depends therefore on the velocity of the run and reported both a CT of 101 MS for the running velocity of 8.9 m/s and 9.1 m/respectively.

2.1.3. Acceleration

Among sport scientists and coaches acceleration refers to sprint performance over short distances. In most sports, an athlete must be able to accelerate as quickly as possible in a short distance (Bonnet, 2008; Brochure, Mayhew & Piper, 2010). The 40-yard dash has been used as the main tool in the athletics for assessing an athlete‟s speed. It is a measuring tool used by college recruiting staff to evaluate the athleticism of a potential scholarship prospect. Improving speed in the 40- yard dash can be accomplished by implementing acceleration drills, top end speed training and resistive and assistive sprints (Gough, 2006). It is important to determine where the athlete needs the most work in the 40-yard dash by analyzing the 5-, 10-, and 20-yard times as well. Gough (2006) broke the 40-yard dash into 3 trainable parts: the start, acceleration, and top end speed. The start of the sprint can be manipulated through implementing explosive movements such as Olympic lifts and the use of plyometric. Acceleration can be improved by training running mechanics and maintaining speed towards the end of the run implies some endurance training. Despite the fact that the 40-yard dash is used as the primary speed-testing tool for athletes, the following studies suggest that an alternative method might be more beneficial. The 40-yard sprint does not have strong scientific evidence to support its existence (Brochure, Mayhew & Piper, 2010.Brechue, Mayhew and Piper (2010) suggest that acceleration in the first 5-10 yards is more important than linear speed. Improving athletics skill requires explosive reactions which suggest that athletes should be working on getting a better start to improve their speed performance in the game (Brochure, Mayhew & Piper, 2010). Since the 10- and 20-yard dash is so important in athletics and many other sports, finding ways to improve speed in this short distance is relevant. Deane et al. (2005) found one way of improving the 10-

yard dash by implementing a hip flex or-training program on recreational athletes for 8-weeks. Results showed that the training group had a statistically significant decreased speed from pretest at 2.076 seconds to post test at 1.838 seconds. The control group increased speed from 1.931 (pretest) to 2.003 (posttest). Therefore, hip flex or strength has a relationship to sprint performance improvements Ground-based and incline treadmill training can also improve sprint start times .Fletcher and Jones (2004) found that active dynamic stretching before running improved 20-m sprint times in male athletes. The researchers compared 4 different types of stretching (passive static, active dynamic, active static and static dynamic). Both the passive static and active static groups increased 20-m sprint times while the active dynamic group significantly decreased sprint times from 3.24 ± .2 seconds to 3.18 ± .18. The static dynamic group had a decrease in time but it was not statistically significant. Sprinting is a method of running in which an athlete runs as fast as they possibly can for a short distance without the need to pace themselves. Races up to 400m long are considered sprints in the world of track and field.

2.2. Sprint Training and Running Mechanics

Much research has gone into improving athletic speed through sprint training and different running mechanics (Behrens & Samson, 2011). Speed improvement is a very broad and technical subject. There are many different beliefs and theories to improve these mechanics. Resisted sled training, weighted vest, and uphill sprinting are all examples of Resisted training designed to improve stride length (Behrens & Simonson, 2011). Knowing which exercises to use for specificity training is the key. Many coaches and experts use a variety of the exercises mentioned previously regarding resisted and assisted sprinting to improve overall sprint performance. In order to get more sport specific, coaches must examine their sport to determine which the best method to implement is running mechanics play another important role in speed development (Blazevich, 2000; Cissik, 2004). This is often the first task in per iodized model for speed training. . In order to perfect the skills and techniques of running, it must first be practiced at slow speeds and then transferred to maximal speeds. Sprinting involves moving the body‟s limbs at high velocities and the correct firing of motor units to make it possible.

There are a variety of different running mechanic drills that can be applied to increasing speed. Many of these drills are used as warm-ups for conditioning and sprinting. Some examples of running mechanic drills are as follows: Ankle-ups to shorten the pendulum and increase stride frequency, sling-shots to develop the ankle-up technique, heel-ups to relax the quads, knees and

ankles and improve stride frequency, seated running to shorten pendulum and increase shoulder flexibility, and form runs to relate drill work to sprint strides(Sherry et al., 2011).

2.2.1. Age-related changes in sprint performance

Age group records for the 100-m sprint have been investigated in a number of studies and provide the basis for understanding the effect of aging on the ability to run fast. Competitive sprint performance overall is dependent not only on a high maximum speed but also a short reaction time, the ability to

Produce fast starting acceleration and speed-endurance to maintain maximum

Velocity for as long as possible (Delecluse, 1997).Accordingly, success in sprinting is affected by the interaction of various neuromuscular and technical capabilities and anaerobic metabolic capacity.

The first scientific reports on the relationship between age and world record performances of running appeared in the middle of the 1970s, about a decade after the first organized masters‟ track competitions. These studies indicated that the Menes world record speed for the 100-400-m events declined at a rate of about 0.8% per year from the peak level attained at age 20-25 until 55 years of age, with steeper declines thereafter. However, since the 1970s all age group sprint world records have improved considerably.

2.2.2. Strength training

According to Scott Riewald(2001) strength training is synonymous with the term „resistance training‟ and is defined as a specialized form of conditioning that is used to increase one‟s ability to produce or resist force. Strength training uses the principle of progressive overload to force the body (muscles, bones, tendons, etc.) to adapt in order to be able to produce and/ or resist larger forces.

Strength training is not power lifting nor is it bodybuilding or trying to lift the most weight you can. Strength training is a tool that can augment sport performance through improved strength and motor control. The risk of injury is probably the primary concern of any coach or parent who has a child beginning a strength training program. Any exercise or activity carries with it some risk

Of injury – even a child running in the backyard can suffer an injury. It is unrealistic, therefore, to assume that injuries will never occur.

However, this risk of injury can be minimized substantially by following a few simple guidelines. Specifically, appropriate training and competent instruction/ supervision are the two keys to minimizing all injuries.

A competent coach who is skilled in program design supervises every strength training session and, Proper technique is taught and required. Even with this information, several safety concerns still exist. Two of the most common

Concerns raised by parents and coaches, damage to growth plates and overuse/soft-tissue injuries, are addressed below. Most parents and coaches are hesitant to begin strength training with young athletes for fear of damaging

The bones and possibly stunting growth. Almost everyone has heard a story of some child experiencing stunted growth after damaging a bone‟s growth plate

From lifting weights. This story could be considered an "urban legend" – a story that everyone has heard, but no one knows if it is in fact true. Before going any further, let‟s define the term growth plate. In children, all bone growth occurs at a region of cartilage near the ends of the bone. This region is weaker than

„Mature bone‟ and may be at a greater risk for injury. If the growth plate is damaged there is a chance that growth in the bone will be stunted.

The fact is that no growth plate fractures have been documented in athletes who engage in a resistance training program that includes "an appropriately prescribed training regimen and competent instruction." The risk of injury to the growth plates can be further minimized by not allowing the athletes to lift weight over their heads or perform maximum effort lifts (i.e. performing one repetition lifting as much weight as they can). A general rule of thumb when working with younger athletes is to have them only exercise with weights that they can lift six times or more. Growth plate injuries should be taken seriously because they can happen. However, with proper care, the risk can be virtually eliminated.

The potential for repetitive use injuries to the soft tissue (muscle, tendons, and ligaments) of the body is another concern for young athletes entering a strength training program. These types of injuries do occur.

The majority (40-70 percent) of strength training related soft-tissue injuries are muscles strains with the lower back being the most frequently injured area. Again, these types of injuries can be minimized by following a few simple guidelines:

•Teach the athletes proper technique for each exercise that is performed.

•Supervise every strength training session.

•Do not have the athletes train with maximal or near-maximal loads

•Avoid using resistive devices that are supposed to improve vertical jump height. These may contribute to injury of the lower back.

The relationship between strength training and improved sprint performance has proven to be a beneficial topic in research (Cronin et al., 2007 ;). Strength is considered critical to speed development (Cronin et al., 2007).

Wisloff et al. (2004) found improvements in the 10-meter sprint time through 1-repetition maximum (1RM) training in the free weight squat.. While working with weight machines, Harris et al. (2008), found no significant correlations between the 1RM squat and the 10- and 40-meter sprint times. It seems that free-weight; multiple joint exercises are more beneficial for increasing sprint capabilities. Cronin et al. (2007) investigated longitudinal studies to determine the magnitude of strength development necessary for improved running speed. The researchers took a look at 18 previous studies. They found that in order to accomplish significant sprint time improvements an athlete should aim to increase his 1RM squat by 23% in a training period of 7-13 weeks with 2-3 days per week of strength training. The findings in this research were specified towards male athletes 19-24 years of age. Load and rest periods were not clearly demonstrated in this research since there were many different applications. The sprint has three phases: the initial acceleration, maximum running speed, and speed endurance (maintenance). In track and field, a sprinter may possess a good start but lack the ability to maintain maximum speed.

The initial acceleration phase occurs between the start and 10 meters (m). The maximum running speed is achieved among untrained sprinters between 10 m and 60 m, but it may take an elite sprinter 80 m to reach top speed due to a higher endurance capacity (Delecluse 1997).

The endurance phase is the last 10 to 20 m of the sprint. In addition, training for the initial acceleration phase is different than training for maximum running speed. Researchers have studied the impact of resistance training emphasizing the exact methods which improved the athlete‟s time in each phase (Young, 2001). Some researchers suggest that the benefit of improved sprint time is gained from high resistance training , but it has yet to be shown that a

sprinter can improve his/her speed when the high resistance training is performed at higher movement velocities (Blazevich, 2004).

In addition to resistance training, many athletes use other training components, such as speed and agility exercises to enhance the athletic performance, but Blazevich hypothesized that if athletes wish to improve their force production, resistance training exercises should be performed at high movement speeds. Coaches and athletes are always looking for better training methods to improve an athlete‟s performance, but to date few studies have shown that high resistance training improves overall sprint time performance.

Young (2001) looked into training for speed with heavy verses light loads and found positive Effects for each. Light load training was found to be beneficial in developing various speed qualities, developed inter-muscular coordination, and was best if applied during the pre-competition phase in order to transition from general strength to sport specific strength. The heavy load resistance training produced explosive contractions and increased fast twitch fiber sizes (Young, 2001). Many coaches incorporate a variety of strength training loads for maximal results. Deciding on which types of strength training exercises to use for improving speed depends on the muscles most used and the running mechanics.

Short sprints from a stationary start appear to utilize more of the quadriceps muscle, while max speed sprints depend more on the hamstrings (Young 2001).

Other muscles involved include the gluteal, calves, hip flexors, some upper body, and postural stabilizing muscles. After analyzing this information, (Young 2001) came up with some strength exercises that best fit with the movements of running mechanics including, but not limited to: squats, power cleans, snatches, push presses, bench press, dead lifts, machine hip extension/flexion and lunges.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Study Design

A descriptive survey study was employed for the purpose of this study on the assumption that this method was relevant to describe the existing situation.

3.2 Sources of data

The major sources of data for this study was primary and secondary sources which is collected from coaches working in athletics projects and from athletes participating in athletics project training programmers‟ and collected by analyzing documents, Literatures and books.

3.2.1 Site selection

Emdeber town youth athletics project which were located in different parts of the town was selected for this study. The town was found in SNNPR; Guraga zone. The first reason for the selection was that the participants of Emdeber town in zonal level competitions were project athlete. Second, Emdeber was the researcher‟s place of work that would make easier to get pertinent data without higher expenses. Third, the researcher may be able to get different moral and enough information from different athletics projects of the town. This helped him to facilitate his study. The anticipation was the SNNPR sport commission would encourage researchers who were willing to conduct research on any aspect of it.

3.2.2 Population

There were one athletics projects in the town which comprises 12 short distance athletes, coaches and different project administrators. As this study was conducted after the end of athletics championship, all athletes were available in the project.

Therefore, the researcher believed that the athletes from selected projects can participate fully in the study and filled questionnaires with appropriate information. Hence, athletes, coaches and governing bodies were used as a study population.

3.3 Sample Size and Sampling Technique

Emdeber was a town which has an Athletics projects and from this project there are 9 male and 3 female total 12 short distance athletes. Due to the projects found far apart each other and the short distance athletes are large in number the researcher used 50% of the total population and 6 athletes, that was, 4 male and 2 female trainees are taken for the study. There is 1 coach coaching in the project and Project administrators were also took part in the study. The researcher used 50% of the athletes because the athletes gone to competition. The researcher would be used non probability judgmental sampling technique.

3.4 Data Collection Instruments

In order to collect reliable information, different data collection instruments were used, such as observation with checklist, questionnaires and interviews and it follows a survey type of descriptive method.

Questionnaire: The questionnaire comprised of issues related to the basic questions emphasis on factors affecting short distance runners are prepared for athletics project coaches and athletes in order to secured relevant information. The questionnaire was consisting of close and open-ended items. This questionnaire was prepared for the players.

Interview: interview was one of the major instruments employed in this study. Structured interview was used in order to strengthen and cross check the responses made by the respondents through questionnaire. This interview prepared for coaches and administrative bodies.

Observation: The observation with checklist was intended to observe the presence of suitable environment during their training program mess.

That means observation was used to see the appropriate training condition, infrastructure training materials including measured trucks, the environment, training shoes etc. and this was help the researcher to triangulate the data obtained through both the interview and the questionnaires.

3.5 Data Collection Procedure

Different sets of questionnaires were administered to the athletes and coaches. The researcher visited the sample projects 2 times to distribute, administer and collect data through conducting and completing questionnaires, interview and observation. Constructive suggestions were obtained from research adviser before being administered to the respondents. Following the

comments and suggestions frequent improvements such as modifying for poor questionnaires that made confusing to respondents, rejecting and totally avoiding the worst items were made. Finally, improved items were administered to the sample project respondents. The selection of the athletes was done by the researcher together with the coach and project administrator. Once the athletes were determined, oral explanations were given on the purpose of the study how to fill questionnaire. After giving orientation, they were filling in front of the researcher and with one additional helper/the coach/ of the project. Similar steps were done in all sample selected projects at different day time schedules. Similarly, giving information of the study items were distributed to the coaches. Finally, the questionnaire was collected by the researcher himself right from athletes and coaches. Data was collected from the sample projects by the researcher through questionnaire and interview. Then the collected data would analysis by using percentage and tables.

3.6 Data Analysis Procedure and Technique

This study used both qualitative and quantitative research approach. Therefore, the data obtained through questionnaire was analyzed quantitatively. For quantitative analysis percentage and number were employed. The data collected through interview and observations were analyzed qualitatively to substantiate the quantitative analysis.

The collected data was sorted out, organized and synthesized so that meaningful results of the study was obtained and conclusions was also been made based on the interpreted data. Thus, the information obtained through close-ended questions was tallied and put in to numbers (percentages) .This helps the researcher to use tables for interpretations.

3.7 Ethical consideration

The conducting of research requires the rule and research ethics of Wolkite University. The researcher was explaining the purpose of the study to the participants in order to get permission. The researcher was inform to the participant that the information they provide was only use for the study purpose .Accordingly the researcher was use the data that collect form his participants only for the study purpose . In addition the researcher was ensuring confidentiality (privacy) by making the participation anonymous.

CHAPTER FOUR

4. ANALYSES AND INTERPRETATION OF DATA

This chapter deals with the presenting, analyzing and interpretation of the data gathered from the respondents through questionnaire, interview and observation.

4.1. Description of the sample population

The purpose of this section is to provide some basic background information about the target population of the study with the assumption that it might have some kind of relationship with the issue to be addressed. Therefore, the characteristics (sex, educational status and work experience) of the respondents are classified, analyzed and interpreted as follows:

Table 1: Characteristic of coaches

No	Item	Respondents	
1	Sex	No	%
	Male	1	100%
	Female	-	-
	Total	1	100%
2	Qualification		
	MSC	-	-
	BSC/BED	-	-
	Diploma	1	100%
	Total	1	100%
3	Years of experience		
	Below 1 year	-	-
	1-2 years	1	100%
	3- 5 years	-	-
	Above5 years	-	-
	Total	1	100%
4	Age		
	18-20 years	0	-
	21-22 years	0	-
	Above 23 years	1	
	Total	1	100%

The first item of the table displayed the sex distribution of respondents. Accordingly, the major of respondents, i.e. 1(100%) were males. Regarding the educational qualification of it can be seen from the table that 1(100%) of them were qualified in diploma.

Concerning the experience of respondents the majority of respondents had 3- 5 years of coaching experience. The fourth item of the table deals with the age of the respondents; here all of the respondents were above 23 years. Therefore, even though the majorities of respondents were diploma coaches, the researcher believed that they can provide pertinent information that would be useful for the study since all of them were above 23 years old.

Table 2: Characteristics of athletes

No	Item	Respondents	
1	Sex	No	%
	M	4	66.6%
	F	2	33.3%
	Total	6	100%
2	Age		
	14-15 years	1	16.6%
	16-17 years	2	33.3%
	Above 18 years	3	50%
	Total	6	100%
3	Grade level		
	Grade 5-6	1	16.6%
	Grade 7-8	2	33.3%
	Grade 9-11	3	50%
	Total	6	100%

As shown in table 2 the majority of respondents, 4(66.6%), were male and 2(33.3%) of the respondent were female. The second item of the table deals with the ages of the respondents, 16.6% of them were between 14-15 years, 33.3% of respondents were 16-17 years and 50% of the respondents were above 18 years. Regarding to the grade level of respondents the majorities 3(50%) of them were grade 9-11, 1(16.6%) of respondents were grade 5-6 students and 2(33.3%) of them were grade 7-8 students. Therefore, even though the minorities of respondents

were grade 9-11 students, the researcher believed that they can provide pertinent information that would be useful for the study since most of them were above 18 years old.

4.2 Data analysis and discussion

4.2.1 Responses from athletes

Attempts were made to gather information about how athletes generally view the concept and problems of short distance running in their training process.

Table 3: Project Athletes response about sprint training

No	Items		respondents	
			No	%
1	How many years have you passed as an athlete	below a year	2	33.3%
		1-2 years	1	16.6%
		3-5 years	1	16.6%
		Above5 years	2	33.3%
		Total	6	100%
		your family	0	-
		your friends	2	33.3%
		Total	6	100%
3	Have you participated in town or zonal level athletics competitions?	Yes	5	83.3%
		No	1	16.6%
		I don‟t know	0	-
		Total	6	100%
4	Does your project has short distance coach?	No	6	100%
		Yes	0	-
		I don‟t know	0	-
		Total	6	100%

Q1. As shown in table 3 above, both1 (16.6%) respondents have participated as an athlete for 1-2years and 3-5years, whereas 2(33.3%) of the respondents have participated as an athlete below

a year. This indicates that most of the respondents are beginners, i.e they started short distance running training in short period of time.

Q2. 2(33.3%) of the respondents believed that they are being sprinter by their own interest, but 2(33.3%) of them are sprinters by their coaches and 2(33.3%) of them are sprinters or short distance runners by watching their friends, no one is a sprinter by the force of the family. From the above we can realize that they decided being a sprinter with considering their talent and performance, coach, and friends‟ initiation. Finally, the family does not have initiates to athlete call sprinter.

Q3. As shown from the table 3, the majority of the respondents 5(83.3%) have participated in town or zonal level athletics competitions. 1(16.6%) of the respondents replied that we does not participate in town or zonal level athletics competition. This indicates that the athletes have good performance that provides them to participate in every competition.

Q4. 6(100%) respondents replied that their athletics project has no short distance coach. From the above one can realize that short distance runners are took training as middle distance or long distance runners due to absence of trained or certified short distance coach, without qualified coaches athletes couldn‟t achieve good performance and they could not be effective and winner in either zonal, regional, national or international athletics competitions.

4.2.2 Responses from coaches

Attempts were made to gather information about how coaches generally view the concept and problems of short distance running in their training process

Table 4: coaches‟ responses regarding to sprint training

No	Item	Respondents	
1	How many years of experience do you have as a coach?	No	%
	below a year	-	-
	1-2 years	-	
	3-5years	1	100%

	Above5 years	-	-
2	Do you have coaching training Certificate?		
	Yes	1	100%
	No	-	-
	I don‟t know	-	-
	Total	1	100%
3	If your answer for question 2 is yes what type of level do you have?		
	first level	1	100%
	second level	-	-
	IAAF	-	-
4	If you have coaching training certificate, in which event do you have?		
	in short distance	0	-
	in middle distance	0	-
	in long distance	0	-
	in field events	0	-
	in all events	1	100%
5	As a coach do you have training plan?		
	Yes	1	100%
	No	0	-
	I don‟t know	0	-
	Total	1	100%
6	If your answer for question 5 is yes, does your plan follow scientific procedures?		
	Yes	-	-
	No	1	100%
	Total	1	100%
7	Are you giving training based on athletes‟ age?		
	yes	1	100%
	No	0	-
	I don‟t know	0	-
	Total	1	100%
8	How many training sessions are there per Week?		
	3 days	0	-
	4 days	1	100%
	5 days	0	-

9	As a coach how do see your relationship with athletes?		
	Very good	0	-
	Good	1	100%
	Average	0	-
	Low	0	-
10	As a coach did you receive or get motivation in the case of financially, materially and morally?		
	Yes	0	-
	no	1	100%
	not that much	0	-
	Total	1	100%

Q1. As it can be seen from the above table 4,the majority of the coaches 1(100%) have a coaching experience between 3-5 years the rest of the respondents have a coaching experience below a year. It is believed that if the coaches have an experience of coaching, then they can

offer better training for their athletes and it is a good opportunity for sprinters to be trained by experienced coaches.

Q2. According to table 4 only some of the respondents 1(100%) have coaching training certificate, the other coach 1(100%) havenˮt coaching training certificate. Here one can realize that most of the athletics project coaches gave training without coaching training certificate. If coaches arenˮt well trained, then they couldnˮt train their trainees scientifically and in a modern way, they donˮt know what they are doing.

Q3. The result on the table 4 indicated that even if there is1 coaches who have coaching training certificate, all the tree coaches have first level coaching training certificate.

Q4. The respondents, who have coaching training certificate 1 (100%), are trained in all events. None of the respondents have trained either in short distance, middle distance, long distance or field events specifically. It is difficult to train short distance running compared to other events if the coach isnˮt trained well because it requires a complex skill but if the coach is trained it is easy to train short distance runners.

Q5. As it appears on table 4 about 100% of the respondentˮs response indicates that all the respondents have planned training plan. However, the researcher tried to check really they training plan or not, so the researcher required them to show their training plan systematically but all of the coaches havenˮt training plan. This showed that the coaches are giving training without any training plan.

Q6.From the above table 4 most of the respondents 1(100%) have followed scientific procedures responded that the plan they are applying is not following scientific procedures.

Q8. As it can be seen from the above table 4 all of the respondents, that is 1(100%), responded that they gave training by considering the athletes age, none of them responded that they gave training without considering the athletes age level. Therefore, it is better to work athlete development and coaches also consider athletes age level and give athletics training by separating beginners, athletes who are more experienced, youths, juniors and seniors.

Q9. Respondents were asked to express their view in table 4 that how many training sessions are performed per week. The majority of coaches, 100%, believed that they are giving training 4 days per week.

Q10. Regarding the motivation of the respondents it can be seen from the table 4 the respondents havenˮt gained any moral, financial or material support from any one. Motivations

in the form of either morally, financially or materially initiates the coaches to do more than their usual and it also has an advantage for the athletes to perform well more than their daily activities.

Table 5: responses by both athletes and coaches about short distance running training

No	Item	respondents	
1	Based on the objective have you enough awareness about short distance running?	No	%
	Yes	5	83.3%
	No	1	16.6%
	Total	6	100%
2	Does your project has assistant coach?		
	Yes	0	-
	No	6	100%
	Total	6	100%

Q1. As shown from table 5 the majority of the respondents i.e 5(83.3%) haven‟t enough awareness about sprinting based on its objectives but 1(16.6%) of them have enough awareness about short distance running. This implied that most of the athletes have involved themselves in sprinting and most of the coaches gave sprint training without depending up on sprint training objectives and without having enough awareness about shot distance running.

Q2. According to table 5 most of them 6(100%) responded that there were no assistant coach in their athletics projects. Therefore according to the above data the project has no assistance coach.

Q3. The result on the above table 5 indicated that the majority of the coaches and athletes responded the project didn‟t give special attention and special support for sprinting more than other events.

Observation check list

No	Items	V. good	good	Poor	V. poor	remark
1	Availability of training areas		✓			
2	Sufficiency of training equipment				✓	
3	Athletes warming up exercise before regular training	✓				
4	Use of training equipment by athletes and coaches		✓			
5	Coaches and athletes wearing style	✓				
6	Athletes motivation during training	✓				
7	The way of the coach to motivate and control athletes during training		✓			
8	Athletes cooling down exercise after regular training		✓			
9	Coach's positive and negative feedback to athletes after training		✓			
10	Follow up of the concerned bodies in regular training				✓	
11	Motivation of athletes and coaches by the society		✓			
12	The athletes feeding style/condition/after training		✓			

As we can understand from the above full filled checklist, there is good availability of training area, using of training equipment by athletes and coach, athlete cooling down exercise, the way of the coach to motivate and control athletes during training, coach's positive and negative feedback to athletes after training and the athletes feeding style (condition) after training, where as there is very good coaches and athletes wearing style, athletes warming up exercise, and athletes motivation during training, and there is no sufficient of training equipment and very poor follow up of the concerned bodies in regular training.

Structured interview guide for Emdeber town project administrative officers

1. Does the town sport office selects athletes by preparing competitions?

During the sport office of the town prepare a sport computation although sport office select the best the office select any who can fit with the computation.

2. Does your project give equal attention for short distance even like other events?

The project gives equal attention for short distance running with other distance running.

3. Are there short distance coaches in your project?

As athletics included young's be because of only one coach is coaching additional coach is needed.

4. Do you support and motivate athletes and coaches materially and financially?

As the budget allocated by the government is not sufficient for trainers we will create necessary condition to do with rich man.

5. Does your project have enough annual budgets?

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary and conclusions of the research and suggests possible recommendations.

5.1 Summary

The purpose of this study was to assess the factors which inhibit short distance runners to be effective in emdeber youth athletics projects. The main and immediate reasons for assessing short distance runners effectiveness are that is high rate of short distance runners failure to be effective in zonal and regional level athletics competitions.

Moreover, the study mainly focused on the major factors which didn‟t enable those sprinters to be effective in emdeber projects in applying their competencies in order to improve their effectiveness. Prominent stalk holders who have prominent relationship with the implementation of sprint training: coaches, athletes and project administrators used as a source of information. In order to collect relevant information for the study multiple methods of data collection (questionnaire, interview and observation) used. Both the qualitative and quantitative approaches were employed to analyses the data.

The questionnaires were distributed to 1 coach and 6 athletes and filled the whole questionnaires. In addition to this information was obtained from interview in which 1 project administrators (1 from each selected athletics projects) were participated. Moreover, observation was made for 10 training session. Information gathered from interview and observation were organized for this study and analyzed qualitatively together with the data obtained from questionnaire. Thus the qualitative and quantitative approaches were used to analyze the data.

The major findings of this study are:

1. Project coaches‟ skill of coaching short distance runners is found to be good.
2. The athletes interest by coaching style of their coach poor.
3. The athletics projects haven‟t coaches specifically to short distance. The coaches in all projects are all event coaches that mean they are coaching short distance, middle distance and long distance including field events.

4. As assured by the majority of the respondents (100%) the project athletes haven‟t enough and appropriate food after intense training.

5. Very few of the coaches have coaching training certificate. This indicates that most of the coaches (100%) train their trainees by experience without taking coaching training courses.

6. Even if all the coaches said that we have training plan they don't have training plan. This was checked by the researcher by document analysis, observation and by asking the coaches to show the plan to the researcher.

5.2 COCLUSIONS

Despite the in tension and current efforts of the Ethiopian government is working strongly to improve athletics by giving coaching training and thereby producing able and competent athletes at all levels, the Findings of this study have revealed that:

1. Large number of coaches have very good/high/ interest to train short distance runners in athletics projects. However, they have no enough skills to train it.

2. The training practice is not in line with the expectation of sprinting. It is true that a coach without the required level of training skill isn't expected to perform his or her tasks up to the level of expectation.

3. The Emdeber town athletics projects are not organize well, the concerned bodies applying their duties and responsibilities effectively.

4. There isn't enough motivation to the coaches and athletes by the project administrators or by the society.

5. The researcher concluded the obstacles that inhibit short distance runners to perform in a good way or not to be effective, the great majority of the respondents claimed that: lack of trained coaches, shortage of training equipment's, absence of commitment by athletes and coaches, shortage of appropriate food ,lack of enough training areas, lack of refreshment courses to the coaches, shortage of material and financial support to the coaches and athletes, shortage of appreciation by the project administrators and other governing bodies.

5.3. Recommendations

1. In order to elevate coaches‟ interest to train and practical skill gap, training program should be designed for project coaches.

A).The town sport offices have to plan to support athletics projects that could identify and fill the gaps. Project based training and experience sharing programs should be implemented in such

a way that the experienced and senior coaches could share their experience, especially for those who haven‟t coaching training certificate.

B).The zone sport office has to join hands to organize and facilitate the efforts of the town sport office in realizing athletics training and experience sharing.

C).The region athletics federation has to support the athletics projects on the one hand and design a strategy (through discussion with SNNPR sport commission and Ethiopian athletics federation)to provide coaches refreshment or coaching training courses on practical and theoretical basis on the other.

2. Special attention should be given for the training

-in the short distance running at project level, the project administrators should go to training areas and follow the training

-those project administrators should differentiate the strength and weaknesses of the training and make discussion with coaches and athletes

-the project should fulfill training equipment's which are appropriate for short distance training

3. The town sport office should allocate the required budget to fulfill sportswear to coaches and athletes. And coaches should produce or prepare training aids from local materials and use the available training materials found in the projects.

4. The town sport office should select assistant coach and these coaches should work strongly, should follow the training program, should allow the coaches to plan the training plan or program and check its implementation.

5. The town sport office, the project administrators and the assistant coach should create awareness to the athlete parents and the society to contribute money to prepare appropriate food for athletes.

6. The sample projects under the study were trained by a single coach. Therefore, in projects sprint coaches should be assigned that actively work on performance progress of short distance runners.

7. All are amateur coaches and they are serving without any payment. So, the guraga zone sport office and emdeber sport office even the society should appreciate and motivate them to work more than now.

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APPENDIX -1

WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by Athletes

Dear respondents:

This questionnaire is designed to collect data for the study aimed to assess major factors affecting Emdeber town athletics project short distance runners. The data to be collected using this questionnaire is used only for academic purposes and all information gathered from you will be helpful to get pertinent findings and to forward timely and sound recommendation. Your responses are confidential and are not used for other purpose rather than this study. Therefore in order to obtain relevant and reliable information that would contribute to the success of this study. I kindly request your cooperation to answer all the questions frankly as you feel.

Thank you in advance.

Part one: Background information

Instructions: - please write your background information on the space provided.

1.1 Name of the project _____

1.2 The respondents sex F_____M _____

1.3 Age _____

1.4 Educational status _____

Instruction II:- for the following questions respond by circling your choice.

1. How many years have you passed as an athlete?

A. below a year B.1-2 years C.3-5 years D. above 5years

2. How is your motivation to participate in training activities?

A. very high B. high C. medium D. low

3. Based on the objective have you enough awareness about short distance running?

A. Yes B. No

4. Whom you initiated to be sprinter?

A. your interest B. your coach C. your family D. your friends

5. Have you participated in town or zonal level athletics competitions?

A. yes B. no

6. Does your project have short distance coach?

A. yes B. no C. I don‟t know

7. Does your project have assistant coach?

A. yes B.no C. I don‟t know

8. If your answer for question 8 is yes what seems these committees role to follow up and supervise the training during training program?

A. very high B High C. Medium D. low E. there is no supervision and control

9. If your answer for question 6 is no what is the reason? ----------

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10. If your response for the above question is C or D, explain your reason briefly.

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11. Generally, in your opinion what measures should be taken to achieve the objective of short distance running for the future?

A_____

B_____

C._____

D._____

APPENDIX -2

WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by Coaches

Dear respondents:

This questionnaire is designed to collect data for the study aimed to assess major factors affecting Emdeber town athletics project short distance runners. The data to be collected using this questionnaire is used only for academic purposes and all information gathered from you will be helpful to get pertinent findings and to forward timely and sound recommendation. Your responses are confidential and are not used for other purpose rather than this study. Therefore in order to obtain relevant and reliable information that would contribute to the success of this study. I kindly request your cooperation to answer all the questions frankly as you feel.

Tank you in advance

Part one: Background information

Instructions:- please write your background information on the space provided.

1.5 Name of the project _____

1.6 The respondents sex F_____M _____

1.7 Age _____

1.8 Educational status _____

Instruction II:- for the following questions respond by circling your choice.

1. How many years of experience do you have as a coach?
   A. below a year B.1-2 years C. 3-5 years D above 5years
2. Do you have coaching training certificate?
   A. Yes B. no
3. If your answer for question 2 is yes what type of level do you have?
   A. First level B. second level C. IAAF

4. If you have coaching training certificate, in which event do you have?

A. in short distance B. in middle distance C. in long distance D. in field events

E. in all events

5. As a coach do you have training plan?

A. yes B. no C. I don‟t know

6. If your answer for question 5 is yes, does your plan follow scientific procedures?

A. yes B. no

7. Are you giving training based on athletes‟ age?

A. yes B. no C. I don‟t know

8. As a coach did you receive or get motivation in the case of financially, materially, and morally?

A. yes B. no C .not that much

9. As a coach how do see your relationship with athletes?

A. very good B. good C. average D. low

10. How many training sessions are there per week? ----------

Structured interview guide for one project administrative officers

1. Does the town sport office selects athletes by preparing competitions?
2. Does your project give equal attention for short distance even like other events?
3. Are there short distance coaches in your project?
4. Do you support and motivate athletes and coaches materially and financially?
5 .Does your project have enough annual budgets?

APPENDIX-3

OBSERVATION CHECK LIST

No	Items	V. good	Good	poor	V. poor	remark
1	Availability of training areas					
2	Sufficiency of training equipment's					
3	Athletes warming up exercise before regular training					
4	Use of training equipment's by athletes and coaches					
5	Coaches and athletes wearing style					
6	Athletes motivation during training					
7	The way of the coach to motivate and control athletes during training					
8	Athletes cooling down exercise after regular training					
9	Coach"s positive and negative feedback to athletes after training					
10	Follow up of the concerned bodies in regular training					
11	Motivation of athletes and coaches by the society					
12	The athletes feeding style/condition/after training					