



## Practices and Difficulties of Coaching Young Sport Trainees at Bahr Dar University Sports Academy

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### Abstract

The purpose of this research was to look at the processes and surroundings at the Bahir Dar University Sports Academy that enhance young children's sporting development. In order to achieve this aim, the researchers conducted focus group discussions with trainees as well as one-on-one interviews with many coaches and senior authorities. Bahir Dar University's sports academy directors, coaches, and trainees were purposively chosen as study participants. A qualitative case study was employed in the investigation, along with a theme analysis of the obtained data. According to the study's results, the majority of survey respondents felt that the students' overall training experiences, as well as how they spent their time and effort, were critical aspects in their talent development. According to specific best practices, the majority of sports trainings are also effectively managed in terms of time and schedules, equipment, training resources, and the availability of well-equipped venues, and many of them indicated that they have good relationships with instructors-coaches. Training challenges include a lack of transportation to and from the training center; a lack of timely supervision and support, particularly for sports; training that is only focused on practical skill training and is not well supported by theoretical and psychological academic sciences; and playing a few friendly matches with other clubs that are more advanced than their level. Participants strongly advocated for some coaches to work with players on a regular basis; for training to be well-balanced and supported by academic sciences and psychological training, as well as other critical factors; for transportation, dietary guidelines, and sporting equipment and materials to be provided; and for friendly matches to be held with players of similar ages.

**Keywords:** Leadership, Sport Education Management, Philosophy of Science, Education, Transformational Leadership.

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## **A. Introduction**

The practice of motivating, guiding, and preparing a person for any sporting activity, career, or event is referred to as sports coaching. Most professional athletes have coaches to aid them in training and competition. (Martens, 2004). In order to update how children and young people understand human performance, Sports Academy has designed a multi-platform environment that engages, instructs, and provides individuals the opportunity to attain their full potential. This is due to the fact that such institutions are regarded as locations for training and personal growth in the selected sports (Degli Innocenti et al., 2019). Sports help youngsters develop physical abilities, get exercise, meet new people, have fun, learn teamwork, play fairly, and boost their self-esteem (Fox & Magnus, 2014). In Africa, the construction of sports academies has been viewed as a possible solution to train African kids in sports so that they become more competent to achieve greater success via their engagement as professional players (Tadesse et al., 2020).

Sports may encourage an active lifestyle and teach youngsters valuable life skills that they utilize well into adulthood. Having a team helps youngsters develop important social skills. They learn how to

cooperate, respect the abilities of others, share, and encourage one another (Howie E., 2018; 2020; Wintle, 2022). Sport is a highly regarded activity and plays an essential part in their lives. It may be because success in sports gives prestige and monetary advantages that millions of adolescents follow the exploits of professional players like Usen Bolts, Lionel Messi, Cristiano Ronaldo, and Haile G/Selassie (Franjić, 2020). Furthermore, it has been said that young people have a very clear idea of how their participation in sport might be improved. On the other hand, youth sports coaching is a complex, demanding job that may make you smile when a child gives you a high five or make you want to give up. (Vella et al., 2011).

This article examines the procedures and difficulties involved in coaching young sports at the sports academy of Bahir Dar University. Others are evident, some aren't. We also discuss ways to get past these obstacles so that they can stay in the game longer because youth sports would not be possible without coaches and parents who are passionate about it. Working constructively and honestly with the club and management are just a few of the challenges that youth sports coaches must overcome.

## **Statement of the Problem**

Much study has been conducted on the role of sport in the holistic development of children. Soft skills such as teamwork, fair play, and respect for coaches and opponents, in addition to physical conditioning for development and strength, contribute to our children's social and emotional wellness (Nascimento Junior et al., 2022; Panda, 2024).

Fewer studies have attempted to address the concerns of trainees' holistic growth, experience, and accomplishment in sports academies (Desalegn et al., 2021). Despite widespread acceptance of the notion that learning happens everywhere, albeit to varying degrees and with varying effectiveness, there is a paucity of sports research that focuses explicitly on the Bahir Dar University sports academy as a venue for training and holistic development of children. This research addresses that need by reporting on instances that highlight the whole procedures and consequences of the sports academy at Bahir Dar University. By doing so, the nature of youth training and holistic development with sports academies becomes clear, with the goal of investigating the connection between what the institute/academy offers trainees and the individual's particular qualities (Sports Academy trainees).

The goal of this research is to evaluate the sports academy's sports coaching program at Bahir Dar University by investigating the current institutional environment, coaching processes, and trainee outcomes. In addition, the research investigates the primary elements related to the execution of the sports academy program. Furthermore, the study provides a holistic view of the key trainees' behavior, institutional practices, and conditions and challenges surrounding the implementation of the sports coaching program, looking for patterns and developing assertions that could be used to capture an in-depth understanding of the situation.

## **The Objectives of the Study**

### **General objective**

The purpose of this research is to evaluate the procedures and conditions surrounding youth training at Bahir Dar University Sports Academy. For that purpose, the research focused on the overall coaching program, coaches, training environment, trainees, current possibilities and problems, and some suggestions.

### **Specific objectives**

- To investigate the practices and situations that exist within the setting of the Bahir Dar University sports academy in Ethiopia.

- Determine the factors influencing the execution of a sports academy program at Bahir Dar University in Ethiopia.
- To investigate the prospects and problems associated with the establishment of the Bahir Dar University Sports Academy in Ethiopia.
- Investigate and recommend strategies to enhance present procedures and circumstances.

This qualitative investigation was meant to answer the following particular research questions:

1. How do the various stakeholders view the quality of sports academy programs in BDUSA contexts?
2. What do the trainers frequently conduct in this sports academy and what do training experiences look like in BDUSA contexts?
3. What are the primary student behaviors and institutional policies and circumstances that impact BDUSA?
4. How can sports academy trainees and their instructors enhance the type and quality of programs in BDUSA?

The research employed the context-input-process-product (CIPP) model as a guiding framework to build a conceptual scheme that encompasses crucial parts of a sports academy program. The research focused on the contextual realities of the

athletic academy in Bahir Dar University was guided by this paradigm. The input criteria include the coaches' attributes and trainees' selection, recruiting, and enrolling in the sports academy. In terms of procedure, the coaching techniques and trainees' engagement in the program have been examined. The third component of the framework is product, which was represented in terms of the trainees' performance evaluation scores, and participation in the national and local sports club contests.

## **B. Methods**

This research employs a qualitative case study design in order to illustrate the reality of BDUSA coaching program. This form was selected as it helps to enable investigation of a phenomenon of the sport academy's practice and condition within their setting utilizing a range of data sources. As a data gathering technique, we employed individual and focus group discussion as a technique. The data would offer a more full view of the institutional processes and conditions at the sports academy (Ravn, 2023).

### **Participants of the study**

The research was carried out at Bahir Dar University Sports Academy (BDUSA) in Ethiopia. BDUSA was one of the earliest sports academies in Ethiopian higher

education institutions/universities. The academy has 260 young trainees (115 girls and 145 boys) (aged 13 to 17) in six different sporting events (football, handball, basketball, volleyball, badminton, and ground tennis). To conduct this qualitative investigation, the researchers purposefully chose one community service coordinator (CSC), one logistics facilitator (LF), six coaches (one female and five males), and 36 trainees (T1, T2, T3,...T36), Six participants (three females and three boys in each of the six sporting events).

### **Instruments of data collection**

Data collection tools utilized include interviews and focus-group discussions. Individual and group interview formats are being designed. The interview questions are centered on the practices and procedures of the participants' participation. Thus, the qualitative interviews are intended to capture participants' real-life experiences and impressions of the hurdles and facilitators that students confront when enrolling in BDUSA.

**Focus Group Discussion:** To elicit comments from certain chosen coaches and trainee participants, comparable focus group points were produced in parallel with the individual interviews. The focus of the FGD is on the trainees' experiences while

attending sports academies in terms of their participation in their training.

### **Procedures for Data Analysis**

This research employed theme analysis, encompassing a description of the background, the processes observed, and an explanation of the topics investigated in-depth. Data analysis was continuous throughout the study process and helped researchers compress an excessive quantity of information into a more digestible format (Ravn, 2023). Data analysis includes organizing data, splitting it into more manageable bits, constructing programs, and looking for probable patterns. In order to arrange the data, we looked through the data line-by-line and pondered the meaning of each word, phrase, and concept. (Grbich, 2012).

Individual and focus-group interviews were transcribed verbatim, data-coded, and analyzed using the comparative process of open coding, in which each phrase in the transcripts was labeled with words that best captured the core concept and ideas. A preliminary set of codes was created, which was then applied to the rest of the data (Neale, 2016).

### **Ethical Issues**

The aims of the research were communicated to the participants prior to

data collection, and their permission to participate in the interview and focus group discussion was obtained. The participants were also notified that the information they provided would be used solely for the purposes of the research and would not be shared with a third person. Furthermore, by keeping the volunteers anonymous, the researchers assured confidentiality.

## **C. Results and Discussion**

### **Results**

The results were examined using six working themes created via a repetitive process of summarizing and re-reading interview and focus group data. Among these topics are: 1. the sports academy program; 2. coaches and teaching; 3. the training environment; 4. the sports academy trainees; 5. opportunities and problems; and 6. recommendations. The study's primary results on these developing topics are described below.

#### **1. The sports academy program**

According to the interviewed community service coordinator, the overall operation of the sports academy was going smoothly. These sports academies featured a variety of athletic materials, equipment, and facilities that were necessary for the training programs to work well. However, it lacks regular monitoring and a control mechanism. In this regard, trainees T2, T3,

and T5 said that the school provided a regular training program for several sporting events that were appropriately handled within the period, plan, and schedule. In particular, (T11) said that the games and field activities are well done and performed at the center. T18, T19, and T23, on the other hand, observed a lack of frequent coach presence in a few sports training. On the other hand, most of the trainees had excellent connection and comprehension of their lesson followed by demonstration and guidance, according to the questioned coaches.

In addition, several of the trainee participants in the focus group discussion claimed that their coaches' high rates of instruction and praise pushed them to practice certain sports abilities. These trainees also said that the instructors' efforts to engage trainees in sports-related dialogue were a very favorable experience with the sports academy programs. The dominating instructional interaction style of the coaches in the examined sports academy featured explanations and demonstrations followed by directives. According to the trainee participants in this research, they often followed the guidelines by exercising skills and earned praise from their particular instructors at the end. In this respect, BDUSA trainees have a great connection and contact with one another, and they also said that they constantly discuss and plan

with coaches to accomplish more in their own sports activities.

Furthermore, as one of the interviewed community service coordinator (CSC) said, the connection between students and coaches is really engaging, and there is a very good relationship between the students, coaches, and the community as a whole in the center. However, the logistics manager (LM) of the academy believed the contrary, that some of the coach's smooth interactions only had a negative impact on the behavior and conduct of some of the trainees.

## **2. Sports Coaches and Coaching**

The sports academy appointed various instructor coaches based on the number of disciplines available in the sports academy programs. In all, 15 coaches (2 females and 13 males) were appointed. According to the community service coordinator (CSC), the sports academy instructors and coaches are of high quality. These coaches' qualifications vary from a bachelor's degree to a PhD. Furthermore, these coaches had a professional coaching license ranging from "CAF D" to "A." Furthermore, these teachers have 2 to 30 years of expertise as instructors and coaches. Some of these coaches have also coached significant clubs and regional sports teams.

The program involves multiple components, including practical training on

the sports fields and basic classroom psychological training for roughly 260 talented and willing kids in six kinds of athletic events since 2020 G.C.

## **3. Training Environment**

Although there are numerous training resources and facilities available, there are no transportation options for children, particularly those between the ages of 13 and 14, as well as women who may be victimized when entering and exiting the campus. no incentives as well as special nutritional support for them. In addition, there was a lack of effective monitoring, regulating systems that were simply left alone for coaches.

### **a. The Coaching Approach and the Coaches' Consistent Presence**

Coaches are assigned alone to the bulk of sports coaching programs, and they are educators and researchers with significant responsibilities in their fields. As a consequence, they were too preoccupied to address the coaching program on a regular basis. As a result, trainees missed certain training days. However, several of the coaches who had an assistant attempted to attend every session even if they were too busy with their staff. Assigning an assistant is thus more preferable in order to avoid missing any training classes.

**b. Administration and management assistance**

Although the curriculum was not organized that much as such, there was certain assistance supplied by the administrative staff of the institution. This includes facilitating entry and departure of trainees, training grounds, as well as sporting goods and equipment. In BDUSA, coaches engage in the selection and recruiting of trainees. For this, the coaches used to pick trainees based on their sports quality as determined by rigorous selection criteria. In general, the selection criterion consists of anthropometric exams; physical fitness tests relevant to various sports events; technical abilities; and a general observation (subjective) regarding their playing techniques, overall competitive sports performance, and general health state. The recruiting procedure includes identification of the prospective trainees and then providing a chance for them to enroll based on the different evaluation measures. Upon recruiting, even if the trainees are asked to establish a performance target to be achieved at the conclusion of the training year, The performance targets were not assessed and evaluated effectively. As a consequence, coaches should enable the trainees to design their objectives and also evaluate if they accomplished them

or not using the correct evaluation techniques and processes.

**c. Trainees' motivation, involvement, and performance at sports academies**

**Trainees' motivation to be involved in BDUSA training.**

According to the interview reports with administrative staff and coaches, it was obvious that trainees were more fascinated with the sports training program. One of the interviewed coaches (C2) defines the students' motivation in this way: To really be frank, the trainees are very enthusiastic about achieving every task you offer them. From my perspective, they have a great degree of dedication to continue their practice despite encountering certain hurdles like transportation issues. Most of them are usually timely and you can locate them anytime you need them. The numerous groups engaged in this survey typically agreed that the sports academies programs are significant and useful for their sports-related skills and health.

**4. Trainees' participation in sports academies**

In addition, the interviewed participants considered that the trainees of the sports academy were busy throughout the training years. Aside from their regular academic



program, the majority of the trainees participated in one and a half to two and a half hours of sports training in their chosen sport three days per week. One of the interviewed administrative employees (CSC) says: When I watch the trainees in my sports academy, it becomes evident that they are really engaged in the program and participate in the different activities with full attention. I was able to visit tournaments where our sports academy trainees were participating, and there I was able to observe them being excellent at exhibiting what they had taught. Thus, the competing venues were supposed to display the taught ingredients in practice. Also, one of the interviewed coaches' (C3) comments: "The sports academy students did attend the regular training program with enthusiasm. Students also spend additional time mastering the individual sports skills. Somewhat differently, T7 and another administrative employee (LF) reported that the academies had a relatively more active training program. In particular, the training program supplied with regard to football is actually extremely outstanding. We have obtained the training as adequate and extremely pleasant for the trainees. However, the responders feel that the training was not adequately connected with the theoretical courses or classes. The centers usually concentrate and give training solely on the practical and skills

training components. In addition, T1 and T2 said that the training in sports was fairly well-organized and integrated, and the training was really given for three days, and they obtained the training as active and adequate, but lacked theoretical lessons to boost their psychological and mental development.

#### **a. Trainees' Success in the Sports Academy**

Success in sport relies upon the athlete's ability to learn and master a certain combination of perceptual, cognitive, and motor abilities (Hodges et al., 2021; Oppici & Panchuk, 2022) investigate how humans gain such talents, focusing on the critical role of practice and teaching in the skill acquisition process (Hodges et al., 2021; Oppici & Panchuk, 2022).

According to one of the community service coordinators (CSC), trainees at the sports academy did quite well with the program. Most of them attend training on a regular basis. These trainees had improved their performance throughout the course of the year. When compared to other teams, most of our trainees are more engaged, skilled, and tactical than their opponents, especially when it comes to technical and tactical talents. According to one of the interviewed coaches, (C1) "When I saw

my trainees I coached in the academy of sport, I felt that they were so good in terms of performance." "I would say, 3-5 of them had a high chance of being selected as young football players by different Ethiopian premier league clubs," he says. In addition, one of them was named to the Ethiopian U-23 national football squad for the 2022 CECAFA football championship. Similarly, according to coach 2 (C2) replay, more than five young boys and one girl footballer from this sports academy have been selected to join the Ethiopian Youth Sports Academy for additional training. Over the course of the coaching season, I was able to notice significant improvements in my trainees' technical ability, ball-playing abilities, and team synergy.

A sports academy is a learning and training organization that gives considerable chances for young trainees to get better trained in a certain sport type (Asmamaw et al., 2021). In this respect, we did not acquire a well-organized and systematic performance indicator from the sports academy since there was scant proof of trainees' constant evaluation and objective measure of their technical, psychological, and physical fitness gains. Hence, apart from supporting proof of development of the trainees via

observation, it is advisable to use scientific methods to test and evaluate the training efficacy as well as trainees' improvement.

#### **b. Trainee Enrollment, Attrition, and Dropout**

As far as the entire sports academy population is concerned, in the formal organization year of the 2013 academic year, a total of 260 trainees were enrolled in BDUSA. There was 10% attrition (26 participants), and a couple of trainees dropped out. The very reason for attrition was exclusively a failure in the general performance assessment taken through observation, personal reasons like switching interests amidst the academy years, and disciplinary reasons.

### **5. Opportunities and Challenges in BDUSA**

#### **a. Opportunities**

The interviewees indicated a variety of institutional procedures and situations that assist in the execution of sports training inside the sports academy. According to them, there are significant quantities of materials, equipment, well-equipped and safe facilities, and other training resources, as well as highly-qualified coaches, instructors, and researchers, for the program's execution. According to one of the interviewed coaches, "the academy where I had a

coaching program with children was superior in terms of institutional capability than high schools and local administrations." Furthermore, it seems that the academies had enough financial support for research, instruction, and other experience.

## **b. Challenges**

### **Institution-related problems**

The academy has a well-equipped facility, specifically the football field and athletic track. Even though the track is not standardized, the football field is the one and only place in the institution in which a considerable number of participants are active. However, there are certain institutional obstacles in terms of the gymnasium that did not appear suited for coaching, and sports clothes and shoes are provided late to trainees recently. Sometimes the sports equipment and materials, for example, gymnasiums for fitness training with machines and outdoor fields, were insufficient and it was difficult to get the participants there compared with the normal gym and the number of trainees exercising in such facilities. For example, one of the interview coaches noted that the floor, the ceiling height, and breadth were not adequate for good teaching, particularly when you conducted work with too many trainees. Also, the institution did not have a strong

guideline on how the training and growth of the pupils should be controlled. There are variances in program components throughout the numerous events of sports.

### **Coaches-related difficulties**

The appointment of qualified coaches is one of the most critical criteria impacting the quality of sports academy programs (Driska, 2020). In regard to this, the sports academy featured top coaches with teaching and research expertise. In this sports academy, there were 13 male coaches and just two female coaches were appointed. Thus, the allocated coaches were mostly men, with a tiny fraction of the female coaches. Most of the coaches do not have assistance for their personal as well as emergency cases for trainees to not miss any training sessions. According to a reported interview of T17, T18, and T19, a few coaches frequently skip coaching duty due to overlapping with their primary job and the absence of an assistant during their off time. As a result, in addition to the coaches' degree of dedication, a single coach without any assistance had a challenge to deliver all the instruction, monitoring, control, and evaluation duties alone. As a consequence, this lack of assistant coaches demands severe attention. In addition, from the conversation with C1 and C3, there is an absence of constant consistency to remind trainees about the

tasks and conduct they have to demonstrate prior to the entry and existence from the camp for better management of their behavior.

### **Trainees-related Challenges**

Most of the registered trainees in this researched academy of athletics were not trouble-free either. For example, most of the interviewed trainees stated that the trainees registered in the academy, specifically females, with greater financial difficulty, even for transportation to get into the training areas. As of the discussion with T7, T8, T9, and T10, these academies will receive more engaged and brilliant female trainees if they acquire a transportation service exclusively for in and out of campus. As per the conversation with coaches c1 and c2, there was a faked age report during screening and selection that was reviewed after the training was begun. Age reduction during enrollment was a severe and constant issue in our sports academies. As a consequence, the athletic academies need to strengthen the scientific quality of the selection tools, notably adding psychological measurements, which is most crucial. In addition, owing to their personal misbehavior and lack of regular monitoring, several trainees were a difficulty for the campus community when coming and departing from and within the campus. The interviewed administrator

and the coaches gave forth various proposals for a better future. These suggestions include both intervention strategies to solve the highlighted obstacles and steps to be implemented to promote sports academy programs.

### **Discussion**

The study's results indicated that interview participants recognized the adequacy of present sports coaching programs in the researched sports academy, particularly on the technical and tactical aspects of the training. However, participants replied that there is an inadequacy of psychological training which should be provided in the classroom for the wholistic improvement of trainees' performance. According to the literature on talent identification and development in sports, sports coaching is about more than just sports performance development, while it is a component of it (Cerna & Diego, 2022)

Several researchers have stated that sports psychology becomes very vital in sports academy training, especially for kids. Champion athletes often have strong levels of drive, dedication, positive thinking, focus, and mental toughness, among other characteristics (Cerna & Diego, 2022) Sport psychologists are interested in what drives an athlete, how athletes control their thoughts, feelings, and emotions, and how

they manage anxiety and arousal levels to enhance performance (Filion et al., 2021; Makepeace et al., 2021; Stowe & Whitfield, 2020)

Goal-setting experts distinguish three sorts of objectives: outcome goals, performance goals, and process goals. The most common are outcome objectives, which are generally focused on winning or losing. Setting an end objective is not a bad thing. The issue is that too many performers place too much emphasis on this result and consequently put themselves under too much strain. Furthermore, outcome objectives are outside a person's control, so one may swim a personal best but still finish fourth since the other swimmers were better and also swam really well. Youth athletes tend to place less emphasis on outcome objectives. In contrast, performance objectives concentrate on actual performance, such as scoring 80% of penalty shootouts in football. There is no reference to the result, implying that performance is entirely or mostly within one's own control. Similarly, process goals are primarily concerned with the process of achieving one's performance objectives. According to research and practice, performance and process objectives should be prioritized above result goals. In essence, meeting one's process and performance objectives increases one's chances of meeting one's result goals. It is

critical to enhance existing learning resources in order to maximize the institution's capacity to provide high-quality training across a variety of sports education programs, such as theoretical aspects of sports coaching, practical aspects of sports coaching (such as swimming), and physical fitness, nutrition, and other allied disciplines. In terms of enrichment, administrators and coaches agreed that offering additional training and development opportunities for language skills, sports-specific knowledge and talent, and higher-order thinking abilities was critical. Higher-order thinking abilities, training, and growth are highly regarded in the twenty-first century (Asmamaw et al., 2021).

As a training location, sports academies must prioritize process and performance objectives above results or product goals. Furthermore, it was advised that more focus be put on "sports potential" rather than "sports performance." (Mutisya, 2019).

Similarly, participants indicated a lack of regular monitoring and evaluation of trainee performance beyond basic observation and personal feelings of trainee progress. However, literature shown that measurements are critical to ensure sports fairness. Measurements are utilized for anything from monitoring exact event timings to maintaining proper sports ball pressure and gauging competition

distances. Discover how measuring plays an important role in establishing a fair playing field for all athletes (Camomilla et al., 2018).

This potential should be seen as a multidimensional entity composed of various components from both objective and subjective performance evaluation. For instance, progressive sports-related assessment scores, sports knowledge and skill test scores, student self-efficacy, motivation, personal and social development benefits, and overall pleasure. (Asmamaw, 2016) As a result the academy should pay attention on the constant measurement and evaluation of performance.

Sport academy and its community are also influenced by policy and practice. The academy environment has a direct influence on coaches' training procedures, which in turn has an impact on student results. Furthermore, the leadership and administration of sports academies has a significant influence on coaches' training procedures. Whether coaches visit the sport academy on a regular basis, spend time coaching, or have access to continuous professional development, it all depends on the sports academy's successful and visionary leadership, administration, and governance. Second, this research found that coaches were not considered as the primary change agents since they did not

engage in the decision-making process in many parts of institutional processes. Furthermore, the discrepancy has been exacerbated by a lack of follow-up and effectiveness-focused performance evaluation procedures. Overall, the data point to five significant areas of concern for BDUSA management.

We must correct the existing situation by counterbalancing attention and a strong controlling system to the environment in which they are used. This may result in their being modified in ways that are consistent with the current athletic academy culture. Along with this, effort should be made to raising the knowledge of front-line implementers so that there may be a continuing development process. For this process to occur, it is advised that the practice-oriented coaching method be replaced with a more multidimensional coaching style, allowing for the potential of balancing or harmonizing the theories and practices of the sports academy program.

### **A Summary of Major Findings**

The sports academy had a variety of behavioral, psychological, and social advantages for the participating kids, as shown by the study's results. However, just playing a sport is not enough to ensure developmental advantages for young athletes. Instead, crucial elements in enhancing good impacts include the caliber of young engagement in sports; institutional

support; control and supervision in connection to the availability of resources for training; and strong relationships with coaches and peers. The setting in which a sport is experienced has a big impact on the experience. The Sports Academy under study had several implementation challenges as a result of various institutional, coaching, and trainee-related issues. Therefore, BDUSA has to consider any potential interventions that may help the situation.

#### **D. Conclusion**

In summary, participants suggested that trainings be well integrated and supported by sports sciences and psychological trainings, that facilities be managed properly and fairly, that supervision and support be provided on a timely basis, particularly for those from economically disadvantaged and unstable families, and that friendly matches be organized with participants of similar ages. As a result, these circumstances have had a severe impact on trainees' physical and psychological development, as well as their overall learning and performance. All of these accomplishments, together with the Academy's quest of quality and knowledge, indicated that the studied academies had the power to foster sports greatness throughout the country. Our thesis here is that growing sport academy to become more appropriate learning environment depends in the

adoption of methods that set and enforce standards and build local capacity for those who participate in administration and coaching. This suggests that sports academy coaches, directors, and coordinators should be more concerned with training than compliance, boosting support rather than just caving to external pressures and expectations. We believe that training and growth are essential for coaches to be successful and efficient in their primary practice. This may be accomplished via in-service training, discussion groups, control and supervision mechanisms, and other education opportunities. The outcomes of this research give critical information for raising the profile of sports academy trainees in BDUSA. Furthermore, they assist to develop BDU sports academy management and give support for their daily work, therefore enhancing selection, recruiting, retention, and training. Aside from that, the findings serve as tools for enhancing recruitment, retention, recognition, support, and supervision of trainees in Bahir Dar University sports academies, as well as providing a more realistic program management plan to assist institutions with youth preparation and development in Bahir Dar University sports academies.

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