

**THE IMPACT OF MOTIVATION ON ATHLETES PERFORMANCE IN
SELECTED LONG DISTANCE ATHLETES OF OROMIA ATHLETICS CLUBS**



BY

ALEMI MADAKSA

**A THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF NATURAL
SCIENCE DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER IN ATHLETICS
COACHING SPECIALIZATION**

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JIMMA UNIVERSITY
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APPROVAL SHEET

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DECLARETION

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

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BIOGRAPHICAL SKETCH

The author was born on May 16, 1986 E.C in mida kegn wereda, west showa zone Oromia Regional State. He attended his primary school at kegn primary school and she attended secondary school at Balemi high school and preparatory school. Then she joined Mettu University, natural and computational science faculty in 2006 E.C and graduated with Bachelor sport science (B.Ed.) in 2008 E.C. after he graduate from Mettu University she service for one year Mattu University she joined Jimma University, Department of Sport Science for perusing his athletics coaching in 2010 E.C.

ABSTRACT

The purpose of this study was to assess the impact of motivation on athlete's performance in selected long distance athletes of Oromia athletics clubs. The cross-sectional research design was used and the data was collected at once time. The populations of this study were athletes and coaches of 280 and 21 respectively. The target populations of the study were eight Oromia athletics clubs long distance runners and coaches of 128 and 8 respectively. Those were selected by using simple random sampling. The subjects of the study were athletes and coaches of 97 and 8 respectively. Source of Data both primary and secondary data was used and the data collection instrument was used questioner and interview. The data was analyzed using computerized statistical package software (SPSS version 20). Both descriptive and inferential statistical analysis was used. Major the finding of this study show that, Oromia athletics clubs were highly motivated by intrinsically motivated (IM) ($X=4.532 \pm 0.522$) than extrinsic motivation (IM) ($X=2.428 \pm 0.594$). Multiple regression analyses were conducted to examine the impact of motivation on performance of long-distance athlete of Oromia athletics clubs. As the results shows that Identified regulation is significant ($p=.000$) because the p values is less than ($p>.05$). Stimulation is significant ($p=0.012$) because the p values is less than ($p>.05$). And also External regulation is significant because the p values less than 0.05. Interjected regulation is significant because the p value is less than 0.05 and Accomplishment and to know is not significant, because, the p value is greater than ($p<.05$).

Keyword: Impact, Motivation, athlete and performance

ACRONYM

EM=Extrinsic motivation

ER= Endurance Running

IM=Intrinsic motivation

NUGA=Nigeria University Games Association

PPR=Pre-Performance Routine

SDT= Self-Determination Theory

SMART=Specific, Measurable, Action-Oriented, Realistic, and Timely

SMQ= Sport Motivation Questionnaire

SMS =Sport Motivation Scale

SPSS = Statistical Package for Social Science.

WCC=words cross- country

CHAPTER ONE

1. INTRODUCTION

Since the 1968, Mexico City Olympics, Kenyan and Ethiopian runners have dominated the long-distance events in athletics and have exhibited comparable dominance in an international cross-country and road racing competition. to clarify the extraordinary achievement of the Kenyan and Ethiopian distance runners, including genetic predisposition, development of a high maximal oxygen uptake with extensive walking and running at an early age, relatively high hemoglobin and hematocrit, development of good metabolic “economy/efficiency” based on somatotype and lower limb characteristics, favorable skeletal-muscle-fiber composition and oxidative enzyme profile, traditional Kenyan/Ethiopian diet, living and training at altitudes, and motivation to achieve economic success(Wilber & Pitsiladis, 2015)

Considering Ethiopian, athlete Abebe Bikila wins on barefoot in marathon. Following Abebe Bikila various athletes emerged in the country. However, the victory in a marathon was turned to 5,000 and 10,000 meter's races. In 1949, the Ethiopian athletics federation was established to secure the demand of and leading the athletics throughout Ethiopia for the amateurism fundamental principles. Subsequently, the sport gradually develops. Ethiopia began its first participation of the Olympic competitions in 1956 in athletics and cycling sports and earned the first unforgettable victory after 4 years in 1960 Rome Olympics. During that time, the Ethiopian athlete Mamo Wolde finished the 1500-meter race 4th and Bashaye Feleke gets 21st rank and all the showed that Ethiopia is the land of athletics. When the timeless and indomitable hero athlete AbebeBikila finished the marathon race running bare- footed the whole world was astonished. In addition to the world record that was registered by athlete Abebe Bikila after he ran on bare foot, other athletes began to actively take part in international competitions. And there are running to be 2nd 3rd in the presence Ethiopians(Wilber & Pitsiladis, 2015)

Ethiopia has some of the best long distance runners in the world. Meanwhile, the two African countries, Ethiopia and Kenya, held over 90% of all-time world records and 8 of the current top-10 positions in the world event rankings by long-distance running.

Ethiopia is well-known in long distance race have many achievement in the world record. Example Kenenisa is an Ethiopia long distance runner and the current world record and Olympic

record holder in both the 5, 00 meter and 10, 00 meter events at the 2008 summer Olympics. At the 2004 Olympics he won the gold medal in the 10,000 meter and silver medal in 5, 00 meters. Haile Gabreselassie is an Ethiopian long distance track and road running athlete. Haile won two Olympic gold medals over 10,000 meters and four world championships titles in the event. He won the Berlin marathon, four times repeatedly and also had three straight wins at the Dubai marathon. Further to this, he won four world titles indoors and was the 2001 world half-marathon champion. Haile Gabreselassie

Tirunesh Dibaba is an Ethiopian athlete who competes in a long distance track events and international road races. She is the 5000 meter (outdoor track) world record holder. She has won three Olympic track gold medals; five world championships track gold medals, four someone world's cross-country (WCC) adult titles, and one individual WCC junior title. She is nicknamed the Baby Faced Destroyer. Almaz Ayana Eba is one of the Ethiopian female athlete distance runner who competes in the 5000 meter and 10,000 meter's events. She broke the 10,000 meter's world record, set in 1993, while winning the gold medal at the 2016 summer Olympics.

In Rio de Janeiro. At the 2017 world championships in London, Almaz won the gold medal in the 10,000 meters, finishing 46 seconds before the runner-up. On May 2015, Almaz ran a personal best of 14:14.32 over 5000, meters at the IAAF Diamond meeting in Shanghai, China, improving on her previous personal best of 14:25.84 set in 2013 in Paris. This event made her the third fastest female athlete over that distance, behind compatriots Tirunesh Dibaba, the world record holder, and Meseret Dafer at the 2015 IAAF world championships in Beijing, she won the 5000 meters, beating bronze medalist Genzebe Dibaba by more than 17 seconds.

Long-distance or endurance running (ER) mostly aerobic, but requires physical and mental strength as well (Lieberman,*et al.*, 2007). Participation in ER events (such as a marathon, half-marathon, or mini-marathon) had become increasingly popular over the last few years in Serbia and surrounding regions. Training for a marathon (even for a half-marathon) is long and intense, usually takes several months, culminating in an exhausting race with many mental and physical challenges and possible injuries (Kline, 2016)

The psychological / motivation/benefits of running are well- known, and many times confirmed in studies. For example, running may enhance self-esteem (Ames, 2013) and reduce daily stress

people who are depressed can benefit from a regular aerobic exercise such as running. Exercise is no more effective than psychological or pharmacological therapies for reducing symptoms of depression, but it is helpful and more effective than other additional strategies (Ames, 2013)

Motivation is the base for all athletic effort and accomplishment. Lacking your wish and determination to improve your sport performances, all the others; mental factors, confidence, intensity, focus, and emotions, are meaningless. To become the best athlete you can be, you must be motivated to do what it takes to increase your ability and achieve your goals. It is a disposition to strive for success in competition with others with some standard of excellence, set by the individual. So the main goal here study was to ascertain the impact of Motivation on athletic achievement of athletes during the 18th national sports' festival. Motivation is inner energy forces that determine all aspects of our actions; it also impacts on how we think, feel and interact with others. In sports, high motivation is widely accepted as a prerequisite in getting athletes to fulfill their potential. Though, given its naturally abstract nature, it is a force that is often difficult to exploit fully. Some best athletes have developed a skill to channel their energies really effectively. Indeed, motivation is essentially about the direction of an effort ultimately period (Adeyeye, F. M. Vipene, Asak, & Harcourt, 2013).

Influence of motivation on athletic success of athletes during the 18th national sports festival. Motivation is an internal energy force that determines all aspects of our behavior; it also impacts on how athlete think, feel and interact with other. In athletics, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potential. But, given its naturally intangible nature, it is a force that is often difficult to develop fully. Some elite athletes have developed an ability to guide their energies extremely successfully. Indeed, motivation is essentially about the direction of effort over a prolonged period of time (Adeyeye et al., 2013)

The motivation of athletics participation is multidimensional and includes intrinsic motivation, extrinsic motivation, and motivation. A motivated athlete may no longer identify any good reasons to continue to train or play athletics (Kline, 2016)

The theory can be applied on the elite runners in a way that long-distance runners need motivation to stay focus on the career and last for a long term. Without motivation, long distance runners may experience difficulties on performances to the best of their capability and it will be hard to maintain the performances (Ryan & Deci, 2000) Long-distance runners can be motivated

in several ways like motivation from self, the coach, the team that they represent, and from its rewards or benefits that await them. There are numerous motivational factors that play a role in partaking in branches of sports. Families and parents have a big and crucial effect in participation of children in physical activities and making physical activities attractive to children (Given 2006)

In High performance athletics, motivation influence was categorized by psychology aspect where should be precisely into the reason of individual influenced behavior. The opportunity of youth or young athletes to involve in sports had upgrading by the ministry (Given, 2006). Motivation determines focus and will, and energetically supports the efforts of training and participation in competitions (Jordalen & Lemyre, 2017)

Banzon and Lim (2012) stated that the running industry in the Philippines has exponentially grown in the last 3 years; with around 9.3 million pesos spent. Men, women, and children who participated in marathon events has an assessed population of 373,000 and nearly of 39, 670, 140 kilometers were covered. Again, it is necessary to repeat at this stage that, from well-organized structure of athletics training sector a great deal is expected in order to keep and continue the achievements in more steps-up, and of athletics. To this end, the researcher found it timely and crucial to question, assess the impact of motivation on athlete's performance the case of some selected long distance athlete of Oromia athletics clubs 5000 meters and 10,000 meters result is declining in international completion.

Due to the loneliness often experienced during training for long distance running, an understanding of how impact an athlete's motivation is important for ensuring effective use of coach-athlete contact time. However, an athlete's motivational requirement alters dependent on the situation; in competitive contexts, for example, there is a change as the direct implications of participation become clear.

1.2 Statement of the problem

Motivational capacities of athletes in Nigeria, since motivations the foundation for all athletic effort and accomplishment According to the previous research conducted on the influence of motivation and facilities on athletes' performance in Nigeria University games (NUGA). The result of the data showed that equipment and facilities are not sufficient and resources are not enough while athletes are not well motivated in NUGA (M. Adeyeye & Kehinde, 2013)

Samah & Omar (2013) Performance of archers in Malaysia. The results of the study shows that, Because of lack of facilities and equipments the performance of the athletes has low level performance during the national games in year of 2013. It also the result is also shows that there is no significant relationship between athlete's satisfaction and intrinsic motivation towards athlete performance.

External factors and athletic performance in Liberty University. According to the researcher results shows that hot environment, cold environment, deliberate use of alcohol consumption, sleep, a selection of emotion, (worry anger expect and pleasure stereotypes and stress) and team environment (coaching mental toughness cohesion pre-game speeches) contributes to a better understanding of the wide variety of factors that may influence athlete performance. And also the results show that the method in which awareness of external factors may impact overall performance(Dahl, 2013)

Research is conducted on Motivational factors affecting athletes in selecting the sport branches of athletics, ski and tennis in Turkey. External motivational factors, which are coach, physical education teachers and friend environments, have an important influence on athletes in the province. Newspapers-journals and school sports halls were detected to have very low influence(Murat *et al.*, 2016)

According to Moreno, *et al.*, (2010) Motivation and performance in physical education in Spain: An experimental test the results revealed that the increase setre ported superior scores on the situational intrinsic motivation scale. Performance in the first test effort than the incremental group but, in the second attempt, the performance was similar in te different groups. Perhaps the initial differences in performance disappeared because the incremental group counted on improving in the second attempt.

Factor influence and motivational of athlete in high performance sports in Ethiopia. Results revealed that relationship between factors influences and motivation accordance to gender, correlation between factors of influenced with years of experienced, differenced between motivation and gender, no difference between factors motivation and type of individual and team sport, no difference between factor of influences and years of study, and there had differences

between factor motivation accordance levels of contribution. Conclusions; factors of influences and motivation had a relationship in which influence athlete involvement in high performances sport(Fikri & Mohd, 2017)

According to Tesfaw, G (2016)researches conducted on a factors affecting athlete's motivation in Ethiopia athletics federation in Ethiopia. The existence and success use of any federation is highly dependent on its efficient and effective utilization of human resource; this human resource needs to be given special attention and treatment.

Hussen S.2015) A study on factors affecting Ethiopian national team men's 10,000 meters result (Dereje A, 2012 Tesfaye F, 2012). On the other hand, studies by Zegaw Tadele in, 2012 came up with the finding of scarcity of facilities and equipment, shortage of incentives for Coaches and Athletes from sport administrators and problem of selecting athletes were entered into club as factors that affecting athletes (Rahmato Ibrahim, 2017).

Much research is conducted on athlete performance by different researchers' different researchers' comes with different results. The results are; lack of facilities, external factors (hot environment, cold environment), lack of coach, friend environment, deliberately use alcohol consumption, lack of sleep, selection of emotion team environment (coaching mental toughness cohesion pre-game speeches), differenced between motivation and gender and years of experienced.

However, none of these studies hasd is closed what the impact of motivation on athlete's performance in selected Oromia athletics clubs long distance runners. Therefore, the researcher believes that this area needs attention and should be researched. The current study was hoped to fill the existing gap in this particular area of their search in the country. Hence, this heavily initiates the researcher to investigate and fill the gap by carrying out the study on the impact of motivation on athlete's performance in the case of some selected long distance athlete of Oromia athletics clubs. This study was attempts to answer the following leading research question;

1. To What extent long distance runners were intrinsically motivated in selected Oromia athletics clubs?
2. To what extent long distance runners are extrinsically motivated in selected Oromia athletics clubs?

3. What is impact of motivation on performance of long distance athlete of Oromia athletics clubs?

1.3 Objectives of the Study

1.3.1 General objective

The main objective of this study was to assess the impact of motivation on athletes performance in selected long distance athletes of Oromia athletics clubs

1.3.2 Specific objective

The specific objectives of this study will be:

1. To assess at what extent long distance runners were intrinsically motivated in selected Oromia athletics clubs
2. To assess at what extent long distance are extrinsically motivated in selected Oromia athletics clubs
3. To determine the impact of motivation on performance of long distance athlete of Oromia athletics clubs

1.4 Significance of Study

The Purpose of the study was to assess the impact of motivation on athlete's performance in selected long distance athlete of Oromia athletics clubs. Thus, this study was further providing important inputs to different athletes, clubs, and coach training designers as well. This research provides information to the motivational factor analysts, show increase activities in athletics and help to develop motivational skilled future athletes. Such kind of procedures was useful for decision-making regarding admission and predicting the success of athletes' performance.

It was an important value to the clubs because they may show the area of strength and weakness with regard to motivation of athlete. To help coach to understand significant of motivation. It will be an input to the Oromia athletics club to design their motivational plan. The result of this research was used as a starting point for other interest group to carry out their research. The study was contributed to raise the awareness on the impact of athlete motivation in this a study area for concern bodies and it provides some supportive hints to training designers.

1.5 Delimitation of the Study

The study was conducted in Oromia regional state in Ethiopia. The study was including those male and female athletes and coaches in the study area. The study area limited to eight Oromia athletics clubs. In order to make the study was more specific and manageable; this study limited to on the impact of motivation on athlete's performance in long distance runners limited to 5000 meters and 10,000 meter. This study was conducted from November 2011E. C-June 2011 E.C.

1.6 Limitation of the study

There were a few limitations to the study that need to be considered. The result of the study would very interesting to conduct the study on participating of all of Oromia athletics clubs however; the study is limited to selected Oromia athletics clubs because, of shortage of time, money, scarcity materials, and transportation problems. Another major problem that the researcher faced was shortage of local reference related to the topics while conducting the research, the researcher has been forced to rely mainly on sources that are little related to the topics. Lack of recently published reference materials related to the topic/at the level of athletics clubs.

1.7. Operation Definition of Terms

Athlete –is a people who train for performance increment under the supervision of a coaches in specific event (Gerhard: 2012)

Coach: -a person who provides organized assistance to and individual or a group of athletes in order to help them develop and improve (John.et.al:2008).

Performance: - an observable behaviour of athletes in training and competition (Thompson: 2000).

Motivation: - is the direction and intensity of one's effort (Gould et al., 2006)

Intrinsic motivation is defined as the performance of an activity for its inherent satisfactions rather than for some separable outcome, reflecting the natural disposition in humans to assimilate and learn (Ryan &Deci, 2000, p. 54-56).

Extrinsic motivation whenever an activity is performed in order to obtain some separable outcome (Ryan &Deci, 2000, p. 60)

CHAPTER TWO

2. REVIEW RELATED LITERATURE

2.1 Theoretical Review

2.1. 1. Long Distance Elite Runners

Galloway (2016) stated the factors faced by a long-distance elite runner, such as facilities needed for training, time spent on training, as well as physiological and emotional effects. Long-distance runners' train 7 days a week even when injured, even if they run for 120-260 kilometers per week, these long-distance elite runners train long and slow, added Bazilchuk (2016). Stressed that when a long-distance elite runner prepares for a race, they carefully consider appropriate distance covered per training, workout schedule and energy input, resting time must be part of the training of the athlete in any kind of marathon race. Beginners are required to rest for two days a week, while elite runners are required to rest only once a week cited by (Kemboi, 2018). Ethiopia is well-known in long distance race have many achievements in the world record. Example Kenenisa is an Ethiopia long distance runner and the current world record and Olympic record holder in both the 5,000 meter and 10,000 meter events at the 2008 summer Olympics. At the 2004 Olympics he won the gold medal in the 10,000 meter and silver medal in 5,000 meter. Haile Gabreselassie is an Ethiopian long distance track and road running athlete. Haile won two Olympic gold medals over 10,000 meter and four world championships titles in the event. He won the Berlin marathon, four times repeatedly and also had three straight wins at the Dubai marathon. Further to this, he won four world titles indoors and was the 2001 world half marathon champion. Haile Gabreselassie

Tirunesh Dibaba is an Ethiopian athlete who competes in a long distance track events and international road races. She is the 5000 meter (outdoor track) world record holder. She has won three Olympic track gold medals; five world championships track gold medals, four someone world's cross-country (WCC) adult titles, and one individual WCC junior title. She is nicknamed the Baby Faced Destroyer. Almaz Ayana Eba is an Ethiopian female long distance runner who competes in the 5000 meter and 10,000 meter's events. She broke the 10,000 meter's world record, set in 1993, while winning the gold medal at a 2016 summer Olympics.

In Rio De Janeiro. At the 2017 world championships in London, Almaz won the gold medal in the 10,000 meters, finishing 46 seconds before the runner-up. On May 2015, Almaz ran a personal best of 14:14.32 over 5000 meters at the IAAF Diamond meeting in Shanghai, China, improving on her previous personal best of 14:25.84 set in 2013 in Paris. This event made her the third fastest female athlete over that distance, behind compatriots Tirunesh Dibaba, the world record holder, and Meseret Dafer. At the 2015 IAAF world championships in Beijing, she won the 5000 meters, beating bronze medalist Genzebe Dibaba by more than 17 seconds.

On 2 June 2016, Almaz ran 5000 meters in 14:12.59 at the golden gala meeting in Rome. This event made her the second fastest woman ever at this distance, behind only Tirunesh Dibaba's world record of 14:11.15. Netsanet Gudeta is one of Ethiopian long distance runner who competes in road running and cross country running events. She was the bronze medalist at the IAAF World cross country championships in 2015. She shared in the team title at which competition and won a team silver at the IAAF World half marathon championships in 2014. Netsanet Gudeta has the greatest for the half marathons are 66:11 minutes on the world.

Long-distance or endurance running (ER) mostly aerobic, but requires physical and mental strength as well (Lieberman, et al., 2007). Participation in ER events (such as a marathon, half marathon, or mini-marathon) had become increasingly popular over the last few years in Serbia and surrounding regions. Training for a marathon (even for a half-marathon) is long and intense, usually takes several months, culminating in an exhausting race with many mental and physical challenges and possible injuries (Kline, 2016).

2.1.2. Motivation

A simple definition of motivation comes from (Ryan and Deci 2000). The authors summed up the core meaning of motivation in a simple but nicely written sentence; “people who are motivated tend to be moved to do something” (p. 54). Thus, those who seek participation in a task may be characterized as motivated, whereas those who feel no inspiration to engage in an activity may be characterized as unmotivated (Ryan and Deci 2000). Even though the above definition seems adequate; other researchers have come up with several definitions. Another definition of motivation provided by Tillery and Fishback (2014) describes the construct as a psychological force that enables action. Although researchers differ in their definitions, most of them have

come to treat motivation as a critical element for success in both learning and in sports and exercise context(Gunnarsson, 2017).

It has been endorsed by many scholars that motivation consists of peoples' effort to seek out certain activity (direction of behavior), the effort put into activity (intensity of action) and persistence of behavior over time. However, for most people direction and intensity of effort are closely related (Weinberg & Gould, 2015). For instance, a golf player who seldom misses a practice, and puts forth high effort during practice will eventually improve more than a golf player who misses many practices, and often exhibits low efforts when in attendance.

It has been found that motivation comes from two different types of sources; one internal, the other external. Intrinsic motivation refers to behavior which is performed for itself, and carried out simply for the enjoyment it produces, whereas extrinsically motivated behavior refers to behavior which is carried out to attain some separable outcome, such as receiving a reward or avoiding punishment. With external rewards, the motivation comes from other people through positive or negative reinforcement which can affect peoples' intrinsic motivation(Vallerand, 2015)

Motivation can be defined as the reason why an athlete performs or completes an action.

Over the years, extensive research has been conducted on the idea of motivation, and more Purposely athlete motivation. A key academic framework that is linked to athlete motivation is the Self- Determination Theory (Weiner, B. (1985).According to this theory, two mainForms of motivation have been identified and were consistently discussed throughout theLiterature and the studies conducted in recent years. These two types of motivation can be referred to using special words or phrases, but are most normally recognized as intrinsic andextrinsic motivation.

2.1. 3. Motivation of Long Distance Elite Runners

2. 1.3.1 Intrinsic Motivation of Long Distance Elite Runners

There is a certain level in life as a human being where the only way to push through some aspect in life is through motivation, and motivation has been the key factor when it comes to sports (jamaica-gleaner.com, 2016)gives importance and meaning to an elite athlete engaged in activities, like running, when performed for self-determined reasons (Jordalen and Lemyre, 2015).When motivated intrinsically, runners have to face the challenge with competence,

developing habits of achieving success, enjoy and feel proud in performing the skill, and repeat their goal setting for them to maintain their motivation. In a study of Filippin and van ours (2012), they stated that individual incentives are mostly driven by intrinsic motivations, and intrinsic motivations are an effective way to drive improving performances. Athletes, like elite runners, who enjoy achieving their goals without any awards or recognition are more inclined to having a longer and a happier sports career (Jordalen and Lemyre, 2015).

As described by Carnes (2014), showing recognition to the runners benefits them to achieve the desired goals or behavior is called “Social support”. The influence of social support helps in influencing the devotion to exercise, exercise intentions, the effectiveness of exercise, and the behavior concerning exercise Carnes (2014) Therefore, it is considered useful to interact with other people to help explore the effect of it during training sessions, as well as in their enjoyment of other exercises, and to increase the motivation of an athlete during exercise (Firth et al., 2016) Intrinsically motivated people engage in an activity for its inherent satisfaction and pleasure derived from doing it. This type of motivated behavior is satisfaction so it persists without any reinforcement or rewards (Ryan & Deci 2000). For example, an individual that goes to the gym because of the enjoyment, fun or satisfaction it induced, is considered intrinsically motivated towards that activity. For example, rock climber, on his best day, will be highly dedicated in his climbing, and feeling excited, engaged, and focused to reach the top (Massarella & Winterstein, 2009). Since these findings, later researchers have come to identify intrinsic motivation as organisms’ natural tendencies toward assimilation, spontaneous interest, mastery and exploration which have been considered important to social and cognitive growth, resulting in enjoyment and vitality throughout life (Ryan & Deci 2000).

More recent studies have shed light upon the importance of exploring intrinsic motivation. For instance, several findings have associated intrinsic motivation with; greater happiness reduction in school dropouts and reciprocal relationship in sports and exercise (Buckworth, et.al 2007; Kais, et.al 2015). Furthermore, intrinsic goals have been linked with; greater health, well-being and performance (Deci, et.al 2004). These findings reveal that intrinsic motivation plays a role in persistence in school. In a more recent study on college students assigned in different exercises groups (Tablizo, A. Q., 2018).

Found evidence for reciprocal relationship between exercise and intrinsic motivation. In the study, 184 students were randomly assigned in three different 12 groups; one control group (no exercise) and two exercises groups (exercise for six months) and maintenance (exercise for longer than six months). The results indicated greater intrinsic motivation towards exercise in the exercise groups compared to the control group. In addition, comparisons on intrinsic motivation in the two exercise groups showed that those who exercised for longer than six months (maintenance) scored higher in intrinsic motivation than those who exercised only for six months (Tablizo, A. Q., 2018).

As mentioned before the construct of intrinsic motivation is related to greater performance, persistence and primarily to enjoyment, which are all important attributes that have been associated with success. Intrinsic motivation has been widely investigated in variety of contexts. Over the years researchers have come across some interesting results regarding the effect of external forces on intrinsic motivation.

2.1.3.2. Determinants of Intrinsic motivation

A more recent series of meta-analytic studies have been conducted in attempt to better understand the relationship between extrinsic rewards and intrinsic motivation. Initial findings support the belief that extrinsic rewards have undermining effect on intrinsic motivation (Wiechman & Gurland (2009)). The undermining effect of external rewards on intrinsic motivation has been challenged by Cameron and colleagues in several meta-analyses. Their meta-analyses were heavily criticized on the basis of methodological and interpretational errors by Deci et al. (1999; 2001) it was considered that their questions were inappropriate, that critical studies were excluded, that important negative effects were not detected, and that the techniques used in their meta-analysis were unsuitable. According to (Deci et al. 1999a; 1999b) counter meta-analyses on the issue, only verbal praise enhanced intrinsic motivation and that different reward features undermined intrinsic motivation significantly (i.e., when a reward was tangible, expected and contingent on completion, engagement and performance). In a more recent meta-analysis on this issue, (Gunnarsson, 2017b) reported some interesting findings. The findings indicated that external rewards can be used to cultivate interest in a task that initially holds little enjoyment. In addition, verbal reinforcement was found to enhance task interest, whereas external material rewards were found to have only minimal negative effects on intrinsic motivation when task interest was high. Instill motivation and satisfaction for participating in an activity is a major

goal in varied context (e.g., education and sports). For example, many students initially hold little enjoyment for academic activities. The findings above suggest that external rewards can be used to cultivate academic interest among these students and increase their performance in academic activities. However, it is unclear whether the generated interest will sustain over time (Pierce, et al. 2003).

The effects of external determinants on intrinsic motivation in the athletics domain have received much attention through studies by Amorose and Horn (2000; 2001). Their investigations on the relationship between scholarship and intrinsic motivation have shed light on some interesting results. The results supported his hypothesis, with scholarship athletes showing a lower degree of intrinsic motivation than athletes who were not on a scholarship replicated and extended his earlier research by including male subjects in both wrestling and football and female athletes from variety of sports. It was hypothesized (as before) that collegiate athletes on scholarships would score lower on intrinsic motivation than their teammates that are not on scholarships (Gunnarsson, 2017).

In a replicated study by Amorose and Horn (2000) it was hypothesized that no significant difference would be found in intrinsic motivation between athletes on scholarships and athletes who were not on scholarships. Cited by Reykjavík, Ísland (2017) study, no evidence was found to support the idea that scholarships decreased intrinsic motivation among collegiate athletes. In fact, the opposite pattern was found. Results indicated that athletes on full scholarships scored higher on perceived competence resulting in greater intrinsic motivation than athletes that are not on scholarships.

Amorose and Horn (2001) argued that full scholarships were perceived as a mark of competence and autonomy which resulted in greater intrinsic motivation. However, no significant difference was found in intrinsic motivation between athletes on partial scholarships and athletes not on scholarships. In addition, their results also supported their hypothesis that gender would not interact with scholarships status by showing that all interaction effects that include gender differences were not significant. In an extended study on the issue, Amorose and Horn (2001) examined changes in intrinsic motivation among first year collegiate athletes from pre- to post-season as a function as well as the influence of their coaches' behavior. As an attempt to support

their earlier findings, they hypothesized that athletes on scholarships would show higher levels of intrinsic motivation than athletes that had no scholarships Cited by Reykjavík, Ísland 2017

The results indicated no significant difference on intrinsic motivation between athletes on scholarships and athletes who were not on scholarships. It was suggested that the reason for this inconsistency was because of the sample. In Amorose and Horn (2001) current study most of the athletes were on partial scholarships, whereas the previous samples consisted mostly of athletes on full scholarships. According to their suggestions it is possible that partial scholarships may not be enough of a reward to be perceived by athletes as either an indicator of his/her ability or a major controller of his/her behavior and, therefore, does not impact the athletes' intrinsic motivation. Despite different results from earlier studies(Gunnarsson, 2017).

Intrinsic motivation, which is also known as self-directed, self-determined motivation, occur when an individual engage in an action due to an actual interest in the activity itself(Ryan,2017)

In the circumstance of sport, intrinsically motivated athletes enjoy the method of improving, which align with their goal and values Perkins, et al.(2007).

2.1.4. Extrinsic Motivation of Long Distance Elite Runners

Extrinsic motivations such as financial incentives play an important role. Filippin and van ours, (2012). Extrinsic motivation comes from the external rewards of the performer wherein it falls into two groups: the tangible rewards, which involve medals and money used to prevent any circumstance in which winning a prize is more significant than competing well, and intangible rewards, which involve praise, recognition, and achievement to be used as encouragement to long distance elite runners for them to repeat whatever made them earn praise and recognition Competition is considered as an extrinsic motivation since it motivates an individual to outperform other people Filippin and van ours, (2012).An individual who is extrinsically motivated runs for an external outcome like losing weight, but not for enjoyment Woolley Also mentioned that people with extrinsic motivation engage less in future activities like running.

Filipino runners have become aware of the benefits of running and different people have come up with different goals to achieve such as improving running time, while others are moving from a short-distance run to full marathons giving people unending room for improving their running performance(Tablizo, A. Q., 2018).In difference to intrinsic motivation, extrinsic motivation occurs when an individual is attractive in an activity in order to obtain outcomes that are not self-

determined, and these actions are experiences because of outer pressures. In sport, extrinsically motivated athletes search for to gain rewards as a substitute of meeting their goals and aligning actions with their values(Hodge & Lonsdale, 2011).

According to Ryan and Deci (2000) their concept of the Self-Determination Theory, there are four types of extrinsic motivation that vary in their relative autonomy, meaning that different forms of extrinsic motivation can be self-determined, and they are identified as external regulation, interjected regulation, identified regulation, and integrated regulation. The least self-determined form of extrinsic motivation is external regulation, and this form refers to behaviors regulated by external sources such as rewards or other forcible pressures. Athletes who engage in a sport to avoid feelings of guilt, disgrace, or nervousness could represent a model of interjected regulation. Identified regulation differs from the first two motivational types of extrinsic(Ryan and Deci 2000).

Motivation because it represents a self-determined form of motivation due to behaviors being performed by athletes out of choice, even if the athlete is not interested in the activity itself. An example of this in sport could be an athlete who participates and enjoys the sport of soccer, but does not enjoy the activity of lifting weights. If the athlete engages in weightlifting because he or she believes it will lead to benefits for their sport performance in soccer, this is an example of identified regulation. Lastly, integrated regulation is the most self-determined form of extrinsic motivation, and refers to behaviors that are engaged in out of choice, and have also been fully internalized in the athlete's self and value system. Even if the athlete does not particularly enjoy the activity, he or she will engage in it if the activity is in congruence with his or her values and needs(Marcone, 2017).

2.1.5. Factor affecting motivation of Long Distance Elite Runners

2.1. 5.1 Age of Long Distance Elite Runners

According to Matz (2013) until long distance elite runners have completed a couple of races, most of them do not perform well in a marathon race. Moreover, many runners do not proceed to the marathon distance until in their late running careers. Marathoners are usually at their highest as they get older. However, Matz (2013) added that there will come a time when aging will affect the performance of a long distance elite runner negatively because of aerobic capabilities that reduces when a runner gets older, no matter how fast an athlete runs. In addition to that,

Zinner and Sperlich (2016).Mentioned that ages 50 and up are intrinsically motivated, running for their health, and for affiliation with others, while ages 20–28 are extrinsically motivated because of their personal goals(Tablizo, A. Q., 2018).

2.1.5.2 Years of Running of Long Distance Elite Runners

For elite runners, studies have shown that after age 35, the endurance of elite runners' drop by 5 to 15 percent each decade, but for non-elites, the decrease of endurance occurs later and more slowly, proving that it is still possible to run at age 40 or older and perform best at the marathon (Matz 2013).

2.1.5.3. Gender Differences on Motivation of Long Distance Elite Runners

Both male and female join marathons. An example is the Filipina long distance runner Tess Geddes, who competed at Marathon de Sables in Morocco(Banzon, et al. 2012)There are some runners whom their goal is finish the race and get a medal. On the other hand, the long-distance elite runners who compete for the prize in every marathon run, women compete the same as the men and when it comes to awarding, men and women are awarded in different categories. Generally, Earley (2015) stated that males and females are most equally motivated intrinsically, with males having a minor superiority. However, Deaner, et al., (2015) argued that male runners typically display more competitiveness and are more of risk takers compared to female runners. In addition to that, females are more motivated intrinsically than men when it comes to competitions Earley (2015).

2.2. Self-determination theory

Self-determination theory SDT(Deci and Ryan, 2000, 2008)describes motivation as a continuum of self-regulation between a motivation, extrinsic motivation, and intrinsic motivation According to SDT, motivation exists on a continuum of self-regulation between a motivation, extrinsic motivation, and intrinsic motivation(Deci&Ryan, 2002). Extrinsically motivated individuals are less invested in the activity itself than in its accompanying external rewards, such as recognition or social status(Treasure, 2006; Landry &Solmon, 2004).

Intrinsically motivated individuals follow an action because they enjoy it or are otherwise invested in it for its own sake. In this model, intrinsic motivation is the most self-regulated and most effective form of motivation(Deci& Ryan, 2002) However, the continuum of motivation

includes multiple stages of self-regulation involving various combinations of extrinsic and intrinsic motivational factors (Solomon, 2004). SDT thus recognizes individual differences by acknowledging that while any factor, including a charitable cause, is potentially motivating, it is impossible to predict whether it is actually motivating without a deeper understanding of the extrinsic and intrinsic motivating factors specific to each individual (Jeffery, 2010).

2.2.1 Pre-Performance Routines

There are many ways in which an athlete can get motivated to participate in an athletic competition. In order to mentally and physically prepare for a game, many athletes will complete pre-performance routines (PPR). Enhancing performance is one of many reasons why pre-performance routines exist: because they encourage and allow athletes to focus on task-relevant information, and they also help suppress inappropriate conscious control that athletes might retreat to in high-pressure situations. Examined the importance of pre-performance routines on assisting athletic performance and allowing the performers to concentrate more effectively. Cotterill suggested that pre-performance routines both provide an attention focus and also aid in reducing the number/impact of distractions, divert attention to task-relevant thoughts, improve performance under pressure, acts as a trigger for movement patterns, improve concentration, and help athletes achieve consistency with their performances (Cotterill, 2010).

2.2.2 Mental Imagery

There are many pre-performance routines that an athlete can complete in order to feel prepared and focused for a certain competition. Mental imagery is one of a number of pre-performance routines that an athlete can use. Mental imagery, also commonly known as visualization, is the ability to stimulate information in the mind that is not being currently used by the other senses (Kremer, et al., 2011b). It is a cognitive process that allows an athlete to use the other senses, such as seeing, touching, and feeling, in his or her imagination. Mental imagery is one of the most prevalent cognitive strategies of mental rehearsal used in the world of athletics and is used to stimulate the athletes' minds in order to motivate themselves to carry out a specific task. One of the major reasons for the use of mental imagery in the athletic realm is to help increase concentration. The ability to maintain concentration while avoiding distractions is important to master in athletics. The ability to focus mental efforts on the task at hand (concentration) while ignoring distractions is considered to be a vital factor of a successful athletic

performance(Kremer et al., 2011b). The use of mental imagery is sought to aid in that process of enhancing concentration with the overall goal of improving athletic performance.

There are many ways in which mental imagery is found to enhance athletic performance. Grouped the use of mental imagery into four functionally separate categories: arousal regulation, performance enhancement, cognitive modification, and rehabilitation(Sacco, 2016)

2.2.3. Effect of Athletes' Motivation on their Performance

The coach-athlete relationship is not simply one of the most important influences on athlete motivation; coach athlete relationship is also one of the most central influences on athlete performance as well (Mageau&Vallerand, 2003). As coaching style can effects athlete motivation (Michael S. Marcone May 15, 2017). It also has an impact on performance due to the motivation that is developed within the athlete. Correlation between athlete motivation and performance has been noticeable throughout recent studies, and became a common theme throughout the reviewed literature.

In the study conducted by Rieke, Hammermeister, and Chase (2008), results not only showed higher levels of intrinsic motivation in athletes who perceived their coach as autonomy supportive, but that there was also a significant, positive correlation between perceived autonomy supportive coaches and number of seasonal wins. Simply put, these results demonstrate that autonomy supportive coaches and athletes', who possess self-determined motivation due to these coaches, win more than the controlling coach and his or her athletes.

These results were later supported byVallerand and Rosnet (2009) where the researchers engaged in two studies with elite French tennis players and fencers. The two studies consisted of 170 French junior national tennis players and 250 French junior national fencers.

The researchers utilized cluster analyses to identify athletes' motivational profiles at the beginning of competitive seasons and further researched whether the profiles identified related to measures of performance profile analysis.

TheFrench version of the Sport Motivation Scale was used to measure the participants' motivation towards their respective sport in each study. Identical results from both studies showed that the least self-determined motivational profile led to the worst subsequent sport performance throughout the season examined. These findings were further supported by (Marcone, 2017)

The results show the correlation between autonomy support and self-determined athlete motivation, but also that situational self-determined motivation was significantly and positively predicted by the athlete's self-autonomy motivation toward their sport in general, resulting in a more successful performance (Marcone, 2017)

2.3 Empirical review of the study

To summarize, the current state of research suggests five models that can be used to explain the relationship between the achievement motive and athletic performance. Since empirical evidence is still fairly meager, none of the models can be favored as yet. Instead, it seems appropriate to subject all of them to a comparison in the following sections. This will not so much primarily be about taking a snapshot focusing on the current conditions for athletic performance, but rather about the developmental aspect in the sense of asking what extent the achievement motive predicts the future development of athletic performances.

Marcone (2017) conducted research on the influence of coaching styles on the motivation and performance of athletes. Earlier research has been conducted on the concept of coaching styles and their impact on the motivation and performance of athletes, with results suggesting that the impact can be extremely significant. From side to side the different styles of coaching and also coaches have impact on the athletes with whom they link in different ways, while also fulfilling or neglect the athletes' psychosomatic needs. Throughout current research, it has been recommended that coaches who exhibit the most autonomy supportive behaviors tend to fulfill the psychological needs of athletes, resulting in the development of self-determined forms of motivation. (Marcone, 2017)

According to Ahmad Fikri (2011) factors influence and motivational of athlete in high performance sports. The study also resolve the correlation between the changeable motivation and influences and also look at the differences of these factor towards gender, type of sport, knowledgeable etc. Sample of this study took of 130 athletes from Faculty of Sport Science and Recreation. Questionnaire was used the Likert scale analysis and had adaptation from the previous study to suite the research area and identified the process of influences such as social acceptance, infrastructure, media, commitments and experienced of physical or sport class and their teacher or coach. For the Motivation area, two aspects were used. It was Intrinsic and

extrinsic motivation. Total of the question item was 87. Data was analysis by using Pearson Correlation, ANOVA and t- test that were used to test the hypothesis. The rank of significance was put at $p=0.05$. Outcome show that correlation between factors influences and motivation accordance to gender, correlation between factors of unfair with years of experienced, differenced between motivation and gender, rejection variation between factors motivation and type of individual and team sport, no difference between factor of influences and years of study, and there had differences between factor motivation accordance levels of contribution(Fikri & Mohd, 2017).

Research conducted by (Mehr Ali 2012) the effect of intrinsic motivation and sport commitment on the performance of Iranian national water polo team. Number of participant athlete was 28 from the camp of Iranian national water. Statistical populations of this study included the whole men players invited to the camp of Iranian national water polo team ($N=28$).the total population of the study include the whole men players of Iranian player 28 in number. The statistical sample have been selected the same to the sampling group. After confirmation of virtual and appropriate validity of intrinsic motivation questionnaires and sport commitment model scale (SCMS) by the experts, their consistency in a direct study and via Cronbach's alpha coefficient were calculated respectively equal to $=0.83$ and $=0.92$ for the intrinsic motivation and sport commitment questionnaires. For analyzing the data, one-sample Kolmogorov-Smirnov test, one-way analysis of variance (ANOVA) and Turkey post hoc test were used in significance level of $P 0.05$. Results showed there was a significant difference between sport co moment values of successful, less successful and unsuccessful players and there was no significant difference between the intrinsic motivation values of successful, less successful and unsuccessful players. In addition, the results indicated there is a significant difference between the sport commitment of water polo players and high, middle and low sport records but there is no significant difference between the intrinsic motivation of water polo players and high, middle and low sport records(Ali, Nezhad, & Danesh, 2012).

For this reason, it is needed to be conducted another research. Many researchers done in different direction about motivation and athlete performance, relationship between coaching style and motivation and performance of athlete performance, but they are not focus on the impact of motivation on athlete's performance, So, it needs more attention.

2.4 Conceptual framework for the study

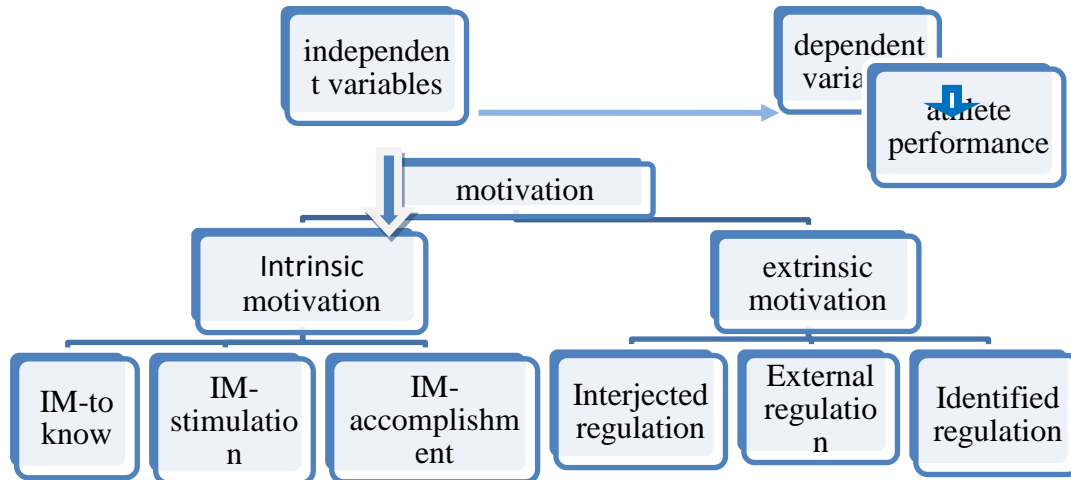


Figure 2.1 conceptual frame work.

The 28-item questionnaire aimed to evaluate three types of intrinsic motivation (IM) – to know, (IM) – to accomplish, and (IM) – to experience stimulation. Three types of extrinsic motivation (identified, interjected and external regulation) and a motivation variable. Refers IM to know to an athlete’s curiosity, exploration, learning goals, as well as the need to know and understand the sport. For instance, a tennis player becomes intrinsically motivated to know, when that athlete tries to explore more advanced techniques solely for the enjoyment that they receive while mastering new strokes(Pelletier et al., 1995). IM to accomplish relates to engaging in a sport for the pleasure and satisfaction that an athlete experiences in the attempts to achieve a certain goal(Pelletier et al., 1995). Thus, a tennis player who is trying to set a new winning record or add a more difficult technique to their arsenal solely for personal satisfaction and pleasure, exhibits a high level of intrinsic motivation to accomplish(Pelletier et al., 1995). The last type of intrinsic motivation variable, which is IM to experience stimulation, occurs when an athlete engages in the sport for the purpose of experiencing stimulating sensations, such as pleasure, fun, and excitement (Pelletier et al., 1995). For instance, a tennis player who competes in order to

undergo exciting experiences and emotions is intrinsically motivated to experience stimulation(Berestetska, 2016).

Research conducted by manojkumarpathak (2017) role of motivation and its impact on the performance of a sports person. Motivation serves to energize, select and direct performance. It helps in setting tough goals and directing the energy and effort to achieve those goals. Intrinsically motivated athletes strive hard to master the skill and are propelled by the inward drive to accomplish the task. While enjoy the challenging situations encountered during competition. Most favorable level of motivation is necessary for performance improvement. Such optimum level would differ from an athlete to athlete, and is also influenced by the nature of activity(Singh & Pathak, 2017)

Amorose and Horn (2001) examined changes in intrinsic motivation among first year collegiate athletes from pre- to post-season as a function as well as the influence of their coaches' behavior. As an attempt to support their earlier findings, they hypothesized that athletes on scholarships would show higher levels of intrinsic motivation than athletes that had no scholarships.

The results indicated no significant difference on intrinsic motivation between athletes on scholarships and athletes who were not on scholarships. The results failed to support their previous findings contra dictionary findings. It was suggested that the reason for this inconsistency was because of the sample. In current study most of the athletes were on partial scholarships, whereas the previous samples (Amorose& Horn, 2000)consisted mostly of athletes on full scholarships. According to their suggestions it is possible that partial scholarships may not be enough of a reward to be perceived by athletes as either an indicator of his/her ability or a major controller of his/her behavior and, therefore, does not impact the athletes' intrinsic motivation. Despite different results from earlier studies (Gunnarsson, 2017)

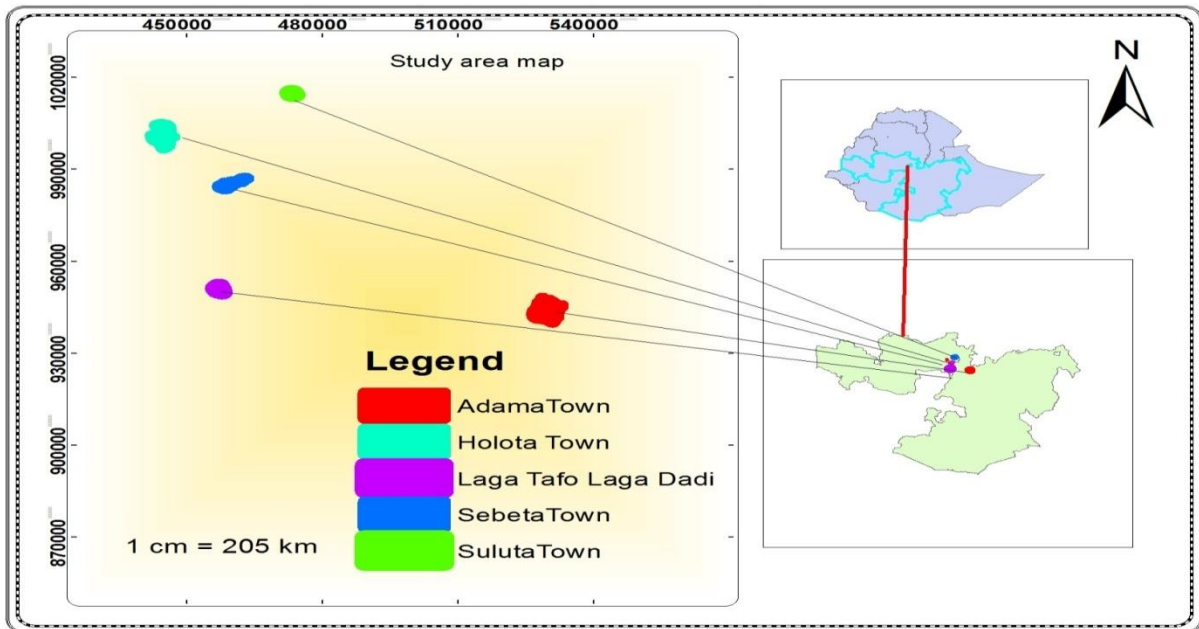
CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research design

Descriptive survey was used in conducting this research. Because descriptive study concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. This method was applying cross-sectional study design in which both quantitative and qualitative data was collected through structured questioners and interview.

3.2. Study area



Source Ethiogis

Figure 2. Geographical map of study area

The study was conducted in Oromia regional state of Ethiopia. The research was conducted in different areas such as Adam Oromia athletics clubs, Laga tafo, Dandi Oromia, Bishan Oromia, Sululta, Sebeta, Adama, Galan and Holota Oromia athletics clubs. Adama forms a Special Zone of Oromia and is surrounded by East shewa zone. It is located at $8^{\circ} 54' N$ $39^{\circ}.27' E$ at an elevation of 1712 meters, 99 km southeast of Addis Ababa. Holota is one of the towns located in

the Oromia special zone surrounding finfinne of the region it has a latitude and longitude of 9° 3' N38° 30'E and an altitude of 2391 meters above sea level. Sebeta is one of the towns located in the Oromia special zone surrounding finfinne of the region. This town has altitude and longitude of 8° 54' 40" N38° 37' 17" E and an elevation of 2,356 meters (7,730 feet) above sea level. This study was conducted from November 2011E. C — June 2011 E.C.

3.3 Source of data

This study was used both primary and second source. The primary data was obtained from athletes, coach and the secondary data was collected from various documents, journals, research, articles, internet sources and different browsers.

3.4 Population of the study

The populations of the study were all Oromia long distance runners found in Oromia athletics clubs. The populations of this study were 280 athletes' long distance runners and 21 coaches of Oromia athletic clubs totally 301 were available.

Table 1. Population of the study

| | Total population | Male | Female | Total |
|--------------|-----------------------------------|------|--------|-------|
| 1 | Laga tafo Athletics clubs | 9 | 7 | 16 |
| 2 | Sululta athletics club | 10 | 8 | 18 |
| 3 | Holota Athletics clubs | 9 | 8 | 17 |
| 4 | Sebeta athletics club | 10 | 9 | 19 |
| 5 | Bosona Oromia Athletics clubs | 11 | 9 | 20 |
| 6 | Dandi Oromia Athletics clubs | 8 | 9 | 17 |
| 7 | Police Oromia Athletics clubs | 10 | 9 | 19 |
| 8 | Naqamte Oromia Athletics clubs | 11 | 10 | 21 |
| 9 | Ambo Oromia Athletics clubs | 12 | 11 | 23 |
| 10 | Asela Oromia Athletics clubs | 9 | 9 | 18 |
| 11 | Shashamane Oromia Athletics clubs | 10 | 7 | 17 |
| 12 | Burayu Oromia Athletics clubs | 9 | 10 | 18 |
| 13 | Dukam Oromia Athletics clubs | 8 | 8 | 16 |
| 14 | Bishan Oromia Athletics clubs | 8 | 7 | 15 |
| 15 | Adama Oromia Athletics clubs | 8 | 6 | 14 |
| 16 | Galan Oromia Athletics clubs | 6 | 6 | 12 |
| Total | | 147 | 133 | 280 |

Sources: - Oromia region athletics federation and each athletics clubs documents

3.5 Target Population

The target populations of the study were eight Oromia athletics clubs long distance runners was selected by using simple random sampling, order giving equal chance for all Oromia athletics clubs and coaches are selected by using available sampling in eight Oromia athletics clubs. According to this 128 athlete and 8 coaches, totally 136 from different eight Oromia athletics clubs (Laga tafo, Dandi Oromia, Bishan Oromia Sululta, Sebeta, Adama, Galan and Holota) was selected.

Table 2. Target population

| No | Target population | No | Male | Female | Club | Coaches | |
|-------|-------------------|-----|------|--------|------------------------------|--------------------|-----------------------|
| 1 | Laga tafo | 16 | 9 | 7 | Simple random Sampling | 8 alls are male | Available sampling |
| 2 | Sululta | 18 | 10 | 8 | | | |
| 3 | Holota | 17 | 9 | 8 | | | |
| 4 | Sebeta | 19 | 10 | 9 | | | |
| 5 | Bishan Oromia | 15 | 8 | 7 | | | |
| 6 | Dandi Oromia | 17 | 8 | 9 | | | |
| 7 | Adama | 14 | 8 | 6 | | | |
| 8 | Galan | 12 | 6 | 6 | | | |
| TOTAL | | 128 | 68 | 60 | | | |

3.6 Subject of the study

The participants of this study were some selected Oromia Athletics clubs. Subject of the study were 52 male and 45 female totally 97 athletes from eight Oromia athletics clubs and 8 coaches from eight Oromia athletics clubs totally 105 were included as subject of the study. Since the study was expected to investigate the above mentioned topics, it assumed that it was quite appropriate to get relevant data directly from 97(34%) athletes was participated in questionnaire and 8(38%) coaches was participated in interviews.

3.7 Sample and sampling technique

Yamane (1967) provides a simplified formula to calculate sample sizes. The researcher used, the formula to determine the sample sizes $n=N \div (1+Ne^2)$. If a sample is taken from a population, formulas have to be used to take into relation confidence levels and margins of error.

N =total population

e = margin of error (0.05)

Confidence level of 95 %

$$n=N \div (1+Ne^2).$$

$$n = 128 \div 1 + 128 \times 0.05 \times 0.05$$

$$n = 129 \div 1 + 128 \times 0.0025 = 0.32$$

$$n = 128 \div 1.32 = 97$$

Proportionnel allocation:

One approach is proportionate stratification. With in proportion stratification; the sample size of every stratum is in proportion to the population size of the stratum. Strata sample sizes are determined by the following equation:

$$n_h = (N_h / N) * n$$

Where n_h is the sample size for stratum h , N_h is the population size for band h , N is total population size, and n is total sample size.

In this study both probability and non probability was used. In this study eight Oromia athletics clubs are selected by using simple random sampling techniques because it gives equal and independent chance for all athletics clubs. 97 athletes were selected by using simple random stratified sampling technique from 128 and 8 coaches was selected by available sampling.

Table 3. Summary of sampling design.

| No | Name of clubs | Target population | | | | | | Sample size | | | | | | Sampling technique | | |
|-------|---------------|-------------------|----|-----|-------|---|---|-------------|----|----|-------|---|---|-----------------------------------|---|-------|
| | | athlete | | | Coach | | | athlete | | | Coach | | | athlete | Coach | clubs |
| | | M | F | T | M | F | T | M | F | T | M | F | T | | | |
| 1 | Laga tafo | 9 | 7 | 16 | 1 | - | 1 | 8 | 6 | 14 | 1 | - | 1 | simple random stratified sampling | P U R P O S I V E | SRS |
| 2 | Sululta | 10 | 8 | 18 | 1 | - | 1 | 7 | 5 | 12 | 1 | - | 1 | | | |
| 3 | Holota | 9 | 8 | 17 | 1 | - | 1 | 7 | 6 | 13 | 1 | - | 1 | | | |
| 4 | Sebeta | 10 | 9 | 19 | 1 | - | 1 | 7 | 7 | 14 | 1 | - | 1 | | | |
| 5 | Bishan | 8 | 7 | 15 | 1 | - | 1 | 6 | 5 | 11 | 1 | - | 1 | | | |
| 6 | Dandi | 8 | 9 | 17 | 1 | - | 1 | 6 | 7 | 13 | 1 | - | 1 | | | |
| 7 | Adama | 8 | 6 | 14 | 1 | | 1 | 6 | 5 | 11 | 1 | - | 1 | | | |
| 8 | Galan | 6 | 6 | 12 | 1 | | 1 | 5 | 4 | 9 | 1 | - | 1 | | | |
| Total | | 68 | 60 | 128 | 8 | | 8 | 52 | 45 | 97 | 8 | - | 8 | | | |

Source: - Oromia region athletics federation and each athletics clubs documents

Dependent and Independent variables

If one variable depends upon other variable or it is consequence of other variable it is termed as the dependent variable that is antecedent to the dependent variable is termed as independent variable C.R. Kothari (2004). In this study athlete performance is the dependent variable. The dependent variable can be measured with the help of independent variable. The independent variables in this study are intrinsic motivation and extrinsic motivation. Such variables may not cause any change directly to the dependent variable but if measured can give some effect on the dependent variable. The independent variables that are not linked to the point of the study, but may be able to affect the dependent variable are termed as irrelevant variable (C.R. Kothari, 2004)

3.8. Data collection procedure

Data collection procedure was preceded through the following steps. After taking ethical approval from Jimma University the researcher was progressed to the target area of the study. So that here it also talks into stakeholders, coaches, and athlete of each club through detail and brief description of the objective of the study. These make strong agreement and to enhance their cooperativeness. The questionnaire was translated in two Amharic and Afaan Oromo languages. The data was collected through both questionnaire and interviews. Sport motivation scale (SMS) Pelletier, et al (1995) was used administered. The questionnaires were distributed to the

participants by the researchers and will be collected by the researchers. Face to face interview was employed between the coach and the researchers.

3.9. Instruments of data collection

The researchers was used a standard questionnaire called Sport Motivation Scale (SMS). The original scale was called Échelle de Motivation (ÉMS; Brière et al., 1995) and was translated to English by Pelletier et al. (1995) with the name Sport Motivation Scale (SMS);The 28 item SMS consists of seven factor subscales, with each of the 24 items rated on a 5 point

This instrument is considered the “gold standard” for studying motivation. Likert scale was used ranging from 1 to 5 as follows, 1. “Does not correspond at all”, 2 “Corresponds a little”, 3. “Corresponds moderately”, 4 “Corresponds a lot”, lastly, 5. “Corresponds exactly”. A separate three item demographic questionnaires was included to obtain information about the participants’ gender; race and face to face interview was employed. Additionally, structured interviews were used as the instruments to collect data for this study. The six subscales of the Sport Motivation scale-6 were found to be high reliability. Subscales that assess IM to accomplish ($\alpha = 0.79$), IM to know ($\alpha = 0.73$), IM to experience stimulation ($\alpha = 0.76$), external regulation ($\alpha = 0.85$), introjected regulation ($\alpha = 0.73$), identified regulation ($\alpha = 0.69$), and AM ($\alpha = 0.73$). This scale demonstrates sufficient reliability over a variety of sports (Joanne Perry et al., 2017)

Pilot test

Before the actual study carried out, a pilot study was conducted. The participant of the pilot which is not a part of the sample groups. It applied on BosonaOromia athletics clubs. Testing the designed question using the manageable size 24 questions the study pilot had been conducted on 12 sample long distance runners through collecting response on survey 24 questions. The response that had been collected were grouped in to six variables based on the research question and reliability statics were conducted using Cronbach’s alpha and the result were presented as the follows.

Table4. Reliability and Validity Of the Instruments

| Subscale | Number | α - alpha |
|------------------------|--------|------------------|
| To know | 4 | .729 |
| Stimulation | 4 | .761 |
| Accomplishment | 4 | .790 |
| External regulation | 4 | .816 |
| Identified regulation | 4 | .690 |
| Interjected regulation | 4 | .734 |

3.10. Method of Data Analysis

Both inferential statistics and Descriptive statistical analysis was used to analyze the data of this study. In descriptive statistical analysis, mean and standard deviation was used to analyze the demographic information of participant and Sport motivation scale (SMS) Pelletier, et al.(1995). Multiple Regressions' analysis was used to analyze the impact of athlete's motivation on their performance. The performance of the athlete was analysed by his score with record. The data were analyzed using computerized statistical package software (SPSS version 20).

3.11. Ethical Consideration

Ethical clearance and permission obtained from ethical committee of Jimma university before commencing data collection legal permission with better support from Jimma university and handed over to Jimma university college of natural science with a copy of this proposal objective of the study has clarified to Oromia athletics clubs then to the respondents and consent obtained from each format by asking permission and privacy. Study participants was consulted about the importance of the study and written consent was obtained.

CHAPTER FOUR

4. RESULT AND DISCUSSION

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study was the impact of motivation on athlete's performance in selected long distance athletes of Oromia athletics clubs. To this end, both quantitative and qualitative data was gathered by using questionnaire and interview. Questionnaire was distributed for 97 athletes all copies were returned. And 8 coaches were interviewed. The interview was analyzed qualitatively and used to support the findings obtained through questionnaire and document analysis.

Chart, mean, and standard deviation were used to analyze the demographic characteristics including sex, age, educational level & Experience of respondents.

Table Mean and standard deviation was used to analyze the intrinsically motivated and extrinsically motivated finally, multiple regression impact of athlete's motivation on their performance, thus data presentations and interpretation was presented accordingly

Data for the research were qualitatively collected with the support of interview. The preliminary condition for data collection was arranged through communication of the research pivot and formation of understanding with participants. For this purpose, Oromia athletics clubs federations working with eight Oromia athletics clubs were consulted through them eight coaches were selected by available sampling. These included Holota athletics clubs, Sebeta athletics clubs, Bishan Oromia athletics clubs; Dandi Oromia athletics clubs Galan athletics clubs Adama athletics clubs Sululta athletics clubs and Laga tafo athletics clubs. From each Oromia athletics clubs were data-providers. The coaches were contacted through interview which was scheduled for two hours, Participants' interview accounts were recorded and taken note of, based on which due transcription was made. In the transcription process, careful selection was made on issues thematically set. Then, coded categories were made under each team to analyze the data. This analysis is based on 8 coaches of Oromia athletics club: This analysis is based on two schools: Adama athletics clubs coach, Holota athletics clubs coach and Sebeta athletics clubs coach were code1.bishan Oromia athletics coach, Dandi athletics clubs

coach, Laga tafo athletics clubs coach were code 2. Sululta athletics clubs coach and Galan athletics clubs coach were code3. Referred to interview schedule one after the others.

4.1. Demographic Characteristics of Respondents

In the sample Oromia athletics clubs total population of 280 and 21coaches. Among these 97(34.6%) athlete and 8(38%) coaches were returned the questionnaire and use analysis. Interview was held with coaches analysis is used as supplementary. To questionnaire Thus, the presentation and interpretation of demographic characteristics of athlete of Oromia athletics clubs data as follows.

Table 5. Sex of respondents

| Sex | Mean | Standard deviation |
|--------|------|--------------------|
| Male | 4.5 | 2.38 |
| Female | 4.56 | 2.242 |

From the above illustrated chart mean \pm standard deviation values 4.5 ± 2.38 standard deviation values for male respondents and 4.56 ± 2.242 for female respondents. As shown in the above figure, the selected respondents 54% were female and 46% were male. This implies that there were athlete's male-female ratio gaps were relatively small.

Table 6. Ages of respondents

| | 15-20 years old | 21-25 years old | 26-30 years old | 31-36 years old |
|------|-----------------|-----------------|-----------------|-----------------|
| Mean | 4 | 4.95 | 4.46 | 3.67 |
| Std | 1.934 | 2.28 | 2.611 | 2.16 |

From the above illustrated Figure mean \pm standard deviation values 4.00 ± 1.934 values for age of respondents between 15-20, 4.95 ± 2.298 values for age of respondents "between" 21-25, 4.46 ± 2.611 values for age of respondents between 26-30, 3.67 ± 2.160 values for age of respondent's between 31-36. This shows that most of the athletes were found between 21-25 years old and some athletes were found in 26-30 years old. This implies that there were most of the athletes in Oromia athletics clubs were young.

Table 7. Educational backgroundsof respondents

| | >=12 grade | Certificate | Diploma | 1 st degree |
|------|------------|-------------|---------|------------------------|
| Mean | 4.52 | 4.96 | 4.36 | 3 |
| Std | 2.313 | 2.236 | 2.42 | 2.082 |

From the above illustrated Figure mean \pm standard deviation values ≥ 12 grades are 4.52 ± 2.313 who have certificated 4.96 ± 2.236 , who have diploma 4.36 ± 2.420 , and 1st degree and above 3.00 ± 2.082 . The above table shows that most of the athletes were found certificate and some athletes were found 1st degree. This indicates that most of Oromia athletics clubs long distance runners have different level of education; such as certificate, diploma and degree.

Table 8. Experience of respondents

| | 1-5 years old | 6-10 years old | 11-15 years old | 16-20 years old |
|------|---------------|----------------|-----------------|-----------------|
| Mean | 4.13 | 4.69 | 5.25 | 4.8 |
| Std | 2.133 | 2.559 | 1.893 | 0.447 |

From the above illustrated figure mean \pm standard deviation values

4.13 ± 2.133 values for experience of respondents ‘between’ 1-5, 4.69 ± 1.893 values for experience of respondents ‘between’ 6-10, 4.8 ± 0.447 values for experience of respondents between 16-20, and $5.00 \pm$. Values for experience of respondents ‘between’ 11-15. This shows that most of the athletes were found ‘between’ 1-5, and some athletes were found 11-15. On the basis of athletes experience most of Oromia athletics clubs long distance runners have greater than ten-year of experience and some athletes were had one to five years experience

4.2. To what extent long distance runners were intrinsically motivated in selected Oromia athletics clubs?

Table 9. Intrinsically motivation descriptive analysis

| s.n | Statements of motivation | Mean | SD |
|-----|---|------|------|
| 1 | For the satisfaction I experience while I am perfecting my abilities. | 4.58 | .496 |
| 2 | Because I would feel bad if I was not taking time to do it. | 4.48 | .615 |
| 3 | For the pleasure that I feel while learning training techniques that I have never tried before. | 4.49 | .562 |

| | | | |
|----|---|-------|-------|
| 4 | Because I must do sports regularly. | 4.54 | .541 |
| 5 | Because people around me think it is important to be in shape. | 4.60 | .492 |
| 6 | Because it is a good way to learn lots of things which could be useful to me in other areas of my life. | 4.57 | .497 |
| 7 | Because I like the feeling of being totally immersed in the activity. | 4.52 | .562 |
| 8 | For the pleasure of discovering new performance strategies. | 4.53 | .522 |
| 9 | For the intense emotions that I feel while I am doing a sport that I like. | 4.51 | .615 |
| 10 | For the pleasure that I feel while executing certain difficult movements. | 4.53 | .502 |
| 11 | To show others how good I am at my sport. | 4.52 | .632 |
| 12 | Because it is one of the best ways to maintain good relationships with my friends. | 4.52 | .502 |
| | Aggregate | 4.532 | 0.522 |

Cut point 0-1.5. Does not correspond at all, 1.5-2.5 Corresponds little, 2.5-3.5 Corresponds moderately, 3.5-4.5 Corresponds a lot, 4.5-5 Corresponds exactly.

Key for SMS 12

#1, 2, 3, 4 Intrinsic motivation –experience stimulation

#5, 6, 7, 8 Intrinsic motivation-to know

#9, 10, 11, 12 Intrinsic motivation-accomplishment

As indicated in table 5. item1 (Mean=4.58), item2 (Mean=4.48) item 3 (Mean=4.49) and item 4 (Mean =4.54) were intrinsic motivation to stimulation. This shows that Oromia athletic clubs Athletes were participated in their long distance running in order to live exciting experiences are intrinsically motivated to experience stimulation. As far as one can understand from the above interpretation, Oromia athletics clubs were highly intrinsically motivated to stimulation.

Similarly, on the same table 5. item 5 (Mean=4.60) item 6 (Mean=4.57) item 7 (Mean=4.52) and item 8 (Mean =4.53) are intrinsic motivation to know.

This shows that Oromia athletics clubs were performing long distance running for the pleasure and the satisfaction that one experiences while learning, exploring, or trying to understand something new. For instance, athletes were intrinsically motivated to know when they try to discover new training techniques for the sheer pleasure they experience while learning something new. As far as one can understand from the above interpretation, Oromia athletics clubs were highly intrinsically motivated to know some things.

Similarly, on the same table 5. Item 9 (Mean=4.51), item 10 (Mean=4.53) item 11 (Mean=4.52) and item 12 (Mean =4.52) were intrinsic motivation to accomplish.

This shows that Oromia athletic clubs engaging in long distance running for the pleasure and satisfaction experienced when one attempts to accomplish or create something. They are trying to master certain difficult training techniques in order to experience personal satisfaction represents of intrinsic motivation to accomplish. As far as one can understand from the above interpretation, Oromia athletics clubs were highly intrinsically motivated to accomplish their goals, to know some things and stimulation.

Regarding assess at what extent long distance runners were intrinsically motivated in selected Oromia athletics clubs. The responses are referred to as in the lines:

“Motivation is a requirement for greatness in athletes. After all, it is motivation that drives our behavior. It is impact that wait athletes functioning towards their goals, despite pain, discomfort and, sometimes, the desire to quit. Motivation spurs athletes to keep going; to never give up; to give it their all until the last second. An intrinsically motivated athlete is motivated by internal rewards”. (code1, 09th April, 2019).

In the set of participants’ responses above, this could be skill development, learning, and achieving personal potential. An internally motivated athlete finds satisfaction in the fun of playing the game, in challenges, and in the opportunity for growth.

“Oromia athletics clubs of long distance runner highly intrinsically motivated, because the long distance runners were as world, as Africa, as Ethiopia; the famous athlete in both male and female were from Oromia. Most of the athlete when to join clubs they want to run long distance running to be as the runner Kenenisa Bekele, Haile Gabreselassie, Tirunesh Dibaba, Almaz Ayyan, and NatsanetGudeta” (code2, 09th April, 2019).

From the quoted response above Although extrinsic motivation does play an important role for athletes, an athlete who is intrinsically motivated tends to remain motivated longer, is better prepared to persist in the face of adversity, and was more easily renew motivation when

needed. They used observation to determine the actual performance of athletes, considering individual athlete's contribution during competition and pre training effectiveness.

“An athlete is intrinsically motivated by internal rewards. It is this impact that wait athletes effective towards their goals, despite pain, discomfort and, sometimes, the desire to quit. Motivation spurs athletes to keep going; to never give up; to give it their all until the last second. As the coach said that Oromia athletics clubs of long distance runner highly intrinsically motivated, because the long distance runners were had the model athlete “(code3, 09th April. 2019).

In this quoted response, the participants indicated that Oromia long distance runners were highly intrinsic motivated by internal rewards. Actually almost all athletes were joining with his/her emotion.

The findings of this study show that, Oromia athletics clubs were highly intrinsically motivated to know some things. Similar to this finding (Gunnarsson, 2017) that college athletes were high intrinsic motivation-to accomplish with the mean ($M=5.55$) and standard deviation ($SD=1.01$).

This results shows that Oromia athletics clubs of long distance, Athletes were intrinsically motivated because getting satisfaction, good feeling, pleasure, discovering new performance strategies, getting experience, they like the feeling of being totally immersed in the activity. This results is supported by (Gunnarsson, 2017) Suggested that college athletes are high in intrinsic motivation. And also (Younes et al. 2006) state that women athletes in Palestine reported more intrinsic motivation to play sport than extrinsic motivation.

The findings of this study are in agreement with the studies of (Samah & Omar, 2015) they find out in their study that levels of motivation among the archers are at the high level. It means that athletes are highly motivated. The others groups were at moderate level of motivation and only few athletes have low motivation. In the game intrinsically motivated athletes enjoy the process of improving, which aligns with their goals and values (Donahue, 2006).

Similarly by (Garcia-mas et al., 2010) confirmed that the mean scores show that the athletes are more intrinsically motivated than extrinsically. The other studies in line with the finding of this research studied by (Kingston et al., 2006) suggested that someone who is intrinsically motivated is inspired to participate in athletics without being driven by an external incentive.

Independence and competence are some feelings of individuals when doing activities that are enforced by intrinsic motivation.

When an athlete is intrinsically motivated the study will participate for the mere pleasure of the activity (Wilson, 2006). From previous research, clearly enjoyment causes men to be more intrinsically motivated than women (Kilpatrick et al., 2005) Studies done in extrinsic motivation reveal that men seem to be more motivated by competition and playing to the limit than women when participating in athletics (Campbell et al., 2008). Behaviors that resulted from extrinsic motivation do not necessarily result in habits in intrinsic motivation Equally, great interest has been shown in the physical activity of youth, either from the perspective of sport involvement and performance activity for health (Kilpatrick et al., 2005).

The finding show that Oromia athletics clubs Athletes were participate in their long distance running in order to live exciting experiences are intrinsically motivated to experience stimulation. Similar to this finding studied by Fortier et al. (1995) state that due to the increased pressure to win experienced by the competitive athletes. And also found women athletes were more intrinsically motivated to accomplish and exhibited more identified regulation than men athletes, while displaying less external regulation and less a motivation than men athletes. These results were similar to those reported before concerning extrinsic motivation (Nunez, et al.2006) The finding of this study show that, Oromia athletics clubs were highly by intrinsically motivated (IM) ($X=4.532 \pm 0.522$) than by extrinsic motivation (IM) ($X=2.428 \pm 0.594$). similar to this finding(Erin Klinecon, 2016) suggested that track and field athletes were more motivated by intrinsic motivation (IM) ($X=5.38 \pm 1.15$) than by extrinsic motivation (EM) ($X=4.60 \pm 1.22$) Someone who is intrinsically motivated is inspired to participate in athletics without being driven by an external incentive. Independence and competence are some feelings of individuals when doing activities that are enforced by intrinsic motivation (Kingston et al., 2006).

4.3 To What extent long distance runners are extrinsically motivated in selected Oromia athletics clubs?

Table 10 .Extrinsically motivation descriptive analysis

| s.n | Statements of motivation | Mean | SD |
|-----|--|-------|-------|
| 1 | For the pleasure I feel in exciting experiences. | 2.34 | .595 |
| 2 | For the pleasure of discovering new training techniques. | 2.28 | .644 |
| 3 | Because it allows me to be well regarded by people that I know. | 2.43 | .497 |
| 4 | For the pleasure I feel while improving some of my weak points. | 2.53 | .502 |
| 5 | For the pleasure it gives me to know more about the sport that I practice. | 2.41 | .554 |
| 6 | Because, in my opinion, it is one of the best ways to meet people. | 2.50 | .503 |
| 7 | For the prestige of being an athlete. | 2.46 | .541 |
| 8 | For the excitement I feel when I am really involved in the activity. | 2.46 | .541 |
| 9 | Because I feel a lot of personal satisfaction while mastering certain difficult training techniques. | 2.40 | .657 |
| 10 | Because it is absolutely necessary to do sports if one wants to be in shape. | 2.35 | .615 |
| 11 | Because it is one of the best ways I have chosen to develop other aspects of myself. | 2.51 | .503 |
| 12 | Because I must do sports to feel good about myself. | 2.47 | .597 |
| | Aggregate | 2.428 | 0.594 |

Cut point 0-1.5. Does not correspond at all, 1.5-2.5 Corresponds little, 2.5-3.5 Corresponds moderately, 3.5-4.5 Corresponds a lot, 4.5-5 Corresponds exactly.

Key for SMS 12

#1, 2, 3, 4 Extrinsic motivation -External regulation

#5, 6, 7, 8 Extrinsic motivation-Identified regulation

#9, 10, 11, 12 Extrinsic motivation-Introjected regulation

As indicated in table 6. Item 1 (Mean=2.34), item 2 (Mean=2.28) item3 (Mean=2.43) and item 4(Mean =2.53) were Extrinsic motivation External regulation. This shows that Oromia athletic clubs Athletes were not extrinsically motivated as intrinsic motivation; the reason is that most of the athletes are participated in long distance running in order to receive reward from his coach, clubs managers and from athletics clubs federation.

Similarly, on the same table 6.Item 5 (Mean=2.41), item 6 (Mean=2.50) item 7 (Mean=2.46) and item 8 (Mean =2.46) were Extrinsic motivation Identified regulation.

The shows that long distance runners of Oromia athletic clubs, running is performed for extrinsic reasons(to achieves personal goals) long distance runners participate in long distance

running, because they feel their involvement contributes to a part of their growth and development as a person represent of identified motivation.

Similarly, on the same table 6. Item 9 (Mean=2.40), item 10 (Mean=2.35) item 11 (Mean=2.51) and item 12 (Mean =2.47) were Extrinsic motivation Interjected regulation

This shows that long distance runners of Oromia athletic clubs were participated in running because to be in good shape for aesthetic reasons, and feel embarrassed or ashamed when they were not in the best form As far as one can understand from the above interpretation, Oromia athletics clubs were not motivated extrinsically as intrinsic motivation

From the illustrated chart long distance Oromia athletics clubs are mean values (M= M=2.428333 ±0.5942.) These results show that Oromia athletics clubs of long distance runner were reported correspond a little at all extrinsic motivation. And also these findings show that Oromia athletics clubs are long distance runners are not extrinsically motivated as intrinsic motivation, because they feel their involvement contributes to a part of their growth and development as a person represent of identified motivation they feel a lot of personal satisfaction while mastering certain difficult training techniques.

Regardto assess at what extent long distance runners are extrinsically motivated in selected Oromia athletics clubs. The responses are referred to as in the lines:

As the coach said that “Oromia athletic clubs Athletes were not extrinsically motivated as intrinsic motivation; the reason is that most of the athletes are participated in long distance running in order to receive reward from his coach, clubs managers and from athletics clubs federation”. (code1, 09th April. 2019).

From the quoted response abovethat, extrinsic motivation does play an important role for athletes, an athlete who is intrinsically motivated tends to remain motivated longer, is better prepared to persist in the face of adversity, and was more easily renew motivation when needed.They used observation to determine the actual performance of athlete was, considering individual athlete’s contribution during competition and pre training effectiveness.

“Long distance runners of Oromia athletic clubs were participated in running because to be in good shape for aesthetic reasons, and feel embarrassed or ashamed when they were not(code2, 09th April. 2019).

In this quoted response, the participants indicated that Oromia long distance runners were not extrinsic motivated because they need to maintenance shape for visual reasons and feel embarrassed or ashamed when they were not.

As coach said that “Oromia athletic clubs Athletes were not extrinsically motivated as intrinsic motivation; the reason is that most of the athletes are participated in long distance running in order to receive reward from his coach, clubs managers and from athletics clubs federation” (code3, 09th April. 2019).

In this quoted response, the participants indicated that Oromia long distance runners were not extrinsic motivated because they need some external rewards.

This shows that Oromia athletic clubs Athletes were not extrinsically motivated as intrinsic motivation; the reason is that most of the athletes are participate in long distance running in order to receive reward from his coach, clubs managers and from athletics clubs federation.

Inconsistent with this finding (Gunnarsson, 2017b) that college athletes were mean (M=3.45, 4.67, 4.62) Extrinsic motivation- External regulation, Identified regulation and Interjected regulation respectively.

The authors found the competitive athletes showed less intrinsic motivation to understanding stimulation and less intrinsic motivation to accomplish than recreational athletes, while exhibiting more identified regulation and more A motivation than recreational athletes(Younes, Ciccomascolo, & Shim, 2006)

Oromia athletics club long distance runners were intrinsically motivated in the mean value of (M=4.5325, SD= 0.051965.) and extrinsically motivated in the mean value of (M=2.428333, SD= 0.0576). The findings of this study were agreement with the studies of (Dzikas, 2013) they find out in their study that study mean difference analyzed result extrinsic motivation score (Mean = 34.44, SD =3.53) was significantly higher than the mean intrinsic motivation score (Mean = 32.53, SD =3.57) $t(42) = -2.52, p < .05$ In sport, extrinsically motivated athletes seek to gain rewards instead of meeting their goals and aligning actions with their values (Deci & Ryan, 2000).

The Results of this consistence with(Reeve, Olson, & Cole, 1985) confirmed that winning g facilitated both actual competitive performance and intrinsic motivation relative to losing.

Athletes had an average IM score of 5.38 compared to an EM score of 4.60. This led to null hypothesis one being rejected and research hypothesis one being accepted. This means that track and field athletes in this study are more motivated by intrinsic factors than extrinsic factors. Higher IM scores are a positive sign, because this reflects engagement motives associated with fun and self-improvement, hypothesized that high IM is a strong indicator of prolonged engagement in sports, which supports this finding(Kline, 2016).

The finding of this show that Oromia athletics clubs were not extrinsically motivate as they needed. The results of the current study suggest that motivation is necessary but not sufficient for successful athletic performance(Perry, Ross, Weinstock, & Gfeller, 2018). In addition, Studies done in extrinsic motivation reveal that men seem to be more motivated by competition and playing to the limit than women when participating in athletics (Campbell et al., 2008). Behaviors that resulted from extrinsic motivation do not necessarily result in habits in intrinsic motivation Equally, great interest has been shown in the physical activity of youth, either from the perspective of sport involvement and performance activity for health (Kilpatrick et al., 2005).

4.4 What is the Impact of long distance athlete of Oromia athletics clubs on performance?

Results of multiple regression impact of independent variablesboth intrinsic and extrinsic motivation on performance of athlete

Table 11. Coefficients for regression analysis

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|------------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 2774.962 | 696.391 | | 3.985 | .000 |
| Identified regulation | -661.019 | 110.483 | -.620 | -5.983 | .000 |
| Stimulation | -183.566 | 63.213 | -.207 | -2.904 | .005 |
| External regulation | 450.880 | 105.702 | .423 | 4.266 | .000 |
| Accomplishment | 41.706 | 67.072 | .046 | .622 | .536 |
| Introjected regulation | -239.391 | 112.667 | -.237 | -2.125 | .036 |
| To know | 97.042 | 84.444 | .086 | 1.149 | .254 |

a. Dependent Variable: athlete performance

Results of regression analysis with SPSS 2011 software with regression result are as follows

Model summery

Table 12. Regression model summary

| Model | R | R Square | Adjusted Square | R | Std. Error of the Estimate |
|-------|-------------------|----------|-----------------|---|----------------------------|
| 1 | .783 ^a | .613 | .587 | | 0:05:58 |

a. Predictors: (Constant), Identified regulation, Stimulation, External regulation, Accomplishment, Introjected regulation, to know

The analytical results show that the models the correlation coefficient $R^2=.613$ and R^2 adjusted by 0.587. The index is to insure safety in the assessment of the suitability model (not to exaggerate the relevance of the model).the model is considered suitable by 58.7%, it means58.7%, of the athlete performance explained by those independent variables. The remaining 41.3% could be due to errors and factors that are not included in this model.Finding of the study shows that, the variable external regulation is the strongest way to predict highly impact the athlete performance, followed by stimulation, Introjected regulation and identified regulation based on their standardized coefficients of the beta value.

Multiple regression analyses were conducted to examine impact of motivation on performance of long distance athlete of Oromia athletics clubs

As the results shows that Identified regulation is significant ($p=.000$) because less than, ($p>.05$). Stimulation is significant ($p=0.012$) because the p values is less than ($p>.05$). And also External regulation is significant because the p values less than 0.05. Interjected regulation is significant because the p value is less than 0.05 and Accomplishment and to know is not significant, because, the p value is greater than ($p<.05$).

From this we can understand Identified regulation; External regulation, Interjected regulation can affect the athlete performance. And also Stimulation also can affect the results or the performance of the athlete; in other word's athlete they need motivation Stimulation from the coaches to achieve their goals. As far as one can understand from the above interpretation, Oromia athletics clubs, the results shows that Identified regulation is another factor that affects the athlete performance.

Regarding To determine the impact of motivation on performance of long distance athlete of Oromia athletics clubs.The responses are referred to as in the lines:

“Motivation is the base of all athletic endeavor and achievement. Without your wish and willpower to improve your sports performances, all of the other mental factors, confidence, strength, focus, and emotions, are meaningless. If the athlete is not motivated their achievements is not consistence. Almost all athletes were intrinsically motivated. If the athlete is not motivated by himself they may be able to impact on his performance” (code1, 09th April. 2019).

In this quoted response, to develop into the best athlete you can be, you must be motivated to do what it takes to maximize your ability and achieve your goals. From the above interview we can understand, if the athlete is not motivated by himself they may be able to impact on his performance.

“To achieve your best, you must want to start the procedure of increasing as an athlete and you must be willing to maintain your efforts until you have achieved your goals. Motivation in sports is so significant since you must be prepared to work hard in the face of fatigue, boredom, pain, and the desire to do other things. Motivation was impact the whole thing that impact your games performance: physical training, technical and tactical training, mental preparation, and general way of life incorporated sleep, diet, school or work, and relationships” (code2, 09th April. 2019).

In this quoted response, from the above interview we can understand Motivation was been impact everything that influences your sports performance: physical conditioning, technical and tactical training, mental preparation, and general lifestyle included sleep, diet, school or work, and relationships. The cause motivation is so significant is that it is the only supplier to sports performance over which you have manage

“There are three belongings that influence how well you perform. First, your skill, which includes your bodily, technical, strategic, and mental capabilities. Because ability is incredible you are born with, you can't change your ability so it is outside of your control. Second, the difficulty of the struggle impact performance. Contributors to difficulty include the ability of the external regulation, introjected and identified regulation of extrinsic motivation. that long distance runners of

Oromia athletic clubs were participate in running because to be in good shape for aesthetic reasons, and feel embarrassed or ashamed when they were not”(code3, 09th April. 2019).

In this quoted response, to develop into the best athlete you can be, you must be motivated to do what it takes to maximize your ability and achieve your goals. The athlete to achieve the goals of athletics clubs and their objective they want gift from the stockholder. From the above interview we can understand, if the athlete is not motivated by stakeholders they may be able to impact on his performance.

Perry et al., (2018) results exposed that hockey coaches and motivational concentration have significant impact on field hockey athletes' performance and can increase the performance. The incentives, rewards, and promotion of the athletes for long term was also found to be a source of motivation and useful to enhance the Pakistani athletes' performance provided by the field hockey departments

The finding of the study shows that there is significant difference between extrinsic and intrinsic motivation consistence of this study carried out by (Kline, 2016) suggested that were also significant differences in intrinsic and extrinsic motivation in female athletes; white athletes; and underclassmen athletes. Furthermore (Garcia-mas et al., 2010) supported Regression analysis reported that intrinsic motivation, and extrinsic motivation significantly predicts athletes' enjoyment.

In addition, (Tesfaw, G 2016) confirmed that the study identified that, the intrinsic and extrinsic factors are important motivational factors. Actually, when the athletes motivated extrinsically they may lose intrinsically motivation, because, they went reward always to perform any activity. Correspondingly the other study by (Diane E. et al 2016) confirmed that the results shows that For non-scholarship athletes, the future possibility of obtaining full athletic scholarships resulted in increased external regulation of extrinsic motivation, decreased intrinsic motivation to experience stimulation intrinsic motivation, and decreased intrinsic motivation to accomplish things. And also Results showed significant differences $p=0.01$) between total scores of intrinsic and extrinsic motivation among tenpin bowlers. (Khoo & Wong, 2015)

In addition, Perry et al., (2018) results exposed that hockey coaches and motivational concentration have significant impact on field hockey athletes' performance and can increase the

performance. The incentives, rewards, and promotion of the athletes for long term was also found to be a source of motivation and useful to enhance the Pakistani athletes' performance provided by the field hockey departments

The finding of the study shows that there is significant difference between extrinsic and intrinsic motivation consistence of this study carried out by (Kline, 2016)the results shows that there were also significant differences in intrinsic and extrinsic motivation in female athletes; white athletes; and underclassmen athletes. Furthermore(Garcia-mas et al., 2010) supported Regression analysis reported that intrinsic motivation, and extrinsic motivation significantly predicts athletes' enjoyment.

Similar to this study(Tesfaw, G 2016)the study identified that, the intrinsic and extrinsic factors are important motivational factors. Actually, when the athletes motivated extrinsically the may lose intrinsically motivation, because, they went reward always to perform any activity. Correspondingly the other study by (Diane E.*et al* 2016) confirmed thatthe results shows that For non-scholarship athletes, the future possibility of obtaining full athletic scholarships resulted in increased external regulation of extrinsic motivation, decreased intrinsic motivation to experience stimulation intrinsic motivation, and decreased intrinsic motivation to accomplish things. And also Results showed significant differences $p=0.01$) between total scores of intrinsic and extrinsic motivation among tenpin bowlers. (Khoo & Wong, 2015)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter summary of the major findings of the study are addressed, conclusions drawn and recommendations were prepared based on the finding of the study.

5.1 SUMMARY

The purpose of the study was to The impact of motivation on athletes performance in selected long distance athletes of Oromia athletics clubsthen after, the following research questions as emanated from the title of the research to be answered

1. To what extent long distance runners will be motivated intrinsically long distance athlete of Oromia athletics clubs?
2. To what extent long distance runner will be motivated extrinsically long distance athlete of Oromia athletics clubs?
3. What will be the impact of athlete's motivation on their performance long distance athlete of Oromia athletics clubs?

Demographic characteristics of respondents show that were As shown in the above table, the selected male respondents were 54% of male and were 46% of female. This indicates were involved to fill the questionnaires.

Long distance athlete Oromia athletics clubs are mean values (M= 4.5325 ±0.52220.) intrinsically are motivated and (M=2.428333 ±0.5942) extrinsically are motivated. The results show that Oromia athletics clubs of long distance Athletes were intrinsically motivated, and also the findings show that Oromia athletics clubs are long distance runners are not extrinsically motivated as intrinsic motivation, when we compare the mean.

Multiple regression analyses were conducted to examine impact of motivation on performance of long distance athlete of Oromia athletics clubs

The result shows that long a distance runner of Oromia athletics clubs their performance were affected by extrinsic motivation (external regulation, interjected regulation and identified) and from intrinsic motivation (stimulation experience).

5.2. CONCLUSION

The findings in this study confirmed the following conclusion. These were:

- ✓ The evidence from this study suggests almost male and female respondents were equivalently treated in this study.
- ✓ This shows that most of the athletes were found between 21-25 years old and some athletes were found in 26-30 years old.
- ✓ This shows that most of the athletes in Oromia athletics clubs were young.
- ✓ On the basis of athletes experience most of Oromia athletics clubs long distance runners have greater than ten- year of experience and some athletes were had one to five years experience
- ✓ Mostof the athlete Oromia athletics clubs athletes have certificate holders while few of them having degree holders.
- ✓ Major finding show that Oromia athletics clubs of long distance runners were motivated by intrinsic motivation.
- ✓ In addition, the finding show that Oromia athletics clubs were long distance runners were not extrinsically motivated as intrinsic motivation, when we compare the mean.
- ✓ Multiple regression analyses were conducted to examine impact of motivation on performance of long distance athlete of Oromia athletics clubs
- ✓ The result shows that long a distance runner of Oromia athletics clubs their performance were affected by extrinsic motivation (external regulation, interjected regulation and identified) and from intrinsic motivation (stimulation experience).

5.3 RECOMMENDATION

The finding of the study indicates that in the study area coaches should attempt to motivate their athletes and improve performance by emphasizing on extrinsic and intrinsic rewards by considering sex, age, educational level and training experience of athletes, because they have motivational impacts in the training place.

Based from the results of the study, future researcher may benefit from and improve the study in various ways.

- First a larger number of participants are recommended to be involved in future studies to help the researcher look in to factors that may affect motivation among elite runners.
- Second, the researcher recommended to the future researchers to have a better understanding on elite runners based on other motivational factors such as the finishing time, brand of shoes, and training.
- Further researcher will be recommending that the next researchers should explore the factors affect extrinsic motivation long distance runners.
- The fourth, clubs managers and coach should be motivating the athlete by giving rewards and by adding the salary of the athlete unless the athletes are not motivated extrinsically
- The Oromia athletics clubs should mitigate athletes turn over, by considering diversity of factors, rewards system, proper handling of athletes and group relation that combine to influence the decision to leave or stay.
- Oromia long distance runners were affected by extrinsic motivation, so the Oromia athletics federation should be motivated the athlete.

5.4 RECOMMENDATION FOR FURTHER RESEARCH

This study has opened up the need for further investigation in the area assess the impact of motivation on athlete's performance in selected long distance athlete of Oromia athletics clubs.

The following areas were suggested for further research:

- This study focused on assessment the impact of motivation on athlete's performance in selected long distance athlete of Oromia athletics clubs. It is therefore, suggested that other research be undertaken to asses other factors that may affect the athlete performance, such as methodology of training, nutrition and facility.
- The study also focused on only long distance event discipline in some selected Oromia athletics clubs. It also recommended that the study be replicated in the other sports disciplines and clubs in the country.
- The researcher also recommended that, the other research be undertaken to determine the other condition that may affect long distanceevent performance and development.

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APPENDIX – 1

**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTEMENT OF SPORT SCIENCE**

Athlete motivation survey questionnaires

Dear athlete:

These questionnaires are standard questionnaire Pelletier, etal (1995). Toward a new measure of intrinsic motivation, extrinsic motivation, and motivations in sports: The Sport Motivation Scale (SMS). Designed to collect data for a partial fulfilment of master of degree in athletics coach at Jimma University. The focus of the research is to point out impact of motivation on performance of athletes. Your genuine response for the following questions is extremely important for the successful completion of this work. The information you provide will be only for the purpose indicated and will be kept highly confidential. Therefore, you are kindly requested to feel all the questions.

Instruction: Put an “x” in the space provided for questionnaires

Part I: Background Information:

1. Sex: a) Male b) Female
2. Age: a) 15-20 b) 21-25 c) 26-30 d) 31-36 e) 37-41 e) Above 55
3. Educational level
- a) 12 complete and below
- b) Certificate c) diploma
- d) 1st degree and above
4. Experience:
- A) 1-5 years b) 6-10 years c) 11-15 years
- D) 16-20 years e) 21-25 f) above 25

Part II the Sport Motivation Scale (SMS)

Using the scale below, please indicate to what extent each of the following items corresponds to one of the reasons for which you are presently practicing your sport.

. Does not correspond at all 1 Corresponds little 2 Corresponds moderately 3 Corresponds a lot
4 Corresponds exactly 5

In what extents the Oromia athletics clubs intrinsic and extrinsic are motivated

| <i>NO</i> | Why you practice long distance running in athletics club | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> | <i>5</i> |
|-----------|---|----------|----------|----------|----------|----------|
| <i>1</i> | For the pleasure I feel in exciting experiences. | | | | | |
| <i>2</i> | For the pleasure it gives me to know more about the sport that I practice. | | | | | |
| <i>3</i> | For the pleasure of discovering new training techniques. | | | | | |
| <i>4</i> | Because it allows me to be well regarded by people that I know. | | | | | |
| <i>5</i> | Because, in my opinion, it is one of the best ways to meet people. | | | | | |
| <i>6</i> | Because I feel a lot of personal satisfaction while mastering certain difficult training techniques. | | | | | |
| <i>7</i> | Because it is absolutely necessary to do sports if one wants to be in shape. | | | | | |
| <i>8</i> | For the prestige of being an athlete. | | | | | |
| <i>9</i> | Because it is one of the best ways I have chosen to develop other aspects of myself. | | | | | |
| <i>10</i> | For the pleasure I feel while improving some of my weak points. | | | | | |
| <i>11</i> | For the excitement I feel when I am really involved in the activity. | | | | | |
| <i>12</i> | Because I must do sports to feel good about myself. | | | | | |
| <i>13</i> | For the satisfaction I experience while I am perfecting my abilities. | | | | | |
| <i>14</i> | Because people around me think it is important to be in shape. | | | | | |
| <i>15</i> | Because it is a good way to learn lots of things which could be useful to me in other areas of my life. | | | | | |
| <i>16</i> | For the intense emotions that I feel while I am doing a sport that I like. | | | | | |
| <i>17</i> | For the pleasure that I feel while executing certain difficult movements. | | | | | |
| <i>18</i> | Because I would feel bad if I was not taking time to do it. | | | | | |
| <i>19</i> | To show others how good I am at my sport. | | | | | |

| | | | | | | |
|-----------|---|--|--|--|--|--|
| 20 | for the pleasure that I feel while learning training techniques that I have never tried before. | | | | | |
| 21 | Because it is one of the best ways to maintain good relationships with my friends. | | | | | |
| 22 | Because I like the feeling of being totally immersed in the activity. | | | | | |
| 23 | Because I must do sports regularly. | | | | | |
| 24 | For the pleasure of discovering new performance strategies. | | | | | |

Key for SMS 24

#1, 22, 16, 11 Intrinsic motivation –experience stimulation

#2, 3, 20, 24 Intrinsic motivation-to know

#9, 10, 13, 17 Intrinsic motivation-accomplishment

#4, 7, 8, 19 extrinsic motivation -External regulation

#5, 9, 15, 21 Extrinsic motivation-Identified regulation

#12, 14, 18, 23 Extrinsic motivation-Introjected regulation

APPENDEX – 2

JIMMA UNIVERSITY COLLEGE OF NATURAL SCIENCE DEPARTEMENT OF SPORT SCIENCE

Coach motivation interview

Dear coach:

These interviews are designed to collect data for a partial fulfilment of master of degree in athletics coach at Jimma University. The focus of the research is to point out impact of motivation on performance of athletes. Your genuine response for the following questions is extremely important for the successful completion of this work. The information you provide will be only for the purpose indicated and will be kept highly confidential. Therefore, you are kindly requested to feel all the questions.

- 1.To What extent long distance runners were intrinsically motivated in selected Oromia athletics clubs?
- 2To what extent long distance runners are extrinsically motivatedin selected Oromia athletics clubs?
3. What is impact of motivation on performance of long distance athlete of Oromia athletics clubs?

APPENDIX-3

ጅማ ዩኒቨርሲቲ ተፈጥሮ ሣይንስ ኮሌጅ ስፖርት ሣይንስ ዲፓርትመንት

በሰልጣኞች የሚሞሉ ጥያቄዎች

የዚህ ጥያቄ አላማ ከአሮሚያ ውስጥ ከተመረጡ ክለሶች የረጅም ርቀት አትሌቶች ላይ የተነሳሽነት ክንውኖችን መመዘን ነው። የቀረቡት ጥያቄዎች ሁሉ ለዚህ ጥናት ብቻ ነው የሚውሉት።

የምሰጡት መረጃ ሁሉ ሚስጥሩ የተጠበቀ ነው ስለዚህ ትክክለኛ መረጃ መስጠት ለዚህ ጥናት ትልቅ ድርሻ አለው።

ማስታወሻ

- በዚህ መጠይቅ ላይ ስም መጻፍ ይቻልዎታል።
- ለሁሉም ጥያቄ መልስ ስጡበት።

ማስተማሪያዎች ፡ አማራጭ ላሏቸው መጠይቆች በተዘጋጀው ቦታ ላይ "x" ያስቀምጡ፣

ክፍል 1 የቅደም መረጃ

1. ያታ:ሀ) ወንድ

ለ) ሴት

2. ዕድሜ: ሀ) 15-20 ለ) 21-25 ሐ) 26-30 መ) 31-36 ሠ) 37-45

ረ) ከ 55 በላይ

3. የትምህርት ደረጃ

ሀ) 12 የጨረሰ እና ከዚያ በታች

ለ) ሰርቲፊኬት

ሐ) ዲፕሎማ

መ) 1 ኛ ዲግሪ እና ከዚያ በላይ

4. ልምድ:

ሀ) 1-5 ዓመት ለ) ከ6-10 ዓመት ሐ) ከ11-15 ዓመት

መ) ከ16-20 ዓመት ሠ) 21-25ዓመት ከ) 25 በላይ

ክፍል 2 የስፖርት ተነሳሽነት መለኪያ (SMS)

ከዚህ በታች ያለውን መለኪያ በመጠቀም ከዚህ በታች የተዘረዘሩት እያንዳንዱን ስፖርትዎን እየተለማመዱ ካሉት ምክንያቶች መካከል አንዱን ምን ያህል እንደሚያመለክቱ ይጠቁሙ.

- (1).ምንም ነገር አይመሳሰልም (2). በጥቂቱ ይዘመዳል (3). መካከለኛ (4). በብዙት ይዘመዳል
 (5). በትክክል ይዘመዳል

አሮሚያ የአትሌቲክስ ክበቦች ውስጣዊ እና ውጫዊ ተነሳሽነት ምን ያህል ነው?

| ተ.ቁ | በአትሌትክስ ክለብ ረጅም ርቀት ፍጫ ላይ ለምን ትሳታፈሉ? | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|
| 1 | በሚያስመዘግባቸው ነገሮች(ልምዶች) ደስታ ይሰማኛል። | | | | | |
| 2 | ደስ ስለሚለኝ እኔ የማደርገውን አትሌትክስ የበለጠ ለመረዳት ያስችለኛል። | | | | | |
| 3 | አዲስ የስልጠና ዘዴዎችን ማግኘት ያነሳሳኛል። | | | | | |
| 4 | እኔ የሚያውቁኝ ሰዎች ስገነዘቡኝ ያረካኛል። | | | | | |
| 5 | ፍጫ ለእኔ ከሰዎች ጋር ለመገናኘት ምርጫ መንገድ ነው። | | | | | |
| 6 | እጅግ አስቸጋሪ የሆነ የሥልጠና ዘዴዎችን በማስተማር ከፍተኛ እርካታ ይሰማኛል። | | | | | |
| 7 | አንድ ሰው ቅርጽ እንድናረው ስፖርት መስራት እጅግ አስፈላጊ ስለሆነ ነው። | | | | | |
| 8 | የአትሌት ውድድር ክብር ነው። | | | | | |
| 9 | ፍጫ ለእኔ ለምገልጻቸው ምንግዶቻችን አንዱ ነው። | | | | | |
| 10 | ለእኔ ፍጫ አንዱ ራሴን የማሻሻልበት አንዱ መንገድ ነው። | | | | | |
| 11 | በእንቅስቃሴው ውስጥ በምሳተፍበት ጊዜ በጣም ደስ ይለኛል. | | | | | |
| 12 | ሯጭ በመሆን ጥሩ ስሜት ይሰማኛል። | | | | | |
| 13 | ብቃቴን ስሻሻል እርካታ ይሰማኛል። | | | | | |
| 14 | ሰዎቹ የሰውነት ቅርፅ እንድናረኝ የስባሉ | | | | | |
| 15 | ራሴን ህይወቴ ለመምራት ፍጫ አንዱ አማራጭ ነው. | | | | | |
| 16 | እኔ የምወዳቸውን አትሌትክስ በምሳተፍበት ጊዜ ከፍተኛ ስሜት ይሰማኛል | | | | | |
| 17 | አንዳንድ አስቸጋሪ እንቅስቃሴዎች ሲፈጸሙብኝ ደስታ አይሰማኝም. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 18 | ጊዜ ወስጂ ስላልሰራው ጥሩ ስሜት አይሰማኝም | | | | | |
| 19 | እኔ የሚሮጠው ራሴን ለማሰየት ነው። | | | | | |
| 20 | ከዚህ በፊት ፈጽሞ የማላውቀውን ስልጠናዎች እየተማርኩ ሳለሁ ደስ ይለኛል. | | | | | |
| 21 | ከጓደኞቼ ጋር ጥሩ ግንኙነት ለመመሥረት ምርጥ መንገድ አንዱ ስለሆነ ነው. | | | | | |
| 22 | ምክንያቱም በእንቅስቃሴው ውስጥ ሙሉ በሙሉ በመጥለቅ የተሰማኝን ስሜት ወድጄዋለሁ. | | | | | |
| 23 | ሁሉ መልማድ አለብኝ። | | | | | |
| 24 | አዲስ የአፈፃፀም ስትራቴጂዎችን የማግኘት ደስታ ይሰጠኛል። | | | | | |

APPENDEIX - 4

ጅማ ዩኒቨርሲቲ ተፈጥሮ ሣይንስ ኮሌጅ ስፖርት ሣይንስ ዲፓርትመንት

በአሰልጣኞች የሚሞሉ ጥያቄዎች

የዚህ ጥያቄ አላማ ከኦሎምፒክ ውስጥ ከተመረጡ ክለቦች የረጅም ርቀት አትሌቶች ላይ የተነሳሽነት ክንውኖችን መመዘን ነው። የቀረቡት ጥያቄዎች ሁሉ ለዚህ ጥናት ብቻ ነው የሚውሉት።

የምሰጡት መረጃ ሁሉ ሚስጥሩ የተጠበቀ ነው ስለዚህ ትክክለኛ መረጃ መስጠት ለዚህ ጥናት ትልቅ ድርሻ አለው።

ማስታወሻ

- ለሁሉም ጥያቄ መልስ ስጡበት።

የቃል ጥያቄዎች

- 1) የኦሎምፒክ አትሌቶች ለረጅም ርቀት ሩጫ ያላቸው ተነሳሽነት ምን ያህል ነው?
- 2) የኦሎምፒክ አትሌቶች ለረጅም ርቀት ሩጫ ምን ያህል እየተበረታቱ ነው?
- 3) የአትሌቶች ተነሳሽነት በረጅም ርቀት ያላቸው ብቃት ላይ የሚፈጥረው ተዕጽኖ ምን ያህል ነው?

APPENDEX – 5

JIMMAA UNIVERSITII KOOLEJJII SAA YINSII UMMAAMA MUMMEE ISPOORTII

Gaaffilee leenjiitotan guutamu

Kaayyoon gaafii kana kilaaboota oromiyaa keessaa filatamanirratiti atileetoota fiigiicha dheeraa irraatii raawwii kaka’uumsa atileetotaa madaaluu dha.

Gaafiileen dhiiyatan hundi qo’annoo kana duwwaadha oolu.odeefannoon kennamu hundi icittin isaa ni eegama.kanaafuu raga sirii kennuun qo’annoo kanaaf gahe guddaa qaba.

Yaadannoo

- ✓ Gaafannoo kanarratti maqaa barreesuun hin danda’amu
- ✓ Gaaffilee hundaaf deebii kenna.
- ✓ gaffii siif kennameef mallattoo x fayyadami

Kutaa1ffaa

odeefannoo ka’umsa

1. sala A. Dhiira B) Dubara
2. umuri A) 15-20 B) 21-25 C) 26-30 D) 31-36 E) 37-45

3. sadarkaa barnoota

- A) Kuta 12f Sana Gadi
- B) Waraqa Raga
- C). Dippiloomaa
- D).Digirri jalqabafi isa oli

4. muxxano

- A) 1-5 Umuri B) 6-10 Umuri C) 11-15 Umuri
- D) 16-20 Umuri E) 21-25 Umuri F) 25isa Oli

Kutaa 2 ffaa safartuu kakaumsa ispoortii

Safartuu kaka'umsa ispoortii armaan gadiitti fayyadamun gaffilee itti aanan deebisi

- (1). Woma wal hin fakkatu (2).xiqqoo walfakkata (3). giddu galeessaa (4) .baay'ee walfakkata (5). sirritti walfakkata

Kaka'umsi kilabii atileetiksii oromiyaa keessaa fi ala maal fakkata?

| Lakk. | Kilaabii atileetiksii keessaa fiigichaa dheeraa keessaatti maaliif hirmatta? | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|---|
| 1 | Injifannoo ykn muuxannoo argamanitti gammachuutu natti dhagahama. | | | | | |
| 2 | Waanta natti toluu fi caalatti akkan hubadhuuf na gargara | | | | | |
| 3 | Muxannoo haaraa akkan argadhuuf na kakaasa. | | | | | |
| 4 | Namooni ana beekan akka na dinqisifatanif na gargaara. | | | | | |
| 5 | Fiigichi anaaf namoota waliin hariiroo akkan uumuuf karaa gaarii dha. | | | | | |
| 6 | Wantota xaxaa fi ulfataa ta'an tooftaadhan akka furuuf na fayyada. | | | | | |
| 7 | Namni tokko Roga qaama akka qabaatuuf ni fayyada. | | | | | |
| 8 | Kabajaa nama gonfachisuuf gargaara. | | | | | |
| 9 | Ispoortiin karaa ittiin eenyummaa ofii ibsan keessaa isa tokkoo dha. | | | | | |
| 10 | Anaaf fiigichi karaan ittiin mataa koo jijjiiru keessaa isa tokko. | | | | | |
| 11 | Sochii wayita dalaguutti gammachuu naaf kenna. | | | | | |
| 12 | Nama fiigu ta'uu kootti miira gaariitu natti dhaga'ama. | | | | | |
| 13 | Ga'uumsa koo fooyyessuuf na gargaara. | | | | | |
| 14 | Namoota natti dhiyyaatiif ispoortiin roga qaama qabaachuuf akka fayyadu itti agarsiisa. | | | | | |
| 15 | Jireenya koo geggeessuuf fiigichi filannoo tokkoo dha | | | | | |
| 16 | Ani atileetiksiin jaaladhu yeroon hirmaadhu miira olaanaatu natti dhagahama. | | | | | |
| 17 | Yeroo tokko tokko sosochii ulfaatoo yeroon raawwadhu gammachuun anatti hin dhaga'amu. | | | | | |
| 18 | Yeroo fudhadhee yoon hojjachuu baadhe miirri gaariin natti hin dhagahamu. | | | | | |
| 19 | Ani kanin fiiguuf ofii koo mul'isuufi. | | | | | |
| 20 | Kanaan dura leenjiin tasuma hin beekne waan barachaa jiruuf natti tola. | | | | | |

| | | | | | | |
|-----------|---|--|--|--|--|--|
| 21 | Hiriyoota koo waliin hariiroo gaarii uumuuf karaa gaarii keessaa tokko waan ta'eef. | | | | | |
| 22 | Guutumaan guututti sochii irraa gammachuu argadha. | | | | | |
| 23 | dhaabataadhaan yeroo hundumaa ispoorti waanan hojjedhuufi.. | | | | | |
| 24 | Karoora Haala raawwii haara akkan qabadhu na fayyada | | | | | |

APPENDEX - 6
JIMMAA UNIVERSITII
KOOLEJJII SAAYINSII UMMAAMA
MUMMEE ISPOORTII

Gaaffilee leenjiistotan guutamu

Kaayyoon gaafii kana kilaaboota oromiyaa keessaa filatamanirratiti atileetoota fiigicha dheeraa irraatii raawwii kaka'uumsa atileetotaa madaaluu dha.

Gaafiileen dhiiyatan hundi qo'annoo kana duwwaadha oolu.odeefannoon kennamu hundi icittin isaa ni eegama.kanaafuu raga sirii kennuun qo'annoo kanaaf gahe guddaa qaba.

Yaadannoo

- ✓ Gaaffilee hundaaf deebii kenna.

Gaaffii afaani

1. Atileetonni oromiyaa fiigicha fageenya dheeraaf kaka'uumsa ofii isaanii hammam onnataniiru?
2. Atileetonni oromiyaa fiigicha fageenya dheeraa irratti hammam onnachiifamaniiru ?
3. Dhiibbaan kaka'uumsi atileetotaa ga'uumsa isaan fiigicha dheeraa irratti qaban uumu maali?

APPENDIX-7

Best time of long distance runners of the world

Ethiopia is well known in long distance race have many achievement in the world record. Example Kenenisa is an Ethiopia long distance runner and the current world record and Olympic record holder in both the 5, 00 meter and 10, 00 meter events at the 2008 summer Olympics.

| Name | Event | Date | Best score |
|--------------------|---------------|--------------|------------|
| KenenisaBekele | 5000 meter | 31 may 2004 | 12:37.35 |
| KenenisaBekele | 10,000 meter | 26 Aug 2005 | 26:17.53 |
| Haile Gabrselassie | 20,000 meter | 27 June 2007 | 56:26.44 |
| TirunshDibaba | 5000 meter | 6 June 2005 | 14:11.15 |
| AlmazAyyan | 10,000 meter | 12 Aug 2016 | 29:45 |
| NasanetGudeta | Half marathon | 24 Mar 2018 | 1:06.11 |

APPENDEX-8

Best time performance of Oromia athletics clubs

| NO | SEX | EVENT | BEST SCORE |
|-----------|------------|--------------|-------------------|
| 1 | Male | 10,000 meter | 0:30:21 |
| 2 | Male | 10,000 meter | 0:30:59 |
| 3 | Male | 5000 meter | 0:14:12 |
| 4 | Male | 5000 meter | 0:14:20 |
| 5 | Male | 10,000 meter | 0:33:14 |
| 6 | Female | 10,000 meter | 0:37:44 |
| 7 | Male | 5000 meter | 0:16:34 |
| 8 | Male | 5000 meter | 0:16:23 |
| 9 | Male | 5000 meter | 0:16:57 |
| 10 | Male | 5000 meter | 0:14:14 |
| 11 | Male | 10,000 meter | 0:31:05 |
| 12 | Female | 10,000 meter | 0:36:34 |
| 13 | Female | 10,000 meter | 0:38:30 |
| 14 | Female | 10,000 meter | 0:37:00 |
| 15 | Female | 10,000 meter | 0:37:32 |
| 16 | Female | 5000 meter | 0:17:03 |
| 17 | Male | 10,000 meter | 0:29:38 |
| 18 | Female | 10,000 meter | 0:31:26 |
| 19 | Male | 10,000 meter | 0:31:00 |
| 20 | Male | 5000 meter | 0:16:17 |
| 21 | Male | 5000 meter | 0:15:50 |
| 22 | Male | 5000 meter | 0:16:00 |
| 23 | Male | 5000 meter | 0:16:56 |
| 24 | Male | 5000 meter | 0:17:01 |
| 25 | Female | 10,000 meter | 0:39:01 |
| 26 | Female | 10,000 meter | 0:31:12 |
| 27 | Male | 10,000 meter | 0:30:45 |
| 28 | Female | 10,000 meter | 0:40:10 |
| 29 | Male | 10,000 meter | 0:30:55 |
| 30 | Female | 10,000 meter | 0:36:56 |
| 31 | Male | 5000 meter | 0:16:03 |
| 32 | Female | 5000 meter | 0:17:25 |
| 33 | Female | 5000 meter | 0:17:30 |
| 34 | Male | 5000 meter | 0:16:00 |
| 35 | Female | 5000 meter | 0:17:00 |
| 36 | Male | 5000 meter | 0:16:21 |
| 37 | Male | 10,000 meter | 0:29:32 |
| 38 | Female | 10,000 meter | 0:33:06 |
| 39 | | 10,000 meter | 0:29:32 |

| | | | |
|----|--------|--------------|---------|
| 40 | Male | 10,000 meter | 0:30:02 |
| 41 | Male | 5000 meter | 0:14:16 |
| 42 | Female | 10,000 meter | 0:35:00 |
| 43 | Female | 10,000 meter | 0:36:10 |
| 44 | Male | 5000 meter | 0:15:01 |
| 45 | Male | 5000 meter | 0:16:57 |
| 46 | Female | 5000 meter | 0:17:07 |
| 47 | Male | 5000 meter | 0:15:05 |
| 48 | Male | 5000 meter | 0:16:10 |
| 49 | Female | 10,000 meter | 0:37:03 |
| 50 | Female | 10,000 meter | 0:38:00 |
| 51 | Female | 10,000 meter | 0:38:25 |
| 52 | Male | 10,000 meter | 0:30:15 |
| 53 | Female | 10,000 meter | 0:31:05 |
| 54 | Female | 10,000 meter | 0:31:35 |
| 55 | Female | 5000 meter | 0:16:56 |
| 56 | Female | 5000 meter | 0:17:10 |
| 57 | Female | 5000 meter | 0:17:23 |
| 58 | Male | 5000 meter | 0:14:14 |
| 59 | Male | 5000 meter | 0:15:20 |
| 60 | Male | 5000 meter | 0:15:32 |
| 61 | Male | 5000 meter | 0:16:25 |
| 62 | Male | 10,000 meter | 0:30:12 |
| 63 | Male | 5000 meter | 0:16:06 |
| 64 | Female | 10,000 meter | 0:33:14 |
| 65 | Female | 10,000 meter | 0:34:13 |
| 66 | Female | 10,000 meter | 0:37:02 |
| 67 | Female | 5000 meter | 0:16:09 |
| 68 | Female | 5000 meter | 0:16:20 |
| 69 | Male | 10,000 meter | 0:30:15 |
| 70 | Female | 10,000 meter | 0:31:05 |
| 71 | Male | 5000 meter | 0:15:01 |
| 72 | Male | 5000 meter | 0:15:56 |
| 73 | Female | 10,000 meter | 0:39:38 |
| 74 | Female | 10,000 meter | 0:40:27 |
| 75 | Male | 10,000 meter | 0:31:12 |
| 76 | Male | 10,000 meter | 0:30:32 |
| 77 | Male | 10,000 meter | 0:31:00 |
| 78 | Female | 10,000 meter | 0:39:55 |
| 79 | Female | 5000 meter | 0:17:00 |
| 80 | Female | 5000 meter | 0:16:56 |
| 81 | Female | 5000 meter | 0:17:31 |
| 82 | Male | 5000 meter | 0:15:01 |
| 83 | Male | 5000 meter | 0:16:10 |
| 84 | Male | 5000 meter | 0:16:30 |

| | | | |
|----|--------|--------------|---------|
| 85 | Female | 10,000 meter | 0:38:35 |
| 86 | Female | 10,000 meter | 0:38:13 |
| 87 | Female | 10,000 meter | 0:37:45 |
| 88 | Male | 10,000 meter | 0:29:39 |
| 89 | Male | 10,000 meter | 0:29:39 |
| 90 | Male | 10,000 meter | 0:30:02 |
| 91 | Female | 5000 meter | 0:16:38 |
| 92 | Female | 5000 meter | 0:16:41 |
| 93 | Female | 5000 meter | 0:17:02 |
| 94 | Male | 5000 meter | 0:15:00 |
| 95 | Male | 5000 meter | 0:15:23 |
| 96 | Male | 5000 meter | 0:15:35 |
| 97 | Male | 5000 meter | 0:15:35 |