

MADDA WALABU UNIVERSITY COLLAGE



COLLAGE OF NATURALAND COMPETITIONAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

CHALLENGES AND PROSPECTS OF LONG JUMP DISCIPLINE IN SOME
SELECTED ATHLETICS PROJECTS OF WEST ARSI ZONE, OROMIA
REGIONAL STATE, ETHIOPIA

A THESIS SUBMITTED TO THE COLLEGE OF GRADUATE STUDIES OF
MADDA WALABU UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE IN ATHLETICS COACHING

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BALE ROBE, ETHIOPIA

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DECLARATION

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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APPROVAL SHEET

As members of the Examining Board of the Final M Sc. Open Defence, we certify that we have read and evaluated the thesis prepared by: Abiti Gariyo Garentitled: challenges and prospects of long jump discipline in some selected athletics project of west Arsi zone Oromia Regional state . We recommend that it could be accepted as fulfilling the thesis requirement for the degree of Master of Science in coaching athletics specialization.

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ACRONYMS/ ABBREVIATIONS

EAF- Ethiopian Athletics Federation

ESS – Elite Sport school

IAAF –international Association of Athletics federation

NSO – National Sport Organizations

OSC - Olympic Support Centre

SAID – Specific, Adaptation to Imposed Demands.

TI – talent identification

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ABSTRACT

The purpose of this study was to assess the challenges and prospects of long jump discipline in some selected athletics project of west Arsi zone. The study have employed cross sectional and explanatory research design and collected data from 28 athletes, coaches, sport experts and club managers which were purposely selected from Hasassa town athletics project and Kofele town athletics projects. The primary and secondary sources of data were used. Questionnaires, key informant interviews and observations were used to collect data from the respondents. Descriptive and Inferential analysis was used to analyze the data. Descriptive findings shows shortage of long jump facilities and equipment, inadequate number of specialized long jump coaches in sport clubs, inadequate ways of selecting talented athletes were among the challenges of long jump athletics in the selected study area. Inferential analysis also indicates that there is no significant difference between practices of long jump discipline between Hasassa town athletics projects and Kofale athletics project. The findings of the study show that there is no enough facilities and equipment in the selected athletics projects. The athletics project were participating males and female athletes in the long jump athletics project long jump athletics projects under the study area were participating greater number of athletes who have educational background of elementary and high school. long jump athletics coaches in the selected study area have a minimum required ability to train a long jump athletics Although these facilities are mandatory for athletics clubs in general and for long jump athletics in particular, the observation shows that these facilities were missing in selected athletics projects. The result shows that different sport facilities such as shower rooms for athletes, wearing rooms for athletes and adequate transport to and from the training area is absent It was therefore recommended that athletics projects should communicate with all concerned bodies to overcome these challenges. They should negotiate with all concerned bodies to obtain facilities such as training grounds and sport kits for athletes. Given to motivation of long jump athletics by the management of both athletics projects. Athletics projects should work from the grassroots to increase the number of long jump athletes projects so that it can get many athlete to select talented athletes from them.

Key Words: long jump, talent identification, Coach, Motivation, Athletics facilities

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

In Ethiopia, there are values and practices associated with long jump. Traditionally, some tribes in the southern nation's nationalities and people's regional state had cultural values and practices jumping on oxen to qualify as an adult hood and to ascertain their readiness to marriage. (<http://www.adventureabyssinia.com/>). These practices are in some way or another way contributes positively to the development of jumping event in Ethiopia. In Ethiopia, however, long jump is one of those athletics events that were given unsatisfactory less priority and concern. This is revealed by the results and Ethiopian athletes in the field events. To sum up, the long jump is a track and field event in which athletes combine speed, strength, and agility in an attempt to leap as far as possible from a take-off point (Ueberroth et al., 2012).

Along with the recent developments in the era of globalization, marked by the rise of global economic and political systems, as well as rapid advancement in science, good performance in sports is becoming more intense and is seek after for national and international pride (Sotiriadou&Shilbury,2009). Athletics are intrinsically competitive physical activity, which includes several events involving basic movement skills such as walking, running, jumping and throwing.

Although these basic movements seems simple but behind this simplicity needs a synergistic coordination of the various elements of the body to make the right and perfect moves, resulting in an achievement (Guntoro, 2014). In the world today, the success of modern sport depends on many aspects including the personal talent of athletes. As a matter of fact, talent identification and training eligible athletes in proper times is known as the most important fact in this success (Asayesh, Karkon&Shabani, 2013). Modern sport has a history of over half a century in this country. Even if, many types of games are introduced within this period, the development of modern sport is still at the infancy level.

The causes for these are organizational, economical and that of outlook. As the leadership in sports lacked a popular base in this country, it has been undergoing a series of continuous reorganization. Its focus has been on organizing competitive sports for the very few elite athletes (Assefa, 2013). Yet as this intent on gaining victory lacks broad base that

would replenish effective sport persons, the results registered have been declining, as well. In favor of this, (Assefa,2013) further asserted that the limited role of the community in sports, the decline of sports in schools, the shortage of sports facilities, sportswear, and equipment, as well as the lack of trained personnel in the field must have made the problem more complex in field event sports.

As incorporated in the Ethiopian national sport policy document (2004), the policy outlines clearly selected goal, strategies, and means as to how the problems could be addressed. It further defines to what point sport should be directed, what, how, why to train, who to be a trainer at different levels, decisions as to organization, facilities and administrative arrangements as well as coordination among its several elements. The current status of Ethiopia in long jump event is not enough when we compare with the international long jump record.

The current record long jump in Ethiopia is 7.80m when the international long jump is 8.95m by Mike Powell from USA (http://www.org/Long_jump_record). (Jodi & Nasab, 2016) suppose that in most of the research that has been done in sport, economic factors and the absence of influential factors, the most important obstacles to the development of sports in the a country. Except for socio-economic status, an individual's participation in field event athletics as other sport is often determined by social factors, tradition, ideals, desire to participate in popular types of sport, parental pressure, a teacher's expertise and the availability of the necessary infra-structure and sporting facilities (Kruger & Pienaar, 2009). According to (Luiz, & Fadal, 2010) Clubs are the main provider of athletics for men and women, and if a local club did not exist, potential athletes had few chances to enjoy the sport and develop their talents. Most sport offers are oriented towards competitive sports of the sport clubs report they are engaging in particular activities for the promotion of high-performance sports.

However, there are no area-wide programmers for talent search. Talent search and talent promotion are principally based on individual private engagement and on individual initiatives of sport clubs and they are supplemented by subsidiary programmers of sport federations, sport aid foundations, Elite Sport Schools (ESS), and Olympic Support Centers (OSC) (Güllich & Emrich, 2013). In addition to this (Sotiriadou & Shilbury, 2009) support this idea by deals that a club will be formed are to allow kids to compete in Junior Olympics track & field or cross country programs, to allow open competitors to receive support for

training, to form long jumpers or field event teams, to compete exclusively in Masters competitors, or to form a specific event area training group. (Boccia et al., 2017) ensure that developing elite athletes in field event is predominately based on fulfilling athletes. Needs with a rather scant appreciation of how NSOs play a part in that process. From an economic perspective, the production of sport for members in the clubs by its members is largely based on their own resources (fees, voluntary work) (Lundin et al., 1988). Some studies agreed on that the stimuli for acting economically are similar to a market orientation in so far as reducing production costs allows the members either reduction of the required resources (work, facilities, and fees) or production of more sport with equal resources for the members (Taylor, 2007). When we see the experience and the history of long jump, the world record has been held by just four individuals for the majority of its existence.

When we come to the participation of Ethiopia in long jump and other field event sports at the international and continental competitions, it is so much rare, after Moscow Olympic /AbebeGessese/ 1980 Ethiopia did not participate in Olympic games and other world champions within long jump and other field events ([http://www.org/Ethiopia at Olympic](http://www.org/Ethiopia%20at%20Olympic)). Therefore, the purpose of this study is to examine retrospectively, the key developmental influences, milestones and specific problems of long jump event in athletics project west Arsi Zone in two woreda to compete within field event sports at the international and continental competitions.

1.2. Statement of the problem

Long jump discipline in Ethiopia has represented in the international competition with long jump by Hiwot Sisay in the 1993 African championship in athletics which was held in south Africa, Durban, in 1993 (commission for physical culture and sports of Ethiopia bulletin 1987). For several years and still know Ethiopia is a popular country on track sport, especially within long distance running. But in long jumping event sport the participation of Ethiopia at continental and international level is so much under performance rather than inter competition between athletics in the country. After a few year, the long jumping event in Ethiopia is somewhat improved because it is well going in some athletics clubs of the country. But still Ethiopia did not won any medal in international competitions

In the Olympic games Ethiopia has not represented by women long jumpers up to now. but in

the twenty second Olympiad which was held in Moscow in 1980, Ethiopia was represented one male long jumper who was Ababe Gessese. There is no athlete who represents our country in the Olympic Games not only in the long jump but also in all field events after the Moscow Olympic (sport and physical culture, Addis Ababa 1980). From the above explanations, we understand that Ethiopia shows very poor performance and participation of the field events, when we relate to track events especially with long distance running. At present time, most research of the field event sports (Lee, Lishman, & Thomson, 1982) focus on physiology and biomechanics rather than assessing and identify problems that affect athletics clubs specifically field event practice. (Guntoro, 2013) deals that from his research result in long jump; an e-Learning platform expert system is very important as the base to design the track and field network teaching and helps to enhance athlete's interest in the long jump. The researcher recommended that the expert system should apply into the research that constructs the interactive teaching of track and jump by the e-learning platform. As we understood from the above the some studies they focus on biomechanics, physiology and teaching or coaching mechanisms rather than focus on problems that hinder athletics project to produce world class athletes within jumping event, especially in long jump. But (Gizaw, 2013) agreed on, the major constraints associated with field event training are environmental influence in which the training area, lack of facility and equipment, lack of adequate and balanced diet, well-equipped gymnasium, transportation, recreational center and medical service were found to be the scarcest once. When we come to our country, for several years, the success in athletics is limited on track event especially, on long distance running. According to ([http://www.org/Ethiopia at Olympic](http://www.org/Ethiopia%20at%20Olympic)), after Moscow Olympic game Ethiopia was not participated in any Olympiad within field event athletics. At Moscow /twenty second Olympiad/ in 1980 one long jumper /AbebeGessese/ was represented Ethiopia and jumped 6.66m, Milkessa Chalchisa was participated in javelin throw and he could throw 51.04m, but at this Olympiad both of them were not advanced. This indicates that Ethiopia did not participate in Olympic Games and other international competition within long jump event over than 38 years and this indicates that how much Ethiopia is an under performance within field event athletics. Pointing to the importance of this case in my country and the problems of long jump Athletics as one of the most significant sport disciplines in the field of professional and sport for all, an urge is felt to find the challenges encountering this sport. In this respect, the researcher trying to

find out whether facilities and equipment, training methodology, talent identification and athletes motivation can be the challenges of long jump event in Athletics project of two woreda in west Arsi zone ?. Based on this fact the researcher would investigate the problems and challenges that hindering long jump discipline in athletics project of same selected woreda in West Arsi

1.3. Research questions

The study mainly focused on the challenges that impact on long jump event in athletics project of two woreda in west Arsi zone. Therefore, this study was tried to answer the following basic research questions:-

1. What is the training facilities and equipment appropriate with respect to the level of training?
2. How were the assessment and evaluation techniques of the training program conducted by the trainers of the project?
3. What were the methods used by the project to identify talented athletes in long jump discipline?
4. What was the motivational level of athletes to participate in long jump event?

1.4. Objectives of the study

1.4.1. General objective

The main objective of the study was be assess and indicate the challenges that mainly affecting long jump event in some selected Woreda athletics project of West Arsi zone.

1.4.2. Specific objectives

Specially, the study mainly focused on the following major specific issues:-

- To assess the adequacy of equipment and facilities of the long jump sport in the clubs in relation with the level of participants.
- To assess and evaluation the training methods of the long jump discipline in the athletic project .
- To investigate the methods of talent identification of long jump athletes in the selected project
- To estimate the level of athlete's motivation to participate in jumping events /long jump event.

1.5. Significance of the study

The findings of this paper can be helpful for whoever works as a manager, coach, trainer and athlete in long jump discipline.

- ✓ This study also provides guidance to coaches, sports tutors, sports managers, policy makers, practitioners on creation of appropriate coaching long jump event and enhancing athletes performance environment.
- ✓ Additionally, this study will make contribution to enriching literature in the area of coaching long jump and development by providing information on challenges that hinder the development of the event.
- ✓ The research would indicate problems that are negatively influencing long jump performance.
- ✓ In general the study will help coaches and athletes to identify their weakness and strengths, on long jump, and how to improve and take measures; it may also create awareness about training principles of long jump, it helps to identify factors affecting long jump skills and suggest valuable solutions that will be used for the improvement of long jump performance in Hasasa and Kofale Woreda in West Arsi zone.

1.6. Scope of the study

The study was mainly focus on the assessment of challenges and prospects that hindering long jump discipline in athletics project of West Arsi zone Oromia Regional State. The study was restricted within athletics project long jump athlete, coaches and sport experts of, west Arsi zone Oromia regional state. In addition the study have mainly focused on the challenging variables of athlete's performance in long jump discipline, such as training facility and equipment, talent identification methods, motivational level of athletes, assessment of training and evaluation techniques

1.7. Limitation of the study

Although the researcher tried to design this best research as properly as possible, there were some external factors that limited the strength of the study: Perhaps that athletics clubs is in seasonal or the differently placement of their center and an overlapped training program of the clubs. Lack of accurately recorded profiles of athletes, unclear explanations in the documents

The other serious problem was lack of relevant reference materials, sufficient books and literature in the area of study.

1.8. Operational definition of terms

Facilities- Open grounds and other developed areas used for sports including track and field events (Alsaudi, 2015).

Long jump- an athletic contest in which competitors to cover farthest distance possible with running jump from a fixed board or mark(http://en.wikipedia.org/wiki/Long_jump)

Performance: -the act of performing of doing something successfully, using knowledge as distinguished from merely possessing (Jason, 2011).

Practice- Repeated exposure to sporting activities for the purpose of improving performance (Alsaudi, 2015).

Sport Talent Development- Providing players with a suitable learning environment so that they have the opportunity to realize their potential. The environment includes: sufficient accessible facilities and equipment of high quality, sufficient qualified coaches, and sufficient opportunities to compete at the right level and frequency, sufficient time for training and motivational environment (Zarins, 2009).

Talent- An exceptional natural ability to competitively play a sport of one's choice especially that which can be developed by training (Abbott, 2006).

Talent Selection - is screening (measurement and/or identification) of young athletes currently participating in a sport or trainings using experienced coaches and/ or physical, physiological and skill tests in order to identify those (Abbott, 2006).

Training principle - is a set of rule that must be adhered in order to benefit from fitness training program. (Ueberroth et al., 2012)

Training Program- A structured plan for repeatedly teaching/learning sport skills(Ueberroth et al.,2012)

1.9. Organization of the Study

This research paper is organized into five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, and objective of the study, significance of the study, delimitation, limitation and definition of key terms and organization of the study. The second chapter deals with review of literature pertinent

to the research. The third chapter discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forward conclusion and recommendation on the findings of the study. Reference and appendix which include questionnaire and interview format are also included.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 History of long jump

The history of jump is over two thousand-year history. Far from 708 years before century, the Old Greek set the jump competition program in the eighteenth Old Greek Olympic Game. England is the first country to set the jump program in the sport competition. In 1860, Wupal is the champion of the sport competition of English Oxford University. His record is 5.27 meters. The first women jump competition is held in America in 1895. The men jump competition is set up in the Olympic Game in 1896. The women jump competition is set up in London Olympic Game until 1948 (Ho, 2013). In the Olympic history Ethiopia could participate only once at Moscow in 1980 within long jump event ([http://www.sorg/Ethiopia at Olympic](http://www.sorg/Ethiopia%20at%20Olympic)).

2.2 Participation of Ethiopia in jumping events

For several years and still know Ethiopia is a popular country on track sport, especially within long distance running. But in jumping event sport the participation of Ethiopia at continental and international level is so much under performance rather than inter competition between athletics in the country. After a few year, the jumping event in Ethiopia is somewhat improved because it is well going in some athletics clubs of the country. But still Ethiopia did not won any medal in

international competitions such as Olympic within jumping events rather than in continental competitions. In 2011 at African junior athletics champions that were held in Botswana, Ethiopia has won bronze medal by Ojulu Lingo in long jump. In addition to that in 2013, at African youth athletics champions held in warri / Nigeria/, Ethiopia has gotten 4 jumping events. ([http://www.org/African athletics Championships](http://www.org/African%20athletics%20Championships)).

2.3. Talent Identification in jumping event athletes

Talent identification refers to the process of recognizing current participants with the potential to become elite players. It entails predicting performance over time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities, either in isolation or in combination (Jacob, 2014). Similarly, other studies support this definition by defining talent identification in sport as a process in which individuals who are more likely to prosper in a given sport are identified according to the test of specific factors (Peitola, 1992) and define talent identification as a means of harnessing sporting talent to bring about future success in international arena. Several studies have had varying findings on the methods to be used when identifying talented athletes. Some studies support the use of natural methods while others recommend application of scientific methods (Wolsencroft, 2002) According to (Cote, Strachan, & Fraser-Thomas, 2008) application of scientific methods in talent identification involves application of a series of tests that are thought to measure key factors for success in a specific sport Talent has several properties which are genetically transmitted and partly innate. These properties include players. Anthropometric characteristics (e.g., stature, mass, body composition, bone diameter, limb girth) are related to performance in important and sometimes complex ways. A study to compare successful and less successful 15- to 17-year olds using measures of maximal oxygen uptake, anaerobic power, grip and trunk strength measures, and heart volume (absolute and relative), found out that successful players had superior physiological fitness.. Some studies suggest that talent identification should be done by experienced coaches (Abbott, 2006). This is supported by a study carried out by (Jacob, 2014) whose purpose was to design a model for talent identification and development in Iranian athletes that found out that coaches apply the coach-made methods which are based on their personal experience as well as the standard criteria. Another study carried out by (Harati et al. 2011) to determine the important indices in talent identification for jumping was a survey among elite men and women jumping coaches, regarding the method for identification

and selection of talented individuals, the study found out that coaches advocated the use of experimental method, observation method, and scientific method as their priority. Identification and selection was done based on coach's views on anthropometric, psychomotor, skill, and psychological characteristics.

2.4. Talent Development in jumping events

Talent development in sports is the most important stage in the process of achieving sporting success. It is aimed at providing the most optimal learning environment to help promising youth athletes realize their potential. Optimum environment involves provision of adequate number of competent coaches, experts and managers, adequate and availability of quality facilities and equipment for training and testing as well as time for training, actual training and practice that are directed towards enhancing athletes development. Availability of these essential resources can significantly influence the ability to engage in the required amount of high quality training. It is recommended that these resources be allocated to help identify and develop talent to enable athletes to reach the top in their sport (Jurgen Schiffer, 2000).

2.5. Implications for talent identification in jumping events

Many countries both now and in the past, have sought to develop systems to identify talented athletes at an early age and then direct them into sports that match their physical attributes (and talents). Although there may be some scope to successfully identify future champions for sports in which the limiting factors are anthropometric and physiological parameters, such as body size, shape, and functional capacities the evidence from the expertise literature is that such activities are probably fraught with difficulty for sports in which skill is a limiting factor. To date, the evidence is stronger that environmental factors such as the amount and type of practice are more powerful than any innate talents in predicting expertise in sports where refined motor skills are important. Even for those attributes in which clear expert–non-expert differences are known to exist, such as pattern recall, there is very little in the way of systematic evidence on the time course of the development of these attributes. Consequently, it is simply not possible, currently, to determine, with any certainty, the earliest time at which adult levels of performance on these key distinguishing attributes for experts can be accurately predicted. Even if such prediction eventually proves possible, the evidence on the developmental histories of current sport experts cautions against using early identification to promote early sport specialization. As

discussed in the previous section, any benefits arising from early talent identification may well be lost if identification promotes singular practice in the selected sport to the exclusion of a broad, multiple-sport experience during the developing years (Taylor, 2007).

2.6. The talent identification performance curve

The odds ratio of forecasting sporting experts from a novice or sub-elite level can be improved greatly by an evidence-based approach. Enhancing the probability of identifying and developing a talent pool with the potential to become sporting experts would ideally follow the sequence of establish a clear strategy or objective for the programmer, orchestrate a quality talent development environment and undertake an evidence-based identification phase. It should be noted that at first glance the sequence may appear out of order, with some expecting points 2 and 3 to be reversed. Unfortunately, this approach would reflect a poor example of a talent identification programmer with the development phase addressed as an afterthought. It is relatively easy to screen measure and identify athletes, but it is far more difficult to create an environment that allows the gifted or talented athlete an opportunity to thrive. By having a carefully planned talent development environment preceding the recruitment phase. The opportunity for athlete and programmer disappointment can be minimized. The goal of the talent identification programmer should begin with a gap analysis of the current talent pool in relation to the desired benchmark undertaken. Assessing the size of the gap is an important beginning as this will initially help with the talent identification strategy or its priority. In this case, the benchmark of interest is a world-level performance, and the relative difference between current national performances has been indicated. A small gap between the relative benchmarks might indicate that the current national talent pool is realistically capable of achieving world results and that resources might be preferentially deployed to support the current elite talent within the sport. On the other hand, a large gap between world and current senior national performances may highlight the weakness in performance depth and may require an injection of new talent. In the quest for medal success, the predicted separation between the entry point and the benchmarks of interest are an important consideration when time and resources are limit (Sultana &Pandi, 2013).

2.7 Sport club system

As club members pursue their sport interest specific emphasis emerges including

tournament participation, socialization interaction and skilled development or a combination of there. Factors that influence how the club evolves include tradition of the sport interests and abilities of the member capabilities of the leadership availability of facilities and equipment financial support and the proximity of opponents. The following decryption of each major club type may identify their characteristics.

2.7.1.. Athletic club system

Clubs interested in scheduling and hosting tournaments, leagues, or structured events operate like athletic or professional sport team. Club members tend to be goal oriented and enjoy the rivalry and competition of structured tournaments consequently, clubs hold regular practice sessions, often hire a coach, and maintain an organized tournament schedule. Sometimes, clubs hold try outs to select a traveling team or individuals to compete against others having a similar skill level. In some instances, club-sponsored teams or members participate in structured event through the organizing bodies of the competition. To maintain a recreational sport philosophy, however, membership should not be denied if the participant does not have the interest or ability to play at a high skill level (Henson, 1998).

The biggest difference between clubs that focus on tournaments and athletic performance is the degrees of administrative support their operations. Clubs bear the responsibility for generating and managing their finances, developing leadership and determining guidelines and activities. If these functions were being performed for the club, it would more closely resemble an athletics sport approach. In community youth sport programs, such as soccer, traveling teams are often selected, coached and financially supported to participate in scheduled tournament similarly commercial racquetball clubs may sponsor individual members to participate in tournaments on behalf of the club (Robert, (2006).

Although enthusiasm and resolve for high-skill performance should be encouraged, this may lead to participation by too few club members. Because involvement in scheduled activity requires many fundraising mechanisms to handle the costs of entry fees, uniforms, equipment travel and lodging officials and judged fees and so on each club members should help choose how the club resources meet such expenses (Richard, 1983)

2.7.2 Instructional club system

Another popular type of club concentrates on instruction, knowledge, and skill development although some teaching takes place among the membership in every club learning is not left to chance or dealt with in a haphazard way. Instructional clubs hire or recruit qualified

personnel to structure lesson or clinics at practice sessions appropriate for the interest and abilities of their membership. Some clubs will design testing situations and in house tournaments so the members can see what they have learned and where they need improvement. Other avenues for displaying newly acquired or polished skills include demonstrations clinics, and extramural participation. An instructional club may meet its financial needs through membership fees lesson charges and fines. The biggest expenses arise from instructors. Wages and equipment purchase. If a club wants to support members or a team in tournaments or rent a facility they may have to mount fund raising effort (Richard, 1983).

2.8. Athletics Clubs sustainability

From a club sport organization continue operating, it must maintain its resources. Change in membership levels, interests founding facility availability, and leadership will influence its longevity consequently, an external, an external support system may reinforce the club internal leadership, helping provide continuity, organization, and programming assistance. The degree to which external administration and program services exist depends on the philosophy of the institution, agency or board assuming administrative responsibility, as well as the potential of the setting for providing program resources. When the higher administrative levels decide the extent of support, they communicate this to the club sport programming staff as policy or procedure. The club sport programming staff and the administrative of the recreations sport program should seek an opportunity to influence these decisions. While examining the type of program leadership and services to offer, consider possible legal restraints. At a minimum, a staff member should investigate the legal restraints of working with clubs within a particular setting and serve as a resources person to solve problems for the club sport program. Examples of additional services that can be provided to clubs include partial or total support for finances, instructional or coaching personnel, equipment, facilities, travel office space storage space, telephone access, clerical assistance, and publicity (Taylor, 2007).

Because the program services provided to clubs vary, there are no established models dictating how to program a club sport. Two philosophical approaches to club programming exist: conservative approach, or formal; and liberal or informal. The major principle of conservative approach is that the Members have little or no discretion in determining operational procedure. Characteristics of this approach include the following. Clubs receive financial support from the

institution or agency having administrative responsibility and club schedules and activities must receive administrative approval. Club travel must be approved and properly insured vehicles must be used for travel, and approved supervisors must accompany the club. Clubs must have an approved advisor or coach (may be a paid position) Club must maintain a formal document for example, a constitution or guidelines and Club financial transactions and purchases must be approved by a person within the administrative structure or a program staff person. Club members are responsible for their own insurance coverage and for knowing their own physiological limitations (Henson, 1998).

2.9. Training for the Long Jump

As with every other event, universal principles of training apply to the long jump.

Progressive overload

In order for the physical capacity of the athlete to increase, the athlete's system must be subjected to stress, or overload. The body's adaptation to this stress results in increased capacity. This cycle of stress and adaptation is the foundation of all training. As discussed in a previous chapter, this is also known as the SAID principle, the Specific Adaptation to Imposed Demands (Gontarev, 2014).

Specificity

The body adapts to specific demands placed upon it; therefore, training for the long jump must specifically address the requirements, strengths, and skills needed to perform these events.

Repetition

This principle is an outgrowth of the specificity requirements. In a technical event such as the long jump, the neuromuscular patterns of technique need to be enforced through repetition of movement. This usually entails dissecting the jump into components and performing them repeatedly with proper technique (Ueberroth et al., 2012).

Recovery

In order for the body to adapt to progressive over load, it must rest and recover from the applied stress. Long jumpers need ample recovery for their legs to be fresh. Since much of the training they must do is quite demanding, long jumpers require plentiful rest even though they may not feel tired or worn out. Long jumpers cannot jump every day and expect to perform well in competition (Güllich, 2013).

Explosiveness and Acceleration

Long jumps are explosions of the body off the ground. The body becomes a projectile accelerated by its own power. The training of a long jumper needs to specifically develop this explosiveness through weight training, plyometric training, and jumping (Luiz, 2010)

Body Control (Kinaesthetic Awareness)

To excel in the long jump, the athlete must develop the ability to control the position and posture of his or her body while in motion, both on the ground and in the air. The athlete needs to have a feel for the body and how it moves. This is the essence of athletics. Drills and repetition refine this awareness (Ueberroth et al., 2012).

2.10. Considerations in Training of long jump

An athlete's body is a precious and expensive human engine but not a machine which is misused until it suffers a breakdown. Nowadays more and more athletes treat the body as an object especially through substance abuse and excessive training procedures. Both the coach and the athlete must have an understanding of the physical and technical skills needed to be a successful long jumper. This means understanding the importance of sprint speed and mechanics, leg strength, jumping power, rhythm, flexibility and proper jumping technique. Athletes should also have a basic understanding of the biomechanical principles that govern their event. With effort by the coach, these can be taught easily. Most important, jumpers need to understand the importance of the transfer of horizontal velocity into the jump. Developing sprint speed and mechanics are the most important features of training for the long jump. Long jumpers must train to be short sprinters. Successful long jumping requires good strength. The transition from approach to take-off in the long jump is one of the most physically difficult skills in track and field. Preseason weight training and intelligent use of plyometric training throughout the season will help provide athletes with the strength they need to perform well and avoid injury (Peter, 2007).

2.11. Types of Training for the Long Jump

The types of training done for the long jump can be divided into three categories: general training, specific training and specialized training.

General training -develops the overall physical capacity and fitness of the athlete. This encompasses basic running, weight training, and plyometric exercise and rhythm development.

Specific training - has a direct correlation to the skills necessary for long jumping. Often it is a refinement of general training. Sprinting, sprint technique drills, jumping technique drills and specific polymeric drills are included (Ueberroth et al., 2012). Specialized training - duplicates the exact movements of long jumping. This normally involves exercises that replicate a specific feature or phase of the jump. Full speed approach runs, full jumps, transition drills with take-off and multiple jumps are examples. With high school athletes, the vast majority of training will be general in nature. First, the strength and performance levels of these young long jumpers will benefit much more from general training throughout most of the season. Coaches should develop jumpers as athletes first, then as long jumpers. Second, with a large number of athletes to guide, few coaches can spend the time necessary for intensive specialized training. Third, most jumpers are multi-event athletes, and general training fulfils the basic training demands of other events as well. Specific and specialized training teach athletes to be good long jumpers. The proportion of specific and specialized training to general training should increase over the course of the season. Specialized training is the refinement of technique. At the high school level, it should account for only a modest amount of the total training program. Like any event in track and field, the long jump requires many types of training, Running training (including sprinting), Polymeric training (including rhythm jumping drills), Weight training, Technique drills, Long jumping, Flexibility training and Jump testing (Ueberroth et al., 2012)

Running Training

Running workouts for long jumpers develop over all fitness, endurance, rhythm, sound running mechanics, and especially sprint speed. Emphasis should be placed upon building speed and developing a strong acceleration pattern with relaxed sprinting technique. Off-season long runs will strengthen the athlete and prevent injury. In-season training should include sprint training twice per week. Of course, the multi-event athlete also needs to train for his or her specific running event. This usually satisfies the general fitness demands of long jumping (Ueberroth et al., 2012).

Polymeric Training

Polymeric training specifically fulfils the needs of long jumpers by developing the ballistic muscular strength these events demand. Care must be taken not to over train and risk injury. Nonetheless, polymeric are effective because they directly address several principles of

training for the long jump.

Weight Training

Weight training builds basic strength. The off -season is the time for long jumpers to work in the weight room. After the competitive season begins, weight training should become a maintenance activity. Many long jumpers probably come to track and field directly from another seasonal sport, so they may not have time to undertake a full strength training program. To train specifically, athletes must long jumping practice. Full approach jumps are physically quite demanding and should not be overdone in training. Long jumping sessions should address the aspects of technique, endurance and maximum effort. Each session should emphasize a single aspect of the jump (Ueberroth et al., 2012).

2.12. Incorporating deliberate practice theory into athlete Training

The most salient message from Eriksson's research and other research in this area is that training quality matters. Although early investigations used simple measures of exposure such as total time spent practicing, more recent developments have solidified the conclusion that training content is also an important factor some would argue the most important factor. This provides tangible information for coaches to use in their athlete development plans. Importantly, this research challenges the notion that athlete achievement can be solely attributed to biological unknowns such as genetic predisposition or innate talent, instead reinforcing the importance of practice. The qualities of elite and expert athlete training outlined above indicate that the foundation of successful athlete development involves performing enough (quantity) of the right type of training (quality) at the optimal time to maximize training adaptations. Most coaches and athletes are aware of the need to perform lots of high-quality training, but often the balance requirement is either neglected entirely or considered only superficially. There is considerable support from the field of psychology that stress, from any area of life (e.g. school, work, family), can have negative effects on an individual's ability to function. In order to understand the complexity of the balance requirement, coaches need to consider sources of stress from outside the sporting arena. For instance, physical issues such as having a chronic condition or low level of physical fitness will affect the athlete's response to the training stimulus designed by their coach. Similarly, psychological issues such as inadequate motivation, high trait anxiety and low self-efficacy, as well as social/environmental factors such as pressure from peers to engage in alternative

activities, will affect the perspective an individual athlete brings to the training session. In order to maximize training for the developing athlete, coaches must attend to all of these factors. A comprehensive plan for optimal athlete development should also recognize the diverse requirements of different levels

of training. Below we consider how this three-factor approach can be applied to athlete development across a career, within a single year of training and within an individual training session (Jason, 2011).

2.13. Monitoring training effort

One of the most meaningful pieces of information that can be used by a coach relates to the actual measurement of the training stimulus an athlete receives. Recurrent, valid information about athlete training over time would provide invaluable data for designing the optimal training program. Ideally, actual training stimuli could be standardized to allow for an accurate evaluation of training stress from training session to training session (Davies, 2005). In reality, however, the physiological and psychological demands of different training activities make this quite difficult. Exceptions include sports where performance is largely determined by physiological parameters such as distance running and triathlon, which have similar performance and training requirements and allow overall training effort to be easily quantified by computing the training load associated with various forms and intensities of training. The benefit of a standardized method of quantifying training is that it allows for the systematic and accurate profiling of athlete responses to varying training loads, which is particularly valuable for long-term development. Incorporating qualitative (such as a single question about whether practice was good, bad, or marginal) and quantitative (such as intensity measured via a heart rate monitor or the number of practice attempts at a given task) information into the log will allow measurement of the physical, cognitive, and emotional effectiveness of each training session. Although the specific design of the logs will vary from sport to sport and from coach to coach, they should provide information regarding training quantity and balance (Jason, 2011).

2.14. Factors contribute to an athlete's higher sense of competence in jumping events

Psychologist Alberta Bandura has an approach for enhancing an athlete's motivation that concentrates on the most significant sources of competence information. There are several

sources, but the ones that appear easiest for a coach to convey directly in the practice environment are previous successful experiences, information derived from modeling (social comparison), and verbal persuasion. Most importantly, research has shown that the most successful athletes were typically provided with many opportunities to experience success during their developmental years. In younger athletes, opportunities for success are assured when complex skills are simplified or segmented properly, when instructions for drills or game rules are modified, or equipment is modified to reflect the needs and capabilities of athletes at this stage of development. Finally, successful athletes had coaches who more frequently emphasized instructions that were athlete-centered and focused on mastery, rather than on competitive outcomes alone. It appears that successful athletes learned how to evaluate their sport performance from a mastery perspective as a result of their interactions with their coach. Research has also shown that athletic performance and persistence can be increased when athletes observe successful performances by someone else (i.e., a model). For example, if a young long jump is uncertain about her capability to execute a novel and complex take-off, she will gain perceived competency from first watching a similarly aged and similarly experienced peer perform it safely and with relative success (Taylor, 2007).

2.15. The Qualities of the Successful Coach in jumping event (long jump)

As with the successful teacher, the successful coach likes people. He/she is interested in them. He/she closely follows the progress of his/her protégés as they continue to develop their abilities. Good coaches really enjoy social relationships and are generous in their appraisal and motives of others. They communicate a genuine, sincere interest and possess not only the ability but have a real desire to help. They follow the tournament progress of the players, not only in the newspapers but by their actual presence at a number of selected events in the season. They have the interest, the commitment, the desire to develop stimulating, warm, secure interpersonal relationships which are of crucial importance for the motivation and skill development of the players. They go out of their way to be pleasant and to help. The successful coach is enthusiastic, concerned and creative in designing training schedules to meet the needs of individual players. He is well-organized and conscientious. He is genuinely interested in coaching and has a personal regard for the players. He creates a stable, relaxed environment to which young players feel they can belong. This is very important for the need for affiliation to a group or squad is very strong in most young players (Peter, 2007).

2.15.1 Organization

Organizational capacity is possibly one of the most important qualities of a successful coach. It would seem that there are four elements which must be the subject of exhaustive preparation on the part of every coach. These are organization of coaching material, of time, organization of facilities and equipment and organization of the players themselves (Taylor, 2007).

2.15.2 Coaching materials

The material selected by the coach for each session includes all the necessary theoretical detail in order to coach effectively. An understanding of the physiological, psychological, technical and tactical components of a particular sport is of fundamental importance in the preparation of successful programmers. Well organized coaches know their players' needs in relation to the demands of the situation, and they can therefore establish priorities in training appropriate to these needs. It can be particularly helpful to the inexperienced coach to make a basic list of the essential technical, tactical, physiological and psychological elements involved in a game and to order these in a hierarchy for the purposes of analysis. This will be used not only to help the players, but also to develop an effective long-term training programme (Taylor, 2007).

2.15.3 Organization of time

Any coach should be aware of long, middle and short-term goals in relation to time allocation. Long term planning may be over a four or eight- year period, or possibly over a year or a season depending on the particular level of competition with which the player is involved. The coach should consider the capabilities of his players relative to the priorities of his own situation, and plan his time and goals accordingly. The long-term goals may include an objective standard of performance, for example, the selection for a county team, or it may be a target in terms of a number of points against a particular player, or a more permanent objective related to identifiable improvement in techniques or of fitness level or possibly in a doubles situation. This principle applies to middle and short-term allocation of time as well (Henson, 1998). Middle ranges may include projective goals or peaking on a monthly or bi-monthly basis, but both should have a significant impact upon the utilization of the coach's time with his/her players. Short-term allocation of time on a weekly and a daily basis needs to be related to the short-term goals. To make the most effective use of the time available goals must be established in a hierarchical order. It is particularly important with a young player who might be involved in study which can affect his/her future career, that time allocation is sensible because it must be

remembered that not all aspiring players will be able to earn their living from the game! What is vitally important is that the goals must be measurable by means other than a simple win or lose criterion. It is the opinion of some researchers that improvement in the physiological, tactical or technical component of the game will probably result in the improved psychological functioning of the player reflected, for example, in superior concentration (Hughes & Franks, 2004).

2.15.4 Organization, facilities and equipment for effective training

The efficient utilization of facilities is crucial not only for the smooth running of a training session, but also for the general credibility of the coaching programmer in operation. To achieve this end, training or coaching sessions must be realistic in terms of their relevance for the development of ability in a particular sport. The competitive performance of the person is directly related to the training which the player undertakes. There is no denying the impact of the weight training machine, is kinetic trainer and the vast array of machinery now available, but in using such equipment it is essential that the coach keeps the realities of the training as the focal point of usage (Hughes & Franks, 2004).

2.15.5 The performers

The final element of organization is the performer him/herself. Two main problems need to be considered, firstly, the organization must be such that the performer feels that he/she belongs to something which has a purpose and, secondly, is the importance of reality. Competitive sport can take many forms and it is vital that the coach identifies the essential elements of the competitive situation and incorporates these as frequently as is possible in the training environment. If a practice lacks reality it lacks credibility, particularly for the thinking analytical player. Thus, these four elements can be planned before contact with the players is made. An important policy for the coach is to plan for ever thing which can be planned. Each element in itself is of critical importance in creating a coaching atmosphere which is conducive to hard work and ultimate success; combined together they create the framework in which effective coaching can take place (Davies, 2005).

2.16. Psychological Factors and Performance

Whilst it is possible to identify certain psychological factors which can have a considerable influence upon a person's play, it must be remembered that there is a certain intrinsic variability in the human performance of highly skilled activities. Scores from one intelligence testing to another are likely to show some slight variation for most people for

example and for no readily identifiable reason the play of competitors in sport is likely to vary from one match to another. Things seem to go right on some days and we feel good. At other times nothing seems to go right on the important points. Luck, of course, is also a factor affecting performance in tennis. With these qualifications in mind the following psychological factors are likely to be important determinants of performance. Some of these, including motivation, mental preparation, confidence and concentration, have been given considerable attention for the Personality and adjustment, Past experience of tournament plays, Availability of psychological support/counseling and Social pressures (Mills, 1975).

2.16.1. Personality Factors

In recent years there have been an increasing number of research investigations, mainly in America, concerned with the relationship between achievement in sport and personality factors. The early research in this field was concerned with investigating the possibility that individual differences in performance might in some way be related to personality variables. The impression that personality could be a factor in achievement in sport derives some support from the fact that there is now evidence to show that the personalities of champion players differ from those of moderate players and also that there are often differences in the personalities of participants in sport and non-participants. There are two major difficulties in this area of research. One of these is the problem of the difficulties of personality measurement and the other is that motor learning is task specific or, in other words, individual learning ability generally varies from task to task (Jason, 2011).

2.16.2. Past Experience of Tournament Play

Positive attitudes and high expectations come with successful experiences of tournament play. Conversely a player who has had a poor performance is likely to have lower expectations of future success than formerly and may well have begun to develop negative attitudes towards the event. Current attitudes may also be influenced by specific experiences which can have a more or less lasting effect. Players may become conditioned about their feelings towards a particular tournament or towards playing against a particular player (Peter, 2007).

2.16.3. Availability of Psychological Support/Counseling

Particularly at junior level players who have the support of an understanding, knowledgeable coach find this of considerable help in preparing themselves mentally and emotionally for matches. The coach who can nurture a player's enjoyment of the game is invaluable for a young player experiencing the stresses and frustration of the junior

tournament circuit. A coach possessing empathy, which is constructive and can foster self-esteem, who can encourage a player to have pride in his /her achievements, will help a player to maintain a positive approach towards tournament play. What is required is an objective analysis of performance and the ability to interpret unsuccessful outcomes in a positive way. The ultimate concern of the coach and the sports psychologist is to see that a player performs as well as he/she possibly can and in effect does justice to his/her ability. When an over-anxious and tense player is clearly not doing this and, in common parlance is beating him/herself, two broad strategies can be followed. Arousal levels must be lowered, the player being needed to be psyched down. Young people, of course, should not be engaging in competitive play until they are mature enough in an emotional sense to withstand the frustrations, the „ups and downs. which are an almost inevitable feature of tournament participation. Competing before people are emotionally „ready. Is likely to be counterproductive in several respects, not least with respect to intrinsic motivation and a player's enjoyment of the game (Cote et al. 2008).

2.16.4. Social Pressures

Social pressures come in the form of expectations from coaches, selectors and parents. Just as in long jump there is the „Gold Father., so in tennis there is the „Tennis Mother.. Social pressures can serve to enhance performance, leave it unaffected or result in deterioration in performance. Parents who are overambitious, who are principally concerned with their children winning tournaments, being included in teams and squads rather than being mainly concerned with how their skills develop and their enjoyment of the game, can lead to players becoming overanxious and over-aroused to the detriment of performance (Taylor, 2007).

2.17. Nutritional factors on Athletes performance

All of the factors involving muscle, ventilation/ respiration and circulation are important in determining the success of a particular individual in competing in a particular sport. Additional factors involve coordination (skilled movement), body size and motivation. However, energy is needed for the performance of short-term explosive events, long-term endurance events and the many sport activities that involve the development of varying amounts of power during the course of a contest. Therefore, proper nutrition must be considered to be a key element to success in a wide variety of competitive sports. Frequently overlooked by athletes

when consider the nutrition of sport is the tremendous time and energy involved in the conditioning programmers between competitions and/or leading up to a competitive season. Performance of a throwing event in track and field or jumping events takes but a few minutes of time, but preparation involves many hours of skill practice and conditioning. The nutrition of an athlete is a 12-month of the year consideration. Too often, the focus of attention is placed on the days or even hours leading up to a competitive event. While prevent food ingestion is of great importance, optimal health and optimal performance are dependent on year-around planning. Under certain circumstances, nutrition during an event and/or immediately following an event also carries great importance. Each athlete must perform at an appropriate body weight. In addition to the total mass involved, the relative contribution to total mass by muscle, fat and bone is of importance. Optimal values for the various constituents are best developed through a combination of proper diet and appropriate conditioning that is continuous. The moment a competitive event begins, the athlete should be at appropriate body mass, sufficiently hydrated, possessing proper amounts of vitamins and minerals, and be nourished with sufficient carbohydrate that an appropriate balance of carbohydrate and fat metabolism will provide the energy for the ensuing muscular activity (Maughan, 2000).

2.17.1 Nutritional and energetic limits to performance

It can be generally accepted that each athlete enters his/her event with fat stores in excess of what will be utilized during the course of a competition. It is well known, however, that the higher the intensity of the muscular activity, the greater the proportion of energy that the muscles will obtain from carbohydrate (glucose and glycogen) compared with that obtained from fat (fatty acids). Herein lays a major challenge to athletes competing in a wide range of sports involving moderate intensity and long duration that of ensuring that the carbohydrate stores in

the skeletal muscles and liver are optimal as the event starts. Skeletal muscle cells will depend both on endogenous glycogen stores as well as carbohydrate delivered by the blood as glucose. The nervous system depends totally on glucose obtained from the blood for its completely aerobic metabolism. Insufficient glucose for the nervous system results in loss of control and coordination of the muscles and the movements. There is a small amount of glucose circulating in the blood as an event starts, but the blood glucose level must be maintained from glycogen stored in the liver. Low glycogen concentrations in the skeletal

muscle cells reduce an athlete's capacity for power production. Low blood glucose can therefore adversely affect both nervous system function and muscle function. The athlete's conditioning programmers must be planned with great care and appreciation for the specific demands of each event or sport activity. The force, power, metabolic and associated nutritional demands of both competition and the conditioning programmers involve great differences among such varied activities as Olympic weightlifting, long jumping, and 100-m running (Cox, 2010).

2.17.2. Sport facilities and equipment are Performance indicators

The performance indicators are a management support tool that allows defining and monitoring clearly the evolution and performance of a service according to defined objectives. There are some fundamental characteristics in the indicators, namely, being relevant and in line with the organization's strategy being representative of its operational performance, so, the better the performance of the building the better will be the contribute to the organization's success. The data of performance indicators. System should be measurable and object to an easy reading allowing crossing with the reference levels (Christophe, 2015).

The standard journal (Limon, 2016) refers that performance indicators may be defined as objective – hard (physical, temporal, functional, financial) or subjective – soft (sensory, behavioral, ergonomics). The hard performance indicators are not subjects or don't depend of individual interpretation. They're clear and objectives, reflecting the attitudes of users towards the building and facilities.

2.18. Resources needed by athletics clubs

Resource is an aid or support that you can draw on to assist you to achieve something clearly one of the most important skills for a sport administrator is to determine needs, to identify resources that can resolve these needs, and then to acquire the needed resources. These resources can be seen from different vantage points that some of these resources will be discussed as follow. These are: - financial, materials, and facility resources (Limon, 2016).

2.18.1 Financial resources

Every organization needs financial support in order to deliver its programs and projects. Adequate financial support ensures that the organization can fulfill its aspiration. In light of this no one seriously believe that athletes can be competitive in high performance sport without some form of financial support. In spite of this now a trend towards professionalism, as defined both in

monetary and full time training terms. Coaches administrators and at the highest levels of competition are essentially full time, with various support from governments, their association, sponsors, and from employment as athletes (Lundin, 2000).

2.18. 2 Human Resources

Every organization mainly athletics clubs depends on peoples to fill the roles of organizers, administrators, fund raisers, planners, official's, coaches, athletes, and sport medicine specialist. In line with this human resource since early 1970s has become an increasingly important in organizational success as panted out by (Mills, 1975).

2.18.3 Material resources

These are the items you acquire to ensure effective and efficient administration practices in your organization. Even though sport in all countries is changing with times, but not uniformly for all. The gap in resources between wealthy and poorer countries is growing. Even once powerful nation states who strongly promoted sport have seen success erode with decade. There is no question that the availability of these do not exist is becomes more difficult to excel. Safe well designed equipment is important in prevention and although it is clearly event specific. Take time to ensure that any equipment is safe and fit for use every time you come to use it. Damaged or faulty equipment frequently are a cause of injury (Jodi, 2015). Many different surfaces are encountered in athletics, some natural and other synthetic. Can cause problems, whatever the surface, be sure your athletes, choose the correct foot wear to suit the condition. Reduce the risk of injury by varying the surface for training when possible. Clothing is very much as matter of personal choice, but most is chosen carefully. Nylon is often cheaper than natural fiber, but is particularly had in hot climates and heat generating activities. Shoe design has advanced greatly and betters shoes are now available. Particularly care is necessary, however, to select foot wear appropriate to individual events and especially, appropriate to the surface (Plateau, 2015).

2.18.4 Facility Resources

It is important to pay close attention to needs of athletes and coaches. This may sound self-evident, but it is surprising how often sport administrators don.t find out exactly what athletes and coaches needed and want (Asayesh, 2013).

2.19. Coach centered and athlete centered coaching style

2.19.1 Coach Centered Coaching style

In the professional era, the performance objectives of many coaches depend on winning.

For coaches like these, the pressure in this must-win environment becomes so great that coaches may exploit their power by taking the choice and control away from the athlete in an attempt to ensure their athletes are winning. When a coach takes total control and athletes have basically no say in the decision-making, the approach is called coach centered coaching. This disempowering form of coach control actually contradicts to why many athletes participate in sport. (Zarins&Savolainen, 2016)

This coaching style includes a prescriptive method where the choice and control is taken away from the athlete. This coach-centered approach drills specific knowledge in athletes limiting them to a form of learning that emphasizes memorizing rather than understanding or solving problems. This limited approach encourages athletes to be robotic in their actions and thinking. In such environment, the players do not feel like they have an active role in contributing to or being a part of their learning (Zarins&Savolainen, 2016).

A coach- centered coach is a person who coaches for himself, uses the power given to him to dominate and considers athletes, whether consciously or unconsciously, only as means to an end in achieving their own goals and dreams (Thorpe & Hadfield, 2005).

2.19.2. Athlete centered coaching style

Oppositely to the coach centered coaching, if athletes truly learn and take ownership of the direction of the team or competition, success is more likely. From the athlete's perspective, the meaning of success is rarely winning. (Donald & Evans, 2010) compliments this by mentioning that when it comes to success, striving to win is more important than winning itself. A basic tenet of the athlete-centered sports model is the enhancement of the holistic health and well-being of the athlete through the pursuit of excellence in sport (Baker & Horton, 2004). In athlete centered coaching, an atmosphere is created where continuous player growth is ensured with every practice and At a general level, athlete centered approach describes a process by which people gain control over the decisions affecting their lives. In other words, through training, empowered athletes and teams gain some control over what happens in their sporting live and general lifestyle. This is possible because through athlete centered leadership the power is shared with the players. An empowered athlete has authority and is able to engage actively and fully in shaping and defining his own direction. Therefore, it is important to mention that a relevant part of athlete-centered coaching is ensuring that athletes take ownership of their own learning and direction (Mitchell, 2013).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of study area

Hasasa and kofale woreda located in west Arsi zone Oromia national regions state which is 287,277 km away from regional capital city of Finfinnee respectively, the zone borders in the east Arsi zone in the southeast Arsi Robe zone in the west Sidama zone in the north Arsi zone . Its catchments area is estimated about 197, 313 km² in climate condition of the zone dominantly highland and mid highland. According to national census reported in 2007 the population for this

zone of 334, 301, of whom 197,970 were men and 136,331 were women. 7854 or 10.86% of its population were urban dwellers. The majority the in habitants they were Muslim with 82.92% of the population reporting they observed this believe, while 18.71% of the population practiced Ethiopian orthodox Christianity

3.2. Research design

Cross sectional research design was employed to investigate and assess the challenges that facing long jump event in athletics project of west Arsi zone .Research design refers to the plan of action that links the philosophical assumptions to specific methods (Kumar, 2011) in addition, the goal of cross sectional research is to describe systematically a situation, problem, phenomenon, service or programmer, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue some aspect of a phenomenon. To this end, among many designs of research, cross sectional method was employed in this research as it can provide sufficient information regarding to the subject.

3.3. Source of data collection

In this study, the main data source was primary and secondary data sources was used in this study. Primary data sources were collected through questionnaire, observation and interview to obtain reliable information for the study. The secondary source of data was collected from different materials or sources like books, journals, internet, different researches, and other materials related to the study. The combination of the primary and secondary information from different sources or employing multiple instruments of data collection techniques will increase the credibility of the research findings and minimize the risk of erroneous conclusion.

3.4. Subject of the study

The target population of this study was athletics project of west Arsi zone in two woreda coaches, managers of the project , athletes and sport experts since the study is expect to investigate the afore mentioned topic, it assume that it was quite appropriate to get the relevant data directly from the horse's mouth, that is, from trainee athletes and also from coaches respectively.

3.5. Population of the study

All long jump event athletes of athletics project in west zone is selected for this study. The total population of the study is 21 long jump trainee athletes, 2 trainers or coaches from all clubs, 2 managers of the athletics project and 3 sport experts from both woreda in west Arsi zone sport project. Totally the entire population selected for participation in this study is 28(athletes ,coaches, managers and sport experts)

3.6. Sample and sampling techniques of the study

The selection of sampling techniques for the study was based on the representativeness and resourcefulness of the sample. Therefore, in order to collect a wide range of information for the study from trainees, and to get rich and in-depth information from trainers, and from experts of project sport commission the researcher was used Non probability sampling techniques /purposive sampling and availability sampling/ respectively because of small numbers of athletes of long jump in each project. Thus all target population of the study is purposively included in the sample size of the study. (Kothari, 2004) states that, non-probability sampling technique is sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample. Therefore, all long jump trainees, coaches and managers of athletics project was selected by using availability sampling technique and the sport experts was selected through census sampling technique. In addition to this, the characteristics of the sample of the study were described in detail.

Table 3.1: Sample size of athletes

No	Name club	Population size	Sample size (100%)	Sampling Method
1	Burkitu Hasasa athletics project	11	11	Availability Sampling
2	Kofale athletics project	10	10	Availability Sampling
	Total	21	21	Availability Sampling

Table 3.2: Sample size of coach, manger and sport expert

No	Name club	Population size	Sample size (100)
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		Coach M F T	manger M F T	expert M F T	Coach M F T	manger M F T	exerts M F T
1	BurkituHasasa athletics project	1 - 1	1 - 1	1 1 2	1 - 1	1 - 1	1 1 1
12	Kofale athletics project	1 - 1	1 - 1	1 - 1	1 - 1	1 - 1	1 1 - 1

Keys: M: Male F: female and T: total

3.7. Data collection methods

For this study, the main data collection instruments were used questionnaire, structured observation and in-depth interviews were implemented to maintain the validity of the study and to acquire information from different sources.

The use of different tools was help to see the situation in depth.

3.8. Data collection procedure

After the research instrument was designed, (observations check list, interviews checklist and questionnaires), the observation site and participant was identified. Then, the observation of the social relationship was taken the first step-in data collection, this is because the first-hand information is the method and character of coach during the training session. Secondly data and time of contact was determined. the last all data collection instruments were identified and prepared, the items prepared for students were translated to local language (Afan Oromo) that were primarily developed in English language to maintain common understanding among subjects.

3.9. Method of Data Analysis

In order to analyze the gathered data the researcher designed both descriptive and inferential statistics. Therefore, frequency and percentage was used to analyze the nominal and categorical data whereas, mean and standard deviation was used for quantitative data. In addition the researcher has used sample T-test to compare a sample mean to

specific value, correlation analysis to show the strength of relationship between dependent variables and multiple linear regressions to predict the extent of independent variables (facility and equipment, motivation, coaching methods and talent identification) affect the dependant variable /athletes jumping performance levels. The data that obtained through Questionnaires, interview and observation were analyzed within descriptive statement.

3.10. Validity & Reliability of Instruments

a. Validity

Validity is an indicator that makes it seem a reasonable measure of some variables, and it is the subjective judgment that the instrument measures what it intends to measure in terms of relevance (Kothari 2014). Thus, to ensure validity of instruments appropriate words and concepts was used when developing the instruments. Furthermore, the instruments were submitted to the two senior athletics coaches and experts in the study area to ensure validity of the measuring instruments and determine whether the instruments could be considered valid on face value.

b. Reliability

The reliability of measurements specifies the amount to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument. In reliability analysis, it has been checked for the stability and consistency of the data. In the case of reliability analysis, the researcher have checked the accuracy and precision of the procedure of measurement. For the purpose of this study, Cornbrash's alpha was used as a measure of internal consistency, i.e., how closely related a set of items are as a group. It is considered to be a measure of scale reliability. Reliability coefficient of 0.70 and above is considered "acceptable" in most research situations. The reliability therefore, was determined through Cornbrash's alpha.

Table 3.3 Reliability of Instruments

No	Variable for which reliability was checked	Cronbach's Alpha	Number of Items
1	Identification of talented long jump athletes	0.824	5
2	Availability of sport facilities and equipment	0.743	4
3	Issues related to Coaching	0.826	6
4	Factors that contribute to athlete's motivation	0.890	8

5	Overall Reliability	0.765	23
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Source: SPSS result / Field Survey, 2024

The Cronbach's alpha value for each variable was indicated in table above. As it was shown in the table the Cronbach's alpha value of items included under identification of talented long jump athletes; Cronbach's alpha value for items included under availability of sport facilities and equipment; Cronbach's alpha value items related to coaching; Cronbach's alpha value of items included under factors that contribute to athlete's motivation and the overall reliability were 0.824, 0.743, 0.826, 0.890 and 0.765 respectively. This shows Cronbach's alpha value of all items greater than 0.7 which is acceptable. Therefore, it can be concluded that the instrument can consistently measure the phenomenon it was designed to measure.

3.11. Ethical considerations for the study

It is important that the consent should also be voluntary and without pressure of any kind. Thus, the researcher followed the following ethical and moral issues throughout the research process. The official letter was written from Madda Walabu University, Department of Sport science. The purpose and procedures of the study were explained to the participants. Participants were aware of the consequences of the study and data gathering techniques. The dignity, privacy, and interests of the participants were respected and protected.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

Response rate of respondents

This section was about whether all the respondents of the study participated on the study and responds the questionnaire and responds the interview. All the selected sample have filled and returned the questionnaire that was distributed to them. Those who have selected for interview were also fully interviewed and responded what they were asked about the issue under study. Therefore, it can be concluded that the response rate of the respondents was 100%.

Demographic Characteristics of respondents

Sex of respondents

Table 4.1. Sex of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	61.9	61.9	61.9
	Female	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

Source: SPSS result

As it can be seen from the table above both males and female athletes were participating in long jump athletics project in a selected study area. Accordingly male long jump athletics comprises 61.9% of the selected sample while female athletes were about 38.1% of the total populations of the study. This shows that athletics project were participating males and female athletes in the long jump athletics project.

Age of Respondents.

Table 4.2. Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12-15	15	71.4	71.4	71.4
	16-18	5	23.8	23.8	95.2
	Above 18	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Source: SPSS result.

One can observe from the above table that young athletes are participating in long jump projects in the study area. This can be shown by the fact that 71.4% of the total populations of the study lies between 12-15 years of age in selected long jump athletics clubs. The other 23.8% of the respondents were also lies between 16-18 years of age. Among the populations of the study only 4.8% was above 18 years of age. Therefore, it can be concluded that the selected long jump athletics clubs are working on the young athletes who can use their potential in the future.

Educational background of respondents

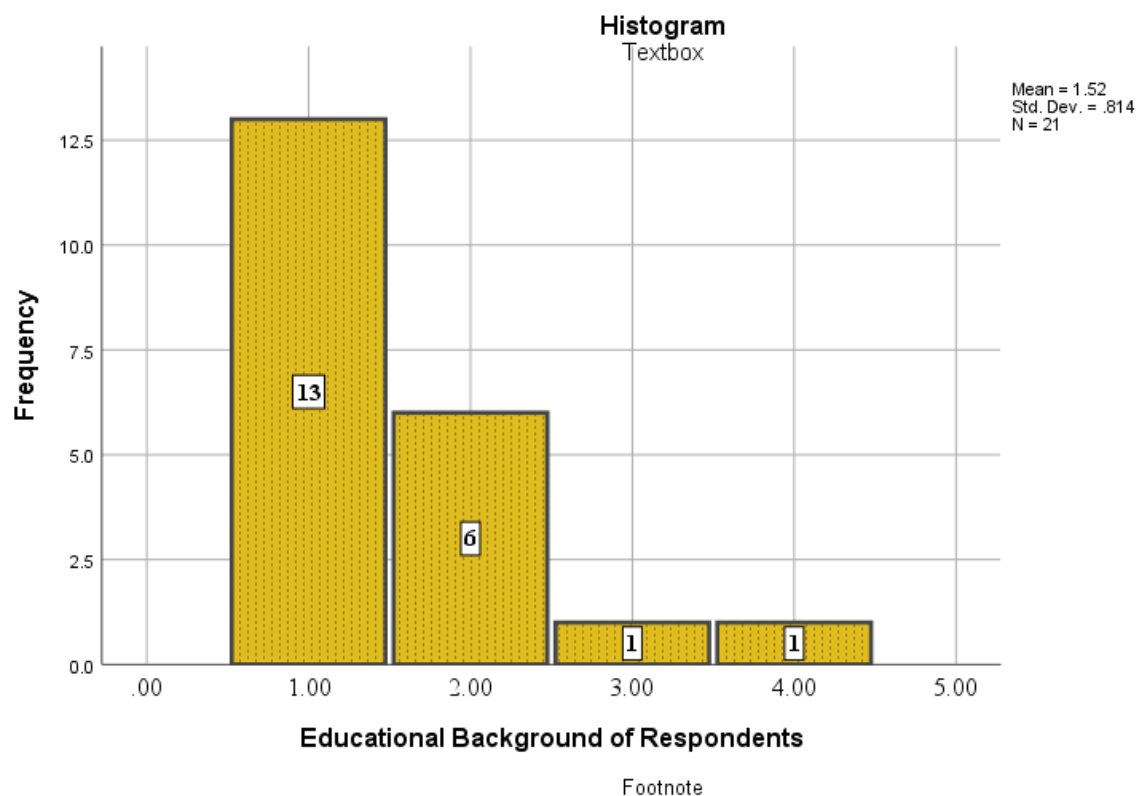


Figure 4.1 Educational background of respondents

Source: SPSS result.

As it can be seen from the histogram above, 13 of the respondents have educational background of elementary school (grade 1-8). The other about 6 respondents responds that they have educational background of up to high school (grade 9-12). The remaining two respondents have educational background of above high school, one individual level I-IV and the other one respondent responds that he have educational background of above level IV. This also shows that long jump athletics projects under the study area were participating greater number of athletes who have educational background of elementary and high school.

Training Experience of respondents

Table 4.3. Respondents Training Experience in Years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 years	15	71.4	71.4	71.4
	3-5 Years	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

Source: SPSS result

As it can be observed from table 4.3 above, most of the respondents have junior experience in long jump athletics training. This was shown by the fact that, as it was shown in the table above, 71.4% of the respondents responds that they have 1-2 years of experience in long jump athletics. The remaining 28.6% of the respondents responds that they have 3-5 years of experience in long jump athletics. This was also a junior experience in the athletics club. No individual in the selected study area responds that he/she have a long jump training experience above 5 years. This shows that it can be done a lot on the long jump athletics clubs to produce experienced athletes who can contribute in the development of this type of athletics

TABLE 4.4 DEMOGRAPHIC CHARACTERISTICS OF THE STUDY COACHING

Variables		Frequency	Percentage (%)
Sex	Male	2	100%
	Female	-	-
	Total	2	100%
Age	20-27	1	50%
	28-30	1	50%
	30 and above	-	-
	Total	2	100%
Coaching level	2 nd level local	-	-
	IAAF 2 nd level	-	-

	Below level	2	100%
	Total	2	100%
Working Experience	1 years		
	2-3 years	2	100%
	4 years and above		
	Total	2	100%
Current work position	Coach	2	100%
	Assistance coach	-	-
	Total	2	100%

As the above table tells us 2 (100%) of the respondents are males and this indicates that there is unbalanced gender distribution of coaches in the clubs. In addition, the table shows that 50% of the coaches have the age of 20-27 and 50% of the coach have the age of 28-30. When we see the coaching level of the respondents 2(100%) have below the level. the table shows that 2(100%) of the coach work experience 2-3 years and 2(100%) of the coach work position have coaching experience second levels. This finding states that most of jumping coaches of athletics clubs of in two town below level coaching. This implies that, most of coaches have coaching license which is not fulfils the standard of IAAF coaches education and certification system to be a senior coach in jumping event. According to IAAF Coaches Education and Certification System (CECS), to be a senior coach in athletics everyone should have IAAF level four coaching level.

Descriptive Analysis

This section was about the respondents perception on the issues included in the study. Under this section respondents perception/response on the issues like availability training facilities and equipment; athletes evaluation techniques used for training program in athletics clubs; methods used by the athletics project to identify talented athletes; motivation level of athletes to participate in long jump event in the study area and other issues were discussed.

4.1.1. General Views of the respondents on different issues

i. Respondents Interest on the long jump athletics

**Table 4.5. Respondents Interest on the long jump athletics
Is the long Jump Interesting for You?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	90.5	90.5	90.5
	No	2	9.5	9.5	100
	Total	21	100.0	100.0	

Source: SPSS result.

As it can be observed in the table above, long jump athletics was interesting for most of the respondents. This was shown by the fact that 90.5% of the respondents agree that long jump athletics was interesting for them. Only 9.5% responds that long jump athletics was not interesting for them. This shows that the respondents have positive attitude towards a long jump athletics as it was interesting for most of them.

ii. Respondents perception on the ability of their Coach

Figure below shows respondent's perception on the ability of their Coach during the training session in the long jump athletics clubs.

As it can be observed in the figure 4.2 below most of the respondents responds that their long jump athletics coach have appropriate ability during a long jump training session. This was shown as 5 respondents which were about 23.81% of the respondents respond that their long jump athletics coach have excellent ability during a long jump training session. The other respondents 10 respondents which were about 47.62% of the total number of respondents believe that their long jump athletics coach have very good ability during a long jump training session while the remaining 28.57 % responds that their long jump athletics coach have good ability during a long jump training session. This shows that long jump athletics coaches in the selected study area have a minimum required ability to train a long jump athletics.

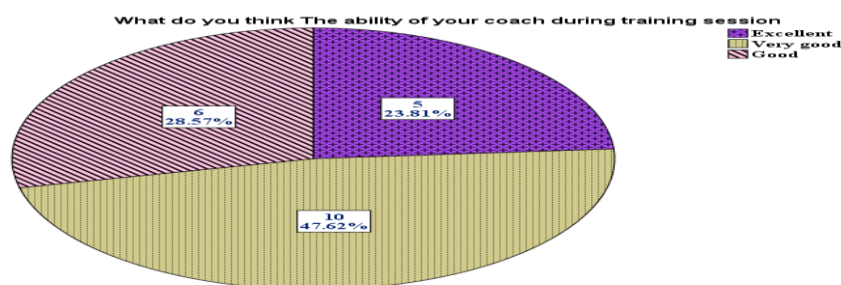


Figure 4.2. Respondent's perception on coaches ability

Source: Field survey, 2024

iii. Respondent's Perception on attitude of Sport Community on Long Jump athletics

Table 4.6 Respondent's Perception on attitude of Sport Community

What is the attitude of sport community to encourage long jump athletes to improve their performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Purely Positive	3	14.3	14.3	14.3
	Purely Negative	11	52.4	52.4	66.7
	Somewhat Positive	7	33.3	33.3	100.0
	Somewhat Negative				
	Total	21	100.0	100.0	

Source: Field survey, 2024

The table 4.5 above shows the attitude of sport community to encourage long jump athletes to improve their performance. One can understand from the above table that, 14.3% of the respondents responds that sport community have positive attitude to encourage long jump athletes to improve their performance. The other 52.4 % of the respondents responds that they believe sport community have negative attitude to encourage long jump athletes to improve their performance. The other 33.3% of the respondents responds that they believe sport community have somewhat positive attitude to encourage long jump athletes to improve their performance. This shows that sport community's attitude to encourage long jump athletes to improve their performance was approximately not similar.

The Interview results also shows that there is no enough support for long jump athletics from the community. One of the interviewee responds that *“there are no such enough supports for the athletics clubs for long jumping athletics due to financial problem. Because of lack financial and material support from the woreda office and governmental so the clubs are minimizing the number of athletes and sport events. For example, Burkitu Hasasa woreda athletic has missed football athletes and jumping event sports athletes.”*

iv. Respondents Perception on the Purpose of Long Jump Athletics.

Athletics in general and long jump athletics in particular have many purposes in human beings life. The following figure shows the perception of respondents on the question of the purpose of long jump athletics.

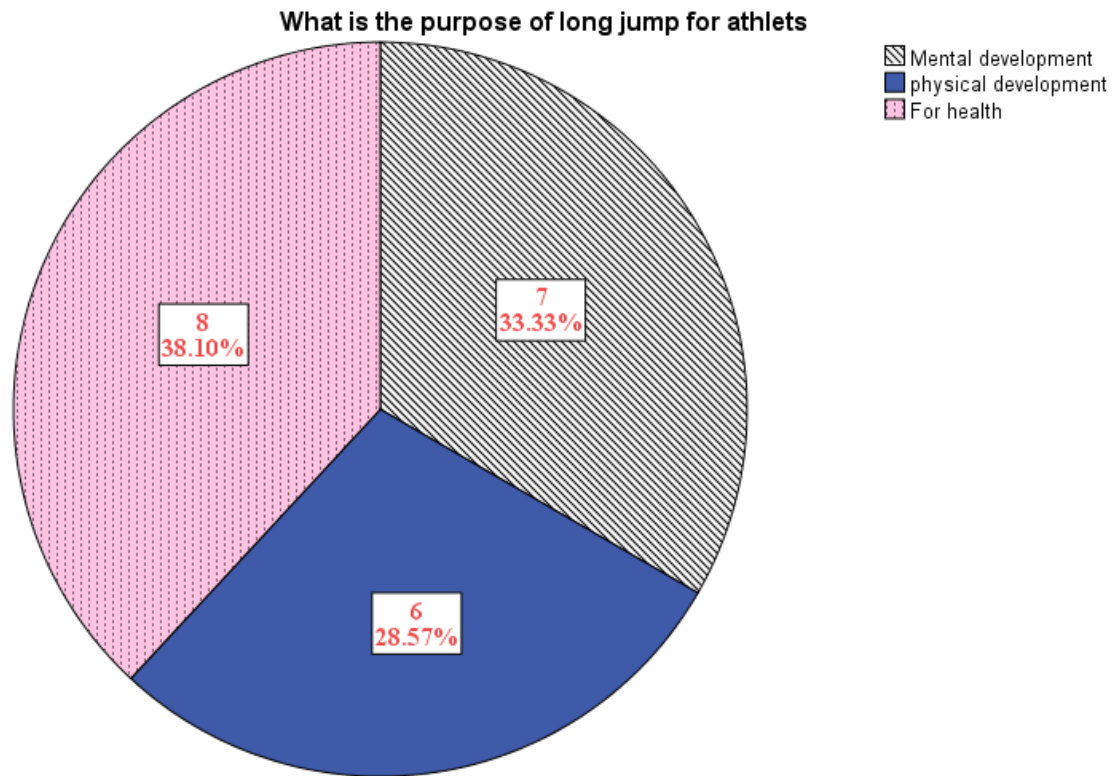


Figure 4.3 Respondents Perception on the Purpose of Long Jump Athletics

Source: Field survey, 2024

As it can be observed from the figure above, long jump athletics have many purposes. Regarding the purpose of long jump athletics 33.33% of the respondents responds that long jump athletics was used for mental development of the athletes. In addition 28.57% of the respondents responds that long jump athletics was used for physical development of the athletes while the remaining 38.1% of the respondents believe that long jump athletics was used for health of the athletes who take part in this type of athletics. This shows that a long jump athletics have multiple use for those who takes part in it and takes training on the issue under study.

v. How to Increase athlete's participation in long Jump athletics

Increasing the number of athletes who take part and train a long jump was one of the issues that need attention by the athletics clubs. This was because only limited long jump athletes were observed in the area selected for this study due to low participation of athletes on this type of athletics. This indicates that different measures have to be taken to increase participation of athletes in the long jump. The figure below shows some ways of increasing athlete's participation in long Jump athletics in respondent's view.

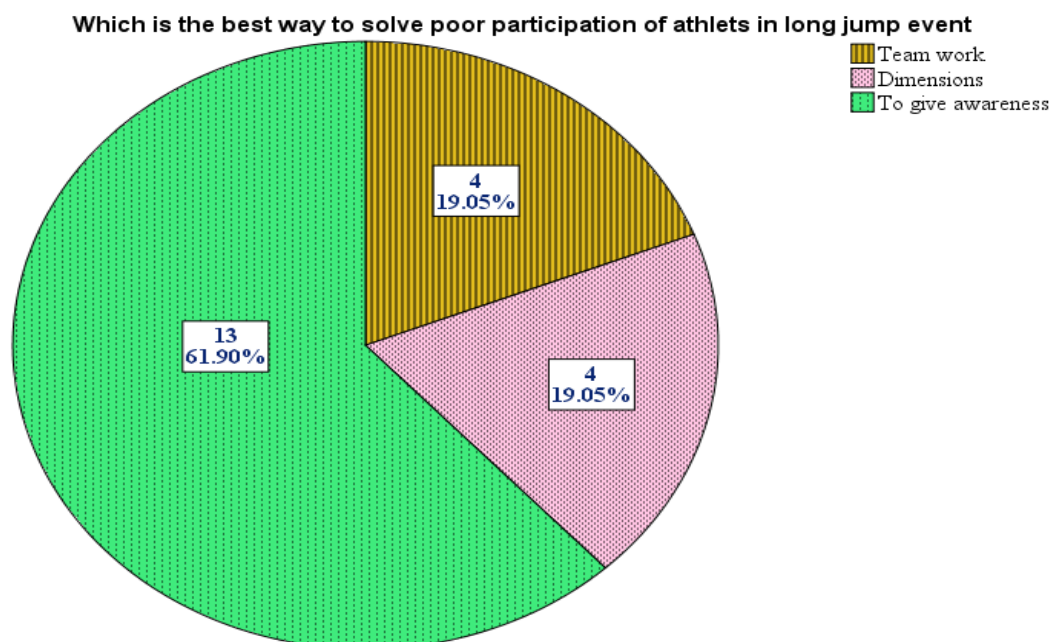


Figure 4.4 Ways of Improving Participation in Long jump Athletics

Source: Field survey, 2024

The figure 4.4 above shows the views of the ways of improving athlete's participation in long jump athletics in the selected study area. As it can be seen from the figure 19.05% of the respondents believe that athlete's participation can be increased by improving a team work within the athletics clubs and through working in team to bring more athletics from the community. Most of the respondents believe that giving awareness within athletics clubs and out was one of the better ways to improve participation of athletes in the long jump. This was shown by the fact that 61.9% of the respondents respond that participation of athletes in long jump can be improved by giving awareness. The remaining respondents believe that dimensions was one of the ways to improve the participation of athletes in long jump trainings.

4.1.2. Availability of Training Facilities and Equipment

Under this section different issues like availability of different sport facility; accessibility of sport equipment; whether sport facilities were of required standard; and whether sport facilities were of required quality and suitable to give quality long jump training was discussed as it was shown below.

Table 4.7 Availability Training Facilities and Equipment

Statements on availability of Training Facilities and equipment	Frequency	Percent	Valid Percent	Cumulative Percent
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Sufficient Sport Facility	Strongly Disagree	1	4.8	4.8	4.8
	Disagree	14	66.7	66.7	71.4
	Uncertain	2	9.5	9.5	81.0
	Agree	4	19.0	19.0	100.0
	Total	21	100.0	100.0	
Sport Facilities are easily accessible	Strongly Disagree	1	4.8	4.8	4.8
	Disagree	10	47.6	47.6	52.4
	Uncertain	2	9.5	9.5	61.9
	Agree	8	38.1	38.1	100.0
	Total	21	100.0	100.0	
Sport facilities are of required standard	Uncertain	5	23.8	23.8	23.8
	Agree	7	33.3	33.3	57.1
	Strongly Agree	9	42.9	42.9	100.0
	Total	21	100.0	100.0	
Sport Facilities are suitable for quality training	Disagree	12	57.1	57.1	57.1
	Agree	5	23.8	23.8	81.0
	Strongly Agree	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

Source: Field survey, 2024

Different issues were discussed in the above table on respondents view on the availability of sport facilities and equipment. One of the issues taken in to account to observe whether sport facilities and equipment was available or not was by seeing whether there is sufficient sport facility in a given athletics clubs or not. On this issue, 4.8% of the respondents respond that they strongly disagree that there is sufficient sport facility in their sport clubs. 66.7% of the respondents respond that they disagree that there is sufficient sport facility in their sport clubs. On the contrary, 19% of the respondents respond that they agree that there is sufficient sport facility in their sport clubs. The remaining 9.5% responds that they were uncertain on whether that there is sufficient sport facility in their sport clubs or not. This shows that sufficient sport facilities and equipment were not available in sport clubs of the area under study.

Accessibility of long jump sport facilities was also among the issues that respondents were asked their level of agreement. Regarding this statement 4.8% of the respondents strongly disagree that sport facilities are easily accessible. In the same fashion, 47.6% of the respondents disagree with the statement that sport facilities are easily accessible. On the contrary, 38.1% of the respondents agree that sport facilities are easily accessible in sport clubs. The remaining 9.5% of the respondents remain uncertain on whether sport facilities were accessible or not.

The quality standards of sport facilities was also among the issues that have to be discussed. Regarding this statement, 42.9 of the respondents responds that they strongly agree with the statement that sport facilities are of required standard in their clubs. In the same fashion, 33.3% of the respondents responds that they agree with the statement that sport facilities are of required standard in their clubs while the remaining 23.8% of the respondents remain uncertain on whether sport facilities in their sport clubs are of required standard or not. This shows that sport facilities were of a required standard in the views of the respondents of the study.

In addition, respondent's perception on the suitability of sport facilities for quality training was discussed under this heading. On this matter, 57.1% of the respondents disagree that sport facilities are suitable for quality training. On the contrary, 23.8% of the respondent's responds they agree that sport facilities are suitable for quality training while the other 19% that strongly agree that sport facilities are suitable for quality training. This shows that respondents have a stand that sport facilities are suitable for quality training in respective clubs.

The interview result regarding the availability of sport facilities and equipment was also explained hereunder. The interviewed sport expert argues that *"there is no enough facilities and equipment in our athletics project. He responds that sport facilities such as shower rooms for athletes, wearing rooms for athletes and adequate transport to and from the training area are absent. In addition adequate payment and meal for athletes was not available"*.

In the same fashion the interviewed long jump athletics coach also argue that *"there were no enough facilities and standardized coaching equipment in our club especially training area. He added that, the clubs has no their own training area that used to perform their regular training. Because of absence of training area like gymnastics the clubs paying two hundred birr (200 Br) per each athlete to use training area to develop their performance. But this is challenging them to have their own constant training program, because it is directly related with financial capability of the club. In addition to this the absence of services such as dormitory service makes managing the athletes at it was expected."*

Observation was also undertaken as it was planned in the research. The results of observation regarding availability of facilities and equipment indicate similar results with questionnaire and interview. During the researcher's observation session it was observed that the selected athletics clubs have not their own training area and facilities. In case all athletes participate to make training at same day and at the same time, they use the same or single training area and have

to use all materials together to perform warming up activity at the same time on the same track. So this makes over crowded number of athletes on the field which is not comfortable to control the athlete's activity. On the other hand, the observation session also founds that facilities that used for jumping events on the field are not enough. It is not balance the number of athletes that perform training on the field at a time. In addition, the training area has no shower room and dressing room which very important for the athletes around the training area. Furthermore, the selected athletics clubs has no transportation facility for their athletes before and after training to their home or home to training area. Although these facilities are mandatory for athletics clubs in general and for long jump athletics in particular, the observation shows that these facilities were missing in selected athletics projects.

In general the data gathered through questionnaire, interview and observation all shows that sport facilities and equipment for long jump athletics were missing or minimally available in the athletics clubs of this study.

4.1.3. Identification of Talented long jump Athletes

Under this section the respondent's view on when and how to identify talented long jump athlete in selected athletics clubs was discussed. The table below shows respondent's perception on identification of talented long jump athletes in the athletics clubs of the selected study area

Table 4.8 Respondent's View on identification of Long Jump Athlete

Statements on when and how to identify talented long jump athletes		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Standard deviation
During inter competitions	Disagree	12	57.1	57.1	57.1	2.769	1.09109
	Uncertain	5	23.8	23.8	81.0		
	Agree	1	4.8	4.8	85.7		
	Strongly Agree	3	14.3	14.3	100.0		
	Total	21	100.0	100.0			
Through observation during Training	Disagree	3	14.3	14.3	14.3	4.3333	1.1105
	Uncertain	1	4.8	4.8	19.0		
	Agree	3	14.3	14.3	33.3		
	Strongly Agree	14	66.7	66.7	100.0		

	Total	21	100.0	100.0			
Decision of Coaches	Disagree	4	19.0	19.0	19.0	2.9524	0.58959
	Uncertain	14	66.7	66.7	85.7		
	Agree	3	14.3	14.3	100.0		
	Total	21	100.0	100.0			
Through physical, psychological, social attributes and technical abilities	Disagree	12	57.1	57.1	57.1	2.4286	0.50709
	Uncertain	9	42.9	42.9	100.0		
	Total	21	100.0	100.0			
Depending on Fitness of the athlete	Disagree	2	9.5	9.5	9.5	4.6190	0.97346
	Uncertain	1	4.8	4.8	14.3		
	Strongly Agree	18	85.7	85.7	100.0		
	Total	21	100.0	100.0			

Source: Field survey, 2024

The table above indicates the respondent's perception of the ways of selecting talented athletes in the long jump discipline in the selected study area. The data shown in the above table was presented in percentage, mean and standard deviations. The mean and standard deviations were very significant for analyzing descriptive data and the following rule of thumb was employed to interpret the mean of five point Likert scale questionnaire responses of the respondents. The mean value of responses from 1-1.8, it means strongly disagree; the mean value of responses from 1.81-2.60, it means disagree; the mean value of responses from 2.61-3.40, it means not sure (neutral); the mean value of responses from 3.41-4.20, it means agree; and the mean value of responses from 4.21-5 it means strongly agree.

The data shown in the table above was interpreted in the paragraphs that follows. As it can be seen from the table 13.4% of the respondents strongly agree that talented long jump athletes were selected during inter competitions in their respective sport clubs. The other 4.8% of the respondents agree that talented long jump athletes were selected during inter competitions in their respective sport clubs. 23.8% of the respondents respond that they were uncertain whether that talented long jump athletes were selected during inter competitions in their respective sport clubs or not while the remaining 57.1% of the respondents disagree with the argument that talented long jump athletes were selected during inter competitions in their respective sport clubs. This shows that the identification of talented long jump athletes was rarely made during

inter competitions in the sport clubs. The other issue included in the table was about how the identification of talented long jump athletes was undertaken. Under this issue respondents were asked their level of agreement on the statement that talented long jump athletes were identified through observation during training session. Accordingly, 66.7% of the respondents respond that they strongly agree with the statement that talented long jump athletes in their sport club were identified through observation during training session. The other 14.3% of the respondents have the view that talented long jump athletes were identified through observation during training session. On the contrary, 14.3% of the respondents disagree with the statement that talented long jump athletes in their sport club were identified through observation during training session. The remaining 4.8% of the respondents remain uncertain whether talented long jump athletes in their sport club were identified through observation during training session or not. This shows that respondents have a view that talented long jump athletes were identified through observation during training session in their sport clubs.

Respondents were also asked whether selection of talented long jump athletes were made by the decision of sport club's coaches. As it can be seen from the table, 14.3% of the respondents agree that identification of talented long jump athletes were made by the decision of sport club's coaches. On the contrary, 19% of the respondents disagree that identification of talented long jump athletes were made by the decision of coaches. The remaining 66.7% of the respondents respond that they were uncertain on whether or not identification of talented long jump athletes were made by the decision of coaches. This shows that respondents were not sure on whether coaches can decide on selecting long jump athletes in their sport clubs.

The other issue that was discussed on the identification of talented long jump athlete was respondent's perception on whether physical, psychological, social attributes and technical abilities can be taken in to account during identification of long jump athlete. On this issue the responses in the above table shows that 57.1% of the respondents disagree that athlete's physical, psychological, social attributes and technical abilities was taken in to account during identification of long jump athlete. The remaining 42.9% of the respondents were uncertain on whether athlete's physical, psychological, social attributes and technical abilities was taken in to account during identification of long jump athlete or not. This indicates that athlete's physical, psychological, social attributes and technical abilities was rarely taken in to account during identification of long jump athlete. This was shown by the fact that no single respondent agree

with the statement that physical, psychological, social attributes and technical abilities were taken in to account during identification of long jump athlete in their respective sport clubs.

The other important issue that was taken in to account during identification of talented athlete in many athletics was selection that was based on the fitness of an athlete. Respondents of this study were also asked their level of agreement on whether identification of talented athlete in their sport club was based on the fitness of an athlete. Accordingly, 85.7% of the respondents strongly agree that identification of talented long jump athlete in their sport club was based on the fitness of an athlete. The other 9.5% disagree with the statement that identification of talented athlete in their sport club was based on the fitness of an athlete while the remaining 4.8% of the respondents were uncertain on whether identification of talented athlete in their sport club was based on the fitness of an athlete or not. One can understand from the responses of respondents that identification of talented long jump athlete was mostly based on the fitness level of a respective athlete. From the above paragraphs it can be understood that respondents have a view that fitness level of an athlete and athlete's observation during training session were among the methods of identifying talented long jump athletes in the athletics clubs of the study area. The results shows that selection during training session and decision of clubs coaches were also among the ways of identifying long jump athletes in the study area but, in rare cases. On the contrary, respondent's physical, psychological, social attributes and technical abilities were not used in identifying talented long jump athletes in the study area.

4.1.4. Coach Related Factors

Athletics coaches play a significant role in many spheres in athletics sport. Through their background knowledge acquired by their education and experience, coaches contribute a lot in the development of long jump sport. Different issues related to the role coaches should play in athletics clubs of the selected study area was displayed in the table below and interpreted in the paragraphs that follows.

Table 4.9 Respondent's Perception on issues related to Coaches

Statement related to coaches		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Standard deviation
Adequate number of Long jump coaches were	Strongly Disagree	2	9.5	9.5	9.5	2.6190	1.07127
	Disagree	11	52.4	52.4	61.9		
	Uncertain	1	4.8	4.8	66.7		

recruited in my athletics club	Agree	7	33.3	33.3	100.0		
	Total	21	100.0	100.0			
My sport club's Long jump Coaches have knowledge of programming for training and competition	Disagree	5	23.8	23.8	23.8	3.7143	1.05560
	Agree	12	57.1	57.1	81.0		
	Strongly Agree	4	19.0	19.0	100.0		
	Total	21	100.0	100.0			
My sport club have Coaches with fundamental skills required for coaching long jump	Disagree	6	28.6	28.6	28.6	3.6190	1.11697
	Agree	11	52.4	52.4	81.0		
	Strongly Agree	4	19.0	19.0	100.0		
	Total	21	100.0	100.0			
Coaches which knows technical and tactical trainings of Long jump was present	Disagree	2	9.5	9.5	9.5	4.2857	0.90238
	Agree	9	42.9	42.9	52.4		
	Strongly Agree	10	47.6	47.6	100.0		
	Total	21	100.0	100.0			
My sport club have long jump Coaches who can plan for trainings and competitions.	Disagree	3	14.3	14.3	14.3	4.0476	1.02353
	Uncertain	1	4.8	4.8	19.0		
	Agree	9	42.9	42.9	61.9		
	Strongly Agree	8	38.1	38.1	100.0		
	Total	21	100.0	100.0			
My sport club's long jump coaches always gives feedback after and during training	Uncertain	2	9.5	9.5	9.5	4.5238	0.67964
	Agree	6	28.6	28.6	38.1		
	Strongly Agree	13	61.9	61.9	100.0		
	Total	21	100.0	100.0			

Source: Field survey, 2024

One of the issues that were discussed in the table above was whether athletics clubs in the selected study area have recruited adequate number of long jump coaches. Regarding this statement 9.5% of the respondents strongly disagree that required number of Long jump coaches were recruited in their athletics club. In the same fashion, 52.4% of the respondents disagree that their athletics clubs have recruited adequate number of long jump coaches. On the contrary,

33.3% of the respondents agree that their athletics clubs have recruited adequate number of long jump coaches while the remaining 4.8% of the respondents responds that they were uncertain whether their athletics clubs have recruited adequate number of long jump coaches or not. This shows that adequate number of long jump coaches were not recruited in the selected athletics projects.

The interview result also shows the same issue as one of the interviewees shortly responds that *“there is no adequate number of coaches in jumping event. Jumping events are covered by coaches other than those who have trained in the long jump. This becomes great challenge to control all athletes and give suggestion in one training session”*.

The other important issue that was discussed here was the issue related to coaches' background knowledge of programming for training and competition. This was among the important issue that was used in preparing athletes for participation in different events prepared by different bodies. Regarding this issue, 23.8% of the respondents disagree that Long jump Coaches in their athletic project have knowledge of programming for training and competition. On the contrary, 57.1% of the respondents agree that their athletics clubs Long jump Coaches have knowledge of programming for training and competition while 19% of the respondents strongly agree that Long jump Coaches in their athletic project have background knowledge of programming for training and competition. This shows that coaches have knowledge of programming for training and competition. This was shown by the fact that most of the respondents either agree or strongly agree with the statement on whether their clubs long jump coaches have knowledge of programming for training and competition.

The availability of coaches with fundamental skills required for coaching long jump athletics was also one of the issues that were displayed in the table above. Long jump athletics, as any other athletics, require coaches which were acquired with fundamental skills for coaching long jump athletics. Respondents were asked for their perception of the availability of coaches with fundamental skills required for coaching long jump athletics in their respective athletics clubs. On this issue, 28.6% of the respondents' shows that they have a view that coaches with fundamental skills required for coaching long jump athletics were not available in their athletics club. The remaining respondents stand on the opposite. Accordingly, 52.4% of the respondents agree that their athletics club have coaches with fundamental skills required for coaching long

jump athletics while 19% of the respondents strongly agree that their athletics club have coaches with fundamental skills required for coaching long jump athletics.

In addition to background knowledge and fundamental skills required for long jump trainings, the issues of technical and technical abilities of coaches in the athletics clubs were also discussed in this study. Respondents were asked their level of agreement on whether long jump athletics coaches in their athletics club knows technical and tactical trainings of Long jump athletics. Regarding this issue 9.5% of the respondents disagree with the statement that coaches in their club knows technical and tactical trainings of Long jump athletics. On the contrary, most of the respondents reply that coaches in their respective athletics club knows technical and tactical trainings of Long jump athletics. This was explained by the fact that 42.9% of the respondents agree that coaches in their athletics club knows technical and tactical trainings of Long jump athletics while the remaining 47.6% of the respondents strongly agree that coaches in their athletics club knows technical and tactical trainings of Long jump athletics. This indicates that most of the respondents reply that coaches in their athletics club knows technical and tactical trainings of Long jump athletics.

Planning different events was also important in athletics clubs. Respondents of this study were asked whether agree or disagree with the statement that coaches in their athletics clubs can plan for trainings and competitions. It can be seen from the table above that 14.3% of the respondents strongly disagree that coaches in their athletics clubs can plan for trainings and competitions. On the other side 42.9% of the respondents agree with the statements mentioned above while 31.8% of the respondents responds that they strongly agree that coaches in their athletics clubs can plan for trainings and competitions. The remaining 4.8% of the respondents remain uncertain on whether coaches in their athletics clubs can plan for trainings and competitions or not. This shows that respondents believe long jump coaches in the study area can plan for trainings and competitions.

Issue of whether long jump coaches always gives feedback after and during training session was also discussed in this study. Most of the respondents of this study either agree or disagree with the statement that long jump coaches in their athletics clubs always gives feedback after and during training. This was explained by the fact that 28.6% of the respondents agree with the pre mentioned statement while 61.9% of the respondents strongly agree that long jump coaches in their athletics clubs always gives feedback after and during training session. The remaining 9.5%

of the respondents responds that they were uncertain on whether long jump coaches in their athletics clubs always gives feedback after and during training session or not. This also shows that long jump coaches in selected athletics clubs have a culture of giving feedback during and after training session.

Observation was also undertaken to observe issues related to coaching. The researcher has observed athletics projects during pre-training session, during the training or at the main part of coaching, and at post training session/after training. During the pre-training session, presence of coaches, preparation of first aid individual/nurse in case there is injury, and presence of equipment for health and safety were observed. In addition, whether the take-off box of the run way area of landing is safe or not safe was observed. The observation results shows that these all were missing in the athletics clubs of the study area.

The activities during training session was also observed. The results shows that in this session the athletes were not identified by their level of experience and training age, even by their jumping discipline. Both long jump athletes and other athletes perform their training on one training area at the same time by the same coach. This was a great challenge for the coach to observe and identify what athletes were doing. The problem that the researcher was observed was all jumping events and short distance athletes were coached by one coach in some athletics clubs on the same field and the same time. Jumping event by itself is abroad one to handle and coach by one person, but some clubs were applying this even by including short distance running. In case of this there were no clear instruction, concise and appropriate, enough feedback and appropriate corrective action provide for each athlete. In addition in case of mixed jumping events and short distance athletes, it was not appropriate for questioning which encourage the athletes to self-analyze performance and not comfortable to give equal attention for all athletes in the training.

The post training observations also shows that coach did not attend all athletes equally due to large number of athletes in a single athletics clubs. The case in which there were different jumping events at the same time by one coach, on one training area and other training for high jump athletes at the same distance, so the coach did not provide clear understanding of techniques and skills to the athletes in the session. The situation also was not appropriate to give feedback for each athlete, and make good communication with athletes.

4.1.5. What Motivates Athletes to Participate in Long Jump Event

Motivation of athletes to take part in different types of athletics was also another issue of concern in the field of athletics. Athletes may be motivated by different issues to participate in athletics events. The same is true for long jump athletics. Under this section the respondents level of agreement on different types of issues regarding what motivates them to participate in long jump athletics clubs was discussed as it was displayed in the table below.

Table 4.10 respondent's perception on what motivates athletes to participate in long jump

Statement related to coaches		Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Standard deviation
Passion for long jump sport	Disagree	5	23.8	23.8	23.8	3.528	1.16701
	Uncertain	6	28.6	28.6	52.4		
	Agree	4	19.0	19.0	71.4		
	Strongly Agree	6	28.6	28.6	100.0		
	Total	21	100.0	100.0			
Encouragement from coaches and other athletes	Agree	5	23.8	23.8	23.8	4.7619	0.4644
	Strongly Agree	16	76.2	76.2	100.0		
	Total	21	100.0	100.0			
For fitness	Agree	7	33.3	33.3	33.3	4.7619	0.4644
	Strongly Agree	14	66.7	66.7	100.0		
	Total	21	100.0	100.0			
Availability of sport equipment and facilities	Strongly Disagree	1	4.8	4.8	4.8	3.3810	1.11697
	Disagree	5	23.8	23.8	28.6		
	Uncertain	2	9.5	9.5	38.1		
	Agree	11	52.4	52.4	90.5		
	Strongly Agree	2	9.5	9.5	100.0		
	Total	21	100.0	100.0			
The desire to Trip to different places	Disagree	19	90.5	90.5	90.5	2.1905	0.60159
	Agree	2	9.5	9.5	100.0		
	Total	21	100.0	100.0			
Desire of improving skills	Disagree	2	9.5	9.5	9.5	4.0476	0.92066
	Uncertain	2	9.5	9.5	19.0		
	Agree	10	47.6	47.6	66.7		
	Strongly Agree	7	33.3	33.3	100.0		
	Total	21	100.0	100.0			
	Disagree	1	4.8	4.8	4.8	3.7	0.830

Competitive outlets	Uncertain	7	33.3	33.3	38.1		
	Agree	9	42.9	42.9	81.0		
	Strongly Agree	4	19.0	19.0	100.0		
	Total	21	100.0	100.0			
The desire to obtain Rewards	Disagree	3	14.3	14.3	14.3	4.1905	1.12335
	Uncertain	2	9.5	9.5	23.8		
	Agree	4	19.0	19.0	42.9		
	Strongly Agree	12	57.1	57.1	100.0		
	Total	21	100.0	100.0			

Source: Field survey, 2024

As it can be seen from the above table, 23.8% of the respondents disagree that passion for long jump sport motivates them to participate in long jump athletics. On the contrary, 19% of the respondents agree that that passion for long jump sport motivates them to participate in long jump athletics while 28.6% of the respondents strongly agree that passion for long jump sport motivates them to participate in long jump athletics. The remaining 28.6% of the respondents were uncertain whether passion for long jump sport motivates them to participate in long jump athletics or not.

The other issue related to athlete's motivation to participate in long jump athletics was related to their coaches. Regarding this statement, all the respondents either agree or strongly agree that encouragement from their coaches and other athletes motivates them to participate in long jump athletics. This shows athletics coaches can play a great role to motivate athletes to participate in long jump athletics. It was also shown that peer pressure or encouragement from friends also plays a significant role to motivate athletes to participate in long jump athletics.

In the same fashion, all the respondents of the study agree that they were motivated to participate in long jump athletics for their own fitness. The other issue that was expected to motivate athletes to participate in long jump athletics was availability of sport equipment and facilities. Regarding this issue, 4.8% of the respondents and another 23.8% of the respondents reply that availability of sport equipment and facilities was not among the issues that motivate them to participate in long jump athletics. On the contrary, 61.9% of the respondents respond that availability of sport equipment and facilities was among the issues that motivate them to participate and took part in long jump athletics in their respective athletics clubs. The remaining 9.5% of the respondents were uncertain on whether availability of sport equipment and facilities

can motivate athletes to participate in long jump athletics or not. This shows that most of the respondents almost agree that availability of sport equipment and facilities could contribute to motivation of athletes to participate in long jump athletics.

The desire to trip to different locations through competitions could also be among the issues that contribute to motivate athletes in long jump athletics. Regarding this statement 90.5% of the respondents disagree that the desire to trip to different location motivates them to participate in long jump athletics while the remaining 9.5% responds that they were motivated to participate in long jump athletics due to their desire to trip to different places.

The other issue that was asked whether it motivates athletes to participate in long jump athletics or not was the desire to improve their individual skills in athletics. Regarding this statement 9.5% of the respondents disagree that the desire to improve their individual skills motivates them to participate in long jump athletics. On the contrary, 47.6% of the respondents agree that the desire to improve their individual skills motivates them to take part in long jump athletics while 33.3% of the respondents strongly agree with this stand. The remaining 9.5% of the respondents reply that they were uncertain whether the desire to improve skills may motivate athletes to participate in long jump athletics or not. This also shows that the desire to improve individual skills was among important issues that motivates athletes to participate in athletics in general and in long jump athletics in particular.

Respondents were also asked whether competitive outlets motivates athletes to participate in long jump athletics or not. Accordingly, 61.9% of the respondents agree that competitive outlets motivates athletes to participate in long jump athletics. Only 4.8% of the respondents reply that competitive outlets was not an issue that motivates athletes to participate in long jump athletics while the remaining 33.3% of the respondents reply that they were uncertain on whether competitive outlets motivates athletes to participate in long jump athletics or not.

Different rewards given to athletes in different athletics competitions were also among the factors that motivate athletes to participate in long jump athletics. Respondents were asked whether the desire to obtain rewards contribute in their motivation to participate ion long jump athletics or not. Accordingly, 57.1% of the respondents reply that they strongly agree that the desire to obtain rewards motivates athletes to take part in long jump athletics. In the same fashion, 19% of the respondents agree that the desire to obtain rewards motivates athletes to take

part in long jump athletics. Only 14.3% of the respondents respond that the desire to obtain rewards do not motivates athletes to take part in long jump athletics while the remaining 9.5% were uncertain on whether the desire to obtain rewards motivates athletes to take part in long jump athletics or not. This in general shows that the desire to obtain rewards was among the issues that motivate athletes to take part in long jump athletics.

Regarding the motivation of athletes the interview result shows that athletes have moderate motivation to participate in long jump athletics. This was explained by the fact that one of the interviewee argued *“Most of the athlete in our athletics projects have moderate motivation to participate in long jump event. This was because there is no conducive environment surrounding athletics projects. This was due to absence/shortage of sport facilities for long jump athletics, unsuitable handling of athletes, and lack of role model athletes that succeed by this event in the country”*.

In addition to percentages, the mean and standard deviations were very significant for analyzing descriptive data and the following rule of thumb was employed to interpret the mean of five point Liker scale questionnaire responses of the respondents. The mean value of responses from 1-1.8, it means strongly disagree; the mean value of responses from 1.81-2.60, it means disagree; the mean value of responses from 2.61-3.40, it means Uncertain (neutral); the mean value of responses from 3.41-4.20, it means agree; and the mean value of responses from 4.21-5 it means strongly agree.

Table 4.11 Mean and Standard Deviations of Variables

Group Statistics					
	Name of Athletics Project	N	Mean	Std. Deviation	Std. Error Mean
Identification	Hasassa Athletics Project	11	3.4000	.42895	.12933
	Kofale Athletics Project	10	3.4400	.37476	.11851
Facility	Hasassa Athletics Project	11	3.1818	.56003	.16886
	Kofale Athletics Project	10	3.0500	.58689	.18559
Coaches	Hasassa Athletics Project	11	3.8333	.40139	.12102
	Kofale Athletics Project	10	3.7667	.38650	.12222
Motivation	Hasassa Athletics Project	11	3.8068	.21186	.06388
	Kofale Athletics Project	10	3.8250	.22205	.07022

Source: SPSS result.

Depending on the rule of thumb above, it was shown that respondents were uncertain on different ways of identifying talented long jump athletes no both Hasassa and Kofale athletics projects with $M = 3.4$, for both projects and $SD = 0.428$ and 0.374 for Hasassa and Kofale athletics projects respectively. Respondents were also uncertain on availability of long jump athletics facilities and equipment both Hasassa and Kofale athletics projects with $M = 3.18$, $SD = 0.56$ and $M = 3.05$, $SD = 0.58$ for Hasassa and Kofale athletics projects respectively.

On the other hand respondents agree on the ways of coaching in athletics projects in both Hasassa and Kofale athletics projects with $M = 3.83$, $SD = 0.40$ and $M = 3.76$, $SD = 0.38$ respectively. It was also agreed by the respondents that athletes were motivated in athletics projects in different ways with the mean of both athletics goes to agree based on the rule of thumb explained above. The mean and Standard deviations of all individual items included under these variables was displayed in the tables above and can be interpreted for all individual items.

Inferential Analysis

Independent sample t-test was used for this study. Independent sample t-test is a statistical hypothesis test used to determine whether there is a significant difference between the means of two independent groups. In this test the data from the two groups are assumed to be normally distributed with equal variances and samples are drawn independently from each other. The null hypothesis is that the means of the two groups are equal while alternative hypothesis states that the means are not equal. For the purpose of this paper it was tested whether the distribution of variable was normal or not. The normality test was undertaken by using Skewness and kurtosis values of each variable included in the study. The skewness and kurtosis values were indicated in the table 4.10 below.

Table 4.12 Normality of Distributions

Statistics					
		Identification	Facility	Coaching	Motivation
N	Valid	21	21	21	21
	Missing	0	0	0	0
Skewness		-.362	.297	-.546	-.251
Std. Error of Skewness		.501	.501	.501	.501
Kurtosis		1.100	-.707	-.485	-1.223

Std. Error of Kurtosis	.972	.972	.972	.972
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Source: Field survey, 2024

As it was indicated in the table above the skewness and kurtosis values of all variables included in the study lies between -1 and 1 which according to George and Mallery (2019) was good and shows the distribution was approximately normal. Since the distributions of variables were approximately normal it is possible to undertake independent sample t-test

Table 4.13 Independent sample t-test

Independent Samples Test for Identification of Athletes									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Identification	.002	.961	-.226	19	.823	-.04000	.17660	-.40963	.32963
			-.228	18.97	.822	-.04000	.17542	-.40719	.32719
Facility	.001	.972	.527	19	.605	.13182	.25032	-.39212	.65575
			.525	18.598	.606	.13182	.25091	-.39412	.65775
Coaching	.009	.927	.387	19	.703	.06667	.17233	-.29402	.42735
			.388	18.926	.703	.06667	.17200	-.29343	.42677
Motivation	.041	.841	-.192	19	.850	-.01818	.09470	-.21640	.18004
			-.192	18.597	.850	-.01818	.09493	-.21716	.18079

Source: SPSS result.

An independent sample t-test was conducted to compare identification of talented long jump athletes for Hasassa athletics projects and kofale athletics projects. There were no significant difference ($t(df) = 19$, $p = 0.823$) in score for Hasassa athletics projects ($M = 3.4$, $SD = 0.43$) and Kofale Athletics projects ($M = 3.4$, $SD = 0.37$). The magnitude of the difference in the means (mean difference = -0.4, 95% CI: -0.4 to 0.32) was very small. Hence H_1 was not supported

An independent sample t-test was also undertaken to compare availability of sport facilities and equipment of long jump athletics for Hasassa athletics projects and kofale athletics projects. There were no significant difference ($t(df) = 19$, $p = 0.605$) in score for Hasassa athletics projects ($M = 3.18$ $SD = 0.56$) and Kofale Athletics projects ($M = 3.05$, $SD = 0.58$). The magnitude of the

difference in the means (mean difference = 0.13, 95% CI: -0.39 to 0.65) was very small. Hence H_1 was not supported

Another issue for which an independent sample t-test was conducted was issues related to coaching in the selected athletics clubs. The result shows that there were no significant difference ($t(df) = 19$, $p = 0.703$) in score for Hasassa athletics projects ($M = 3.8$ $SD = 0.4$) and Kofale Athletics projects ($M = 3.76$, $SD = 0.38$). The magnitude of the difference in the means (mean difference = 0.066, 95% CI: -0.29 to 0.0.42) was very small. Hence H_1 was not supported

Lastly, an independent sample t-test was conducted to compare motivation of athletes in Hasassa athletics projects and kofale athletics projects. There were no significant difference ($t(df) = 19$, $p = 0.85$) in score for Hasassa athletics projects ($M = 3.80$ $SD = 0.21$) and Kofale Athletics projects ($M = 3.82$, $SD = 0.222$). The magnitude of the difference in the means (mean difference = -0.018, 95% CI: -0.216 to 0.0.18) was very small. Hence H_1 was not supported

Challenges and Prospects of Long Jump Discipline

The findings of this study shows that shortage of facilities and equipment required for long jump athletics such as appropriate training ground, fields and necessary equipment for different events of long jump discipline was the major challenge of long jump discipline in selected study area. It was found that there is no standardized long jump athletics ground/fields in selected study area. This leads to lower motivation of athletes to participate in long jump discipline which was also another challenge to participate in long jump discipline,

The findings also indicate that lack of standardized and fundamental methods for identifying talented long jump athletes and inability to work on this sport from the grassroots, especially on children at school level was among the challenges of long jump discipline in selected study area. Though there were athletics coaches in selected study area, shortage of separate and professional coaches for long jump athletics become another challenge in long jump discipline in the selected study area. The findings indicate that the coaches in the selected athletics projects undertake miscellaneous work of training different athletics.

Though there are challenges in the long jump discipline, there were still prospects of developing long jump discipline in Ethiopia in general and in the selected study area in particular. First and foremost, little was done in long jump athletics at the grassroots level and availability of many sport science teachers at elementary schools paves the way for the development of this

discipline.

Many athletes participating in the long jump discipline were young enough and can take a training of any type. Therefore, working very effectively on these young talents become one of the prospects of long jump discipline in the study area. Another prospect that was expected from the concerned body was attention was given to all types of athletics in the country and in the selected study area. This was explained in the fact that West Arsi zone becomes a competent in different sport discipline in recent years. It was also competent in long jump discipline and major attention was given to improve things in this type of discipline.

4.2 Discussion and analysis on the questionnaires of athletics and coaching

The athletics project were participating males and female athletes in the long jump athletics project long jump athletics projects under the study area were participating greater number of athletes who have educational background of elementary and high school. long jump athletics coaches in the selected study area have a minimum required ability to train a long jump athletics. Although these facilities are mandatory for athletics clubs in general and for long jump athletics in particular, the observation shows that these facilities were missing in selected athletics projects. In addition in case of mixed jumping events and short distance athletes, it was not appropriate for questioning which encourage the athletes to self-analyze performance and not comfortable to give equal attention for all athletes in the training.

The post training observations also shows that coach did not attend all athletes equally due to large number of athletes in a single athletics clubs. The case in which there were different jumping events at the same time by one coach, on one training area and other training for high jump athletes at the same distance, so the coach did not provide clear understanding of techniques and skills to the athletes in the session. The situation also was not appropriate to give feedback for each athlete, and make good communication with athletes.

This in general shows that the desire to obtain rewards was among the issues that motivate athletes to take part in long jump athletics

- **Analysis of Interview for sport experts and club managers**

The student researcher conducted in depth interview in face to face manner with project managers and sport experts of athletics in west Arsi zone in different time and Place in order to get additional information about the challenges and prospects of long jump event in Hasasa and kofele athletics project . Thus, the responses from the subjects summarized and presented in the following way. Concerning with the

presence of professional coaching expert or the specialized one in long jump event, all respondents agreed as there were no professional coaches in long jump, but all jumping events were coached by a coach which licensed with jumping event. For the question that concerning with facilities and equipment, all of them were agreed on as there were no enough facilities and standardized coaching equipment in all clubs for jumping events. Especially all respondents strongly agreed that, from both woreda of athletics project have no their own training area. The other question that rose from the researcher was, Do you think that the sport administrative bodies of the woreda could support the club activities /inter and external support programs/ with material, budget and idea? If it is so please mention how much it is satisfying the program? The respondents replied that there are no such enough supports for the athletics project due to financial. Both of athletics project are using their own internal budget. Because of lack financial and material support from the woreda sport office

- **General Interview Analysis of Coaches**

All coaches were asked to describe the major problems that challenging them when they coach jumping event. More of them replied the same response as follows:- There are no enough facilities and equipment in both athletics project ; therefore it is challenging them to perform coaching. For example there are no shower rooms and wearing rooms for athletes around the training area and this is impacting them for healthy training. coaches replied that, the clubs has no their own training area that used to perform their regular training. Because of absence of training are the clubs paying one hundred birr (200 Br) per each athlete to use training area. But this is challenging them to have their own constant training program, because it is directly related with financial capability of the project .The other challenge that replied by the coaches is, of the athletics project have no dormitory service for athletes so athletes are live outside . There is no adequate number of coaches in jumping event. The second question that the respondents were asked is about the motivation of athletes in jumping event. They have responded as follows:

Most of athletes have moderate motivation to participate in jumping event, because the environment of athletics projects is not attractive. That means there are enough facilities and equipment, enough number of coaches, unsuitable handling of athletes, and lack of role model athletes that succeed by this event in the country are influencing the motivation of athletes to participate in jumping event. Most of athletes motivated to participate in running event rather than jumping event. On the third question the respondents were asked about the prospects of athletes due to jumping event, and they said that, several athletes in the project believe that jumping event is not succeed in our country in its nature. Ethiopia is the country that for track event this is the reason why jumping events are not popular in the country so they assumed that participate in this event might be not succeed them. According to the response the prospects of athletes by itself is a challenge to coach well for the attainment of peak performance in this event.

- **Observation Analysis**

As it was mentioned in the methodology section, observation was conducted for athletics project facility, which provided for athletes in two athletics projects. The observation checklist involved facility required for athletes, Suitability of the clubs

environment; instructional materials and duty of coaches to encourage athletes were observed.

Observation findings of Training Area and facilities around the field

As indicated in the table, training area for athletics project in both woreda is not enough or totally they have not their own training area. Especially, during competition phase training, as the researcher observed them, when all event scheduled to make training at same day and at the same training area, they have used all materials together and perform warming up activity at the same time on the same track. So this makes over crowded number of athletes on the field which is not comfortable to control the athlete's activity. On the other hand, facilities that used for jumping events on the field are not enough. It is not balance the number of athletes that perform training on the field at a time. Although, the training area has no shower room and dressing room which very important for the athletes around the training area. Therefore, these facilities are mandatory around the training area for athletes to be effective the club management never expect the peak performance from athletes without fulfilling these for them.

Observation findings of Training session

To observe and identify some coaching instructions and assessment way of the training, the researcher was observed the different training sessions of the clubs. In this situation the researcher tried to observe the training session in three ways. The first is observation at pre-session, the second is observation during session or at the main part of the coaching, the third one is at post session or after the training

CHAPTER 5

SUMMARY ,CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

- ✓ The purpose of this study was to identify challenges and prospects those affecting long jump athletes in athletics clubs In west Arsi zone in order to answer the questions, the descriptive survey research method was employed.
- ✓ The relevant data to the study were gathered through two sets of questionnaires, interview and Observation. In general, 28 participants were involved in the study. These are 21 athletes, 2 coaches, 2 club managers, and 3 sport experts from two woreda .
- ✓ The data obtained were analyzed using descriptive statements and various statistical methods such as frequency, percentage, mean, standard deviation, & one sample t-test correlation and regression.
- ✓ Finally, based on the analyzed data, the following major findings were obtained from the study:- The study also identified that, there is not in abundant facilities and equipment and training field. Most of the respondents reported that clubs had inadequate sport equipment and facilities for training and the available sport facilities were not suitable for quality training and below the required standards. The largest proportion of respondents indicated that clubs have inadequate number of coaches for jumping event because of this in most clubs all jumping events are covered by one coach. Because of inadequate number of coaches most athletes are performing in two and more jumping events. The study revealed training is not an individual based classified according to athletes ability, gender, age and experience.
- ✓ There is no well-designed talent identification program in the clubs to identify jumping event athletes. It takes place simply by observation of coaches during competition.
- ✓ The study revealed most of clubs are using temporarily time training program because of absence of their own training area. Training environment of training for jumping events is not conducive for athletics training.
- ✓ Athletes join in the club without properly performance evaluation test and simply by focus on current performance during competitions.

5.2. Conclusion

- ✓ Accessibility of sport facilities and equipment, the ways of identifying talented athletes, issues related to long jump coaches and motivation of athletes in selected athletics projects were among the issues that were discussed in this paper.
- ✓ The findings of the study shows that there is no enough facilities and equipment in the selected athletics projects. The result shows that different sport facilities such as shower rooms for athletes, wearing rooms for athletes and adequate transport to and from the training area is absent. In addition adequate payment and meal for athletes was not available.
- ✓ The results also shows that the athletics projects of the selected area has no adequate training area and kits for training. Furthermore, it was found that coaches themselves lack training facilities and equipment.
- ✓ The findings of this study also shows that identification of talented long jump athletics was undertaken in different ways. However, the findings of this study shows that identification of long jump athletics was undertaken based on fitness of the athletes. Although coaches play significant role in identifying talented long jump athlete, the results indicate that coaches play minimal role in selecting athletes in a selected athletics clubs.
- ✓ The findings of the study also indicates positive issues related to coaches of the selected study area.
- ✓ The findings shows that coaches in the selected athletics projects have knowledge of programming for training and competition.
- ✓ The results also shows that the selected athletics project have coaches with fundamental skills required for coaching long jump and also has coaches equipped with technical and tactical trainings of Long jump. In addition the findings shows that the selected athletics projects have a long jump coaches who can plan for trainings and competitions.
- ✓ Furthermore, it was found that the athletics coaches have the ability to provide feedback during and after training sessions. This indicates that athletics coaches in a selected athletics projects approximately have a required knowledge of the field of study and can perform what they ought to do.
- ✓ In addition, the findings shows different issues were contributing to motivate athletes to

participate in long jump discipline in the selected study area. The findings indicate that encouragement from coaches and other athletes was among the factors that contributed to athletes to participate in long jump training.

- ✓ The findings also indicates that athletes were motivated to participate in long jump athletes because of their own fitness. Another issue that was found to be contributed to motivation of athletics to participate in long jump athletics was the desire of improving their own skills. The other issue that leads to athlete's motivation in long jump discipline was found to be the desire to obtain rewards. It was also found that the absence of sufficient sport facilities and equipment for athletics and coaches and absence of sufficient number of coaches which have a required skills to individually train long jump discipline were among the challenges of long jump discipline in selected study area.
- ✓ Finally, it was also found that there is no significant difference between athletics projects of Hasassa and Kofale regarding issues such as identification of long jump athletes, coaching events of long jump athletics, availability of long jump athletics facilities and equipment and issues related to motivation of athletes in long jump athletics.

5.3. Recommendations

5.3.1. Recommendation for Action

- ✓ Depending on findings of the study, the following recommendations were provided. First and foremost sport facilities and equipment for long jump athletics should fulfilled by the athletics clubs of the study area.
- ✓ Top management of the athletics projects should negotiate with all concerned bodies to obtain different sport facilities such as training ground for long jump athletes, training kits for athletes participating in long jump discipline and separate training session for long jump athletes.
- ✓ In addition it was recommended that there should be different ways of identifying talented long jump athletics in selected study area. The selection of talented long jump athletics was recommended to be based on the science of sport so that appropriate athlete will be selected based on science.
- ✓ It was also recommended that there should be separate coaches to train long jump athletics in these athletics projects. Long jump athletes were also recommended to train separately with athletes in another discipline.

- ✓ Finally it was recommended that different bodies should motivate athletes to participate in long jump athletics. Because little was done on this athletics in our country and this shows that the potential of doing in this type of athletics was not exploited yet. Therefore, attention should be given to motivation of long jump athletics by the management of both athletics projects.

5.3.2 Recommendation for Further Research

- ✓ This paper covers only certain challenges and prospects of long jump discipline in small number of samples. Since this the field of long jump athletics covers vast area of endeavor, other research that covers issues that were not included under this study should be undertaken.
- ✓ This research paper was done using descriptive analysis and independent t-test method of data analysis. The other rigorous research that was done by employing other inferential methods of data analysis by using large number of samples has to be done by other experts.
- ✓ Generally issues that do not covered by this paper should be done by other experts in this field of study.

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APPENDIX A

MADDA WALABU UNIVERSITY COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCES

Questionnaire to be filled by Athletes

Dear Respondents!

This is a study in athletics coaching that is being conducted by Abiti Gariyo, a candidate for a Master's degree in Athletics coaching specialization at MaddaWalabu University. The main objective of this data collection format is to gather information regarding to the “challenges and prospects of long jump discipline in some selected athletics projects of west Arsi zone. Your willingness, cooperation and genuine response have a great value to overcome the problem. Your responses will be kept completely confidential. Hence, I kindly request to give me your response freely and confidently; I would like to extend my cordial gratitude for your cooperation to fill out the questionnaire.

Part I Demographic Characteristics of Respondents

1. Name of athletics project ____
2. Sex male ____ female ____
3. Age 12_15____ , 16_18____ ,18 and above ____
4. Marital status married -----single-----
5. Educational Background grade level
 - i. 1_8(elementary)
 - ii. 9_12(high school)
 - iii. level I-IV
 - iv. Above level I-IV
6. Training years _____

Part II Instruction:

Indicate the level of your agreement on different statements relating to long jump in the table below by putting (x) where you think is appropriate by using the following code.

5	4	3	2	1
SA	A	Un	D	SD
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

No	Item	SA	A	Un	D	SD
I	When and how Identification of talented long jump athletes is done	5	4	3	2	1
1	Identification of talented long jump athletes is done during inter competitions in my sport club					
2	Identification of talented long jump athletes is done through observation during training in our sport club					
3	Identification of talented long jump athletes is done by the decision of long jump coaches					
4	Through measurement /testing of physical, physiological,					

	psychological and social attributes as well as technical abilities					
5	Identification of talented long jump athletes is done depending on fitness of particular athlete					
II	Availability of Long Jump sport Facility and equipment	5	4	3	2	1
1	There are Sufficient sport facility in my athletics club					
2	Long Jump sport facilities are easily accessible in my club					
3	Sport facilities in my athletics club are of the required standard					
4	Sport facilities in my athletics club are suitable or quality training					
III	Questions related to coaches of Long jump sport	5	4	3	2	1
1	Adequate number of Long jump coaches were employed in my athletics club					
2	My sport club have coaches with knowledge of programming for training and competition					
3	My sport club have Coaches with fundamental skills required for coaching long jump					
4	My sport club have Coaches with technical and tactical quality to train Long jump					
5	My sport club have long jumpCoaches who can plan for trainings and competitions.					
6	My sport club's long jump coaches always gives feedback after and during training					
IV	What motivate you to participate in long jump	5	4	3	2	1
1	A passion I have for the long jump sport					
2	Encouragement from long jump coaches and other athletes					
3	For my own fitness					
4	Availability of sport equipment and facilities					
5	The desire to Trip to different places					
6	Desire of improve my skill					
7	Competitive outlets					
8	The desire to obtain Rewards					

Thank you for your cooperation!!

Kutaa I haala fin amala warra gaaffiidha filataman

1. Maqaa pojektii atileetiksii ____
2. saala dhiira ____durbaa ____
3. urmii 12_15____ , 16_18____ ,18 fi olii ____
4. kan fuudhe ----- kan hin fuunee -----

5. sadarkaa barnootaa
 - i. 1_8(sadarkaa tokkoffaa)
 - ii. 9_12(sadarkaa 2ffaa)
 - iii. level I-IV
 - iv. I-IV level olii
6. Waggaa meeqa leenjii keessa turtan _____

Kutaa II Ajaja

Gaafiilee armaan gadii haala gaafatamteen deebisi mallattoo (x) faadamuun deebisii . gaafiileen kun kan guutamuun atileetota

5	4	3	2	1
SA	A	Un	D	SD
Baayee cimaa	Cimaa	Hinbeekamu	Cimaa miti	Baayee cimaa miti

No	Item	SA	A	Un	D	SD
I	Yoomii fi akkamitti Atileetota utaalchaa dheeraa dandeettii qaban adda baasuun raawwatama	5	4	3	2	1
1	Atileetoota utaalcha dheeraa dandeettii qaban adda baasuun yeroo dorgommiiwwan kilabii ispoortii koo keessattii aawwatamudha					
2	Atileetota utaalcha dheeraa dandeettii qaban adda baasuun yeroo leenjii kilabii ispoortii keenya keessatti ilaalchaan raawwatama					
3	Atileetota utaalcha dheeraa dandeettii qaban adda baasuun murte leenjijisotaa utaalcha dheerattiin raawwatama .					
4	Karaa madallii qaama ykn qormaata amaloota qaama ,fiiziyoloojii ,xiinsamuu fi hawaasummaa fi akkaumas dandeettii teeknikaatiin					
5	Atileetota utaalcha dandeettii qaban adda baasuun dandeettii atileeti addaa irrattii hundaa'uun raawwatama .					
II	Argamuu dhaabbata fi meeshaalee ispoortii utaalcha dheeraa	5	4	3	2	1
1	Kiabii atileetiksii koo keessatti bakkii ispoortii gahaan jira .					
2	Kilabii koo keessattii bakki ispoortii utaalcha dheeraa salphaattii argamuu danda'a					
3	Kilabii atileetiksii koo keessatti bakkii ispoortii sadarkaa barbaadamuu gahe jira					
4	Bakkii ispoortii kilabii atileetiksii koo keessattii argamu leenjii dhaf mijaawaadha ykn qulqullinna kan qabu dha .					
III	Gaaffiwwaan leenjistoota ispoortii utaalacha dheeraa wajjiin walqataan	5	4	3	2	1
1	Kilabii atileetiksii koo keessattii leenjistoonni utaalcha dheeraa lakkoofsaan gahaa ta'an qacaramaniiru					

2	Kilabiin ispoortii koo leenjisaasagantaa leenjii fi dorgommii irrattii beekumsa gaha qaban qaba ?					
3	Kilabiin ispoortii koo leenjisoota murteessoo dandeettii barbaachisoo leenjiisuu utaalcha dheeraa qaban qaba					
4	Kilabiin ispoortii leenjistoota qulqullina teeknikaa fi tooftaa qaban utaalcha dheeraa qaban leenjiisuuf qabaii dha					
5	Kilabiin ispoortii koo leenjisotaa utaalcha dheeraa leenjii fi dorgommii karoorfachuu danda'an qaba ..					
6	Leenjisaan Kilabii ipoortii koo utaalcha dheeraa irrattii duubii deebii leenjii dura fi booda atileetotaf ni kennaa .					
IV	Uthaalcha dheera irrattii akka hirmaattu maaltu si kakaasa	5	4	3	2	1
1	Feedhii ani ispoortii utaalcha dheeraaf qabu					
2	Jajjabina leenjistoota utaalcha dheeraa fi atileetota biroo irraa					
3	Jabeenya qaama kootiif					
4	Meeshaalee fi mijaa'ina ispoortii jiraachuu					
5	Feedhii gara iddoo adda addaattii daawwiidhaaf gochuu					
6	Feedhii dandeettii ogummaa koo fooyyessuu					
7	Dorgommii dhaaf					
8	Badhaasa argachuuf					

Waan nu gargaartaniif Galtooma

APPENDIX B

MADDA WALABU UNIVERSITY COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCES

Questionnaire to be filled by Coaches

Dear Respondents!

This is a study in athletics coaching that is being conducted by AbitiGariyo, a candidate for a Master's degree in Athletics coaching specialization at MaddaWalabu University. The main objective of this data collection format is to gather information regarding to the “challenges and prospects of long jump discipline in some selected athletics projects of west Arsi zone. Your willingness, cooperation and genuine response have a great value to overcome the problem. Your responses will be kept completely confidential. Hence, I kindly request to give me your response freely and confidently; I would like to extend my cordial gratitude for your cooperation to fill out the questionnaire frankly.

NOTICE:

It is not required to write your name

Encircle the option you choose to answer

Write briefly answer for the question which requires a short explanation on the space provided. You can support one or more idea

Part I- Demographic information of respondents

An instruction for personal data; please put an "X" mark in the space provided and write shortly for items that require

Questionnaire to be filled by coaches

1. Name of your athletics project _____
2. age -----
3. sex Male ☐ Female ☐
4. marital status married single ____
5. your coaching Level
 - i. First level local
 - ii. second level local
 - iii. third level IAAF
6. your current work position in the club _____
 - a. main Coach
 - b. Assistance Coach
 - c. supervision
7. Experience in the coaching profession
 - i. less than one year
 - ii. 1-3year's
 - iii. 4-5 years
 - iv. above 5

Part II Instruction:

Indicate the level of your agreement on different statements relating to long jump in the table below by putting (x) where you think is appropriate by using the following code.

5	4	3	2	1
SA	A	Un	D	SD
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

No	Item	5	4	3	2	1
I	The method to identify talented long jump athletes					
1	During inter _competition					
2	Externally during village/estate/ school competitions					

3	Observation of the coaches					
4	By measurements/testing of physical, physiological, psychological and social attributes as well as technical abilities					
5	.By body posture					
6	Depend on athlete interest					
7	Depend on parental interest					
II	Challenges that related to facilities and equipment	5	4	3	2	1
1	My club has equipment for measuring physical, physiological, psychological and social attributes as well as technical abilities of athletes					
2	The club has Sufficient sport facilities for training and practice long jump					
3	Sport facilities are easily accessible.					
4	Sports facilities are of the required standard.					
5	Sport facilities are suitable for quality training					
6	The club has Sufficient sport equipment for training and practice long jump athletes					
7	The club has adequate with professional man power					
III	Factors related to the training methods	5	4	3	2	1
1	Perform regular training according to the program					
2	Give additional training out of regular program					
3	Re —examine the training program as needed					
4	Achieved the objectives of training program					
5	Using athlete -centered training program					
6	Using coach/trainers —centered training program					
7	Giving feedback after training					
IV	Physical environment / setting / of the Field	5	4	3	2	1
1	The field is clean and in good repair.					
2	Facilities are organized in a manner that promotes coaching.					
3	Athletes do have secure and adequate spaces for personal storage in the field					
V	What the purpose of long jump athlete can be more focused	5	4	3	2	1
	For mental development					
	For Physical development					
	For Health development					
	For Satisfaction					

VI	Attitude of sport community to encourage athletes performance	5	4	3	2	1
	Negative					
	Positive					
	Soma to have					

Thank you for your cooperation!!

APPENDIX C

MADDA WALABU UNIVERSITY COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCES

Interview checklist for sport experts

The purpose of this interview is to get information about challenges and prospects of long jump in woreda athletics project

1. Are there enough facilities and equipment to coach long jump in the athletics project?

2. Is there job integration between sport manager and athletics project?

3. What major problems do you face in relation to woreda and athletics project?

4. What solution would you suggest for the problems you pointed out?

APPENDIX D

MADDA WALABU UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

Interview checklist for club managers

The purpose of this interview is to get information about challenges and prospects of long jump discipline in the selected athletics of west Arsi Zone,

1. Do you think that long jump coaches in your club have enough knowledge and effective coaching skill in their specialization area? If yes would you explain it?

2. What do you think about the motivation and interest of athletes in long jump?

3. Do you think that the sport administrative bodies of the city could support the club Activities /inter and external support programs/ with material, budget and idea? If it is so, Please mention how much it is satisfying the program?

4. What do you think the main problems and prospects that challenging long jump in your Athletics clubs? _____

APPENDIX

MADDA WALABU UNIVERSITY COLLEGE OF NATURAL SCIENCES DEPARTMENT OF SPORT SCIENCES

Interview checklist for jumping event coaches

The purpose of this interview is to get information about challenges and prospects of long jump in the woreda

1. What are the problems that challenging you when you coach jumping events? _____

2. How can you explain the motivation of athletes in long jumping even? _____

3. What is the prospect of athletes to participate in your long jumping events? _____

4. How long jumping event athletes are selected in your athletics project? _____

5. Is there adequate number of jumping event coaches in the club? _____

Appendix-F

Observation checklist

I. General information

1. Date of visit 27/8/16
2. Name of athletes project burkitu hasasa and kofale athletics project
3. Number of training allotted per week 3 days Number of athletes 21
4. Bio data of the coach being observed

Sex male age 37 Qualification First level local Total experience 2 year

Instructions: Put mark (√) in the column which tells “Yes”, “To some extent” “No”

Table 1:Observational Check list for field setting		Variable to be Observed Yes To some	Yes	To some extent	No
1	Observation checklist for field setting and Training session				
2	Availability of event field				
3	Availability of clean and attractive training area				
4	Presence of landing area and runway to practice long jump				
5	Availability of shower and dressing room around the field				
6	Availability of transportation for athletes before and after training				
7	Observation checklist at coaching and training session (pre-session activity)				
8	Were facilities checked for safety				
9	Was a phone point identified /in case of emergency				
10	Was the first aid person known/in case of emergency				
11	Was appropriate equipment selected				
12	Were equipment and facility checked for health and safety				

Table 2:Observational Check list activist during training		Variable to be Observed Yes To some	Yes	To some extent	No
1	Was each athletes level of experience checked				
2	Were athletes informed of session content and aims and their understanding checked				
3	Were athletes aware of the rules and codes of conduct for the activity and their understanding checked				
4	Were instruction clear , concise and appropriate				
5	Were athletes informed of session content and aims and their understanding checked				
6	Was positive feedback and appropriate corrective action provide for each athlete				
7	Was questioning used to encourage the athlete to self-analyse performance				
8	Were athletes observed throughout the session and appropriate feedback on strengths and weaknesses provided				
10	Were athletes asked for their feedback on the session				
11	Were all athletes in their training groups given equal attention				

Table 3:Observational Check list before training		Variable to be Observed Yes To some	Yes	To some extent	No
1	Did the coach have control of the athlete				
2	Did the athlete enjoy the session				
3	Did the coach exhibit a clear understanding of the techniques and skills by the athletes for the session				
4	Coach ability of using different techniques styles such as working in pair, small groups and individually				

5	Did athletes trust and respect the coach				
6	Did the coach provide appropriate feedback to the athletes				
7	Did the coach use good communication skills				