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RESEARCH PAPER ON:

INVESTIGATE THE PRACTICE OF COACHES ON ATHLETE DEVELOPMENT PHASES IN THE CASE OF TIGRAY REGION ATHLETIC CLUBS.

BY: - TEKLEWEYNI GEBREHIWET

ADVISOR: - TEWODROS ABIR (ASSIST.PROF.)

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ETHIOPIA

THIS THESIS IS SUBMITTED TO POST GRADUATE PROGRAM OF DEBRE BERHAN UNIVERSITY SPORT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE OF SPORT MANAGEMENT.

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Submitted by:

Tekleweyni	…….	01/11/2011E.C
Students name	signature	Date

Approved by:

1.	…….	……..	…….
	Name of Major Advisor	signature	Date
2.	……..	……	……...
	Name of co-Advisor	signature	Date
3.	……..	……	……...
	Name of chairman, CGC	signature	Date
4.	……..	……	……...
	Name of chairman, CGS	signature	Date

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STUDIES

Declaration

I hereby that this thesis is for the degree of Master is my original work and that it has not previously formed the basis for the award.

Name: - Tekleweyni Gebrehiwet

Signature _____

Date _____

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ABSTRACT

Coaches have been thought of as influential elements of athletes' success in clubs. The purpose of this study was to investigate the practice of coaches on athlete development phases in the case of athletic clubs of Tigray. All groups have been selected of six clubs 66 athletes and 12 coaches. Data collected using questionnaire, semi-structured interview, field observation used. Stratified probability random sampling and purposive non probability sampling was employed to select samples. The questionnaires were administrated to coaches and athletes of the club; semi-structured interview was conducted with club managers. Descriptive cross sectional method was employed. The data gathered through questionnaires were analyzed by using percentage and the data gathered through interview were analyzed by descriptive statement. Finally, the results found from analysis of the data revealed from that the practice of coaches on athlete development phase in the case of athletic clubs of Tigray were investigated.

Chapter one

1. Introduction

1.1 Background of the study

Athlete Development

The main concept of 'Athlete Development' involves taking a long term approach to athlete development and training. This long term approach is designed to help individuals of all ages and all abilities to optimize their development and reach their potential. As you begin to understand the background to this long term approach, you will understand why it is recommended by the IAAF for all coaches and athletes. Effective coaches choose a long term approach as it helps them to improve their athletes year after year, possibly until after the age of 40, the time when the body's biological clock causes performance to decrease. Even then, it will help athletes to get the best from what they have Ford, P., De Ste Croix, M., Lloyd, R., Meyers, R., Moosavi, M., Oliver, J., Till, K., & Williams, C. (2011).

In its simplest form athlete development relates the structure and nature of training at any time to where an individual athlete is on their developmental pathway. This means that individuals are, "doing the right things at the right time" for their long term, not necessarily immediate, development (Lang, M. and Light, R., 2010, 5).

Athlete Development – "doing the right things at the right time"

Many people in sport have pointed out that much of what comprises 'athlete development' is not new knowledge. The vast majority of the knowledge on which it is based is widely accepted and has been used as a foundation for physical education teaching and coaching practice for many years. The difference that the 'athlete development' programme brings is an organization and structuring of this approach for coaches to use. It has the potential to create a better integrated development system for everyone who is involved with athletics and to motivate athletes to stay in the sport. The long term athlete development approach is an organized approach toward achieving the optimal training, competition and recovery throughout an athlete's career. It recognizes that any individual who has just commenced athletics has different needs from and capabilities for training than someone who has been doing it for longer. This is true no matter what age an athlete starts being involved in athletics and emphasizes the importance of coaches knowing the 'training age', as well as the 'developmental age', of each athlete they coach Ford, P., De Ste Croix, M., Lloyd, R., Meyers, R., Moosavi, M., Oliver, J., Till, K., & Williams, C. (2011).

A challenge for national and international sporting agencies and organizations is deciding which framework or model they should subscribe to, to effectively guide and inform the development and support of their sport participants and athletes.

Athlete development pathways are fluid; participants enter, leave, progress, or remain at a particular stage according to their ability, maturation, interest, opportunities, personal circumstances, and goals. Sport organizations can identify preferred development pathways in their own sport, and then build programs and implement strategies to encourage participation and promote excellence (Ford, P., De Ste Croix, M., Lloyd, R., Meyers, R., Moosavi, M., Oliver, J., Till, K., & Williams, C. 2011).

The long term athlete development approach is an organized approach toward achieving the optimal training, competition and recovery throughout an athlete's career. It recognizes that any individual who has just commenced athletics has different needs from and capabilities for training than someone who has been doing it for longer. This is true no matter what age an athlete starts being involved in athletics and emphasizes the importance of coaches knowing the 'training age', as well as the 'developmental age', of each athlete they coach(Greyson, I., Kelly, S., Peyrebrune, M., &Furniss, B. (2010).
If coaches in our country have the lack of applying rules and regulations of athletics sport (example, stages of athlete development pathway), license/knowledge commitment and others they cannot produce athletes like Haile Gebreslassie, Gebregzabiher Gebremariam, Kenenisa bekele, Meseret defar, Trunesh Dibaba and so on professional athlete that can the source of money. So that, coaches seems that the basic to develop the athlete. InTigray region also produced competent athletes in the world yearly like athlete Mruts Yfter, Gebregzabiher Gebremariam, Worknesh Kidane, Hagos, Dejen, and others. But there are 6 clubs with 219 athletes in Tigray region. So the number of athletes found in the club and the numbers of international competent athletes are not proportional.

Moreover, the study investigate the practice of coaches on athlete development phases in the case of Tigray athletics club is an essential concern for the development and enhancement of athletics club athlete's performance and also for the advancing of the effectiveness of Tigray athletics clubs. Finally, the intention of this research was investigating the practice of coaches on athlete developmental phases in the case of some selected athletics clubs in Tigray region.

1. 2 Statement of the problem

As sport scholars and experts say, effectiveness in athlete's performance is very important to achieve athletic clubs and participants objectives. When club coaches give attention to athlete development stage, it has a direct impact on the result of athletes. Coaches that have a good control and attention on the training of athletic club can produce competent athletes who are capable of having good results (Greyson, I., Kelly, S., Peyrebrune, M., &Furniss, B., 2010). And our Ethiopian coaches introduce to the world elite and few athletes to thle world like athletes

Haile Gebreslassie, Gebregzabiher Gebremariam, Kenenisabekele, Meseretdefar, TruneshDibaba. Many athletes do their training by the help of coaches in partial parts of Ethiopia that convenient to athletes. Tigray region is one of the partial parts of Ethiopia that athletes are trained by club coaches. Currently , Tigray region coaches working a lot to cultivate young athletes to represent their country in international competition and to advertise, as well as to generate incomes as an example Abadi Hadis, Mogos Tumay, Letesenbet Giday, Feten Tesfay, and so on . Even though this the aforementioned region worked a lot to help athletes to generate incomes that are not enough because when we see the number of athletes in clubs that are found in Tigray region and those who get chance to be international athletes are little in number. That means there are 6 clubs with 219 athletes in Tigray region. So the number of athletes found in the clubs and the numbers of international competent athletes are not proportional.

So the core problem which this research study was investigates the practice of coaches on athlete development phases.

The following were basic questions for this research.

- How was the knowledge of Coaches and athletes about athlete development phases
- What was coaches' plan and implement way of the training program based on athlete development phase?
- What were the effects of athlete development phases on the athletes' performance?

1.3 Objective of the study

The general objective of the study would be investigating the practice of coaches on athlete development phases in the case of Tigray region athletics club. And to recommend corrective solutions would be taken in order to reduce the problems.

1.3.1 Specific objectives

The specific objectives of the study were to:-

- To describe the Coaches and athletes knowledge about development phases
- To describe the coaches' plan and implementation of the training program based on athlete development phase.
- To describe the effects of athlete development phases on the athletes' performance.

1.4 Significance of the study

It is clear that if problems in athlete development stages would be identified and possible solutions would be recommend, training process would be successful and effective to achieve the desired goals of athletic clubs.

Based on this fact the researcher believes that the findings of the study would help.

- To distribute information about athlete development phases to coaches, athletes, managers and athletics federation of Tigray.
- To create the knowledge of athlete development phases to teachers and concerning bodies.
- To find the effects of athlete development phases on athletes and to applicable in training
- Describe new idea for future researchers regarding coaching.

1.5 Scope of the study

The overall scope of this study was focuses on the extent to which the research objectives are concerned. Proved and concerned problems were picked. So, this study was focus on partial part of Ethiopia, Tigray region as it cultivate new and few competent athletes internationally. Therefore, it was good studying and very relevant to carry out an in-depth investigation on it by selecting different sites and involving a large number of study participants.

1.6 Limitation of the Study

Throughout the research the following short comings faced to the researcher.

- Situations of time
- Deficit of finance
- Lack of experience

Those problems face negative influence to making the research. However the researcher of this study tries to overcome those obstacles.

1.7 Operational definitions of key terms

Athlete: - a person who is trained or skilled in sport (athletics)

Coach: - a person qualified to train athletes

Development: - The potential and aspirations for professional or elite pathway

Performance: - is the manner in which sport participation is measured.

Phases/stage: - level of alertness and mental acuity that the athlete brings to performance

Training: **-** is a pedagogical process of sports perfection which through systematic effect on psycho-physical performance

1.8 Organization of the Study

The study would have five chapters, the first chapter which is an introductory section of the paper which includes background of the study, back ground of the organization, statement of the problem, objective of study, significance of the study, scope study. The second chapter deals with the related literature review. The third chapter details with the research methodology of the study the fourth chapter deals with the data analysis and presentation of the findings. Finally the last chapter deals about conclusion are recommendations.

Chapter two

Review of related literature

2.1 Chronological Age

Historically, the Spartans prepared young males in a rigorous education and training program known as the "agoge," with the aim being to produce strong warriors for the Spartan Army. They did this through a staged approach, starting with an initial training period from ages 7 to 17 before entering into reserve status for two years, finally gaining full status into the Spartan legions as a warrior. So the simple concept of staged approaches to development has been around since ancient Greece. The ancient Spartans starting training boys as young as 7 to prepare for a career as warriors in adulthood

The main concept of 'Athlete Development' involves taking a long term approach to athlete development and training. This long term approach is designed to help individuals of all ages and all abilities to optimize their development and reach their potential. As you begin to understand the background to this long term approach, you will understand why it is recommended by the IAAF for all coaches and athletes. Effective coaches choose a long term approach as it helps them to improve their athletes year after year, possibly until after the age of 40, the time when the body's biological clock causes performance to decrease. Even then, it will help athletes to get the best from what they have. In its simplest form athlete development relates the structure and nature of training at any time to where an individual athlete is on their developmental pathway. This means that individuals are, "doing the right things at the right time" for their long term, not necessarily immediate, development (Peter J L T., 2007).

This form of age is simple and is the primary category coaches would subconsciously categorize their athletes into. Chronological age is simply the age of the individual by date of birth. For example, if the current date is February 2016 and an athlete was born in January 2000, then this would make them 16 years of age, or more specifically 16 years and 1 month. This form of categorization is often the most commonly adopted when working with athletes. However, the primary issue with doing so is the large variance between individual abilities, and this variance is often exaggerated in young athletes due to differences in both their biological and psychological maturity. For example, in an under-17 boys' rugby team, some players may have almost reached full physical maturity, whilst others may have yet to undergo their peak height velocity. This can lead to large variances in physical and psychological maturity, and thus limit the physical potential of the athletes by potentially increasing the risk of injury, reducing inter-group competition and generating distractions, not to mention failing to cater for each individuals own training necessities(Mirwald, etal, ,2002)

This form of categorization is often the most commonly adopted when working with athletes. However, the primary issue with doing so is the large variance between individual abilities, and this variance is often exaggerated in young athletes due to differences in both their biological and psychological maturity.

2.2 Biological Age

In comparison to chronological age, the classification of biological age is far more complex. This form of age is often determined differently depending on whether the exercise professional is calculating the biological age or status of a pre-adolescent, adolescent or adult. Though the biological status of adults can be accurately estimated, this requires medical expertise and extensive assessments. On the other hand, the biological age or maturity offset of youths can be determined using non-invasive anthropometric measures that require minimal equipment (Klemera P, Doubal S. A 2006).

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Analyzing the biological status of a young athlete is typically done by calculating the maturity offset of the individual (predicted years from peak height velocity) by using several anthropometric measures – in most circumstances by using: age, standing height, sitting height and leg length. By objectively measuring the maturity offsets of a group of young athletes, training groups can be restructured according to their biologic status as opposed to their chronologic age. This allows young athletes to be categorized based upon their physical and psychological status and/or training goals.

Availability is often the primary issue with categorizing athletes based upon their biological age, especially when working with youth team-based athletes who have set sport-specific (technical) training times based on their chronological age. However, often like their technical training schedules whereby athletes are often moved up or down age groups based on technical qualities, similar principles should perhaps also be applied for their physical training programs – i.e. athletes should be placed into groups with others who have a similar biological maturity .Klemera P, Doubal S. A new approach to the concept and computation of biological age (Mech Ageing Dev. 2006).

2.3 Training Age

More often referred to as simply ‘training age’, this is a relatively straightforward classification. Training age purely refers to the total training time/ experience the athlete has in that aspect of physical training – i.e. whether its strength training, Olympic Weightlifting, plyometric, speed and agility. An important factor to consider here, however, is just because an athlete suggests they have 5 years of training experience, does not suggest they are competent or have ever even

performed all modes of training. For example, an athlete may have 5 years of strength training experience, but no experience performing plyometric. Consequently, that athlete would be suggested to have a strength training age of 5 years and a plyometric training age of 0 years. As a result, it is vital that the strength and conditioning professional considers all these elements and should test the athlete's competencies before writing and administering any programme

Another major limitation to using training age as a form of categorization is that quantity of experience by no means suggests quality. Just because an athlete has been strength training for 5 years, does not suggest they have had 5 years' worth of high-quality coaching or achieved technical mastery. Again, the strength and conditioning coach must consider these factors and determine the athlete's movement quality prior to administering any form of training plan (Daniel W. Belsky and Terrie E. 2010).

2.5 Athlete Development stages

Providing a uniform athlete development pathway within a 'late specialization sport' like athletics means that we can recognize a five-stage athlete development model. The progressive nature of this five-stage model guides athletes from the Kids' Athletics stage, Multi-Events stage, Event Group Development stage, Specialization stage through to the Performance stage (IAAF, 2007).

Stage 1 – The Kids' Athletics Stage

The first stage for athletes in the IAAF development pathway is 'Kids' Athletics', reflecting the well-established IAAF Kids' Athletics training and competition programme designed for young children. The 'Kids' Athletics' developmental stage should be a structured and fun introduction to athletics like activities, with an emphasis on developing basic fitness and foundation movement skills. It emphasizes such skills as the 'ABCs' of movement: Agility, Balance, Coordination and Speed, the 'ABCs' of athletics: walking, running, jumping and throwing and the movement skills related to body awareness and to hand-eye and foot-eye coordination. All these foundation skills and movements add together to provide a 'vocabulary' of movement which are referred to as 'physical literacy'. To develop this basic physical literacy there should be participation in as many play, or play-like, games and movement patterns as possible. The annual plan should have no periodization structure but there should be a well-planned programme of basic conditioning with proper fitness and skill progressions that are monitored regularly. Competition can take place at any time but training is not structured for, or specific to, competition. Ideally, children will commence Kids' Athletics between 6 and 9 years of age and will continue until physically, socially, emotionally and skilfully they are ready for the next stage of development. If individuals commence their activity at an older age, they should still achieve a minimum training age of 2 years before moving on to the second stage. If it is an adult who is commencing athletics, they may not go through the Kids' Athletics stage but their physical

literacy must be assessed. Any areas of poor physical literacy should be addressed by the coach providing appropriate remedial activities (IAAF, 2007).

Stage 2 – The Multi-Events Stage

The second stage of development is called the 'Multi-Events' stage where all individuals now learn how to train and develop their athletic skills. For young athletes this means participating in and learning all the events of athletics, along with basic technical, competition and tactical skills. Although the focus is on training, competition can be used to test and refine skills at any time of the year. During this stage the young athlete is learning how to train and they should be introduced to an understanding of the importance of an active, dynamic warm up, an effective cool down and flexibility work. They should also learn the importance of a healthy diet through nutrition and hydration, rest, relaxation and sleep. The training environment should also be a place for positively developing the basic mental skills that underpin performance and continued participation such as the five Cs, communication, commitment, control, confidence and concentration. In this stage, training can begin to be planned in a parodised way but because of the need to build a 'solid base' the training year should only have one macrocyle, making it a 'single periodised' year(Balyi, I. and Hamilton, A., 2004)..

Stage 3 – The Event Group Development Stage

The third stage is the 'Event Group Development' stage and is sometimes referred to as the stage for 'building the engine'. During this stage there is an emphasis on greater individualization of fitness and technical training. For young athletes, this is the time to begin to focus on an event group rather than all events. But they are a 'runner and walker' rather than an '800m athlete'; a 'thrower' rather than a 'javelin thrower'; a 'jumper' rather than a 'triple jumper'. As athletes enter this stage some enjoy doing all events equally and may choose the Combined Events event group. Athletes who have the highest potential for the performance in the Combined Events will show excellent 'physical literacy' in the previous Multi-Events stage of development. If the athlete is in this stage between the ages of 13 and 17, they undergo some critical changes in relation to their physical development. These physical developments will also probably have significant influences on the athlete's skill development and also on their mental and social development. It is also during this stage that the importance of having confidence in their abilities and competence to perform basic sporting skills is crucial for the individual athlete. This is not only in terms of their performance development but, crucially, in terms of whether they choose to keep participating in athletics or not. The emphasis in this stage is still on training which is predominantly high in volume and low in intensity and the time commitment to training will increase for both athlete and coach. There are now specific targets for each competition undertaken with a view to learning basic tactics and mental preparation. The reason that many athletes reach a performance plateau during the later stages of their careers is primarily due to an

over-emphasis on competition instead of training during this stage, which makes it a significant period in their athletic development. The training year may be either a single or double periodization structure but the longer that single periodization is maintained, the better the athlete's foundation for the future (*IAAF*, 2007).

Stage 4 – The Specialization Stage

With the entry to the fourth stage, 'Specialization', comes a 'fine-tuning of the engine'. There is a continued emphasis on physical conditioning, maintaining high volume training but now with increasing intensity at appropriate times of the year. The athlete now will tend to focus on an event or a small number of events. Individual strengths and weaknesses are now more clearly identified and action can be taken to improve these. There is a gradual shift towards performing techniques and tactics in a variety of competitive conditions during training which increasingly model competitive environments. The coach will focus on optimizing preparation both physically and mentally. The training year may again be either a single or a double periodised plan and for the first time, competition will influence the structure of the annual plan (Greyson, I., Kelly, S., Peyrebrune, M., & Furniss, B. (2010).

Stage 5 – The Performance Stage

The final stage of preparation and participation in athletics is the 'Performance' stage and will last until the individual retires from actively competing. The emphasis now is on further specialization and, where possible and appropriate, performance enhancement. All of the athlete's physical, technical, tactical and mental capacities should now be fully established with the focus shifting to the optimization of performance, at whatever level. All athletes can now be trained to peak for specific competitions and major events; whether those competitions be the Olympics, a regional competition or a local meeting or event; with each aspect of training individualized. An individual's annual plan may show either single, double or multiple periodization, depending on the events being trained for and taking into account the athlete's personal needs and circumstances. To summarize athlete development, even if an athlete misses the optimum biological ages for each development stage indicated for the five stages of the IAAF Athlete Development pathway the pathway should still apply. No matter what the athlete's age, following the stages of the athlete development pathway permits a progressive introduction to and development in athletics. This is shown in the following flow diagram which assists you in determining your athletes' stage of athlete development and the options for structuring the annual plan for any individual, of any age and of any ability level(Côté, J., Bruner, M., Erickson, K., Strachan, L. and Fraser-Thomas, J.,2010,).

Athlete development Means of implementation

Sport Demands Analysis Profile (SDAP) - Based on the profile a specific program is developed for each sport reflecting the demands of the sport and the position or event. The sport coaches must be active participants in this process so that they have ownership in the development of the program.

Sport Injury Profile (SIP) - This is developed by the sports medicine/rehab personnel to outline and review the common injuries in each sport, how they occur, and the time frame for the rehabilitation process. This information is then used to develop a specific prevention program for each sport that is then included as a transparent part of the training program.

Physical Competency Assessment (PCA) – This is an assessment tool designed to evaluate each athlete's basic physical competencies in fundamental movements to determine their level of training readiness.

Comprehensive Athletic Testing (CAT) - Each sport has a specific test battery to evaluate the athlete's fitness for that sport. Results would be compiled in a central database to track progress, establish baseline performance standards, and track the individual athlete's improvement.

Individual Athlete Profiles (IAP) - This involves longitudinal tracking of all physical performance parameters and medical history during their career. The IAP would serve as a reference for future seasons, feedback, nd motivation.

Chapter three

3.1 Research design and methodology

In this study, descriptive cross sectional research design and both quantitative and qualitative research method were used. Because the researcher was collect information by asking questions through questioners (In-house survey), interviews (semi-structured) and observations (notes and/or recording). Accordingly, the researcher described the result. Therefore, subsections under here were highlighted that how this study were conducted

3.2 Study area and Site selection

Tigray region which was found in northern part of Ethiopia was selected for this study. It were 785km far from Addis Ababa. The region held athletics clubs that participate at international competitions. One reason for the selection was that the researcher lived near to the clubs area.

Secondly, the researcher was relevant for years in athletic training, culture, language and athletic competitions in addition to that the researcher has of lack of economic potential to expand his study to other part of Ethiopia.

Thirdly, the researcher was able to get different moral and enough information from different athletics clubs. This will help me facilitate my study. The anticipation was that, the state sport commission will encourage researchers who are willing to conduct research on any aspect of it.

3.3 Populations of the study

There were six (6) athletics clubs) in Tigray region which comprises 12 coaches, 219 athletes, and 6 managers. Therefore, the researcher believes that the coaches and athletes from clubs can participate in this study and were filled questionnaires with appropriate information. Hence, athletes, coaches and managers used as a study population.

Table3.1 Populations of the study

No	Club	No of coaches	No of managers	No of athletes
1	Guna	2	1	30
2	Trans	2	1	32
3	Mesfin	2	1	40
4	Sure	2	1	39
5	Walta	2	1	38
6	Messebo	2	1	40

3.4 Sampling techniques

For this study, the researcher used stratified probability random sampling technique for athletes and purposive non-probability Sampling technique for coaches and managers.

3.5 Sample size

It was believed that reasonable sampling solves a dilemma of getting representative subjects of the study drawn from the total population. The sample size also depends on the type of investigation. For this study, there were 12 coaches and 219s athletes from 6 clubs. The Size of the study of clubs were all the 6 athletic clubs with 66 athletes out of (219 total athletes), and all 12 coaches of every club athletic clubs of Tigray.

Table3.2 Sample size of the study

No	club	No of coaches	Size to be select	No of managers	Size to be select	No of athletes	Size to be select
1	Guna	2	100%	1	100%	30	9
2	Trans	2	100%	1	100%	32	10
3	Mesfin	2	100%	1	100%	40	12
4	Sure	2	100%	1	100%	39	12
5	Walta	2	100%	1	100%	38	11
6	Messebo	2	100%	1	100%	40	12

Accordingly, the researcher had 100% of coaches, and 30.1% of athletes involved in this study.

3.4 Data Collection Instruments

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

Questionnaire: The questionnaire comprised of issues related to the the practice of coaches on athlete development stage principle and its effect on athletes' performance were prepared for athletics club coaches and athletes in order to secured relevant information. The questionnaire was consisting of close and open-ended items.

Interview: interview was one of the major instruments employed in this study.

Semi-structured interview was used in order to strengthen and cross check the responses made by the respondents through questionnaire.

Observation: - The observation with checklist was intended to observe the attitude of coaches to ward athlete development during their training programs. That means observation was used to see the training if applicable according to chronological age, biological age and training age in addition to coaches' commitment etc. and this was help the researcher to triangulate the data obtained through both the interview and the questionnaires.

3.5 Data Collection Procedure

Different sets of questionnaires were administered to the athletes and coaches. The researcher visited the sample clubs 2 times to distribute, administer and collect data through conducting and completing questionnaires, interview and observation.

Constructive suggestions were obtained from research advisor before being administered to the respondents. Following the comments and suggestions frequent improvements such as modifying for poor questionnaires that made confusing to respondents, rejecting and totally avoiding the worst items were made. Finally, improved items were administered to the sample respondents. The selection of the athletes was done by the researcher together with the coaches and project

administrator. Once the athletes are determined, oral explanations were given on the purpose of the study how to fill questionnaire. After giving orientation, they were filling in front of the researcher and with one additional helper/the coach/ of the project. Similar steps were done in all selected clubs at different day time schedules. Similarly, giving information of the study items were distributed to the coaches.

Finally, the questionnaire was collected by the researcher himself right from athletes and coaches. Data was collected from the clubs by the researcher through observation with checklists. Interview of project administrators was facilitated by the researcher.

3.6 Data Analysis Procedure and Technique

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

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

Then cross-check was made through information which was collected with observation in order to triangulate the data collected through the questionnaire and interview. Finally, the report was organized and written by using verbal descriptions supported by percentages or numbers of the respondents from the tables, provided for a particular items or question.

CHAPTER FOUR

Analyses and Interpretation of Data

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

4.1. Description of the sample population

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

Table 4.1: Characteristic of coaches

No	Item	Respondents	
1	Sex	No	%
	M	12	100
	F	0	0
	Total	12	100
2	Qualification		
	MSC	5	41.6
	BSC/BED	6	50
	Diploma	1	8.4
	Total		100
3	Years of experience		

	1-4 years	1	8.4
	5-10 years	6	50
	Above 10 years	5	41.6
	Total	12	100
4	Age		
	25-30 years	2	27.7
	31-35 years	4	33.3
	Above 35 years	5	40
	Total	12	100

The first item of the table displayed the sex distribution of respondents. Accordingly, respondents, i.e. 12(100%) were males and 0(0%) of the respondent were female. Regarding the educational qualification of it can be seen from the table that 50% of them were qualified in BSC/BED and 41.6% of the respondents qualified as second degree. Concerning the experience of respondents the majority of respondents had 5-10 years of coaching experience, 8.4% of the respondents has the experience below 4 year. The fourth item of the table deals with the age of the respondents; here all of the respondents were above 25 years. Therefore, even though the majorities of respondents were first degree coaches, the researcher believed that they can provide useful information that would be useful for the study since all of them were above 25 years old.

Table4. 2: Characteristics of athletes

No	Item	Respondents	
1	Sex	No	%
	M	29	43.9
	F	37	56.1
	Total	66	100
2	Age		
	14-15 years	18	24.3
	16-17 years	23	31.4
	Above 18 years	25	44.3
	Total	66	100
3	Grade level		
	Grade 6-8	28	42.4
	Grade 8-10	31	46.9
	Grade 11-12	7	10.6
	Total	66	100

As shown in table 2 the majority of respondents, 37(52.9%), were females and 33(47.1%) of the respondent were male. The second item of the table deals with the ages of the respondents, 24.3% of them were between 14-15 years, 31.4% of respondents were 16-17 years and 44.3% of the respondents were above 18 years. Regarding to the grade level of respondents the majorities33 (47.1%) of them were grade 7-8, 23(32.9%) of respondents were grade 5-6 students

and 14(20%) of them were grade 9-11 students. Therefore, even though the minorities of respondents were grade 9-11 students.

4.2 Data analysis and interpritation

4.2.1 Responses from athletes

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

Table 4.3: club Athletes response about training age and knowledge

No	Items		respondents	
			No	%
1	1. How old are you?	14-16	9	13.6
		16-18	22	33.3
		18-20	20	30.3
		20+	15	22.7
		Total	66	100
2	What is your training age?	2-4	26	39.4
		5-7	32	48.5
		8-10	0	-
		10+	8	12.1
		Total	66	100
3	Are there athletes at different training age in your club	Yes	58	87.9
		No		
		I don't know	8	12.1
		Total	66	100
4	Do you have the knowledge of athlete development phases	yes	0	-
		no	53	80.3
		I do not know	13	19.7

		Total	66	100
5	Have your coaches the knowledge of athlete development phases	yes	8	12.1
		No	13	19.7
		I do not know	45	68.2
		Total	66	100

Q1 As shown in table 3 above, 9(13.6%) respondents have said that their biological age were 14-16, 22(33.3%) of respondents were at 16-18 biological age, 20(30.3%) were 18-20 and 15(22.7%) were above 20 years. So this indicates that there are athletes at different biological age in the athletic clubs of tigray region.

Q2. 26(39.4%) of the respondents responds that their training age were 2-4, 32(48.5%) of them were 5-7 training age and 8(12.1%) were above 10 years of training age. From the above we can realize that they included under all training age stages because there are athletes at different age.

Q3. As shown from the table 3, the majority of the respondents 58(87.9%) said that there are athletes at different age and 8(12.1%) said that they didn't know about their age difference in their club. So it is not expected to be applied the same training for all if the majority of respondents said that they were at different age.

Q4. 53(80.3%) respondents replied that they didn't about athlete development phases, 13(19.7%) of the participants were confused with the concept of athlete development phases. So the concerning body should be create the basic concept of athlete development phases to athletes.

Q5. As shown in item 5, 45(68.2%) said that coaches didn't have the knowledge of athlete development phases, 8(12.1%) of the respondents said that they have the knowledge of athlete development phases and 13(19.7%) of the participants responds that they didn't know whether the coaches know or not the athlete development phases

Table4. 4. About coaches' plan of training

No	Items		respondents	
			No	%
1	Do your coaches plan training program based on athlete development phases?	yes	9	13.6
		no	11	16.7
		I don't know	46	69.7
		Total	66	100
2	Do your coaches implement athlete development phases in training	Yes	17	25.7
		No	13	19.7
		I don't know	36	54.6
		Total	66	100
3	Do your coaches give you the training based on your chronological and training age	yes	16	24.2
		no	36	54.6
		I don't know	14	21.2
		Total	66	100
4	Does your club coach give attention to athlete development phases in coaching	yes	8	12.1
		no	32	48.5
		I don't know	26	39.4
		Total	66	100

Q1. In the above tale 5, 46(69.7%) respondents said that they didn't know that whether the coaches had or not the training plan based on athlete development phases, 11(16.7%) said that the coaches didn't have the training plan based on athlete development phases and 9(13.6%) said that coaches have training plan based on athlete development phases. This shows us coaches training plan is more unknown means there is lack of pureness understanding to the athletes of

the club. Even if there is training plan based on athlete development phases, focus on some special phases not included all phases of athlete development.

Q2. In the above table 5, 36(54.6%) respondents said that they didn't know whether the coaches implement the athlete development phases in training or not, 17(25.7%) participants said that coaches implement the athlete development phases in training and 13(19.7%) said that the coaches didn't implement the athlete development stage in training.

Q3. 36(54.6%) respondents said that coaches didn't apply the training based on chronological and training age, 14(21.2%) participants said that they didn't know whether they apply or not the training is applied based on chronological and training age and 13(19.7%) said that the coaches were apply the training based on chronological and training age.

Q4. 32(48.5%) said that coaches were not give attention to the athlete development phase in training, 26(39.4%) of the respondents didn't know whether coaches give attention or not the athlete development phase in training and 8(12.1%) said that coaches were give attention to athlete development phases or not In training.

Table 4.5. About the effect of athlete development phase on the athlete if not applied in training?

No	**Items**		**respondents**	
			No	%
1	What is the effect of athlete development phase on the athlete if not applied in training?	positive	0	-
		negative	22	33.4
		I do not know	29	43.9
		Both p&n	15	22.7
		Total	66	100

p&n= positive and negative

Q1. Us we show table 5, 29(43.9%) said that they didn't know the effect of athlete development phases on the athlete if not applied in training, where 22(33.4%) said that there is negative effect of athlete development phases in training. As I ask them through open end questionnaire they respond that there is many effects like:

- They faced to hard injuries when we done our training with elite athletes.
- They missed many training sessions and days because of injuries.
- Their friends leave/drop their training because of injuries.
- They always frustrate to do our training because the training to us is over.
- The coaches demoralize us if didn't cover the training with the elite athletes.

4.2.2 Responses from coaches

Attempts were made to gather information about how coaches generally view the concept and problems of athlete development phases in their training process.

Table4. 6: coaches' responses about availability of athletes at different age and their training plan.

No	Item	Respondents	
1	Do you have coaching training certificate	No	%
	Yes	1	8.4
	no	6	50
	I do not know	5	41.6
2	If your answer for question 1 is yes what type of level do you have? Do you have the knowledge of athlete development phases?		
	first level	12	100

	second level	0	
	C.IAAF	0	-
	Total	12	100
3	Are there athletes at different age in your club		
	Yes	12	100
	No	0	
	I do not know	0	-
	Total	12	100

Q1. All the coaches 12(100%) have coaching certificate of training. So they are expected to train their athletes scientifically and properly.

Q2. More of the respondents 9(75%) said that they have coaching level of C.IAAF and that there are 3(25%) of the respondents have coaching certificate of level 2. So it indicates there are coaches that they can apply the training through every phases of athlete development in training.

Q3. All the respondents 12(100%) said that there are athletes at different age level in their club. It implies there should be training plan for all ages in training.

Table4.7. Coaches' response about athlete development phases

No	Item	Respondents	
	Do you have the knowledge of athlete development phases	No	%
	Yes	9	75

1	no	1	8.3
	I do not know	2	16.7
2	As a coach do you have training plan	No	%
	Yes	11	91.7
	no	1	8.3
	I do not know	0	
3	Have you implement your training plan based on athlete development phase to the athletes in training	No	%
	Yes	2	16.7
	no	9	75
	I do not know	1	8.3
4	Is comfortable the athlete development phases in training for you	No	%
	Yes		
	no	11	91.7
	I do not know	1	8.3

Q1. More of the respondents 9(75%) said that they have the knowledge of athlete development phases in training, 1(8.3%) of the respondents said that that they didn't know about athlete development phases and 2(16.7%) of the respondents confused of athlete development phases. This implies that some coaches are affecting the athletes because of not having the knowledge of athlete development phases.

Q2. 11(91.7%) of the respondents said that they have training plan of their athletes and the 1(8.3%) didn't have the training plan. As the researcher assesses the secondary data from their office, Even if there had the training plan, it was planned for all athletes that are found at different biological and training age and one clubs coach not expected to give training without training plan.

Q3. More of the respondents 9(75%) said that they didn't implement in training the athlete development phases in training, but 2(16.7%) implement in training the athlete development phases and the 1(8.3%) was confused about athlete development phases. So the coaches believe that they didn't implement practically in training.

Q4. More of the coaches 11(91.7%) said that the athlete development phases in training were not comfortable to them in training of their athletes. As I ask them through open end questioner, why is not confortable, they put different reasons: those reasons were,

- One coach has one stop watch at a time of training that he cannot control all athletes at once.
- The binger athletes want to do his training with the elite ones.
- The number of coaches and athletes number is not proportional that there is few coaches and more athletes the club.
- Some of them had lack of knowledge of athlete development phases.

And the 8.3% of the respondent was confused about athlete development phase.

The result of unstructured interview from club managers, coaches and athletes

Part one: what do you think the obstacles that inhibit to follow athlete development phases in training for coaches?

- The lack of knowledge of coaches about athlete development phases.

- The lack of knowledge of athletes about athlete development phases and it's the importance.
- The proportionality of athletes and coaches is not balance.

Part two: generally, in your opinion how should be improving the applicable of athlete development phases in training to athletes for the future?

- The coaches' license should be updated.
- The club managers should be control coaches and athletes whether they follow athlete development phases in training or not.
- The concerning body should be create the basic concept of athlete development phases and their importance.
- Tigray and Ethiopia athletics federation should be control club coaches training application method.

Table 8.Observation check list

No	Items	V. good	good	poor	V.poor	remark
1	Availability of athletes at different chronological and training age.		x			
2	The implementation of athlete development phases on athletes in training by the coaches				x	
3	The role of club manager in implementing athlete development phase in training.				x	

As the researcher observed in the item one, there were more athletes at different chronological and training age but the implementation of athlete development phase in training by the coaches were very poor that they were applied the same load of track training for all. And some athletes were vomiting at half set of the training and some athletes were doing well. In that time club

managers were not control the coaches in training of their athletes even if there were not in the field of training.

Chapter five

Summary, conclusion and recommendation

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

5.1 summaries

The purpose of this study was to investigate the practice of coaches on athlete development phases to be applied in Tigray athletics clubs. The main and immediate reasons for investigating the practice of coaches on athlete development phases is due to high rate of Tigray region club athletes' failure to be effective in national and international level athletics competitions. According to Tigray region document analysis out of 219, 192 athletes who were participated in national and international athletics competitions in 2010, but 29 athletes only were effective. So it implies that 13.2% were effective out of 100%. Coaches, athletes and club managers were used as a source of information. In order to collect relevant information for the study multiple methods of data collection (questionnaire, interview and observation) used. Both the qualitative and quantitative approaches were employed to analyses the data.

The questionnaires were distributed to 12 coaches and 66 athletes and 64 athletes filled the whole questionnaires. In addition to this information was obtained from interview in which club coaches and managers (1 from each selected athletics club) were participated. Moreover, observation was made for 6 training sessions. Information gathered from interview and observation were organized for this study and analyzed qualitatively together with the data obtained from questionnaire. Thu the qualitative and quantitative approaches were used to analyze the data.

The major findings of this study are:

- Club coaches' of implementing of athlete development phases were very poor in coaching of their athletes. This is assured by the great majority of the respondents. Moreover, interview and observation results have shown the same reality.
- The athletes' knowledge about athlete development phases is very poor.

- The athletics club managers were not control to coaches in the training of their athletes.
- There were athletes at different chronological and training age in the club.
- The coaches were believe them that they cannot plan for all athlete development phases because of coaches ratio to athletes

5.2 conclusions

Despite the intension and current efforts of the Ethiopian athletics federation should work strongly to improve athletics by giving coaching training and thereby producing able and competent athletes at all levels, the findings of this study have revealed that:

. The training practice is not in line with the phases of athlete development. It is true that all athletes were doing the same training

. Athletes were faced to many psychological and physical injuries due to over training.

- Club coaches' of implementing of athlete development phases were very poor in coaching of their athletes. This is assured by the great majority of the respondents. Moreover, interview and observation results have shown the same reality.
- The athletes' knowledge about athlete development phases is very poor.
- There were negative effects of athlete development phases on the athlete because were not applied in training.

5.3. Recommendations

1. In order to elevate the practice of coaches' on athlete development phases and to fill the gap among international coaching system and Ethiopians especially Tigray athletic club coaches coaching system, training program should be designed for clubs coaches.

A). The Tigray region sport office has to plan to support athletics clubs that could identify and fill the gaps. Club training program should be based on athlete development phases and should be implemented accordingly. And the inexperienced and senior coaches could share their experience.

b).The region sport office has to join hands to organize and facilitate the efforts of the clubs sport office in realizing athletics training that should be planned based on athlete development phases.

c).The region athletics federation has to support the athletics clubs on the one hand and design training program (through discussion with Tigray region sport commission and Ethiopian athletics federation)to provide athletes training according to the potential and phase of the athlete.

2. Special attention should be given for the training by club managers.
3. The coaches' license should be updated. Some coaches didn't know about athlete development phases.

- The concerning body should be create the basic concept of athlete development phases and their importance to coaches and athletes.
- Tigray and Ethiopia athletics federation should be control club coaches training application method if based on athlete development phases is applied.
- Tigray and Ethiopia athletics federation should be try to balance the number of coaches and athletes in the clubs because there is a ratio of 1:18/19 coaches to athletes.
- Finally, it seems very much crucial to region sport commission to conduct a large scale research with regard to the practice of coaches on athlete development phases that could farther investigate deeply and widely.

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Appendix -1

Debre Berhan University

Sport Science Department

Sport Management Post graduate programme

Questionnaire to be filled by athletes

Dear respondents:

This questionnaire is designed to collect data for the study aimed to investigate the practice of coaches on athlete development phases in the case of Tigray athletics clubs. The data to be collected using this questionnaire is used only for academic purposes and all information gathered from you will be helpful to get pertinent findings and to forward timely and sound recommendation. Your responses are confidential and are not used for other purpose rather than this study. Therefore in order to obtain relevant and reliable information that would contribute to the success of this study. I kindly request your cooperation to answer all the questions frankly as you feel.

Thank you in advance.

Part one: Background information

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

- Name of the club _____
- The respondents sex F _____ M _____
- Educational status _____

A. 1-5 B. 6-10 C. 10-12 D. 12+

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

1. What is your biological age?

A. 14-16 B. 16-18 C. 18-20 D. 20+

2. What is your training age?

A. 2-4 B. 5-7 C. 8-10 D. 10+

3. Are there athletes at different age in your club?

A. Yes B. No C. I don't know

4. Do you have the knowledge of athlete development phases?

A. Yes B. No

5. Have your coaches the knowledge of athlete development phases?

A. Yes B. No C. I don't know

6. Do your coaches plan training program based on athlete development phases?

A. Yes B. No C. I don't know

7. Do your coaches implement athlete development phases in training?

A. Yes B. No C. I don't know

8. If your answer for question 7 is yes how do they implement it? ----------
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9. Do your coaches give you the training based on your chronological and training age?

A. Yes B. No C. I don't know

10. If your answer for question 6 is no what is the reason?----------
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11. Does your club coach give attention to athlete development phases in coaching?

A. yes B. no C. I do not know

12. If your answer for "11" is "no" what do you think the reasons?

_____
_____
_____

13. What is the effect of athlete development phase on the athlete if not applied in training?

A. Positive B. Negative C. I don't know

14 If your answer for "15" is "negative" what kind of effects do happen?

_____
_____
_____

Appendix -2

Debre Berhan University

Sport Science Department

Sport Management Post graduate programme

Questionnaire to be filled by Coaches

Dear respondents:-

This questionnaire is designed to collect data for the study aimed to investigate the practice of coaches on athlete development phases in the case of Tigray athletics clubs. The data to be collected using this questionnaire is used only for academic purposes and all information gathered from you will be helpful to get pertinent findings and to forward timely and sound recommendation. Your responses are confidential and are not used for other purpose rather than this study. Therefore in order to obtain relevant and reliable information that would contribute to the success of this study. I kindly request your cooperation to answer all the questions frankly as you feel.

Thank you in advance.

Part one: Background information

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

- Name of the club _____
- The respondents sex F _____ M _____
- Age _____
- Educational status _____
- How many years of experience do you have as a coach?
- below a year B.1-4 years C.5-10 years D above 10 years

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

1. Do you have coaching training certificate?

   A. Yes B. no C. I do not know

2. If your answer for question 1 is yes what type of level do you have?

   A. First level B. second level C.IAAF

3. Are there athletes at different age in your club?

   A. Yes B. no C. I do not know

4 Do you have the knowledge of athlete development phases?

   A. yes B. no C. I do not know

5. As a coach do you have training plan?

   A. yes B. no C. I do not know

6. If your answer for question 5 is yes, does your plan based on athlete development phase?

   A. yes B. no C. I do not know

7. If your answer for question 5 is no, what may be the reason?----------
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8. Have you implement your training plan based on athlete development phase to the athletes in training?

A. yes B. no C. I do not know

9. If your answer for question 8 is no, what may be the reason?----------

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10. If your answer for question 8 is yes, how do you implement it? ----------

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11. As a coach do you think that there is negative effect on athletes if not applied the athlete development phases in training?

A. yes B. no

12. If your answer for question 11 is yes, what kind of negative effects happen and what can be its solution----------

---

13. Your interest regarding athlete development phases in training

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

14. The comfortableness of athlete development phases in training for you.

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

Appendix-3

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Unstructured interview for club managers and coaches.

1. What do you think the obstacles that inhibit the athlete development phases in training for coaches and athletes?

2. generally, in your opinion in how should be improving the applicable of athlete development phases in training to athletes for the future?

Appendix-4

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Observation check list

No	Items	V. good	good	poor	V.poor	remark
1	Availability of athletes at different chronological and training age.					
2	The implementation of athlete development phases on athletes in training by the coaches					
3	The acceptation of athlete development phase by the athlete in training					
4	The role of club manager in implementing athlete development phase in training.					