

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE CURRENT PRACTICE AND CHALLENGES OF
ETHIOPIAN NATIONAL TEAM SHORT DISTANCE
ATHELETES.**

**BY
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“With out God nothing is done. So, Thanks God for ever.”

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Acronyms and Abbreviations

EAF	Ethiopian Athletics Federation
IAAF	International Association Athletics Federation
NGB	National Governing Body

ABSTRACT

The aim of this study to investigate the current practice and challenges of the Ethiopian national team of short distance athletes. The study was employed in descriptive survey research method. The subjects of this study were 4 coaches, 31 short distance athletes, and 6 Ethiopia Athletics Federation officers. The non probability sampling method was employed to select the kind of event. The data has been gathered mainly by questionnaire and interviews were used. The data has been analyzed using both quantitative and qualitative methods by describing statements and frequency counts, percentages. For the interview questions it was described in qualitative explanation. The findings indicated that, there was lack of facilities and equipment, the number of coaches were not enough. The relationships of athlete and coach were good. Finally the researcher recommended that the Ethiopian athletics Federation should increase the number of coaches and the concerned body should fulfill the facilities and equipment.

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Appendix 'A' Questionnaires prepared for Ethiopian National Team short
Distance athletes.

Appendix 'B' Questionnaires prepared for Ethiopian National Team short
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Appendix 'C' Questionnaires prepared for the Ethiopian Athletics
Federation Officers

Appendix 'D' Interview Questions for Ethiopian Athletics Federation
Officers.

DECLARATION

I declare that this thesis is my original work, has not been presented for a degree in another university and that all Sources of materials used for the thesis have been duly acknowledged

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Name:- Tesfay Asgedom Dr.

Sign: - -----

Date: - -----

CHAPTER ONE

1. Introduction

1.1 Background

Athletics is a sport comprising Various Competitive athletic contests on the activities.

Athletics is broadly divided in to two categories track and field events.(Johnken Doheraty 4th ed. (1985)

Track events include-short distance, middle distance and long distance event. Where as the field events are jumping like high jump, triple, pole volt jump, long jump and throwing events such as javelin, discus, shot-put and hammer.

The ancient Greeks athletics was the only competition to be held in the first Olympic Games which took place in Athens in 776BC. At that time the single athletic event was the “Stade” which is foot race covered the length of the main Olympic stadium.

The Olympic Games continued to take place in Athens every four years with all races suspended for the duration of the games. Over times, more events were added to the ancient Games including long distances running, discus, javelin, jumping.

Athletics become more diverse during the middle Ages when the sons of Noblemen were trained in running, jumping and there were often athletics contest among rival nobility. In the 19th century the modern events that are familiar in athletics to day began to emerge, initially as part of official physical education program in schools.

The first modern Olympic Games took place in 1896 and athletics were part of the games with the competition being divided in to track and field event.

In 1928 further progressions were made when women were allowed to take part in athletics competitions for the first time. An international governing body of athletics that is, the international association of athletics Federation (IAAF), was established in 1912 which develop a number of international standards and rules Ethiopia participated in modern Olympic game at Melbourne during in 1956 in athletics, booking, and cycling. It was the first time to Ethiopia to join the Olympic history and was a spring board for next Olympic game for the country.

Sport training involves many subjects, but most importantly the athlete and the coach are the most important individuals in the way of sport training the over all activity of the sport training is in the coach, athletes and in the administer, which can be worked out for better change. Coaching is an organized provision of assistance to an individual athlete or group of athletes in order to help them to develop and improve.

As my current information about short distance result in our country is not good enough. So, by gathering different data I will try to dig out the problems and challenges in the short distance athletes of the Ethiopian National team to my study.

1.2. Statement of the Problem

Athletics is a dynamic sport that is competed in a constant changing environment. There are a number of inherent features to sport that make athletics very unique beside this change, the issue of accurate and reliable coaching models and methods can be seen.

It is known that the performance and result of the national short distance athletes' team of Ethiopia is not successful like long distance especially 5000m and 10,000m and marathon.

In order to identify the practice and challenges that holdback short distance, the researcher designs the following basic research question

1. Are the coaches qualified?

2. What are the criteria of talent identification for the athlete to join the National team?
3. Do athletes respect the training program which is given by the coach?
4. What are the practice, problem and challenges of coaching short distance in the Ethiopian National team?
5. What motives athletes to choose short distance event?

1.3. Objective of the Study

1.3.1 General Objectives

The sole purpose of the study was attempted to investigate the Current practice and challenges of coaching short distance events in Ethiopian National team.

1.3.2. Specific Objectives

The specific objectives of the research are.

- ❖ To assess the specific challenges and problems existing in the process of coaching short distance event.
- ❖ To distinguish the solutions for the problem of the Ethiopian national team short distance athletes.
- ❖ To identify specific talent areas in which we can get short distance athletes.
- ❖ To provide information for further study

1.4. Significance of the Study

The research supports and enriches the proper and better coaching methods in short distance athletes and coaches.

The significance of the study are:-

- ❖ It incorporates the new result of the research findings in to the system of the country's short distance race method of coaching
- ❖ To investigate the problems of short distance running result of the Ethiopian national team.

- ❖ It provides favorable ideas and facts that would help for the development of athletes' performance and scale up the performance of coaching short distance

1.5. Delimitation of the Study

To make the study manageable and feasible it was conducted in the Ethiopian short distance athletes of the national team. The researcher used all athletes which contains 31 members in order to dig out full information about the Ethiopian National team of short distance athletes.

1.6. Limitation

In conducting the research, the limitation was encountered mostly related to biased responses, financial problem, insufficient literature, and time constraints.

1.7. Operational Definition of Terms

- ❖ **Athlete:** is one who takes part in any sport of contest involving physical activity.
- ❖ **Athletics:** Track and field sports which embrace events in jumping, running and throwing.
- ❖ **Challenge:** stimulating test of abilities or a situation that tests some body's abilities in a stimulating way (Encarta: 2009).
- ❖ **Coach:** is a person who trains on athlete to reach to performance
- ❖ **Performance:** is an observable behavior of athlete in training and competition.
- ❖ **Short distance:** Are all distance up to and including 400m.
- ❖ **Training:** is a systematic process with the objectives of improving an athlete's fitness and performance level in a selected activity.

1.8. Organization of the study

The over all image of the research paper was organized into five chapters. The first chapter deals with introduction, the second chapter contains related literature, third chapter concerned about the research methodology, the fourth chapter about analysis of the data gathered from the respondents. Finally chapter five shows the summary, Conclusion and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Coaching philosophy

According to Thomson, P.L (200) , coaches are not true to themselves for many reasons. These include the goal of winning at all costs, bowing to pressures from parents and other outsiders, or even attempting to mimic the supposed successful methods of other coaches. While many of these influences can result in positive coaching delivery, they have to be taken into the context of the coach's true experiences, values, opinions and beliefs. It is imperative to appreciate that the coach has a strong influence over the athletes he or she coaches. It makes sense, therefore, to formulate a philosophy based on the coach's aims, beliefs and personality. The objective of educating the athletes about how and why you coach and what you are trying to achieve develops trust and above all hopefully results in superior athletic performances. Therefore, if you are a coach that does not operate within your personally defined coaching philosophy, read on. You will become a better coach and your athletes will be the beneficiaries.

Assuming that you are a coach you presumably carry out your role based on your experience, knowledge, values, opinions and beliefs. This in itself is a philosophy. You likely do this unconsciously. The question is - do you actually know yourself well enough to understand what your core values and coaching methods are? Of all the coaches I personally know, very few have seriously considered all of the factors that dictate how they coach. Therefore their methods are often inconsistent, reactionary and not directed toward an "athlete first" and performance based approach. A coaching philosophy that is well thought through clarifies many aspects of the coach's delivery and presents a consistent and positive message to the athletes being coached. One of the strongest benefits arising from a consistent and sincere approach to coaching is trust. A strong bond between coach and athlete leads to higher levels of commitment and athletic performance. With that in mind it is the wise coach that takes

the time to think through and formalize his or her personal coaching philosophy.

A personal coaching philosophy can be likened to a roadmap. Knowing what car you have to drive (your experiences, beliefs, opinions, and values) you can steer your vehicle along the route taking into account the obstacles you may encounter (coaching context, outside influences, facility limitations, rules, regulations, inclement weather, etc.) to reach your destination. (Athlete performance, satisfaction, results, etc.). Therefore in developing a formal philosophy the coach can take three key components and to his or her best ability formulate a coaching philosophy document with the aim to be a better coach, to improve coach/athlete satisfaction and to achieve superior athletic results. These three components are:

1. Knowing yourself, your strengths, weakness and areas requiring improvement
2. Knowing what you are up against and the obstacles you may encounter
3. Understanding your athletes, their personalities, abilities, goals, and why they are in your sport.

2.2 Components of an effective coaching philosophy

2.2.1. Know them self

The most effective coaches that I personally know or have read about have an excellent understanding of their personality traits and habits. They are able to use their strengths and minimize their weaknesses. It takes honest assessment to admit to having weaknesses but we all have them. We just do not want them to interfere with good coaching judgment. By focusing on your strengths you will be able to identify

consistent ways to coach that utilize those strengths. Are you a good teacher, or motivator, or academic, or communicator or a former athlete? Are you dynamic, or easy going, or hard nosed or open and friendly? Use your strengths to your advantage. Some may question whether being 'hard nosed' is a strength. The answer lies in the coaching context. If your athletes are pre-pubescent girls, perhaps a hard nosed approach will not be effective; however, if your athletes are teenage boys from the 'rough' part of town, this approach could be very effective. The point is by taking time to make a serious assessment of your strengths and weaknesses and recognizing your morals, values and beliefs you are better able to adapt your own style to the athletes being coached. In addition you will answer the important questions on why you are a coach, how you actually deliver as a coach and what objectives you are trying to accomplish. Self-knowledge leads to self-confidence and you want to exude what you believe in. One other point to consider here is - how do others perceive you?

2.2.2. Know what you are up against - your coaching context

As important as it is to understand what makes you tick, it is equally important to understand the confines of your coaching context. By this I mean:

- A good understanding of the age, gender and training level of the athletes you coach
- How much time do you and your athletes have available to train and compete?
- What is your development program based upon and how far can you take it by enhancing and incorporating other aspects such as

sport psychology, nutrition education or sophisticated technique analysis?

- What funding, facilities, services and equipment are at your disposal?
- And what are your short medium and long term goals for your athletes?

There could be other restrictions that will affect your coaching delivery. These include laws or policies on safe practices, club or school rules of behaviour, competition with other sports, school pressures and outside activities, parental interference, or performance standards to qualify for teams and competitions. Knowing what you are up against enables you to tailor your annual training program to the specific needs of the athletes you have under your charge. By understanding the outside influences that will affect your program, you can incorporate those that are good practices such as policies on safety and behaviour, adapt to others that restrict your ability to be the 'do it all coach' such as lack of funds, equipment or services, and minimize negative obstacles that will affect you personally or an athlete on your team or your team in general. Dealing with parents can be a stressful situation and a clear philosophy on how you will deal with an irate parent will minimize or avoid the knee jerk reaction that often makes matters worse. By adapting your coaching philosophy to reflect the coaching situation you are dealing with you become more effective and productive and you minimize obstacles and other difficulties.

2.2.3. Understand your athletes, their personalities, abilities, goals and why they are in your sport

A recent study done to determine why athletes participated in sport indicated that the athletes' primary reasons were to have 'fun' and learn

skills. 'Winning', perceived by many to be likely the most important reason for participation ranked no higher than 7th even among the most competitive athletes. With this in mind you should ensure your program focuses on these critical areas in order to retain your athletes and recruit new ones. Communication is a vital aspect in coach/athlete relationships. It is very important to talk to your athletes individually to determine what their values and beliefs are, what their goals are and why they are participating. Without this knowledge you might be delivering a coaching bag of apples to athletes wanting a bag of oranges. The program just will not work properly. As a coach you are a powerful role model and can have a tremendous influence on your athletes if you and your athletes are on the same page. Take the time to get to know each of your athletes just like you examined your own values, beliefs and habits. Once you know and understand each of your athletes, their strengths, weaknesses abilities and skills, then I suggest you develop an approach to coaching them. Will you focus on the stars? Will you treat everyone equal in terms of your attention and help? Perhaps the teamwork approach will work for you.

2.2.4. The Athlete, Coach Relationship.

Both the athlete and coach need to have high levels of understanding, honesty, support, liking, acceptance, responsiveness, friendliness, cooperation, caring and respect for one another to have an effective relationship. (<http://judoadvisor.com/2010/10/the-athlete-coach-relationship>).

In order to develop these characteristics will take many interactions before, during and after training and competitions.

Closeness:

An athlete and a coach should feel close to one another, there should be feelings of trust and respect for one another and of course just plain liking the other person. As a coach, you may consider being more open with your athletes, trusting them with some small details of your emotional states might be a start. Consider it a “test of the waters”, if they react in a way that you expect/want and earns your trust, then share more. This process of sharing items and trusting your athletes with the information can lead to them feeling closer to you and to them. Respect will grow from their respecting your privacy and your taking the risk of sharing with them. (Jowett & Cockerill, 2003).

Co-ordination:

The athlete and the coach should be “on the same page”. They need to understand each other and be able to think similar

By having open discussion with your coach you can establish a shared perspective on where you want to go and how you are going to get there. Perhaps you can ask your coach this week to sit down (away from training) to have a chat about your career plans.

Complementarities:

An important factor in the athlete relationship is the sense that coach adds positively to athletes’ efforts. It is important that both feel that they are better together than apart. For example, typically an athlete will appreciate a coaches expert knowledge and experience; whilst the coach

will appreciate the athlete ability to learn and to follow what they show him.

2.2.5. Communication Skills

Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience. Coaches wish to motivate the athletes they work with and to provide them with information that will allow them to train effectively and improve performance. Communication from the coach to athlete will initiate appropriate actions. This however, requires the athlete to receive the information from the coach but also to understand and accept it.

Coaches need to ask themselves (Crookes 1991).

- Do I have the athlete's attention?
- Am I explaining myself in an easily understood manner?
- Has the athlete understood?
- Does the athlete believe what I am telling him/her?
- Does the athlete accept what I am saying?

Non-verbal messages

At first, it may appear that face-to-face communication consists of taking it in turns to speak. While the coach is speaking, the athlete is expected to listen and wait patiently until the coach finishes. On closer examination, it can be seen that people resort to a variety of verbal and non-verbal behaviour in order to maintain a smooth flow of communication. Such behaviour includes head-nods, smiles, frowns, bodily contact, eye movements, laughter, body posture, language and many other actions. The facial expressions of athletes provide feedback to the coach. Glazed or down turned eyes indicate boredom or

disinterest, as does fidgeting. Fully raised eyebrows signal disbelief and half raised indicate puzzlement. Posture of the group provides a means by which their attitude to the coach may be judged and act as pointer to their mood. Control of a group demands that a coach should be sensitive to the signals being transmitted by the athletes. Their faces usually give a good indication of how they feel, and a good working knowledge of the meaning of non-verbal signals will prove invaluable to the coach.

Communication blocks

Difficulties in communicating with an athlete may be due a number of issues including the following: (Crookes 1991) [1]

- The athlete's perception of something is different to yours
- The athlete may jump to a conclusion instead of working through the process of hearing, understanding and accepting
- The athlete may lack the knowledge needed to understand what the coaches are trying to communicate
- The athlete may lack the motivation to listen to coach or to convert the information given into action
- The coach may have difficulty in expressing what she/he wishes to say to the athlete
- Emotions may interfere in the communication process
- There may be a clash of personality between coach and the athlete

These blocks to communication work both ways and coaches need to consider the process of communication carefully.

Effective Communication

Before communicating with an athlete, coaches should consider WHY they want to communicate (Crookes 1991).

- Who they wish to communicate with
- Where and when the message could best be delivered
- What is it that they want to communicate
- How they are going to communicate the information

Be Positive

When coaches provide information to the athlete that will allow them to take actions to effect change, it is important that they provide the information in a positive manner. Look for something positive to say first and then provide

Coaching Roles

The roles that the coach finds the athlete undertake as a coach will be many and varied and athlete find at some stage in coaching career that the coach will be, but not limited to:

- Advisor - Advising athletes on the training to be conducted and suitable kit and equipment.
- Assessor - Assessing athletes performance in training and in competition
- Counselor - Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring.
- Demonstrator - Demonstrate to the athletes the skill you require them to perform.
- Friend - Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their problems or share their success with. It is important to keep personal information confidential because if you do not then all respect the athlete had for you as a friend and coach will be lost.

- Facilitator - Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year.
- Fact finder - Gathering data of national and international results and to keep abreast of current training techniques.
- Fountain of knowledge - This may be part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport.
- Instructor - Instructing athletes in the skills of their sport.
- Mentor - When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety whilst training and support them should they have any problems or sustain any injuries.
- Motivator - Maintain the motivation of all the athletes the whole year round.
- Organizer and planner - Preparation of training plans for each athlete and organize attendance at meetings and coaching clinics.
- Role Model - A person who serves as a model in a particular behavioral or social role for another person to emulate. The way you conduct yourself whilst in the presence of your athletes provides an example of how they should behave - what sort of example should we be providing to someone else's children? Perhaps one of the most important roles of a coach.
- Supporter - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a 'Friend' and perhaps 'Counsel or' come in here to.

Coach/Athlete Training Roles

The roles of the coach and athlete in determining training requirements will change over the time an athlete is with a coach.

- When an athlete first starts in a sport/event (cognitive stage) the coach's role is to direct the athlete in all aspects of training (telling or showing coaching style).
- As the athlete develops and demonstrates a sound technical understanding (associative stage) of the sport/event then gradually the coach's role changes to one where the coach and athlete discuss and agree appropriate training requirements (involving coaching style).
- As the athlete matures and demonstrates a sound understanding of training principals (autonomous stage) then the athlete will determine the training requirements. The coach's role becomes one of a mentor providing advice and support as and when required.

Coaching skills

As a coach he will initially need to develop the skills of: organizing, safety, building rapport, providing instruction and explanation, demonstrating, observing, analyzing, questioning and providing feedback.

Organizing

In organizing the training session coach needs to plan in advance how he will manage the athletes, equipment and area - group athletes accordingly to numbers, ability and the activity - continually check the plan is safe during the session.

Safety

In providing a safe environment for the athletes the coach must assess the risk of: the area, equipment and athletes - continue to assess risk throughout the session - keep athletes on the set task and follow correct practice and progressions.

Building Rapport

In building rapport with the athletes learn and use their names, smile and make eye contact, coach the athlete rather than the sport, show interest in and respect for the athletes.

Instruction and explanation

In providing Instruction and Explanation the coach should think about and plan what athletes are going to say, gain the athlete's attention, keep it simple and to the point and check they understand by asking open questions.

Demonstration

In providing demonstration make sure the coach is in a position where the athletes can clearly see him, focus on only 1 or 2 key points, repeat the demonstration 2 or 3 times (side, back and front view), the coach asks if they have any questions and check they understand by asking open questions. There are times when it might be more appropriate to use someone else to provide the demonstration.

Observation and Analysis

In observing and analyzing coach the breaks the action down into phases, focus on one phase at a time, observe the action several times from various angles, compare the action with his technical model and if

appropriate determine what corrective action is required. Remember his ears can also be used to observe - e.g. listen to the rhythm of the feet of the hurdler.

Feedback

In providing feedback the coach encourages the athlete to self analyze by asking appropriate open questions, provide specific and simple advice, limit the advice to 1 or 2 points, check they understand what they will do next and make the whole process a positive experience for the athlete.

2.3. Coaching Styles

There are perhaps three coaching styles - autocratic (do as I say), democratic (involve the athletes in decision making) and laissez faire. The autocratic style could be broken into two types - telling and selling and the democratic style into sharing and allowing. There is little direction from a "Laissez fair" coaching style as this style allows the group to do what they want to. Coaches will use a variety of coaching styles depending on the coaching situation.

2.3.1. Autocratic Style - Telling

When using the Telling style the coach:

- decides on what is to be done
- defines what to do and how to do it

On a circuit training session, the athletes are told the exercises in the circuit.

2.3.2. Autocratic Style - Selling

When using the Selling style the coach:

- decides on what is to be done
- explains what is required and the objectives
- ask the athlete questions to confirm understanding
- defines what to do and how to do it

On a circuit training session, the athletes are informed of the exercises in the circuit. The coach explains the object of circuit training and the purpose of each exercise. Athletes can ask questions to clarify any points.

2.3.3. Democratic Style - Sharing

When using the Sharing style the coach:

- outlines the training requirements to the athletes
- invites ideas/suggestions from the athletes
- makes the decision based on the athletes' suggestions
- defines what to do and how to do it

The coach identifies a circuit training session. Athletes identify possible exercises for the circuit. The coach selects from the suggestions a set of exercises.

2.3.4. Democratic Style - Allowing

- The coach outlines the training requirements to the athletes
- The coach defines the training conditions
- The athletes brainstorm to explore possible solutions
- The athletes make the decision
- The athletes define what to do and how to do it

The coach identifies a circuit training session. The coach defines the conditions of the circuit to ensure it is safe and meets the overall

objectives of the session. Athletes identify possible exercises for the circuit and then select a set of exercises that meet the coach's conditions.

2.4. Coaching Methods

As a coach he/she will be required to facilitate the learning of new technical skills by his/her athletes. To achieve this the coach will need to develop his/her knowledge of the learning process and the various coaching methods. (<http://www.brianmac.co.uk/articles/scni9a1.htm>).

2.4.1. Whole Practice

Ideally a skill should be taught as a whole as the athlete can appreciate the complete movement and execution of a skill. The whole method of instruction can sometimes mean the athlete having to handle complex movements

2.4.2. Part Instruction

When a skill is complex or there is considered to be an element of danger for the athlete then it is more appropriate to breakdown the complex movement into its constituent parts. The parts can then be taught and then linked together to develop the final skill. When part instruction is used it is important that the athlete is demonstrated the whole skill so that they can appreciate the end product and understand how the set of parts will develop the skill.

2.4.3. Whole - Part - Whole Instruction

Initially the athlete attempts the whole skill and the coach monitors to identify those parts of the skill that the athlete is not executing correctly. Part instruction can then be used to address the limitations and then the

athlete can repeat the whole skill with the coach monitoring for any further limitations.

No one method is suitable to all occasions, but studies have shown that:

- simple skills (and perhaps simple is relative to each individual) benefit from the whole method
- skills of intermediate difficulty benefit from the part method
- closed skills are often taught with part instruction
- difficult skills are best dealt with by oscillating between part and whole

Coaching Roles

Many people will consider the role of a coach to be one of teaching the athlete the appropriate skills to succeed in their chosen sport or event. The roles that undertake as a coach will be many and varied and he may find at some stage in his coaching career that will be: instructor, assessor, friend, mentor, facilitator, researcher and many more.

Trust and Respect

Each athlete's training requirements are unique and so a one to one relationship develops between the coach and athlete. As a coach we believe there are two things that we need to develop in our athletes in order to have a good working relationship/partnership which will enable our athletes to develop to their full potential and they are: Trust and Respect.

In working with an athlete we are a team and we should consider the athlete's partner, or parents in the case of young athletes, as being part of that team. They can provide valuable support to our athlete, which in turn can be very beneficial for us in our coaching role. Remember we also

need to trust and respect the athlete as well as the partner/parents. The roles of the coach and athlete in determining training requirements will change over the time an athlete is with a coach.

2.5. Code of Ethics & Conduct for Athletics Coaches

The following has been developed by the National coaching foundation from the code of Ethics (1989) published by the British Institute of sports coaches.

Coaches are expected to conform to ethical standards in a number of areas: humanity, relationships, commitment, co-operation, integrity, advertising, confidentiality, abuse of privilege, safety and competence.

2.5.1. Humanity

Coaches must respect the rights, dignity and worth of every human being and their ultimate right to self-determination. Specifically, coaches must treat everyone equitably and sensitively, within the context of their activity and ability, regardless of gender, ethnic origin, cultural background, sexual orientation, religion or political affiliation.

2.5.2. Relationship

The good coach will be concerned primarily with the well-being, safety, protection and future of the individual performer. There must be a balance between the development of performance and the social, emotional, intellectual and physical needs of the individual.

A key element in a coaching relationship is the development of independence. Performers must be encouraged and guided to accept responsibility for their own behavior and performance in training, in competition, and in their domestic, academic or business life.

Where physical contact between coach and performer is a necessary part of the coaching process, coaches must ensure that no action on their part could be misconstrued and that any National Governing Body (NGB) guidelines on this matter are followed.

The relationship between coach and athlete relies heavily on mutual trust and respect. This means that the athlete should be made aware of the coach's Qualifications and experience, and must be given the opportunity to consent to or decline proposals for training, performance or competition.

2.5.3. Commitment

Coaches should clarify in advance with the athlete the number of sessions, fees (if any) and method of payment. They should explore with athlete (and/or employers) the expectation of the outcome of coaching. Written contracts may be appropriate in some circumstances.

Coaches have a responsibility to declare to their athletes and/or employers any other current coaching commitments. They should also find out if any prospective client is receiving instruction from another coach. If so, the coach should be contacted to discuss the situation.

Coaches should expect a similar level of reciprocal commitment from their athletes in particular; the athletes (parent/guardian in the case of a minor) should inform the coach of any change in circumstances that might affect the coach/ athletes relationship.

Coaches should receive appropriate acknowledgment for their contribution to the athletes' progress and achievement. Where money is earned from performances, it is reasonable to expect the coach should receive an appropriate share of the rewards. Such apportionment with

any attendant conditions should be agreed in advance (in writing) to avoid any misunderstanding.

2.5.4. Co-operation

Coaches should communicate and co-operate with other sports and allied professions in the best interests of their athletes. An example of such contact could be the seeking of:

- educational and career counseling for young athletes whose involvement in sport impinges upon their studies
- Coaches must communicate and co-operate with registered medical and ancillary practitioners in the diagnosis, treatment and management of their performers' medical and psychological problems.

2.5.5. Integrity

Coaches must not encourage athletes to violate the rules of their sport. They should actively seek to discourage and condemn such action and encourage athletes to obey the spirit of the rules.

Coaches must not compromise their athletes by advocating measures that could constitute unfair advantage. They must not adopt practices to accelerate athlete's improvement that might jeopardize the safety, total well-being and future participation of the athletes. Coaches must never advocate or condone the use of prohibited drugs or other banned performance enhancing substances.

Coaches must ensure that the activities, training and competition programs they advocate and direct are appropriate for the age, maturity, experience and ability of the individual athlete.

Coaches must treat opponents with due respect, both in victory and defeat, and should encourage their athletes to act in a similar manner. A key role for a coach is to prepare athletes to respond to success and failure in a dignified manner.

Coaches must accept responsibility for the conduct of their athletes and discourage inappropriate behavior in training, competition, and away from the sporting arena.

2.5.6. Confidentiality

Sports coaches inevitably gather a great deal of personal information about athletes in the course of a working relationship. Coach and athlete must reach agreement about what is to be regarded as confidential information (i.e. not divulged to a third party without the express approval of the athlete).

Confidentiality does not preclude the disclosure of information about a performer to persons who can be judged to have a right to know. For example:

- Evaluation for competitive selection purposes
- Recommendations for employment
- In pursuit of disciplinary action involving performers within the sport
- In pursuit of disciplinary action by a sports organization against one of its members
- Legal and medical requirements for disclosure
- Recommendations to parents/family where the health and safety of performers might be at stake
- In pursuit of action to protect children from abuse

2.6. Principles of athletics training

2.6.1. The Principle of Individuality

Individual differences impact a person's response to an exercise program. Some of these are age, gender, genetic makeup, size and shape, athletic history and chronic conditions or injuries. For example, women may need more recovery time than men, and older athletes may require more time than younger ones. In practical terms, this means that there is no "one size fits all" exercise program. Athletic activity should be tailored for the athlete's physical capabilities and athletic goals.

2.6.2. The Principle of Progressive Overload

Increased workload results in improved fitness, strength and endurance. To increase strength (including cardiovascular strength), muscles must be stressed by working against a greater than normal load. To increase endurance, muscles must be worked for longer periods or at higher intensity than they are used to. These training loads should be gradually increased to assure proper training effect and to prevent injury.

2.6.3. The Principle of Adaptation

The body adapts to increased physical demands. This results in enhanced athletic performance and more efficient use of energy. However, performance is likely to plateau if a particular workout is followed routinely. Variations in intensity, duration and type of exercise should be introduced to provide new physical challenges, prevent staleness and increase the training load.

2.6.4. The Principle of Specificity

To increase performance in a particular exercise or sport, the athlete should practice that sport. For example, swimmers should swim and runners should run. To prepare for competition, training should include objectives, method and content similar to what the athlete will face. In addition, other activities, such as strength training, may supplement basic workout routines and enhance capability in the target sport.

2.6.5. The Principle of Warm-up and Cool Down

Warm-up through low-intensity activity increases blood flow to the working muscles and prepares them for high-intensity tasks. Physiologically, proper warm-up increases body temperature by one to two degrees. Following exercise, cool down helps transfer blood from working muscles back to vital organs. Cool down also is essential for removing metabolic wastes.

2.6.6. The Principle of Rest and Recovery

The body regenerates during rest, becoming better and stronger than before. The athlete should maintain proper rest intervals between training activities and get plenty of sleep.

2.6.7. The Principle of Reversibility

De-training occurs rapidly once a person stops exercising. Therefore, it is important to maintain some level of exercise--even if minimal--if circumstances prevent regular training. For example, when travel or work demands interfere with the normal routine, even one day per week will slow reversibility. Likewise, cross-training in the case of injury helps maintain overall fitness.

2.7. Training for speed development

Speed development of track events has been extensively documented and will provide useful general knowledge of the practice of speed development.

• Intensity

The intensity of training loads, for speed development commence around 75% maximum. Here the athlete is learning at relatively high intensity those adjustments necessary to maintain the pace rhythm of technique whilst timing you put under pressure. Gradually, the athlete moves towards 100%, however, progression demands that the athlete attempts to be existing speed limits. The athlete must have mastery of technique before seeking to progress execution to technique at speed. These sequences of development are:

- Develop at level of general conditioning which permits learning a sound basic technique and learn basic techniques.

Develop a level of specific condition which permits progressive sophistication of technique and develop technique at speed. No fatigue should be evident in speed training because it is essential for the nervous system to be in state of optimal excitement. Consequently, speed training will follow immediately up on relevant warm-up. Endurance or strengthening work may follow but never precede, speed training.

• Extent

A relationship exists between intensity and extent of loading. If the athlete is working at maximum intensity, the extent of loading cannot be great. On the other hand, it is necessary for the athlete to rehearse a technique frequently at high intensity, if new levels of

speed as to be established. The following point may serve as useful guidelines to making decision on extent.

1. Technique can be repeated in high volume and high intensity only if presented in small learning packages. So large number of sets with small numbers of repetition of very high intensity would be suitable.

2. In sprinting training the maximum distance to develop acceleration is that which allows the athlete to achieve near maximum speed. For most athletes this is around 30-40m.

3. where maximum speed is being practiced maximum speed is practical 10-30m

- it has already been pointed out that, Bailey could only maintain his maximum speed for 20m

- In sprinting, most athletes require 5-6 seconds to achieve maximum speed. This suggests that distances of 50-60m are required to develop the linking of initial acceleration and the pick-up to maximum speed.

• **Density**

Recovery periods between run at maximum speed must be long enough to restore capacity, but short enough to maintain excitement of the nervous system and optimal body temperature, given a reasonably warm-up climate, the interval between each run should be 4-6 minutes, which creates problems for athletes living in countries with long cold winters.

In the interest of gaining optimum advantage from each run, it might be advisable to allow this interval and to warm-up before each run, sets should again be used with, say, 3-4 runs per set and 2-3 sets per units.

• **Units**

The total number of runs per units, as indicted above, should lie between 6 and 12 although individual variations exist. The number of units per weekly micro cycle will vary throughout the year, but at least one unit per micro cycle must be included in annual cycle.

2.8. Short distance races

For the shortest running races, contestants must stay in lane at all times and will be disqualified if they change lanes. According to Ayalew Zeleke (assistance professor); 1994 modern track and field KCTE Addis Ababa, Ethiopia. The short distance races consist of:

100m – The shortest running event in athletics, the 100m sprint requires the athlete to start well, leaving the block with immense power and speed. Record breakers’ men: Usain Bolt (Jamaica) -9.58 sec at Berlin Olympic women- Florece Griffith Joyner (USA)-10.49 sec. 16/07/1998

200m- As with the 100m, the 200m requires instant acceleration but it also needs stamina to maintain the speed for duration of the race. Record breakers’ men Usain Bolt (Jamaica) Women- Florence Griffith Joyner (USA) - 21.34 sec. 29/09/1988

400m – The distance of one circuit around the track, the 400m requires the whirs maintain enough stamina and energy to make a sprinting finish at the end of the race ([http://en. Talkathletics.co.UK](http://en.Talkathletics.co.UK))

Relay - The relay most commonly consist of 4x400m sprint with four runners each completing one leg of the race contestants are allowed to change lanes in relay events, with the exception of the first runner who will be disqualified if they do not stay in line. Athletic rules stipulate that contestants must pass a baton to the next runner on completion of their own leg within a market change over zone.

- Relay races are the only track and field event in which a team of runners directly compete against other teams. Typically, a team is made

up of four runners of the same sex. Each runner completes their specified distance (referred to as a leg) before handing over a baton to a team mate, who then begins their leg upon receiving the baton. There is usually a designated area in which athletes must exchange the baton. Teams may be disqualified if they fail to complete the change within the area, or if the baton is dropped during the race. A team may also be disqualified if its runners are deemed to have willfully impeded other competitors.

Relay races emerged in the United States in the 1880s as a variation on charity races between firemen, who would hand a red pennant on to team mates every 300 yards. There are two very common relay events: the 4×100 meters relay and the 4×400 meters relay. Both events entered the Olympic program at the 1912 Summer Games after a one-off men's medley relay featured in 1908 Olympics. The 4×100 m event is run strictly within the same lane on the track, meaning that the team collectively runs one complete circuit of the track. Teams in a 4×400 m event remain in their own lane until the runner of the second leg passes the first bend, at which point runners can leave their lanes and head towards the inner-most part of the circuit. For the second and third baton change over team mates must align themselves in respect of their team position leading teams take the inner lanes while team mates of the slower teams must await the baton on outer lanes.

The IAAF keeps world records for five different types of track relays. As with 4×100 m and 4×400 m events, all races comprise teams of four athletes running the same distances, with the less commonly contested distances being the 4×200 m, 4×800 m and 4×1500 m relays. Other events include the distance medley relay (comprising legs of 1200 m, 400 m, 800 m, and 1600 m) which is frequently held in the United States, and a sprint relay – known as the Swedish medley relay – which is popular in Scandinavia and is also featured on the World Youth Championships in Athletics program. Relay events have significant participation in the United States, where a number of

large meetings (or relay carnivals) are focused almost exclusively on relay events.

- Once the baton is passed, the runner who passed the baton must stay in lane until all others pass, to avoid obstructing another contestant: If it is dropped, the runner may pick it up but should not obstruct other runners when doing so. As well as the 4x100m relay, other relay events that are commonly included in athletics competition are 4x200m, and 4x800m.

Hurdles- The hurdles race consists of a track with ten hurdles in each lane, spaced evenly over the course of the track. Contestants are required to jump over each hurdle with both feet clearing the height of the hurdle bar. The hurdles are positioned in such a way that they will fall over if the runner touches them and although contestants will not be disqualified for knocking hurdles down accidentally, they will be penalized for knocking them down deliberately. Contestants must stay in lane throughout the race and will be disqualified for changing lanes or obstructing another athlete. There are three types of hurdle races which commonly take place at athletic competitions (Marusyn et al, 1978).

Races with hurdles as obstacles were first popularized in the 19th century in England. The first known event, held in 1830, was a variation of the 100-yard dash which included heavy wooden barriers as obstacles. A competition between the Oxford and Cambridge Athletic Clubs in 1864 refined this; holding a 120-yard race (109.72 m) which had ten hurdles of 3-foot and 6 inches (1.06 m) in height (each placed 10 yards (9.14 m) apart), with the first and final hurdles 15 yards from the start and finish, respectively. French organizers adapted the race into metric (adding 28 cm) and the basics of this race, the men's 110 meters hurdles, has remained largely unchanged. The origin of the 400 meters hurdles also lies in Oxford, where (around 1860) a competition was held over 440 yards and twelve 1.06 m high wooden barriers were placed along the course. The modern regulations stem from the 1900 Summer Olympics:

The distance was fixed to 400 m while ten 3-foot (91.44 cm) hurdles were placed 35 m apart on the track, with the first and final hurdles being 45 m and 40 m away from the start and finish, respectively. Women's hurdles are slightly lower at 84 cm for the 100 m event and 76 cm (2 ft 6in) for the 400 m event.

By far the most common events are the 100 meters hurdles for women, 110 m hurdles for men and 400 m hurdles for both sexes. The men's 110 m has been featured at every modern Summer Olympics while the men's 400 m was introduced in the second edition of the Games. Women's initially competed in the 80 meters hurdles event, which entered the Olympic, programmed in 1932. This was extended to the 100 m hurdles at the 1972 Olympics, but it was not until 1984 that a women's 400 m hurdles event took place at the Olympics (having been introduced at the 1983 World Championships in Athletics the previous year).

Runner's near-top speed cannot be maintained for more than thirty seconds or so as lactic acid builds up and leg muscles begin to be deprived of oxygen. The 60 meters is a common indoor event and it is an indoor world championship event. Other less-common events include the 50 meters, 55 meters, 300 meters and 500 meters which are used in some high school and collegiate competitions in the United States. The 150 meters, though rarely competed, has a star-studded history: Pietro Mennea set a world best in 1983, Olympic champions Michael Johnson and Donovan Bailey went over the distance in 1997, and Usain Bolt improved Mennea's record in 2009.

- **110m- Hurdles-** designed for male competitors, the 110m hurdle event consists of 10 hurdles at 1.067m high with the first hurdle placed 13.72m from the starting block and the following nine hurdles placed at a distance of 9.14m from each other.
- **400m hurdles-** this race, is commonly run by both male and female athletes. It consists of ten hurdles at 91.14m for male events and

ten hurdles at 76.20m female events. In both the male and female 400m hurdles, the first hurdle is placed 45m from the starting block with a distance of 35m between each hurdle and 40m from the last hurdle to the finishing line.

2.9. The Phases of short Distance running

Thomas E,Larkin Jr and Anita L.De Frantz (2008,p210-211) pointed out the following components of sprint race:

The Warm up: the competition warm up is sometimes over looked when evaluating the entire scope of a sprint race. However; it is essential for optimal performance readiness and injury prevention. While the purpose of the competition warm- up is to optimize readiness for racing the purpose of a training session warm- up is quite different.

The training session warm-up can be the most effective means of training-not merely a preparation for training, later several different session methods including the active dynamic, the continuous, and the segment variety will be identified.

The start: is a series of complicate motor skills that, when executed properly produce the force necessary to overcome inertia and begin acceleration. Often occurring in less than one second, the start includes reaction time, force application, and the first two running steps.

Acceleration: This performance phase is the first of two links between the initial movements of the start and maximum velocity sprinting. The initial eight to ten steps are representing this phase. The sprint mechanics of acceleration are very different from maximum velocity sprinting. The body position desired here is similar to the posture found when pushing a car or pulling a sled.

Transition: This racing phase completes the link to maximum velocity sprinting. It must be differentiated from pure acceleration because of gradual

and subtle mechanical changes in the running stride. Transition skills are among the last lessons learned by the developing sprinter.

Speed maintenance: What some refer to as the deceleration phase, Should be refer to as speed maintenance. This is a lesson in neuro-linguistics. Coaches should never suggest to their sprinters, even subtly, they should expect to slow down at any time in a sprint race! Rather, the performance objective should be maintaining as much top speed as possible. Of course, it is likely that a gradual decline in velocity will occur due to various elements of fatigue.

Maximum velocity: Usually achieved after four to five seconds of at most effort, the maximum velocity phase of the sprint race is characterized by the highest stride frequency and the most optimal stride length. The duration of maximum velocity is often as short as two to three seconds. Maximum velocity should be the first training focus.

Finishing form: Many races have been lost or qualifying standards barely missed because of the lack of finishing technique. Perfecting this skill can reduce a sprinters time by that critical one or two one-hundredth of a second needed for victory.

Restoration and recovery: Sprinters are routinely required to run several events during the course of a single track meet. After the race is run, the sprinters work is not finished. it is necessary to bring the body's physiological systems back to the basal level quickly and then effectively prepare for either the next race or tomorrow's training session.

2.10. Ethiopian Sprinters Result in Ethiopian Championships

Table 1. Women National Team Athletes Ethiopian Championships Result / 2008-2011/

Event	Name	Result	Recorded result		Result difference with 40 th Ethiopian Championship	
			2009	2008	38 th Ethiopian Championships	37 th Ethiopian Championships
		Athletes result in 40 th Ethiopian Championships	38 th Ethiopian Championships	37 th Ethiopian Championships	38 th Ethiopian Championships	37 th Ethiopian Championships
100M	Fetya Kedir	12.07	12.46	12.78	-0.39	-0.71
	Banchi Tamene	12.78	12.57	12.94	+0.21	-0.16
	Sinknesh Mengistu	12.92	12.91	12.98	+0.01	-0.16
	Medehen G/mariam	12.96	13.09	13.32	-0.13	-0.36
	Beza Seyum	13.15	13.14	13.34	+0.01	-0.19
	Yenenesh Merga	13.16	13.17	13.36	-0.01	-0.2
200M	Fantu Magiso	23.6	25.58	25.93	-1.98	-2.33
	Fetya Kedir	24.1	25.60	26.23	-1.5	-2.13
	Mantegbosh Melese	24.8	25.79	26.77	-0.99	-1.97
	Habtam Ali	25.3	26.06	26.97	-0.76	-1.67
	Banchi Tamene	25.6	26.57	27.51	-0.97	-1.91
400M	Fantu Magiso	52.15 (Botswana 52.09)	55.90	58.91	-3.75	-6.76 _6.82/
	Mantegbosh Melese	54.65	56.55	1:00.10	-1.9	-5.45
	Habtamua Ali	55.41	56.70	1:00.19	-1.29	-4.78

Source: Ethiopian Athletics Federation record.

Table 2. Men National Team Athletes Ethiopian Championships
Result
/2008-2011 /

Event	Name	Result	Recorded result		Result difference with 40 th Ethiopian Championship	
			2009	2008	38 th Ethiopian Championship	37 th Ethiopian Championship
		Athletes result in 40 th Ethiopian Championship	38 th Ethiopian Championship	37 th Ethiopian Championship	38 th Ethiopian Championship	37 th Ethiopian Championship
100M	Wotere Gelcha	10.79	10.89	11.47	-0.10	-0.68
	Abel Mengesha	10.87	10.92	11.49	-0.05	-0.62
	Abyot Lencho	10.88	10.94	11.53	-0.06	-0.65
	Fikiru Abu	10.97	11.17	11.57	-0.2	-0.6
	Alebachew Derso	10.00	11.28	11.60	-1.28	-1.6
	Zenebe Medfu	11.07	11.30	11.69	-0.23	-0.62
	Tezera Mamushe	11.11	11.42	11.74	0.31	-0.63
	Belay Yesuf	11.26	12.34	11.80	-1.08	-0.54
200M	Wotere Gelcha	21.19	21.8	23.00	-0.61	-1.81
	Abyot Lencho	21.20	21.9	23.05	-0.7	-1.85
	Mohamedjud Misbah	21.36	22.0	23.23	-0.64	-1.87
	Bereket Desta	21.40	22.2	23.25	-0.8	-1.85
	Tezera Chamye	21.45	22.2	24.34	-0.75	-2.89
	Zenebe Medfu	21.50	22.9	24.40	-1.4	-2.9
	Fikiru Abuo	21.75	23.5	24.44	-1.75	-2.69
	Bereket Desta	46.79	46.58	48.82	+0.21	-2.3
400M	Hagos Tadesse	46.13	47.25	49.65	-1.12	-3.52
	Habtamu Gobe	46.53	47.34	49.67	-0.81	-3.14
	Tamirat Teklu	47.56	48.16	50.44	-0.6	-2.88
	Solomon Hailu	47.96	48.80	50.81	-0.84	-2.85
	Alemayehu Abera	48.63	48.81	51.92	-0.18	-3.29
	Abera Amelo	49.10	49.25	53.45	-0.15	-4.35

Source: Ethiopian Athletics Federation record.

N.B. In the above tables, the current Ethiopian National Team short distance athletes result is shown only in the 40th Ethiopian

Champion Ships, where as the remaining results indicates the different athletes of the corresponding year.

2.11. Nutrition for the Athlete

Quick Facts...

- Athletes achieve peak performance by training and eating a variety of foods.
- Athletes gain most from the amount of carbohydrates stored in the body.
- Fat also provides body fuel; use of fat as fuel depends on the duration of the exercise and the condition of the athlete.
- Exercise may increase the athlete's need for protein.
- Water is a critical nutrient for athletes. Dehydration can cause muscle cramping and fatigue. (*J. Anderson, L. young and S. prior (12/10)*)

Becoming an elite athlete requires good genes, good training and conditioning and a sensible diet. Optimal nutrition is essential for peak performance. Nutritional misinformation can do as much harm to the ambitious athlete as good nutrition can help.

Carbohydrates

Athletes benefit the most from the amount of carbohydrates stored in the body. In the early stages of moderate exercise, carbohydrates provide 40 to 50 percent of the energy requirement. Carbohydrates yield more energy per unit of oxygen consumed than fats. Because oxygen often is the limiting factor in long duration events, it is beneficial for the athlete to use the energy source requiring the least amount of oxygen per kilocalorie produced. As work intensity increases, carbohydrate utilization increases.

Water

Water is an important nutrient for the athlete. Athletes should start any event hydrated and replace as much lost fluid as possible by drinking chilled liquids at frequent intervals during the event. Chilled fluids are absorbed faster and help lower body temperature.

Fats

Fat also provides body fuel. For moderate exercise, about half of the total energy expenditure is derived from free fatty acid metabolism. If the event lasts more than an hour, the body may use mostly fats for energy. Using fat as fuel depends on the event's duration and the athlete's condition. Trained athletes use fat for energy more quickly than untrained athletes. Consumption of fat should not fall below 15 percent of total energy intake because it may limit performance. Athletes who are under pressures to achieve or maintain a low body weight are susceptible to using fat restriction and should be told that this will hinder their performance.

Fat may contribute as much as 75 percent of the energy demand during prolonged aerobic work in the endurance-trained athlete. There is evidence that the rate of fat metabolism may be accelerated by ingesting caffeine prior to and during endurance performance. However, insomnia, restlessness and ringing of the ears can occur with caffeine consumption. Furthermore, caffeine acts as a diuretic and athletes want to avoid the need to urinate during competition.

Protein

After carbohydrates and fats, protein provides energy for the body. Exercise may increase an athlete's need for protein, depending on the type and frequency of exercise. Extra protein consumed is stored as fat.

In the fully grown athlete, it is training that builds muscle, not protein per se. The ADA reports that a protein intake of 10 to 12 percent of total calories is sufficient. Most authorities recommend that endurance athletes eat between 1.2-1.4 grams protein per kg of body weight per day; resistance and strength-trained athletes may need as much as 1.6-1.7 grams protein per kg of body weight. (A kilogram equals 2.2 pounds.)

Vitamins and Minerals

Increased caloric intake through a varied diet ensures a sufficient amount of vitamins and minerals for the athlete. There is no evidence that taking more vitamins than is obtained by eating a variety of foods will improve performance. Thiamin, riboflavin and niacin (B vitamins) are needed to produce energy from the fuel sources in the diet. However, plenty of these vitamins will be obtained from eating a variety of foods. Carbohydrate and protein foods are excellent sources of these vitamins. Furthermore, the B vitamins are water soluble and are not stored in the body, so toxicity is not an issue. Some female athletes may lack riboflavin, so ensuring adequate consumption of riboflavin-rich food is important, like milk. Milk products not only increase the riboflavin level but also provide protein and calcium. The body stores excess fat-soluble vitamins A, D, E and K. Excessive amounts of fat-soluble vitamins may have toxic effects.

Minerals play an important role in performance. Heavy exercise affects the body's supply of sodium, potassium, iron and calcium. Sweating during exercise increases the concentration of salt in the body. Consuming salt tablets after competition and workouts is not advised as this will remove water from your cells, causing weak muscles. Good sodium guidelines are to: 1) avoid excessive amounts of sodium in the diet and 2) beverages containing sodium after endurance events may be helpful.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Source of Data

The primary sources of data for this study were short distance race athletes, coaches, Ethiopian Athletics Federation experts. Secondary data sources were legal documents, reference books.

3.2 Instruments of data collection

For the specific study, Questionnaire and Interview were used as data collection instruments based on their appropriateness.

3.3 Sampling and Sample Techniques

For the specific research the following samples were selected using non probable technique. This study was conducted on the Ethiopian Short distance athletes national team which contains member of athletes, Male 17, female 14 , all 6 athletics officers, and all 4 short distance Coaches.3 male,1 female

3.4 Research Methodology

Descriptive research method was used in the study since the aim of the research was up to describing fact and telling on existing condition of the issue under discussion in practice and challenge of short distance athlete of Ethiopian national team.

3.5 Procedure of Data Collection

In conducting the study, the following relevant procedures were used first data was assessed to get information from what have been done in relation to the problem. Second, before distributing the prepared questionnaire to respondents it was tested as a pilot at the place of working with the athletes and coaches. The questionnaires were revised depending up on suggestion collected during the try out and was

administered to the concerned respondents to be filled and returned them back.

3.6. Method of Data Analysis

The information obtained or collected from primary, secondary sources , interview were coded and responses from the questionnaires were tabulated and analyzed using percentage

Finally based on the findings, conclusion, recommendation were proposed as a research out put.

CHAPTER FOUR

4.1. Analysis and interpretation of the data

This chapter of the thesis deals with analysis and interpretation of the data gathered from the athletes, coaches and Ethiopian athletics officers of the Ethiopian national team of the short distance athletes. The data obtained through questionnaires, and interview raised in chapter one were given with right analysis.

Out of the total 43 copies of the questionnaires were distributed 33 short distance runner athletes, 4 coaches of short distance athletes of the Ethiopian national team and 6 for the Ethiopian athletics federation officers. Out of the questionnaires distributed to the athletes, 31 [93.93%], 4 coaches [100%] and 5 [83.33%] Ethiopian athletics federation offices were filled and returned to me.

Based on the responses obtained from the respondents, the analysis and the interpretation of the gathered data are presented in the following table.

Table 4.1 Back Ground information of athletes and coaches

No	Item	Respondents			
		Coaches		Athletes	
		No	%	No	%
1	Sex				
	a. Male	3	75	17	54.83
	b. female	1	25	14	45.16
	Total	4	100	31	100
	Age range in year				
2	A 14-16	X	X	-	-

	b. 17-19	X	X	-	-
	c. 20-22	X	X	12	38.70
	d. 23-25	X	X	18	58.06
	26years and above	X	X	1	3.22
	Total	X	X	31	100
3	Age Range in years				
	a. 20-24	-		X	X
	b. 25-29	-		X	X
	c. 30-34	1	25	X	X
	d. 35-39	-	-	X	X
	e. 40 and above	3	75	X	X
	Total	4	100	X	X

Educational qualification

4	a. 12 complete	1	25	X	X
	b. Certificate (12+TTI)	-	-	X	X
	c. College diploma	2	50	X	X
	d. BA degree	-	-	X	X
	E.MSC/Second degree	1	25	X	X
	F. Other	-	-	X	X
	Total	4	100	X	X
5	Grade Level				
	a. 1 st - 8 th	x	x	4	12.90
	b. 9 th -10 th	X	x	23	74.19

	c. 11 th -12 th	X	x	-	-
	d. College diploma	x	x	4	12.90
	e. 1 st degree	x	X	-	-
	Total	x	X	31	100
6	Specific event you are training	-	-	-	-
	a. 100m	X	X	14	45.16
	b. 200m	X	X	9	29.03
	c. 400m	X	X	8	25.80
	d. Other	X	X	-	-
	Total	X	X	31	100

The Above table[4.1]which is indicated about the background information of both short distance athletes and coaches of the Ethiopian national team. In item 1 out of the four coaches respondents we could see one female coach 1[25%] and the rest 3[75%]were male coach. About the athletes out of the 31 athletes 17[54.83%] were male and 14[45.16%] were female athletes . In the case of the athletes age rang from 20yrs- 22yrs there were 12[38.70%] athletes, from 23yrs -25 yrs there were 18[58.06%} and 26 and above there was 1[3.22%] athlete. As far as coaches' age range was 1[25%] in between 30-34 and 3[75%] coaches were 40yrs and above Regarding coaches' Educational qualification 1[25%] was 12 complete, 2[50%] were held college diploma and the last 1[25%] coach was Msc degree holder. All the coaches were learned health and physical education except the 12thcomplete coach. The level of education grade of the athletes was 4[12.90%] athletes were between grade one and eight, 23[74.19] were 9th -10th and the last 4[12.90%] athletes had college diploma. So, from the above table I could

say the number of female coach is few which is 1[25%] and about qualification of the coaches one are coach has Msc degree, two with diploma and one coach is 12 complete. Since they are coaches of national team they have big responsibility to bring good result in the international competition in short distance. so, it is better to up grade them selves. Most of the coaches are diploma and below and this may be the reason that for many years Ethiopia is not known in short distance

Table 4.2 Response of Athletes' Motivation

No	Item	Respondent	
		athletes	
		No	%
1	How did you decide to join the short distance event?		
	a. by school teachers influence	16	51.61
	b. with my own interest	11	35.48
	c. by my family influence	-	-
	d. by seeing famous athletes	4	12.90
	Total	31	100
2	Do you have got any benefit after you became the member of the national team?		
	a. Yes	30	96.77
	b. No	1	3.22
	Total	31	100
3	If you say "yes" in the above QNo"6" what are the		

	advantages?		
	a. Shoes, spikes, shorts	24	80
	b. Gymnasium, track	6	20
	Total	30	100
4	How do you evaluate the follow up of the athletics federation to the athletes?		
	a. Very high	-	
	b. High	5	16.12
	c. Low	22	70.96
	d. Noting	4	12.90
	Total	31	100
5	How do you rate the allowance you get during the training ?		
	a. Enough	1	3.22
	b. More than enough	-	-
	c. Not enough	30	96.77
	Total	31	100
6	To what extent the moral you get from your coach?		
	a. More than enough	2	6.45
	b. Enough	26	83.87
	c. Not enough	3	9.67
	Total	31	100

As Indicated in the above table beyond fifty percent that is 16[51.61%] athletes joined the short distance event by their school teachers influence, 11[35.48%] athletes joined with their own interest and the

least percent which is 4[12.90%] athletes have got joined by seeing famous athletes .

In item 2 almost all i.e 30[96.77%] athletes replied that they have got benefit after they became the member of the Ethiopian national team of the short distance .But 1[3.22%] respondent he/she didn't get any benefit.

In item 3 in the above most of the athletes 24[80%] responded they got advantages of shoes, spikes and shorts, 6[20%] athletes replied that they got the advantage of gymnasium and track.

The other item which is item 4 indicated 22[70.96%] respondents responded the follow up of the athletics federation is low. 5[16.12%] athletes indicated high and 4[12.90%] athletes indicated there is nothing follow up.

30[96.77%] athletes in item 5 responded that the allowance during the training they got was not enough but 1[3.22%] athlete replied he/she got enough allowance.

In item 6 shown 26[83.87%] athletes responded that they got enough moral from their coach, 2[6.45%] athletes indicated the moral was more than enough and 3[9.67%] respondents responded that they didn't get enough moral. .

Generally from the above items most athletes joined the short distance event by their school teachers according to the data. This is not enough famous athletes have great role. so, they have to be role model for the youngsters athletes. Even though there is good support for the athletes in the national team, still there are few problems. so, gradually the problems have to be minimized. According to the data which is gathered from the athletes indicated the follow up of athletics federation is low.

Table 4.3 Response on Athletes Training

No	Item	Respondents	
		Athletes	
		No	%
8	How may days you involve in training per week?	-	-
	a. 3 days	-	-
	b. 4 days	-	-
	c. 5 days	-	-
	d. 6 days	31	100
	Total	31	100
	How do you evaluate doing practice on the track?		
	a. High	26	83.87
	b. Very high	2	6.45
	c. low	3	9.67
	d. not good	-	-
Total	31	100	
9	How do you evaluate your relation with your friends and coaches?		
	a. High	3	9.67
	b. Moderate	26	83.87
	c. Low	2	6.45
	Total	31	100
10	How do you evaluate the material you get from the athletics federation?		
	a. Enough	1	3.22
	b. More than enough	-	-
	c. Not enough	30	96.77
	Total	31	100

As shown in the above table all the athletes i.e 31[100%] involved in the training for 6 days in a week. And in item 8, the majority 26[83.87%] athletes responded doing on the track has high advantage, 2 [6.45%] athletes indicated it has very high advantage and 3[9.67%] athletes replied that it has low advantage. In item 9 as you can see 26[83.87%]

athletes responded they have a moderate relationship with their friend and coaches. 3[9.67%] athletes indicated their relation to their friends and coaches is high and 2[6.45%] athletes have low relation to their friends and coaches. The last item which is item 10 indicated 30[96.77%] athletes responded that the material they got from the athletics federation was not enough. Only1[3.22%] athlete replied enough the material he /she got from the Athletics federation

As a researcher what I want to indicate is the relation ship among the athletes and between the coaches must be good enough. Unless other ways if there is no communication, they can't understand each other then at the end they will not success full. Relationships in sport can often be the difference between success and failure. A good coach has a good knowledge about the 3 Cs[closeness co-ordination and complementarities] to manage his /her athletes professionally.

Table 4.4 Response of Coaches Related To Competence

No	item	Respondents	
		coaches	
		No	%
1	Courses that you have in coaching athletics		
	a. first level	-	-
	b .second level	4	100
	c. no course taken	-	-
	d. other	-	
	Total	4	100
2	Your coaching carrier in the site is		
	a. Part timer	2	50
	b. Full timer	2	50

	c. If any specify	-	-
	Total	4	100
3	Have you taken additional courses (training) in the area of athletics coaching?		
	a. Yes	4	
	b. No	-	
	Total	4	
4	If “yes” the training program is / was		
	a. Work shop	1	25
	b. Pre-serve	1	25
	c. In- serve	2	50
	d. Other	-	-
	Total	4	100
5	How many days do you prepare training program within a week?		
	a.3 days	-	-
	b.4 days	-	-
	c.5 days	-	-
	d.6 days	4	100
	Total	4	100
6	Do you have an assistant coach ?		
	a. Yes	4	100
	b. No	-	-
	Total	4	100
7	How do you rate your competence or knowledge of coaching short distance athletes of the team?		
	a. High	3	75
	b. Moderate	1	25
	c. Low	-	-

	Total	4	100
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As Indicated in the above table 4.4 about the coaches response all or 4[100%]coaches are the holder of second level certificate. And as you can see in the 2nd item 2[50%] coaches were working as part time, 2[50%] coaches also worked as full time. In the 3rd item 4[100%] coaches responded that they have taken additional courses .In the 4th item according to the data 1[25%] coach has taken workshop, 1[25%] coach took the additional course during the pre-serve and 2[50%] coaches took the course in the time of in- serve .

In the 5th item one can understand easily 4[100%] coaches responded that they all have the 6 days training program. In the 6th item the respondents or the coaches all 4[100%] replied that they have assistant coach . And the last but not the least item 7th the majority coaches 3[75%] indicated they had high knowledge of coaching and 1[25%] coach responded that he/she had moderate knowledge of coaching .

From the above figure I can realize that half of the coaches are working as a part time in the national team and this has a great influence in giving the right training system.

Table 4.5 Response of coaches related to athletes' motivation

No	Item	Respondents	
		Coach	
		No	%

1	In your opinion are short distance athletes interested in their event?		
	a. yes	4	100
	b. no	-	-
	c. I don't know	-	-
	Total	4	100
2	How do you rate the motivation of short distance athletes?		
	a. Moderate	2	50
	b. High	2	50
	c. Low	-	-
	Total	4	100

As shown in the above table 4[100%] coaches responded their athletes were interested in short distance event. And in the 2nd item 2[50%] coaches indicted the motivation of the athletes during the training was moderate and other 2[50%] coaches have shown high motivation of their athletes .

Table 4.6 Response related to facilities and equipment

No	Item	Respondents	
		coaches	
		No	%
1	Are there appropriate facilities and equipment for the national team of short distance athletes?		
	a. yes	-	-
	b. no	4	100
	c. I don't know	-	-
	Total	4	100
	Is there standardized training area or track in your site?		
2	a. Yes	3	75

3	b. no	1	25
	Total	4	100
	If “yes” how do you express its suitability for training and competition?		
	a. moderate	3	75
	b. high	1	25
	c. not suitable	-	-
	Total	4	100
4	Do athletes get regular financial support or allowance during their stay in the site as trainee?		
	a. yes	4	100
	b. no	-	-
	Total	4	100
6	Are there necessary training inputs related with modern and scientific training methods such as manuals, video.... Supplied to your training site regularly ?		
	a. yes	-	-
	b. no	4	100
	Total	4	100
	Do you have weekly, monthly and yearly training plan?		
	a. Yes	4	100
	b. No	-	-
	Total	4	100
7	Do you think that our country has special favorable weather to produce famous athletes?		
	a. Yes	4	100
	b. No	-	-
	Total	4	100

8	What are the most training problems and challenges in our national team of short distance?		
	All the coaches 4[100%] mentioned the problems of materials ,educated manpower		
	Do you continuously assess the performance of your short distance athletes?		
	a. yes	4	100
	b. no	-	-
	Total	4	100
9	In the above question No `14` if you say `yes` how do you assess? Write the method you used		
	The 4[100%] coaches responded that they provided event test , which is for 400m athlete 500m ,450m and training specific test with in 3-6 weeks		

As Shown in the above table 4.6 in the 1st item 4[100%] coaches indicated there is no appropriate facilities and equipment for the short distance athletes, 3[75%] coaches responded there was standardized training in their site, 1[25%] coaches responded there is no standardized training in their site ,1[25%] coach replied there was no standardized training tack, 3[75%]coaches indicated that the suitability of the training track was moderate and 1[25%] coach shown the suitability of the tack was high. In the 4th item all the 4[100%] coaches indicated that the athletes got the financial support. In the 5th item above 4[100%] coaches indicated that there were not trainings inputs such as manuals, video. All 4[100%] coaches in the 6th item indicated they have weekly, monthly, and yearly plan. In the 7th item 4[100%] coaches

responded `yes` our country has special favorable weather. In 8th item 4[100%]coaches indicated there was problem of educated manpower and materials. And the last item 9th all 4[100%] coaches responded that provided event test which is for 400m athletes 500m ,450m and training specific test with in 3-6 weeks.

From the information I got there were not appropriate facilities and equipment. So, the concerned body must provide the materials in order to increase the competency of athletes and there are not necessary training inputs such as manuals, video to follow scientific way of training and the other key problem is shortage of educated manpower in the event. for these and other problems, the responsible body have to solve the problems step by step to bring radical change in short distance event.

Table 4.7 The response of Ethiopian Athletics federation officers

No	Item	Respondents	
		Coaches	
1	Do you believe your short distance coaches have all the required knowledge and experience knowledge and experience to coach your short distance athletes effectively?	No	%
	a. Yes	4	66.66
	b. No	2	33.33
	Total	6	100
	What sort of mechanisms have you been implementing to update and enhance your coach's knowledge while they are on their job?		
2	All the respondents 6 (100%) officers replied similar answers which are in-serve, national and international chooses	6	100
	Do you think all the required conducive coaching facilities and equipment are fulfilled		

	for short distance training?		
	a. Yes	1	16.33
	b. No	5	83.33
	Total	6	100
3	How do you see the relation ship between athlete and coaches?		
	a. Excellent	-	
	b. Good	4	66.66
	c. poor	2	33.33
	Total	6	100
4	How do you see the relation ship between coach and coach?		
	a. Excellent	-	
	b. Good	5	83.33
	c. Poor	1	16.33
	Total	6	100
5	Do you believe you have enough numbers of short distance coaches for the number of short distance athlete you have?		
	a. Yes	2	33.33
	b. No	4	66.66
	Total	6	

As can be seen in the above table most of the officers 4(66.66%) replied “yes” that the coaches have the required knowledge and experience. While 2(33.33%) officers indicated “No” this means, the coaches have no the required knowledge and experience. In the 2nd item all 6(100%) officers responded similar answer i.e. in-serve, national and

international courses that the mechanism coaches update them selves. In the 3rd item the majority 4 (66.66%) officers indicated “Good” for the relation ship between athlete and coach , 2[33.33%] officers shown “poor” to the athlete and coach relationship. The last item in the above table which is item 5th 4(66.66%) officer responded “No” the number of coaches is not enough for the short distanced athletes and 2[33.33%] offices indicated “yes” the number of coaches is enough for the short distance athletes.

From the above data I can suggest that in order to make fruitful, the specific event which is short distance the conducive coaching environment ,facility and equipment must be provided by the Ethiopian athletics federation and the other key issue is relation ship between athletes and coaches, athletes among themselves and coaches too should be strong enough unless other ways, it has negative impact all over the training system of the event.

Table 4.8 Response of Ethiopian Athletics Officers

No	Item	Respondents	
		Coaches	
		No	%
1	Did you facilitate the coach to go abroad to get extra knowledge of their profession?		
	A yes	6	100
	B no	-	-
	Total	6	100
2	If `yes` how?		
	The Ethiopian athletics	6	100

	federation has the agreement with IAAF all the officer replied.		
	Do you have a coach from abroad?		
	A yes		
	B no	6	100
	Total	6	100
3	Do you have criteria in nominating coaches?		
	A yes	6	100
	B no	-	-
	Total		
4	Do you have female coaches?		
	A `yes`	6	100
	B no	-	-
	Total	6	100
5	Do athletes have enough competition at home and abroad?		
	A yes	6	100
	B no	-	-
	Total	6	100
6	How is the performance of athletes relating to other Africa countries?		
	A high	6	100
	B average	-	-
	C low	-	-6
	Total	6	100

As indicated in the above table in item 1st 6[100%} of the officers replied they facilitated the coaches to go abroad. In the 2nd item 6[100%} officer

indicated “No”. This means they don’t have a coach from abroad. In nominating the coaches the officers 6[100%] responded yes we have criteria. In the 4th item all 6[100%] officers indicated “yes” we have female coach. In the 5th item the respondents replied 6[100%] the athletes have enough competition at home and abroad. The last item 6th all the 6[100%] officers indicated “high” for the performance of athletes relating to other Africa countries.

From the above information I can point out the following issues ,the officers facilitated the coaches to go abroad and this is very important to up date them and to increase their skill of transferring knowledge to their athletes and then the athletes will be competent but the officers replied they don’t have a coach from aboard, I would like to say this is a weakness because, the more coaches from different countries, the more experience, knowledge and skill sharing. So, it is well and good if it is corrected soon. And the another good thing is there is a female coach in the national team even though the number of the female coach is not many like that of male coach it is a nice initiation for the future.

4.2. Response of the Ethiopian athletics federation officers in the interview part.

For the question how do you evaluate, supervise and follow up the training processes of the national team of the short distance?

- All the officer gave similar answers it was according to the plan that they had periodic and fixed day supervised and followed the training process
- In the second question which is how do you evaluate the educational qualification and experience of coaches in the training site?

They told me, they had criteria such as license of coaching level, educational level and experience of coaching.

The last question in the interview was what are the major challenges of the training sites that influence the performances of short distance athletes?

- The main challenges the officers mentioned were: lack of facility, educational background of the athletes, the age of the athletes and the economy status of the athletes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary

The purpose of this study was to investigate the current practices and challenges of Ethiopian national team of short distance athletes

The study was done in descriptive survey method. Totally 41 respondents participated in the study. Of these 4 were coaches, 3 male and 1 female, 31 athletes [17 male and 14 female] and 6 officers of Athletics Federation.

To collect information, questionnaire, [open & closed], and interview were used. Finally by using statistics tool such as Percentage and frequency count the data obtained were analyzed.

The study tries to solve the following research questions.

1. Do the coaches of short distance of the national team have the required knowledge and experience?
2. Are there conducive coaching facilities and equipment to fulfilled for short distance training ?
3. Is there criteria in nominating coaches ?
4. How is the performance of our athletes relating to other Africa countries?
5. How many days do you prepare training program with in a week ?
6. To what extent the relationship between athletes and coaches, among athletes and coaches them selves.

Based on the above research questions the respondents responded

- Most of the coaches had the required knowledge and experience.
- Almost all the athletics federation officers replied there is no facilities and equipment in the national team.
- There were criteria in nominating the coaches in the event

- The coaches prepared training six days in one week
- The relationship between athletes and coaches, coach and coach most of the respondents indicated “good”

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn

- The number of coaches in Ethiopian national team of short distance event was not enough.
- There was shortage of faculties and equipment in the national team of short distance.
- There was a good relation ship among team of short distance.
- There was a good relation ship among coaches themselves.
- The allowance for the athletes which was provided by the Ethiopian athletics federation was not enough.
- Half [50%] of the coaches were working as part timer.
- Ethiopian has special favorable weather to produce famous athletes
- The coaches of short distance had the required knowledge and experience
- Even though the number of female coach was low, there was one female coach in the Ethiopian national team of short distance event.

5.3. Recommendations

Depending upon the findings of the study, the following recommendation were drawn

- For effective work, the Ethiopian Athletics federation should increase the number of coaches.

- Ethiopian athletics federation and other concerned bodies should fulfill facilities and equipment in order to bring good result in short distance competition.
- Even if the relation between athletes and coaches, among athletes and coaches is good, this is not enough still. So, the concerned body must give work shop by inviting educators for both athletes and coaches.
- The coaches must be full time workers in the federation because there will be a problem. Since the coaches are par timer, there is probability of coming late.
- Most of coaches have 2nd level and below. So, Ethiopian athletics federation must facilitate for the coaches to the next level to increase their knowledge.
- The allowance of the short distance athletes is small. So, the concerned body should make attractive for the athletes and this motivate them to do more.

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