WOLKITE UNIVERSITY

COLLAGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

ASSESSING MANAGEMENT FACTORS THAT AFFECT THE PERFORMANCE OF YEM ATHLETICS CLUB

A RESEARCH SUBMITTED TO WOLKITE UNIVERSITY COLLEGE OF NATURAL SCIENCE, DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN SPORT SCIENCE

By: ABDURAHMAN BEKELE

Advisor: MR. BIZUNEH SHAMEBO (MSc.)

AUGUST, 2021

WOLIKITE, ETHIOPIA

APROVAL SHEET

BOARD OF EXAMINOR'S

NAME	SIGNITURE	DATE
ADVISOR _____	_____	_____
EXAMINOR_____	_____	_____

AUGUST, 2021

WOLIKITE, ETHIOPIA

ACKNOWLEDGMENT

First and foremost, I want to thank the Almighty God who strengthened me throughout my career. I would like to express my deepest gratitude to my advisors **Mr. Bizuneh Shamebo** for his unreserved effort in advising me to conduct my research and providing me with valuable information.

I really appreciate his critical evaluation of the Senior Essay draft and immediate feedback with valuable comments as well as for his immediate response for any problems faced me.

My genuine pleasure is also extended to Yem Athletics club coaches and athletes who agreed to respond the questioner.

Finally, I would like to give special thanks to my family those helped me through the ups and downs in the whole duration of my studies in WolkiteUniversity.

TABLE OF CONTENTS

ACKNOWLEDGMENT i
TABLE OF CONTENTS ii
LIST OF TABLES iv
ABSTRACT v
CHAPTER ONE 1
1. INTRODUCTION 1
1.1 Background of the study 1
1.2 Statement of the Problem 2
1.3 Research Questions 2
1.4. Objective of the Study 3
1.4.1 General Objective 3
1.4.2 Specific Objectives 3
1.5. Significance of the Study 3
1.6. Delimitation of the Study 3
1.7. Limitation of the Study 4
1.8. Operational Definition of Terms 4
CHAPTER TWO 5
2. REVIEW OF RELATE LITERATURE 5
2.1 Athletics Performance 5
2.2 Developing a Coaching Philosophy 5
2.3 Development an Effective Coaching Style 5
2.4 The Role of the Coach 5
2.5 Relationships between Coaches and Others 6
2.5.1 Coaches and Sport Administrators 6
2.6 Factors that Contribute to best Performance 6
2.6.1. Psychological factor 7
2.6.2. Environmental Factors 8
2.6.3. The physiological factors 9
2.6.4. Nutritional factors 10
2.6.5. Factors of Equipment and Facilities 10
2.7. Basic Biomechanics for Track and Field 11
2.8 Universal Principles of Training 12
2.9 Training methods 13

2.10 Components of sport Training 14
2.11 Structural model of Sport Organization 16
2.12 Factors that influence structure of sport organization 17
CHAPTER THREE 19
3. RESEARCH DESIGN AND METHODOLOGY 19
3.1 Study Area 19
3.2 Study Design 19
3.3 Sample Size and Sampling Techniques 20
3.4 Source of Data 20
3.5 Data Collecting Instrument 20
3.6 Methods of Data Analysis 20
3.7 Ethical consideration 21
CHAPTER FOUR 22
4. DATA ANALYSIS AND INTERPRETATION 22
4.1 Characteristics of the Study Population 22
CHAPTER FIVE 32
5. SUMMARY, CONCLUSION AND RECOMMENDATION 32
5.1 Summary 32
5.2 Conclusions 33
5.3 Recommendation 34
REFERENCES 35
Appendix A 36
Appendix B 38
Appendix C 40

LIST OF TABLES

Table 1:- Characteristics of the study population. 22
Table 2:- Respondents response on selection of Athletes in the club. 23
Table 3: - Respondents response on providing motivation for Athletes. 24
Table 4: - Respondents response on conducive situation for training. 24
Table 5: - Respondents response on taking performance tests to join the club. 24
Table 6: - Respondents response on the interest of respondents during training session. 24
Table 7: - Respondents response on job integration between coaches and administrative body. 25
Table 8: - Respondents response on the equipment and facilities for training. 25
Table 9: - Respondents response on the training time (hour) per day. 25
Table 10: - Respondents response on the training days per-week. 26
Table 11: - Respondents response on the positive relation b/n athletes with coach. 26
Table 12: - Respondents response on the coaches evaluation athletes performance level. 26
Table 13: - Respondents response on coaches use of training load. 27
Table 14:- Respondents response on Educational status and coaching license. 27
Table 15:- Respondents response on conducive situation for training. 28
Table 16:- Respondents response on lack of job integration between coach, federation and administrative body. 28
Table 17:- Respondents response on training plan & athletes participation in preparing training plan & training program. 28
Table 18:- Respondents response on using of performance tests to select athletes. 29
Table 19:- Respondents response on motivating Athletes and providing feedback. 29
Table 20:- Respondents response on equipment and facilities for training. 29
Table 21:- Respondents response on weekly and daily training program. 30
Table 22:- Respondents response on incentives of coach. 30
Table 23:- Respondents response on the interest & knowledge of coaches in the sport. 30
Table 24:- Check list for observation on adequacy of equipment and facilities. 31

ABSTRACT

The aim of the study was to assess managerial factors that affect the performance of Yem athletics club. One sample Athletics club were selected from Yem special woreda the athletics club using purposive sampling technique and 30 athletes were selected as the subjected for this study. Description survey research methodology was employed in this research in order to collect data from subjects, quantitative research approach was employed in order to bring a quantitative data and the data collected were analyzed and interpreted by using descriptive techniques; frequencies and percentages for the proportion of responses on issues raised on closed-ended items. The results of this study showed that the low knowledge of coach in coaching the regional Athletics team, job integration among sport office, federation and coach is very less, there is inadequate facilities and equipment and training areas and there is shortage of incentive for athletes, coach and sport professionals.On the bases of the findings of this study recommendations were drawn, there is no training opportunities given to coaches periodically to upgrade the knowledge and skills of coaching athletics for better implementation, the concerned bodies of the woreda sport administrator should work together smoothly and jointly by establishing good and productive relationships requires, the woreda sport office and Athletics federation have to be provided to search a solution by giving high emphasis and designing new strategies to equip the club athletes with sufficient resources (facilities and equipment training areas and skilled man power) and finally for athletics development the coaches and athletes should work closely at normal base to solve frequently repeated problems during training and to encourage, motivate and giving timely feedback for the athletes to improve their performance and to strengthen their team spirit.

Key Words: Management, Factors, Performance, Athletics Club

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Athletics is an exclusive collection of sporting events that involves competitive running, jumping, throwing and walking; the most common types of athletics competition are track and field, road running, cross country running and race walking. The simplicity of the competition, and the lack of a need for expensive equipment's, makes athletics one of the most commonly competed sports in the world. (Wikipedia, the free encyclopedia)

Organization is the entity that allows for a group two or more people to work together more effectively than they might work alone in order to achieve the desired goal throughout many countries of the world. Sport is rapidly growing and increasingly diverse industry, increased amount of income, a heightened awareness of the relationship between an active life style and good health and a greater number of opportunities to participate in sport have all contributed to this growth. The sport industry also includes professional sport organization. Sport organizations are then integral and pervasive part of the sport industry (Slack, 1997).

In similar, slack, (1997) states that, Sport organizations is a social entity involved in sport industry. It is goal directed with a consciously structured activity system and a relatively identifiable boundary.

Athletics club are sport organization they need to have goals achieved with consciously structured activities. Athletics club which has well organized by resource human, finance, material and others organizational factors has a capability to bring observable change on team performance. In addition, any organization of athletics club does not function efficiently without some elements those hold them together and give directions so that they can achieve the goal for which they exist (Bucher &Krotee, 2002).

Managerial is the glue that bonds the various units and provides the control, communication, motivation, nurturing and leadership needed to achieve design goals. To accomplish this function, a structure is needed that provide an efficient (i.e. the amount of recourses used to achieve an organization goal) and effective (the degree to which the organization state goal) way of operating and carrying out the various duties and responsibilities existing within the organization. In addition to the above-mentioned factors, there also exist certain internal factors that can shape athletics club success. For example, institutional support, team identification.

Player-coach ability, as well as certain external factors like fan identification, supportive team atmosphere among others outside the level of competitiveness, have managed to be important elements to determine the success or failure of an organization (Giacobbi, *et.al*, 2002).

Thus, there are teams considered successful by the fact of having a solid program and being considered as protagonists by virtue of consistently qualifying for the playoffs, possessing strong institutional and fan support. Coaches are also involved in such consideration, since they play an important role in club performance.

However, this role can result in positive or negative influence on players (Schuman & Le. Roux., 2005). According to these authors, successful coaches are characterized by influencing positive behavior; thus, tend to improve coach-athlete relationships.

Hence, this research was conduct to assess what organizational and management factors that affects Yem athletics club performance and was tries to point out significant solution for the present issues that expected to enhance club performance.

1.2 Statement of the Problem

This study was conducted on managerial factors that affect the performance of Yem athletics club. When the researcher study on managerial factors that affect performance of the club, there are a lot of gaps in different ways. The researcher inspires to determine the problem of managerial factors that affect the performance of the club. Also the researcher tries to identify the problem insufficient facilities and equipment.

Now, a day's athletics is the most popular game that is practiced in all notation of the world. Athletics is a dynamic sport that needs understanding and solving problems of training to create performance improvement to compete in a frequent changing environment.

Therefore, this study was aim to assess the managerial factors that affect the performance of Yem athletics club.

Generally, this study was aim to assess the managerial factors that affect the performance of Yem athletics club. Hence the researcher was to attempt to answer the following basic questions.

1.3 Research Questions

1. What are the major managerial factors can influence the athletics performance of the athlete?
2. Does athletics team have sufficient facilities and equipment?
3. What measurement should need to be taken for minimizing the current managerial factors affect athletics performance of the club?

1.4. Objective of the Study

1.4.1 General Objective

The general objective of the study was aim to assess the managerial factors that affect the performance of Yem athletics club.

1.4.2 Specific Objectives

The specific objective of the study is to: -

1. To assess the possible managerial factors that affect the athletics performance of Yem athletics club.
2. To identify athletics team, have sufficient facilities and equipment.
3. To identify the possible internal factors that affect the athletics performance of Yem athletics club.

1.5. Significance of the Study

The study was support and enriches the performance of the Yem athletics club players. To this end, the significance of the study was:

1. Find out the possible managerial factors that affect the athlete's performance of Yem athletics club.
2. Identify athletics team have sufficient facilities and equipment.
3. Identify the possible internal factors that affect the athletics performance of Yem athletics club.
4. Provide suggestions that was contribute to the enhance athlete's performance in the club.
5. Provide specific information for those who are interested in carrying out research on related issues.

1.6. Delimitation of the Study

The scope of the study was delimited to specifically the Southern Nations, Nationalities and People's Regional States (SNNPRS) Yem special woreda. This study was delimited to assess managerial factors that affect the athletics performance and the effectiveness of Yem athletics club.

1.7. Limitation of the Study

Conducting research activity requires varied, relevant, updated and accessible sources of data and enough time and budge. However, these are not always available due to a number of factors. Therefore, the researcher was faced the following limitations in conducting season of this study:

- Financial shortage
- Shortage of relevant reference material
- Lack of pre-study on the area

1.8. Operational Definition of Terms

The following key terms was used throughout this document and ensure clarity of meanings and usages the terms are defined below:

Athletics – is a competitive physical activity made up of several separate events, based on the natural movement of running, jumping and throwing.

Factors: a case or determiner that influence the effectiveness of training.

Organizational: it is relating to the ability to plan things carefully and keep things neat: relating to a particular system or arrangement.

Management: is a single or group of individuals who challenges and oversees a person or collective group of people in efforts to accomplish desired goals and objectives.

Performance: is completion of a task with application of knowledge, skills and abilities.

CHAPTER TWO

2. REVIEW OF RELATE LITERATURE

2.1 Athletics Performance

Athletics performance is the manner in which sport participation is measured. Sport performance is a complex mixture of biomechanical function, emotional factors, and training techniques.

Performance in an athletic context has a popular connotation of representing the pursuit of excellence, where an athlete measures his or her performance as a progression toward excellence or achievement. There is an understanding in sport that athletes interested in performance tend to the competitive or elite level; athletes interested in simple participation, for broader purposes such as fitness or weight control, are most often recreational athletes who do not set specific performance goals (www.world sport .com).

2.2 Developing a Coaching Philosophy

The two most important considerations in developing a personal coaching philosophy are determining coaching objectives and coaching style. Coaching objectives could include improving the program's win/loss record, winning a league title, placing among the top five teams in the section or state championships, showing significant individual and team improvement, making the program fun for all the athletes, or teaching the athletes to compete well. (Johan Amneus*et.al*, 1995).

2.3 Development an Effective Coaching Style

Coaching style reflects how a person chooses to lead and interact with student athletes. It affects how a coach wants to motivate and discipline, and what role, if any, athletes are permitted to have in making decisions that affect them. Each person must choose the coaching style that best fits that person's personality, but every coaching style is a somewhat different combination of three approaches: authoritarian, cooperative and passive coaching styles. (Johan Amneus*et.al*, 1995).

2.4 The Role of the Coach

Johan Amneus*et.al*, (1995) explains that, what exactly the high school coach's role is: recruiter, teacher, trainer, strategist, personnel manager, administrator, promoter, communications expert, diplomat, spokesperson, psychologist, impartial judge, disciplinarian, caring friend, counselor, parent substitute. To be a high school coach is to assume all of these diverse roles. For the coach, the greatest reward should not be the outcome of winning, but rather the process of training and

competition that positively affects the personal development of young athletes. Great coach's use sport as a vehicle to enrich the lives and the future of their athletes.

2.5 Relationships between Coaches and Others

At most of sport development, the coach often finds himself doing practically everything that needs to be done recruiting, training athletes, organizing competitions, fundraising, counseling athletes, and administering the program. As level of training becomes increasingly more comprehensive, there is more and more the need to assist the coach so he/she can concentrate more fully on coaching. This means that the coach must work with others who can support his/her efforts with the athletes. Who are these other people the coach must interact with? They include the administrators, athletes, their fund raisers, club officials, medical and other experts and federation official's relationships with sport administrators, the media, and parents are particularly important.

2.5.1 Coaches and Sport Administrators

There are two important principles for sport administrators to consider the first is the athlete coach relationships is the most important for the development of the athlete the second is the sport administrator exists to support the athlete and coaches and to develop their sport. It has been said that the more sports administrators can nourish and develop the training environment, the more successful they are in performing their essential tasks.

If administrators and club officials can provide good facilities and equipment organize good competition, raise fund, secure assistance or experts and assist in promoting success, then they are contributing to the athlete and coaches the coach must constantly strive to work cooperatively with parents, club officials and so on. Often establishing good and productive relationships requires a considerable amount of effort, patience and cooperation. What ties all these groups together are common goals-to provide good experiences for youngster in sport? (www.olympic.org/solidarity)

2.6 Factors that Contribute to best Performance

There are factors affecting the performance of athletes among these: -

1. Psychological factor
2. Environmental factor
3. Physiological factor
4. Nutritional factor
5. Factors of equipment and facilities

2.6.1. Psychological factor

As Weinberg R. and Gould D., (2007), Motivation can simply be defined as the direction and intensity of one's effort. The direction of effort refers to whether an individual seeks out approaches or is attracted to certain situations.

A. Interactional approach

One of the key tenets to understanding people in general and motivation in particular is that both individuals and situations must be understood to provide for optimal motivation. More specifically, both individual factors such as personality, needs, goals, and interests and situational factors such as coaching/teaching style, win-loss record, support of the community, and tradition as well as how individual and situational factors interact need to be considered when trying to determine the most effective way to motivate (Weinberg R. and Gould D., 2007).

B. Strategies to enhance motivation

The focus of these strategies is on general principles and theories of motivation to enhance performance and well-being. As noted earlier, it is the job of coaches and athletes to apply these principles in their specific situations. Many coaches say that motivating athletes is their primary responsibility after teaching them the basic skills of the sport. But it's the ability of the coach to motivate athletes to learn the skills and techniques and then to apply them to competitive situations that is critical. Some of the most studied and effective motivational strategies used by coaches are discussed as follows (Weinberg R. and Gould D., 2007).

C. Goal setting

One of the most robust findings in the scientific literature is the effect of goals setting on task performance. A survey of leading sport psychology consultants working with Olympic athletes in United States revealed that goal setting was the most frequently used psychological intervention in both individual and group consultations. But the important point is that goal setting will not automatically improve performance. Rather, one has to set the proper types of goals to make them most effective. Before discussing specific principles, a general point should be made regarding the difference same outcome, performance, and process goals. Outcome goals are the most popular and usually are concerned with winning and losing, such as having a goal to win a tournament or place first in a swim meet (Weinberg R. and Gould D., 2007).

D. Reinforcement/feedback

Probably the method most often employed by coaches to motivate is the use of some sort of reinforcement and feedback. The theory behind the use of feedback is based on operant conditioning principles that argue that our behaviors can be influenced by, and eventually controlled by, manipulating consequences. Specifically, if the consequences for a behavior are positive, then this increases the likelihood of performing the behavior. Conversely, if the consequences of a behavior are negative, then the likelihood of performing the behavior is reduced (Weinberg R. and Gould D., 2007).

E. Intrinsic motivation and External motivation

According to Weinberg R. and Gould D., (2007), Motivation is the distinction between intrinsic and extrinsic motivation. Although external rewards can enhance motivation and increase performance, research has revealed that external rewards, under certain conditions, can undermine intrinsic motivation. In addition, intrinsic motivation is often seen as the stronger (or at least longer lasting) type of motivation. In this section, both of these ideas are addressed in focusing on how to enhance motivation, especially from an intrinsic perspective.

Both intrinsic and extrinsic motivations are seen as multidimensional, with each construct being made up of different aspects. Specifically, intrinsic motivation is seen as being composed of participating in an activity purely for the knowledge, accomplishment, and stimulation that it provides. Extrinsic motivation is seen as varying in the degree to which the behavior is extrinsically or intrinsically motivated. For example, people can participate in sport for purely extrinsic reasons (e.g., the only reason they play is to make money), for both intrinsic and extrinsic reasons (e.g., an athlete stays in shape in part to impress the opposite sex) or for purely intrinsic reasons (e.g., a runner trains diligently because she simply loves to run).

2.6.2. Environmental Factors

According to Brooks G.A *et.al,* (1984), it is a factor that determines performance in many ways these factors are described as follow in detail. The balance between heat loss and heat production is controlled by a number of factors. Generally, the greater the gradient between skin and environmental temperature, the greater the heat loss. However, a great number of anatomic and environmental factors affect the rate and degree of heat loss. For example, body size and body composition influence heat loss. Subcutaneous fat acts as an insulator. Smaller athletes such as children have a higher surface area/mass ration, and may sustain greater heat loss. Clothing helps

reduce heat loss. The degree of heat loss also depends on air movement (convection), humidity, evaporation (sweating), and ambient temperature.

A. Heat Related Disorders

Heat related disorders occur when thermoregulatory mechanisms fail to compensate for elevations in core temperature caused by environmental or metabolic heat load. Heat related disorders might encompass a wide spectrum of symptoms of varying severity, ranging from heat cramps and dehydration to heat exhaustion and life-threatening heat stroke.

i. **Heat cramps,** the least serious type of heat related disorders, are caused by loss of sodium and potassium associated with heavy sweating in acclimatized individuals.
ii. **Dehydration:** commonly accompanies exercise in warm, humid conditions, when fluid replacement is inadequate. It complicates heat exhaustion and heat stroke.
iii. **Heat Exhaustion**: is a serious heat illness caused by increased exercise heat load plus dehydration. The path physiology of heat exhaustion is the inability of the cardiovascular system to adequately supply blood to organs, especially to the brain.
iv. **Heat Stroke,** a life-threatening heat-related disorder and a medical emergency, is difficult to distinguish from heat exhaustion because sweating may continue. Heat stroke represents thermoregulatory failure, with reduction in skin blood flow in order to maintain the central circulation. Core temperature is more elevated, usually 40c or higher.

2.6.3. The physiological factors

The physiological factors are the major factors in sport performances such as proportions of fast twitch and slow twitch muscle fibers, anaerobic capacity, maximum strength and functional flexibility (Devis*et.al,* 1986:180).

The above factors are mostly the result of genetics. Individuals are differing in their physiological and psychological makeup. Factors which are innate include flexibility, the proportion of muscle fibers type, reaction time, hand eye coordination, personality trait, Vo2 max and an aerobic capacity. Although all of the above mentioned can be improved by training, basic capability is determined by the genetic blue print inherited form parents. However, it's nurturing environment that determine that extent to which a person can fulfill the genetic potential (Frank G. *et.al,* 2000: 452).

2.6.4. Nutritional factors

Another factor for better result is nutrition (BezabehWolde 1997:49) defined nutrition as it is a science of nourishing the body. The athlete who is striving for excellence should train hard and to train hard should eat balanced diet and enough calories to cover the load and to maintain the body.

Nutrients are chemical substances in food that function, to furnish the body with fuel, to build and repair body tissue…. Nutrients are divided in to proteins, carbohydrates, fats, water, vitamins and minerals. Carbohydrates are the major energy source for the body especially during intense training (Bezebih W. 1997. 49)

A. Calorie Requirements for Athletes

Calorie requirements vary greatly from person to person and are influenced by the level of physical activity, body size and age. Therefore, it is impossible to establish a universal daily caloric requirement for athletes. Weight loss, weight maintenance, or weight gain is a matter of energy balance. An athlete's body weight will stay the same when calorie intake equals calorie expenditure. To lose weight, energy expenditure must be greater than energy intake. To gain weight, energy intake must be greater than energy expenditure. If an athlete is maintaining his or her ideal competitive weight, adequate calories are being consumed (Johan Amneus*et,al,* 1995).

2.6.5. Factors of Equipment and Facilities

Facilities are also the factors for better performance. If the adequate facility is available, the athlete may improve his/her level of performance. To do, the income of the athletes is not as enough as they need to fulfill the adequate facility. According to Suzie Bennetetal (2007) the importance, appropriateness and effect on enhancing training performance are described as follow in detail. These are:

A. Athletics attire

Appropriate Athletics attire is required for all competitors. As coach discus the types of sport clothes that is acceptable and not acceptable for training and competition. Discuss the importance wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long pant jeans to blue jean shorts are not proper Athletics attire for any event.

Athletes must wear clothes that are suited for the activities in which the athletes are engaged. In general, this means comfortable, non-confining clothing and well-fitted athletic shoes. Proper fitting and clean uniforms tend to give athletes a boost. Although the saying "You play as well as you look" has never been proven, many athletes and coaches continue to believe in it.

B. Shirts

Shirts should provide comfort and a good appearance while allowing freedom of movement in the shoulders and arms. Shirts should fit loosely, but not so loosely that they appear to be baggy. A sleeveless shirt to T-shirt is recommended. Make sure the shirt is long enough to tuck into the shorts or warm up pants.

C. Shorts

Gym shorts with waistbands that fit snugly around the waist are recommended. Shorts should help keep the shirt in place. Loose shorts can cause athletes discomfort and are a distraction from their sports activities.

D. Socks

White tube socks made of good material will add support, help prevent blisters, give a good appearance, last an entire season and add to the length of the life of shoes.

E. Shoes

Probably the most important article of clothing an athlete wears when participating in track and field is a properly fitted running shoe. A good running shoe needs to have the following.

1. A thick padded heel cushion, which lowers the incidence of calluses, bruises, spurs, shin splints, ankle sprains, etc., by absorbing impact
2. Thick durable rubber sole
3. A firm heel counter, which adds more stability and keeps the heel straight in the shoe

2.7. Basic Biomechanics for Track and Field

John Amneus*et.al,* (1995) stated that, certain physical laws govern all motion. The sport of track and field is no exception. On the contrary, in a sport whose essence is the most efficient and forceful expression of human movement, these physical laws continually reveal themselves. For this reason, the coach must be familiar with how the laws of physics govern athletic performance. This relationship is called biomechanics.

Basic Biomechanical Principles for Track and Field

The science of biomechanics explains how movement is affected in the track and field athlete's attempts to run faster, jump higher or longer and throw father. To teach, observe and correct technique, the coach must have a general understanding of these (John Amneus*et.al,* 1995).

2.8 Universal Principles of Training

In addition to having a basic understanding of track and field biomechanics, a coach must also understand and apply the fundamental principles that govern any type of physical training. These principles drive from the human body's response to training, stress and skill acquisition.

Not comprehending these basic tenets produces misinformed training and exposes athletes to the risk of injury.

According to Johan Amneus*et.al,* (1995) the following principles must be followed in any well-constructed athletic training program:

A. Overload

The most important principle of training for athletics is that of overload. It should be the aim of coaches to improve their athletes' levels of performance and the capacity for work. In order to achieve this goal, a coach must cause his or her athletes to adapt to a higher level of physical and mental performance.

Overloading is the essential mechanism, or tool, for creating this adaptation. Any new type of training subjects the body to greater or different stress than that to which is has become accustomed. When the load is greater than the normal level of exertion, that load becomes a stressor and stimulates a general adaptation process within the organism (the athlete).

B. Progression and Variability

The logical consequence of adaptation to overload is progression. As an athlete adapts to a given training load, a progressive increase in load then becomes necessary to continue the process of adaptation to the nest level of performance. In other words, as the system is capable of doing more, it requires progressive increase in training load for it to be stressed into a high level of adaptation.

For progress to be achieved, however, an accurate assessment of an athlete's capacity for training must be made.

C. Specificity

Our bodies adapt to exercise or physical stress in direct response to the nature of the demands imposed. This phenomenon is known as the specific adaption to imposed demands (SAID); therefore, training needs to address the specific requirements of an event. An athlete must train the skill or system that will be employed in competition. Distance runners must train to raise aerobic thresholds; jumpers must train for rhythm and explosiveness; 400m runners must train for lactate tolerance. Moreover, athletes need to train physically and mentally for competition, not merely

conditioning. A certain amount of training must mimic the specific nature of the competitive event. To achieve success, the coach must identify and heed the requirements of particular events.

D. Recovery and Restoration

All gains in training are achieved during periods of recovery. This fundamental fact of athletics is probably the most ignored. Recovery and restoration of the body are integral and active elements of training, not the absence of training. For the body to adapt positively to the progressive overload of training, it must be able to recover adequately from the applied stress. The volume of training is far less important than its intensity and intelligent application. Training without proper rest yields poor results and, often, injury. Too frequently, coaches do not understand the physiological response generated by hard training.

Generally, adequate recovery from a strenuous workout requires at least 48 hours. In any given week, no more than two or three intense training days are recommended. Moreover, days of total or active rest are needed to relieve the accumulated fatigue of exercise. Without such recovery, chronic overtraining with significant risk of injury becomes likely. Coaches often view rest as wasted time in which they might be also to squeeze more preparation.

E. Individuality

Every athlete has a different response to and capacity for training. Recognizing individual difference and adjusting expectations when designing and applying training programs for our athletes is exceedingly important. Size, age, strength, training age and even emotional maturity factor into the type and amount of training under which any athlete will thrive. At the high school level, especially, coaches often will find that many of their most talented athletes have a limited capacity to train hard, while less talented athletes can endure much mover. While the overall design of a training program will most likely apply to all, volume and intensity must be specific to the individual.

2.9 Training methods

A. Fartlek training (speed play)

It is a continuous training but with regular bursts of speed of from five to ten seconds, every two or three minutes during a season. These sessions increase the anaerobic energy systems, while heavily using the aerobic system.

B. Weight training

During this time training, subjects perform a series of resistance exercises designed to develop the fitness component that require in specific sport related muscle.

C. Interval training

It involves alternating work followed by recovery period or intervals. Interval training allows high intensity work to be performed without the fatigue associated with a continuous season of equal intensity.

Interval training allows the three energy systems to be developed according to the length of the work interval. The variables that can be manipulated in an interval routine are: -

- Duration of the work period or distance
- Intensity of work (speed)
- Number of work or recovery repetitions
- Duration of recovery periods and activity

The heart rate during interval training should reach 180b/min. during work and recovery to 120b/min. in the rest interval. (Devis*et.al.,* 1986:167)

D. Circuit training

Circuit training consists of a series of exercise (usually 10) arranged in order and designed to develop general body fitness or specific sport related fitness and skill. The advantage of circuit trainings that, it can be to develop strength, power, endurance, agility, and anaerobic and aerobic capacities simultaneously in a limited time and space.

Over load is achieved in circuit training by:

- Reducing target times
- Increasing exercise resistance (difficulty of exercise)
- Increase repetition members

N.B circuit training must be supplemented by flexibility program

E. Calisthenics

There is basic exercise used to develop strength, power, endurance, agility or flexibility depending on the exercise chosen and the training method used. (Devis*et.al.,* 1986:172)

2.10 Components of sport Training

It is important for the coach to understand the components of coaching athletics and how to apply them through a consistent methodology that allows the teaching of technique and tactics while incorporating physical and psychological aspects. This is best accomplished through the application of economical training. Economical way means to find a way of causing a player to become a better player in the widest possible sense.

The components of athletics training are:

- Technical preparation;
- Tactical preparation;
- Physical preparation (conditional preparation);
- Psychological preparation (Wondimu Tadesse unpublished material, 2010).

A. Technical Preparation

Technique in athletics is the skill of being able to move in any direction economically and with purpose. This is the basis of a good performance. Athletics puts very complex technical demands on the athletes. The player has to control the speed, run, and perform the intended objective. The basic requirement for all position technique is an exceptional control of the body or body technique, being able to control.

B. Tactical Preparation

The tactical aspect of play activities comprises the choice and adaptation of technique in the given play situation. For this reason, it is impossible to treat tactical aspect separate from technique. Players learn to make a rapid and creative choice from the techniques they have been taught, selecting those that are most effective in the given situation. Practice and perfection of play combinations and cooperation between players is in effect the same as practice and perfection of individual play activities. The climax of tactical preparation is the practice and perfection of the play system. The play system represents action at high level by the player, adapted to the needs and abilities of the entire team.

Tactics is the organization and execution of the sporting contest. Tactics means the art, by which the players own technical and conditional skills are used as successfully as possible. Tactics in addition to technique and fitness, play a fundamental role in achieving success. Tactics described as systematic success-orientated maneuverings and methods used to achieve a desired goal. The tactics used depend on whether or not the team has possession. It is simpler to define tactics by distinguishing between individual, group and team tactics.

i. **Individual tactics** are based on how the individual player reacts in certain match situations are often used when in contact with an opposing player.
ii. **Group tactics** are based on co-operation between several members of the same team who work together to achieve their goal.

iii. **Team tactics** are methods adopted by the team as a whole to counter the opposition's game plan. The aim of tactical training is to improve the choice and use of actions within different playing situations.

Different factors influencing the choice of tactics include the long-term strategy of the team and its current form /position, match type/objective (cup, force replay...), where the game is played, weather conditions, players available and the quality of the opponents.

Tactical actions are based on tactical knowledge, tactical skills and tactical abilities. Mental skills such as motivation, attitude, anticipation, composure, intellectual ability and courage play a part as well as physical factors such as speed, agility and co-ordination. Skills and techniques allow a player to perform a certain play, but tactics define the action and its effect on all players.

C. Conditional (Physical) Preparation.

The idea of conditioning refers to the physical and mental preparation for a sport competitive event. It increases performance, which is any mental and physical effort subjected to psychological or physiological measurement or assessment is usually considered a goal of conditioning. Some the components of conditioning are muscular strength and endurance, flexibility, cardio respiratory fitness, and body compositing. Another important of aspect of physical conditioning for sport is injury prevention (Encyclopedia of sport, 1996).

Physical conditioning for sports participation prepares athletes for high level of performance and protects against injury. Improper conditioning is a major contributor to athletic injuries. Muscular imbalance, improper timing, inadequate muscular or tend nous strength, in adequate muscular or cardiovascular strength, problems related to flexibility, and problems related to body composition are some of the causes of sport injuries and poor performance (Encyclopedia of sport, 1996).

D. Psychological preparation

The last component of training is the psychological dimension. Athletics requires psychological skill and mental toughness, motivation to complete, self-confidence, imagery, energy management, performance routines, team cohesion, and goal setting.

2.11 Structural model of Sport Organization

As Slack (1997) state that the type of structure adapted by sport organization can be categorized in to four common types: Simple structure, the bureaucracy, the matrix structure and the team structure. Discussed below:

Simple structure: the simple structure has a low degree of departmentalization and formalization, wide span of control and would most likely have decision centralized to few people. There would be

no need for departments, as most decision and administrative task would be performed by the owner manger and all other staff.

Bureaucratic Structure: the bureaucratic structure attempts to standardize the operation of an organization in order to maximize coordination and control of staff and activities. If relies on high levels of formation, the use of departments to group people into discrete work team that deal with specific function or task, highly centralized decision making and a clear chain of command. An organization such a state or provincial government department of sport would be structured along these lines. Obviously, as an organization expand in size, increase in number of location it delivers service, or diversifies its range of activities, the more likely it is to reflect some elements of bureaucratize.

The matrix organization structure: the matrix organization structure reflects the organization of groups of people in to departments according to function and product. For example, an elite institute for sport might group specialist such as psychologist, biomechanics, skill acquisition coaches and exercise physiologists in to discrete team. At the same time individual in these teams might be involved in providing services to a range of different sporting groups or athletes, effectively creating two bosses for them. This breaks the unity of command principle but allows an organization to group specialists together to maximize sharing of expertise while facilitating their involvement in a number of project or service delivery areas.

Team structure: A relatively new structural design option is the team structure. The team structure requires decision making to be decentralized to work teams that are made up of people with skill to perform a variety of task.

2.12 Factors that influence structure of sport organization

The structure of sport organization should be affected by some factors. Among the factors that influence structure of sport organization the following are evident in football.

Organizational strategy: Das (cited in Slack, 1999) State that, an organizational strategy to the game plan developed by a sport team. Before the team enters the field, an effective coach looks at the team strength and weakness and also these of its competitors. The coach carefully studies the two teams past success, failures and behavior on the field. The obvious objectives to win the game with minimal risk and personal injuries to the players.

Thus, a coach may not use the entire team best player if it is not warranted (they may have kept in reserve for future games or to maintain an element of surprise). The key goal is to win the game, and the game plan itself might to modify to recognize the emerging realities.

All sport organization formulates strategies. They may be deliberate or emergent. Deliberate strategies are intended course of action that becomes realized. In contrast, emergent strategies those that are realized situation organizations decision makers base their choice off strategy on their perception of the opportunities and threats in the environment and the internal strengths and weakness of their organization.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Study Area

Yem special woreda is one of the woreda among eight woredas found in Southern Nations, Nationalities and People's Regional States (SNNPRS). It is located at 243 kilometers south west from Addis Ababa. Yem Special Woreda is situated in the north western apex of the region and is located between 7o 57´ N to 8o02´ N latitude and 37o 40´ E to 37o 61´ E longitude. It is bordered by Hadiya and Gurage Administrative Zones of SNNPR to the east and south, and by Jimma zone (in Oromiya Region) to the north and west. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia, Yem has a population density of 124.54, The area is divided into three agro ecological zones, namely, "Dega" (highlands with altitude of 2300-2500 meter above sea level) which is central parts, "WoyinaDega" (moist warm land with an altitude of 1500-2300 meter above sea level) covers 22 the central apex and western part, and "Kolla" (with altitude less than 1500 meter above sea level) and found in eastern zone of the woreda. Temperature is inversely related with altitude, with mean annual temperature between 20-30 ºC in the Lowlands (kolla), 16ºC-20ºC in the Temperate (woyinadega) and 12 ºC - 16 ºC in the Highlands (dega) areas of the woreda. The topography of the Special Woreda is characterized by rolling mountains. (http://en.wikipedia.org/ the free encyclopedia / August 2019)

3.2 Study Design

Description survey research methodology was employed in this research. This approach could enable the researcher to identify, describe, understand and define the status in order to have a clear picture about the trend and existing nature of Yem athletics club managerial and club performance around the field. The field description survey method is found to be relevant and convenient to gather data at a particular time and to assess the athletics club managerial and club performance by analyzing the relationship among the athletes, coaches and club managerial bodies by using description survey method.

3.3.Sample Size and Sampling Techniques

For this research, the population frame includes Yem special woreda Athletics club athletes and coaches. Accordingly, purposively selected 30 athletes and 2 coaches were participated in the questionnaire by using purposive sampling technique.

The total population were (32). From this total number (12) are male athletes and (18) are female athletes and (2) male are coaches.

3.4. Source of Data

In order to gather detail information about the existing nature of athletics club managerial and club performance. The researcher was used both primary and secondary source of data. Different available written materials on the issue was intensively

Observation: -the researcher gather information through direct observation of real situation of the problem in the club.

Questionnaire: -the researcher distributes the questionnaires both open ended and close ended to the athletes and coaches.

3.5 Data Collecting Instrument

In order to collect the data necessary for analysis, the researcher was used questionnaire and observation. The questionnaires include closed-ended and open-ended items. Besides, observation guides was used to stabilize to data which gathered through questionnaires. Moreover, primary sources of data were used for the study.

3.6 Methods of Data Analysis

The data available from different sources were analyzed and interpret by using both quantitative and qualitative approaches. Quantitative data's was analyzed by utilizing descriptive techniques; frequencies was used to compute percentages for the proportion of responses on issues raised on closed-ended items. The views, options relating opinions to facts was used in the open-ended questions, interviews made with respondents and observation evidences analyzed in narration under each category in table relating in to relevant issues addressed through the questioner items. In the results section, responses of all subjects were analyzed on each research question. Finally, the data was analyzed and discussed to reach certain finding which in turn was used to give conclusion and possible recommendations.

3.7 Ethical consideration

The conducting of research requires the rules and research ethics of Wolkite University. The researcher was explained the purpose of the study to the participants in order to get permission. The researcher was informing to the participants that the information they provide was only use for the study purpose. Accordingly, the researcher was used the data that collect from his participants only for the study purpose. In addition, the researcher was ensured confidentiality (privacy) by making the participants anonymous.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from respondents through questionnaire and observation checklist from the sample population of the study.

All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentages. The information collected through observation checklist is described in order to give appropriate answer for the basic questions set in the study.

4.1 Characteristics of the Study Population

The characteristics of the study population were examined in terms of Sex, Age, Educational status and training experience based on the response to the target for personal data in part one of the questionnaire.

Table 1:- Characteristics of the study population.

No.	Category		Types of respondents			
			Athletes (N=30)		Coach (N=2)	
			No	%	No	%
1.	Sex	Male	12	40	2	100
		Female	18	60	-	-
		Total	*30*	*100*	*2*	*100*
2.	Age	Below 18	10	33.3	-	-
		18-25	20	66.7	-	-
		26-30	-	-	1	50
		Above 30	-	-	1	50
		Total	*30*	*100*	*2*	*100*
3.	Educational status	Grade 10 & below	25	83.3	-	-
		Grade 11-12	5	16.7	-	-
		Certificate	-	-	-	-
		Diploma	-	-	2	100
		BSc	-	-	-	-
		Total	*30*	*100*	*2*	*100*
4.	Training/Coaching experience	Less than 1 year	-	-	-	-
		1-2 year	6	20	-	-
		3-4 year	20	66.7	1	50
		Above 4 year	4	13.3	1	50
		Total	*30*	*100*	*2*	*100*

As regard to sex, out of 30 (100%) athletes; 12(40%) of them are male and 18(60%) of the Athletes are Female. This indicates that, there is less involvement of males athletes in athletics sport in the woreda, similarly to this all coach also, 2 (100%) were male respondents.

Regarding the respondents age as shown in the table one out of 30 (100%) athletes; 10 (33.3%) athletes were below 18 years of age and 20 (66.7%) of athletes were 18-25 years of age respectively. In connection to this, out of 2 (100%) of athletics coaches 1 (50%) and 1(50%) were range between the age of 26-30 year and above 30 year respectively.

Concerning respondents educational status, out of 30 (100%) athletes; 25(83.3%) of them were grade 10 and below, 5(16.7%) of athletes were between grade 11 to 12 and all coach also, 2 (100%) of athletics coaches were diploma level.

When it comes to year of training or coaching experience of the respondents, 6(20%) of the athlete have a training experience between 1-2 years and 20(66.7%) of athletes have a training experience between 3-4 years. And all coach also, 2(100%) of coaches coaching experience of more than3 years.

Questionnaires filled by Athletes are interpreted as follow:

Table 2:- Respondents response on selection of Athletes in the club.

No.	Item	No of Athlete (No=30)	
		No	%
1.	In what condition you are selected in the club?		
	a- According to current performance in the competition	21	70
	b- According to previous performance in the competition	7	23.3
	c- Based on your interest	2	6.7
	d- Unknown	-	-

As indicated in the above table, Athletes Join in the woreda club in different ways. As the table shows out of 40(100%) athletes, 21(70%) athletes were selected according to current performance in the competition, 7(23.3%) of respondents also selected according to previous performance in the competition and 2(6.7%) of respondents were selected based on their interest.

Table 3: **- Respondents response on providing motivation for Athletes.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	Does your coach motivate you?	Frequently	4	13.3
		Sometime	22	73.4
		Rarely	4	13.3
		Not at all	-	-

As indicated in the above table out of 30(100%) of respondents 22(73.4%) replied that their coach motivate them sometime. 4(13.3%) of the respondents replied that their coach motivates them frequently, 4(13.3%) of the respondents replied that their coach motivates them rarely.

Table 4: **- Respondents response on conducive situation for training.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	Do you think you have conducive situation for training?	Yes	6	20
		No	24	80

As indicated on the above table 6, out of 30(100%) of respondents 6(20%) of the respondents replied that they have conducive situation for training. Whereas, 24(80%) replied that they have no conducive situation for training.

Table 5: **- Respondents response on taking performance tests to join the club.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	Have you taken performance test to join the team?	Yes	8	26.7
		No	22	73.3

As the above table 5 shows, out of 30(100%) of respondents 8(26.7%) replied that they have taken tests to join the club, whereas, 22(73.3%) replied that, they have never taken performance tests to join the Athletics club.

Table 6: **- Respondents response on the interest of respondents during training session.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	Do you participate with full interest during training session?	Yes	24	80
		No	6	20

As the above table 6 shows, out of 30(100%) of respondents 6(20%) replied that they have not participate with full interest during training session, whereas, 24(80%) replied that, they participate with full interest during training session of Athletics club.

Table 7: **- Respondents response on job integration between coaches and administrative body.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	Did you observe lack of job integration between coaches and administrative body?	Yes	20	66.7
		No	10	33.3

As the above table 7 shows, out of 30(100%) of respondents 10(33.3%) replied that there is job integration between coaches and administrative body, whereas, 20(66.7%) replied that, lack of job integration between coaches and administrative body in the Athletics club.

Table 8: **- Respondents response on the equipment and facilities for training.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	Are there equipment and facilities for training?	Yes	1	3.3
		No	29	96.7

As indicated on the above table 8, out of 30(100%) of the respondents 1(3.3%) replied that there are adequate equipment and facilities for athletics training. Whereas, 29(96.7%) replied that there is no adequate equipment and facilities for athletics training in the Athletics club.

Table 9: **- Respondents response on the training time (hour) per day.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	For how much time are you performing training per day?	1 hr	-	-
		2 hr	4	13.3
		More than 2 hr	26	86.7
		Unknown	-	-

As indicated on the above table 9, out of 30(100%) of the respondents 4(13.3%) replied that they have 2 hours training days per day. Whereas, 26(86.7%) replied that they have more than 2 hours training days per day for athletics training in the club.

Table 10: **- Respondents response on the training days per-week.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	For how many days are you performing training per-week?	One day	-	-
		Two day	11	36.7
		More than 3 day	19	63.3
		Unknown	-	-

As indicated on the above table 10, out of 30(100%) of the respondents 11(36.7%) replied that they have two days training day per week. Whereas, 19(63.3%) replied that they have more than three day training per week for training in the club.

Table 11: **- Respondents response on the positive relation b/n athletes with coach.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	Do you have positive relation with your coach?	Yes	18	60
		No	12	40

As indicated on the above table 11, out of 30(100%) of the respondents 12(40%) replied that athletes haven't positive relation with their coaches. Whereas, 18(40%) replied that athletes have positive relation with their coaches in the club.

Table 12: **- Respondents response on the coaches evaluation athletes performance level.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	Do your coaches evaluate your performance level?	Strongly Agree	-	-
		Agree	4	13.3
		Disagree	19	63.4
		Strongly disagree	7	23.3

As indicated on the above table 12, out of 30(100%) of the respondents 4(13.3%) replied that they agree on coaches evaluate athletes performance level, 7(23.3%) replied that they strongly disagree on coaches evaluate athletes performance level. Whereas, 19(63.4%) replied that they disagree on coaches evaluate athletes performance level throughout training session.

Table 13: **- Respondents response on coaches use of training load.**

No.	Item		No of Athletes (N=30)	
			No	%
1.	Do your coach changes training load?	Yes	18	60
		No	12	40

As indicated on the above table 13, out of 30(100%) of the respondents 12(40%) replied that coaches changes training load in training session. Whereas, 18(60%) replied that coaches didn't changes training load in training session.

The open ended questions that have been delivered to the Athletes are interpreted in summarized manner as follows:-

The data obtained from an open ended question shows that, there is a major problems that they face during training session was shortage of equipment and facilities, problems of budget, problems of job integration between coach and body, in availability of knowledgeable coach, not participating on different competition organized at regional level and finally the respondents agree on, no one give attention for Athletics development in the woreda.

According to, the problems mentioned above, the respondents suggests some sort of solutions for the problems, these are fulfilling sport equipment's early before training, properly assigning knowledgeable coach, the woreda concerned administrative bodies of sport should give attention and find a way to solve the problem of budget in order to support over all activities of athletics club.

Questionnaires filled by coaches are interpreted as follows:

Table 14:- Respondents response on Educational status and coaching license.

No.	Item		No of Athletes (N=30)	
			No	%
1	What is your educational status?	BSc/Bed	1	50
		Diploma	1	50
		Certificate	-	
		12 complete	-	
2	Do you have coaching license?	Yes	2	100
		No	-	
3	If your answer for the above question is yes what level?	Level 1	2	100
		Level 2	-	-
		Level 3 & above	-	

Coaches were asked on educational status and their license level. The above Table 14 shows that, 1(50%) of respondent were diploma holder and 1(50%) of them were certificate holders. On the same table shows that, all coaches which are asked replied that, 2(100%) of them, they have coaching license. And again on the same table describes, 2(100%) of respondents have first level coaching license. As from this information, their level of license is not encouraging. For this reason some respondents need additional coaching course to equip with the necessary knowledge of coaching Athletics.

Table 15:- Respondents response on conducive situation for training.

No.	Item		No of Athletes (N=30)	
			No	%
1.	Do you think that you have conducive situation for training?	Yes	-	-
		No	2	100

Based on, the information gained from the above table 2(100%) of respondents replied that, there is no conducive situation for training process.

Table 16:- Respondents response on lack of job integration between coach, federation and administrative body.

No.	Item		No of Athletes (N=30)	
			No	%
1.	Did you observe lack of job integration between coach, federation and administrative body?	Yes	-	-
		No	2	100

As the above table 16 describes, 2(100%) of coaches stated, there is no job integration among concerned bodies of sport leaders.

Table 17:- Respondents response on training plan & athletes participation in preparing training plan & training program.

No.	Item		No of Athletes (N=30)	
			No	%
1	Do you have training plan?	Yes	-	-
		No	2	100
2	Do your athletes participate in planning the training plan program?	Yes		
		No		

According to the above table 17 shows that, 2(100%) of the respondents believe that, they have raining plan. And on the same table shows that, 2(100%) of the respondents replied that, Athletes did not participate in the preparation of training plan and the training plan is prepared by coach's only.

Table 18:- Respondents response on using of performance tests to select athletes.

	Item		No of Athletes (N=30)	
			No	%
1.	Did you use performance tests to select athletes?	Yes	2	100
		No	-	-

According to the above table 18 shows that on coaches view on selection criterion,2(100%) of the respondents believe that, they have used performance test to select athletes for the club.

Table 19:- Respondents response on motivating Athletes and providing feedback.

No.	Item		No of Athletes (N=30)	
			No	%
1	Do you motivate your athlete?	Frequently	2	100
		Sometime	-	-
		Rarely	-	-
		Not At All	-	-
2	Do you provide positive feedback?	Frequently	1	50
		Sometime	2	50
		Rarely	-	-
		Not Al All	-	-

As indicated on the above table 19, 2 (100%) of respondents motivates their Athlete frequently, on the some table item 2 indicates, 1(50%) of respondent gives feedback for Athletes frequently, and 1(50%) of respondents were giving feedback to their Athletes sometimes during training process of the team.

Table 20:- Respondents response on equipment and facilities for training.

No.	Item		No of Athletes (N=30)	
			No	%
1.	Are there enough equipment and facilities for training?	Yes	-	-
		No	2	100

According to the finding of table 20, all coaches of the Athletics team that is 2(100%) of respondents stated, there are no enough equipment and facilities for the process of coaching Athletics in the club.

Table 21:- Respondents response on weekly and daily training program.

No.	Item		No of Athletes (N=30)	
			No	%
1	For how much time do you give training per-day?	For 1 hr	-	-
		For 2 hrs	2	100
		More than 2hr		
		Unknown		
2	For how many days do you give training per-week?	One-day		
		Two-day		
		Three day		
		More than three days	2	100
		Unknown		

Table 21 shows coaches view on training hour per day show that, 2(100%) them uses 2 hr of training volume per-day. Again on the same table question raised on training day per-week show that, 2(100%) of the respondents states that, they uses more than three days training per-week.

Table 22:- Respondents response on incentives of coach.

No.	Item		No of Athletes (N=30)	
			No	%
1	Do you get sufficient incentives?	Yes	-	-
		No	2	100

The above table 22 presents that, the incentives of coaches in the athletics team, 2(100%) of coaches were getting insufficient incentives while coaching the team of Athletics.

Table 23:- Respondents response on the interest & knowledge of coaches in the sport.

No.	Item		No of Athletes (N=30)	
			No	%
1	Do you have interest in coaching athletics?	Yes	-	-
		No	2	100
2	Do you have knowledge of the sport you are coaching?	Very High	-	-
		High	1	50
		Low	1	50
		Very Low	-	-

According to the above table 23, 2(100%) of coaches have interest in coaching Athletics. On the same table item 2 describes that, 1(50%) of respondent has high coaching knowledge, whereas the rest of respondents 1(50%) of them, have low knowledge of coaching Athletics.

The open ended questions that have been delivered to the coaches are interpreted in summarized manner as follows:

The data gained from an open ended question-show that, lack of equipment and facilities, insufficient incentive given to the coach, problem of upgrading level of coach, a great gap of job integration among coach and sport administrations, problems of budget and eventually not motivating or encouraging coaches and athletes of the Athletics team.

Some possible solutions are given from the coaches. These are: -woreda sport administrators should find stockholder, those who can sport in terms of finance and materials, the office should work with woreda Athletics federation in order to get different course that can improve our level of coaching the office should stop working alone and work with all stake holders for the sport progress and finally supporting coaches by giving sufficient incentives and motivation for further achievement can help the development of sport in the area.

The data collected through observation check list are interpreted in summarized manner as follow.

Table 24:- **Check list for observation on adequacy of equipment and facilities.**

No	**Equipment and facilities**	**Adequate**	**Inadequate**	**Not at all**
1	Athlete sport wear and shoes	-	✓	-
2	Coach sport wear and shoes	-	✓	-
3	Whistle	-	✓	-
4	Stop watch	-	✓	-
5	Cones	-	✓	-
6	Meter	-	✓	-
7	Javelin	-	✓	-
8	Shot put	-	-	✓
9	Discus	-	-	✓
10	Cross bar	-	-	✓
11	Relay baton	-	-	✓
12	Hurdle	-	-	✓
No	**Adequacy of training area**			
1	Track	-	-	✓
2	Long jump pit & High jump pit	-	-	✓

As can be observed from the table, the Athletics team has insufficient equipment's and facility for training (like athletes and coaches wear and shoes, whistle, stop watch, cones and javelin) and some of equipment's like shot put, discus, cross bar, relay baton and hurdle have not at all. On the other hand, track and field accommodations are 100% not available.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the findings, conclusion and recommendation of the research.

5.1 Summary

The main objective of this study was to assess the managerial factors that affect the performance of Yem athletics club. To meet the objective in detail, the following research questions were raised.

- What are the major managerial factors can influence the athletics performance of the athlete?
- Does athletics team have sufficient facilities and equipment?
- What measurement should need to be taken for minimizing the current managerial factors affect athletics performance of the club?

In order to answer these questions, the descriptive survey research method was employed. The relevant data to the study was gathered through the application of questionnaire and observation. In general, 32 participants were involved in the study. These are 30 Athletes and2 coaches to give genuine information for the successful completion of the research under study.

In analyzing the data both qualitative and quantitative methods were applied. Based on the data gathered, the following major findings were obtained from the study.

- The study has showed that, low knowledge of coach in coaching the regional Athletics team.
- As revealed by the study, there is problem of job integration among sport office, federation and coach.
- The study also identified that, there is inadequate facilities and equipment and training areas.
- The study revealed that, shortage of incentive for Athletes, coach and sport professionals.

5.2 Conclusions

Based on the data that the researcher obtained and analyzed, the following basic points were forwarded as a conclusion.

- The study reveals that, providing training opportunities for all coaches of the club were not attractive. That is the training was not given periodically to coaches of the club to upgrade the knowledge and skill.
- The findings of the study also revealed that coaches of the club Athletics team have shown that they have problems of knowledge and skill in preparing training plan.
- The job integration among the woreda sport office, federation and coaches are not smooth. If, this concerned bodies of the woreda sport leaders are not working jointly for the same goal it will affect the result of the Athletics team negatively.
- It was indicated that the problem encountered in the Athletics training program implementation according to the respondents response through close ended and open ended questionnaires, interview and observation there were a great constraint of facilities and equipment and insufficient training areas.
- As the study indicated all coaches and athletes are not happy with the incentives they obtain.

5.3 Recommendation

On the bases of the findings obtained the following points are recommended.

- The study reveals that as there were no training opportunities given to coaches periodically therefore combined effort is needed from woreda sport office and Athletics federation to upgrade the knowledge and skills of coaching Athletics for better implementation. Since, qualified and skilled coach is the backbone for successful implementation of the regional Athletics team performance.
- Woreda sport office and Athletics federation should arrange a training program for all Athletics coaches in the region on title how to prepare SMART training plan.
- The concerned bodies of the woreda sport administrator should work together smoothly and jointly. Therefore establishing good and productive relationships requires a considerable amount of effort, patience and co-operation for the successful of the some goal.
- The woreda sport office and Athletics federation have to be provided to search a solution by giving high emphasis and designing new strategies to equip the club athletes with sufficient resources (money, facilities and equipment training areas and skilled man power)
- For Athletics development in the club coach and athletes should work closely at normal base to solve frequently repeated problems during training and to encourage, motivate and giving timely feedback for the athletes to improve their performance and to strengthen their team spirit.
- The coach should use varied instructional method and training manuals that could support him to provide quality training.
- Lastly the researcher recommends those interested individuals to conduct a detail and further investigation on the issue under the study.

REFERENCES

Bezabih W. (1997) Complied Sport Medicine K.C.T.E.

Brooks G.A *et.al,* (1994) Exercise in the heat and Gold, in exercise psychology

Buche, A. &Krotee, L. (2002). Managerial of physical education and Sport.

Chelladiurai, (2005). Managing organizations for Sport and physical activity; A systems perspective (2nd ed). Socttsdale,Az; Holcomb.

Davis (1989) Physical Education Theory and Practice. Macmillan Eduction-Australia.

Frank G. *et.al,* (2000) Advanced PE and ED Excel. Heineman.

Giacobbi, Raper,Whirtney and Butryn, T. (2002). College Coaches about the Development of successful athletics.

Jon Amunus*et.al,* (1995) foundation of track and field coaching manual

Schuman & Le. Roux. (2005) the perceptions of coaches and Athletics of motivation. South Africa Journal, vol.27

Slack,T. (1997) Understanding Sport Organization; The application of organization Theory. Human Kinetics, Champaign.

Suzie Bennett *et.al,*(2007) special Olympic Athletics coaching guide

Weiaberg R.S Gould. D (2007) foundation of sport and exercise psychology,forthedn.Human kinetics

Wikipedia, the free encyclopedia. Athletics (sport).

http://en.wikipedia.org/ the free encyclopedia / August 2019.

WWW. world sport.com

WWW. Olympic. Org/ solidarity sport administration manual

Appendix A

WOLIKITEUNIVERSITY

COLLAGE OFF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by Athletes

The purpose of this questionnaire is to collect information to assess the managerial factors that affect the performance of Yem athletics club. The information gathered through this questionnaire will be used only for the purpose this study and will keep confidential. Hence, your cooperation in giving genuine information is highly appreciated.

N.B. There is no need to write your name

Thank you in advance for your cooperation

General information

Instruction I: - indicate your response by putting a tick mark **(√)** under one of the alternative given.

1. Sex: Male □ Female □

2. Age: 14-15 □ 16-17 □ 18-19 □ above 20 □

3. Grade level: Under Grade 8 □ Grade 9 - 10 □ Grade 11 - 12□ above 12 □

4. Training Experience: - Less than 1 year □

1-2 year □

2-3 year □

Above 3 year □

Instruction II: - Indicate your response by circling under one of the alternative given

1. In what condition you are selected in the club?

A- According to current performance in the competition

B- According to previous performance in the competition

C- Based on your interest

D- Unknown

2. Does your coach motivate you?

A. Frequently B. Sometime C. Rarely D. Not at all

3. Did you participate in planning of the training program?

A Yes B. No

4. Do you think that you have conducive situation for training?

A. Yes B. No

5. Have you taken performance tests to join the team?

A. Yes B. No

6. Do you participate with full interest during training session?

A. Yes B. No

7. Did you observe lack of job integration between coaches and administrative body?

A. Yes B. No

8. Are there equipment and facilities for training?

A. Yes B. No

9. For how much time are you performing training per day?

A. 1 hr B. 2hr C. More than 2 hr D. Unknown

10. For how many days are you performing training per-week?

A. One day B. Two day C. Three day D. More than Three day E. Unknown

11. Do you have positive relation with your coach?

A. Yes B. No

12. Do your coach evaluate your performance level?

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

13. Do your coach changes training load?

A. Yes B. No

14. Would you list major problems you face during training session?

_____

_____

_____

15. What solutions would you suggest to solve the problems you listed above?

_____

_____

_____

Appendix B

WOLIKITEUNIVERSITY

COLLAGE OFF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by Coach

The purpose of this questionnaire is to collect information to assess the managerial factors that affect the performance of Yem athletics club. The information gathered through this questionnaire will be used only for the purpose this study and will keep confidential. Hence, your cooperation in giving genuine information is highly appreciated.

N.B. There is no need to write your name
Thank you in advance for your cooperation

General information

Instruction I:- indicate your response by putting a tick mark **(√)** under one of the alternative given.

1. Sex:- Male □ Female □
2. Age:- below 20□ 20-25 □ 26-30□ above 30□
3. Educational status: - BSc □ Diploma □ Certificate □ Grade 10/12 complete □
4. Work Experience: - Less than 1 year □1-2 year □ 2-3 year □Above 3 year □

Instruction II: - Indicate your response by circling under one of the alternative given.

1. Do you have coaching license?

A. Yes B. No

2. If your answer for the above question is yes, what level?

A. Level 1 B. Level 2 C. Level 3 and above

3. Do you respect your training program?

A. Yes B. No

4. Do you think that you have conducive situation for training?

A. Yes B. No

5. Did you observe lack of job integration between coach, federation and administrative body?

A. Yes B. No

6. Do you have training plan?

A. Yes B. No

7. Do your athletes participate in planning the training plan program?

A. Yes B. No

8. Did you use performance tests to select athletes?

A. Yes B. No

9. Do you motivate your athlete?

A. frequently B. sometime C. rarely D. Not at all

10. Are there enough equipment and facilities for training?

A. yes B. No

11. For how much time do you give training per-day?

A. For 1 hr B. For 2 hr C. More than 2hr D. unknown

12. For how many days do you give training per-week?

A. one-day B. two-day C. three day D. more than three days E. unknown

13. What is the focus of your training?

A. Prior for winning B. prior for having fun

C. prior for athlete performance development

14. Do you get sufficient incentives?

A. Yes B. No

15. Do you have interest in coaching athletics?

A. Yes B. No

16. Do you have knowledge of the sport you are coaching?

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

17. Do you change training load?

A. Yes B. No

18. Would you please state major problems you face in relation to the organization and management factors?

_____

_____

_____

19. What possible solution would you suggest to alleviate the problem?

_____

_____

Appendix C

WOLIKITE UNIVERSITY

COLLAGE OFF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Observation check list filled by the researcher

1- Check list for observation on adequacy of equipment and facilities

No	Equipment and facilities	Adequate	Inadequate	Not at all
1	Athlete sport wear and shoes			
2	Coach sport wear and shoes			
3	Whistle			
4	Stop watch			
5	Cones			
6	Meter			
7	Javelin			
8	shot put			
9	Discus			
10	Cross bar			
11	Relay baton			
12				
No	**Adequacy of training area**			
1	Track			
2	Long jump pit & High jump pit			