MAJOR PSYCHOLOGICAL FACTORS AFFECTING SHORT DISTANCE ATHLETE'S PERFORMANCE IN HADIYA ZONE ATHLETICS PROJECTS

BY

ABRAHAM BEKELE

A THESIS SUBMITTED TO JIMMA UNIVERSITY, SCHOOL OF GRADUATE STUDIES COLLEGE OF NATURAL SCIENCES DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF THE MASTERS OF SCIENCE IN SPORT SCINCE ATHLETICS COACHING

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DECLARATION

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

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BIOGRAPHICAL SKETCH

The author was born on July 03, 1979 E.C in Hadero Tunto ZuriaWoreda, Kembata Tembaro Zone Southern Ethiopia Regional State. He attended his primary and junior school at Donga Tunto and primary and secondary school. Then he joined Hossena College of teacher education in 1996 E.C and graduated with in diploma in 1998 E.C. after three services he joined Jimma University, department of sport science in service training / summer to attend bachelor degree. Moreover, in 2010 E.C join Jimma University again for perusing his athletics coaching.

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APPROVAL SHEET

As members of the Examining Board of the Final M Sc. Open Defense, we certify that we have read and evaluated the thesis prepared by: Abraham Bekele entitled major psychological factors affecting short distance athlete's performance in Hadiya Zone athletics projects.

We recommend that it could be accept as fulfilling the thesis requirement for the degree of Master of Science in coaching athletics specialization.

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ABBREVIATION / ACRONYMS

AASP: Association for Applied Sport Psychology.

CNS: Central Nervous System.

EAF: Ethiopian Athletics Federation.

EPI: Eysenck Personality Inventory.

E1-8: Expert one up to eight.

FEPSAC: Europe and Federation of Sport Psychology Association Committee.

IAAF: International Athletics Federation.

IZOF: Individual Zone of Optimal Functioning.
NIH: National Institutes of Health.

SNNPR: Southern Nation Nationalities and Peoples of Region.

SPSS: Statistical Package for Social Science.

Abstract

The purpose of this study was to explore the major psychological factors affecting short distance athlete's performance of Hadiya Zone athletics projects. In order to achieve the proposed study cross-sectional design was applied. Both primary and secondary source data were used. In this Zone three athletics projects namely Mesha, Soro and Duna were included in this study. In case 8 sport experts and officers, and 4 coaches were selected by using purposive technique and 80 athletes (by using stratified sampling techniques) a total of 92 were selected to be the subject of the study. The data were collected through questionnaires, interview, observation and document analysis. In order to ensure content reliability and validity of study the standardized questionnaires to be used. The collected data was analyzed by descriptive and inferential statistics. The finding indicated that easily feel tense on their body, afraid gender serotype of society, and coaches response trough training session and athletes were calm even in nervous situation, depressed and irritated this revealed highly found anxiety and personality factors and athletic anxiety and personality factors on performance of sprinters' multiple regression coefficient results indicates, by 40.1% of variance (R^2=.165, F = 8.194, *p < .05) anxiety and personality predict athletes' performance. Finally the researcher on the basis of finding of the study recommendations were drawn, the sport experts, officers and coaches should find away to upgrade the knowledge of psychological skill training. Regional Athletics Federation and officers of Zone Youth and Sport bureau should be work with different stakeholders to increase athlete's psychological skill gape.

Keywords: Athletics, personality, Anxiety, Athlete and performance.

<center>**CHAPTER ONE**</center>

<center>**1. INTRODUCTION**</center>

1.1. Background of the study

Athletics sport is an exclusive collection of sporting event that involve competitive running, jumping, throwing and walking. The most common type of athletics competitions are track and field, road running, cross country running and race walking. In addition to this, the 5km, 10 km, half-marathon, and marathon races are all classified as long distance running events cited in (Mulugeta, 2018).

Athletics is various disciplines have evolved under a conventional structure in which the coach athlete partnership takes full responsibility for preparing training and competitions, avoiding the presence of any other professionals. Nowadays, elite athletes are usually accompanied by mangers, masseurs, physiotherapists, doctors and, in some cases psychologists. Traditionally coaches and athletes have focused their efforts on physical training. Over time, however, the technical, tactical and psychological aspects have gained more important role. Despite psychology being perceived as one of the key factors to peak performance and well-being in sport, few systematically train this aspect(Dosil,2006).

The Ethiopian Athletics Federation along with regional federations are striving their best for the development and expansion of athletics sport in different parts of Ethiopian regions. There are over 35 athletics training centers opened by EAF and more than 30 athletes in each club and have functional persons whom are involved in the training centers as cited in (Assefa, 2018).

Assefa, (2018) as cited that nevertheless, as this intention on gaining success lacks a broad base and fill competent athletes in more different athletics sub-disciplines; organizing youth athletic sports training projects in selected talented are as of the country remains the only option. For the same reason, after conducting talent identification program, the National Athletics Federation, had announce that the Southern Nations, Nationalities, and Peoples' Region State (SNNPR), was the focus of short distance and field event athletic sports, in which the county has not been successful. Following this, the SNNPR State Youth and Sports Bureau have been running athletics sports training since 2011 for chosen talented athletes of age 15-17, in close thought of athletic sports sub disciplines that the county has not been successful.

Athletes may knowledge psychological disorders, such as stress, worry, anxiety as well as motivation and concentration disorders during in season training intended for gaining technical skills and condition. Anxiety experienced during competition is one of the emotional states that negatively affect the performance of athletes. Anxiety causes athletes to experience from muscle tension, difficulty in making decisions, confusion, low good organization in training, inability to focus, lack of self-confidence, low attention etc. During periods close to competition, athletes in sprint branch of athleticism have to relate various strict diets in addition to exhaustive training programs(Besiktas, 2015) .

Naturally anxiety defined as offensive psychological condition in response to perceived stress concerning the performance of a task in pressure, anxiety is a general emotional state experienced by athletes at all levels of performance. In general, anxiety is through up of cognitive (e.g., upsetting thoughts and apprehension) and somatic (e.g., amount of physical activation) mechanism. Anxiety can obvious itself as a constant part of one's personality known as trait anxiety, or as a temporary, more malleable, situation specific state anxiety. In athletic context, anxiety is often regarded as a characteristic reply to a state of affairs where an athlete's skills are being evaluated. Anxiety is often characterized by a range of physiological (e.g., sweating, increased heart rate), behavioral (e.g., biting fingernails, fidgeting), and cognitive (e.g., negative opinion, inattention) signs and symptoms(Arvinen, 2017).

Human being differences at the psychological stage make each athlete unique. They are useful for explaining and predicting behavior and performance. Acquire a full understanding of personality differences in athletic activity would assist to think each athlete with athletes' own particularities, to understand athletes better, in order to help an athlete to reach a higher performance. Personality-trait-like individual differences are of main importance in athletic activity, and how they might affect presentation. psychological toughness, perfectionism, emotional skill and hardiness are such individual differences associated to personality, which were establish in current scientific studies to predict athletes' performance (Laborde & Dosseville, 2014).

Athletic performance associated to personality is that of coping behavior and strategies. This relates to the ability or techniques used by an athlete to deal with psychological stressors such as anxiety. Athletes have to learn to live up to our expectations. Athletes are required to be cooperative and competitive to accept victory and beat in athletic manner, to show sense of fair play and to be socially outgoing. Personality itself can influence many aspects of athletic performance and behavior, some of

which may well be out of the athlete's cognitive control. Personality is important to understand personality if dealing with athletes to promote the best coping strategies and goals to assist in improving their performance (Appaso & Ramchandra, 2018).

Athlete we require to have diverse performance strategies. As William J. Kraemer and Ana L. Gomez (1997) stated that, each athlete brings to the specific sport competition a set of physiological and psychological strategies. A performance strategy includes that attribute that the Athlete brings to the competition, (e.g. body mass, height, muscle fiber type, and anxiety levels). Genetic inheritance, along with training, contributes to the status of the available strategies. How the athletes uses them or integrates them in a performance dictates the degree of success. The determinants of achievement in each sport have distorted as rules have changed in many sports, however, achievement can build on several attributes once the sports skills are solid in athletics. Most sports have complex demand; One Athlete may succeed using one set of strategies while another succeeds in the same sport using a different set. sports today are a function of genetic in heritance, talented sport skills, psychological skills, and physical conditioning (Abebe,2015).

In Ethiopia athletics history, Hadiya Zone athletics project has produced competitive and famous athletes like Fantu Magiso; gold medalist in 800m, 2012 in Rome, and others at the national clubs that computing at the international level. After all, the main concern of this study is to reduce and avoid the problems of the project related to psychological factors like anxiety and personality on athlete's performance, so that the projects were provide athletes with optimistic and talented future, both for national and international levels (EAF, 2002).

1.2 Statement of problem

Sport psychology researchers have been interested in how athletes' psychological characteristics influence performance. From this point, it is clear that psychological characteristics differ between more and lees effective athletes and teams. Moreover, the ability to mentally prepare is considered a key component of such differences(Beniyam, Sisay & Gemechu, 2015).

A study in India (Raglin, 2018b) carried study on anxiety and athletic performance . In his finding he revealed that available evidence suggests that anxiety may be distinct from other psychological or physiological factors that influence athletic performance. That is, in the case of athletics, as with other endeavors, the process of selection acts to favor particular biological and psychological characteristics. Hence, there is an increase in homogeneity as one move from samples of prelate to elite athletes in a

given athletic activity. However, it appears that anxiety is an exception to this; that there is no clear adaptive advantage to possessing a particular level of anxiety prior to performance.

There are a number of psychological factors that have the potential to negatively affect an athlete's ability to perform optimally. Generally, detriment of all thoughts, attitudes, and beliefs are affect an athlete's ability to execute skills at a level that they are physiologically capable of as such, the role of sport psychology is to provide athletes with the necessary tools and strategies to address these psychological factors as they arise and thus minimize their negative impact over performance (Gee, 2010).

Earlier international and national research results demonstrated that athletes can be developed through sport psychological work, that it could improve effectiveness, achievement, motivation and reduce anxiety levels. Both the national and international literature of sport psychology research focus on abroad spectrum of psychological characteristics of an athlete (Gyomber, 2017).

Athletics project development was the most important of trainees' performance. At the same time it contributes the club. When the projects improve their status by isolating the factors like psychological factors which affect the performance of athletes they produce quality athletes who are suitable and fit with modern athletes and competence in national level. The training of its project athletics performance development have to be assessed and maintained to a level which can produce competent trainees who are capable of modern athletes. However, in country like Ethiopia there are with several factors to improve project training standards and it is mandatory to run well organized and modern training program(Abebe,2015).

Hadiya Zone athletics projects were one of SNNPR athletics projects. In Ethiopia athletics history this Zone project produces many famous athletes for national level and regional level. Still now these projects produce athletes for different clubs of our country. Success of an athlete was not determined by only physical training, but also psychological and other related trainings. From this instance the researcher interested to conduct this study to identify psychologically related factors based on trainers' personal best performance.

In line to this, athletic performance and psychological factors are related to each other. Psychological factors in athletic activities have been one of the factors participating at various levels of sports. The researcher was intended to identify and develop application of psychological skill training methods as a part of their training then reduce influence of major psychological factors upon athletes'

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performance through questionnaire, observation, and interview and document analysis. Possible efforts were makes to reach at certain findings and conclusions of the study. Based on the current short distance athlete performance of Ethiopian athletics the researcher was try to identify and answer the question on the major psychological factors, Such as; anxiety and personality affects athletes' performance in Hadiya Zone athletics projects.

The following research questions were answer for the investigation:

- Assessing anxiety factors of short distance athletes?
- What personality factors influencing performance of athletes?
- Do athlete's personality and anxiety affecting sprinters performance?

1.3 Objectives of the study

1.3.1 General objectives

The general objective of the study was to investigate the major psychological factors affecting performance of short distance athlete's in Hadiya Zone athletics project.

1.3.2 Specific objectives

The specific objectives of the study were:

- To find out anxiety factors on short distance athlete in Hadiya zone athletics projects.

- To assess personality factors on the performance of Hadiya Zone athletics project athletes.
- To explore personality and anxiety influence on the performance of sprinters in Hadiya Zone athletics projects.

1.4 Significance of the study

This study will highly concerned on the major psychological factors affecting short distance athletes' performance and by identifying these factors the researcher put the direction and create awareness on major psychological skill training as a part of training to project coaches, sport experts, and project athletes to enhance the performance of athlete's and serve as a spring board for other researchers who have interest to conduct researches on similar area.

1.5 Delimitation of the study

This study was delimited in SNNPR, a Hadiya Zone athletics project, which is center of Mesha, Soro, and Duna Woreda. It investigated the major psychological factors affecting the performance of athletes' of short distance runners which was running under the Hadiya Zone athletics project. Generally, this study was delaminated from psychological factors on anxiety and personality factors on athletes' performance. However, this study was conducted from November 2011E.C - June 2011 E.C.

1.6 Limitation of the study

In conducting this study the researcher has faced the following expected problems which contribute to the limitation of the study. Lack of relevant reference research works in our country context, and absence of timely response from study subjects of the study was another challenge, but through negotiations, the researcher could convince the respondents specially the Coaches.

1.7 Definitions of Terms

Anxiety: - Is a negative emotional state characterized by nervousness, worry and apprehension and associated with activation or arousal of the body(Tomar& Dhunna, 2018).

Athlete: is one who takes part in any sport of contest involving physical activity(Tesfaye ,2012)

Athletics: - is an exclusive collection of sporting event that involve competitive running, jumping throwing and walking (Mulugeta, 2018).

Arousal:-is a general physiological and psychological activation, varying on a continuum from deep sleep to intense excitement (Vehvilainen, 2012)

Performance: - is an observable behavior that demonstrates skill(Tomar& Dhunna, 2018) .

Personality: - personality is a factor that not only affects the life of a person significantly, but also defines ones success, career, happiness, and relationships in life (Article et al., 2017).

Sport psychology: - is the study of people and their behaviors in a sporting arena(Khan, Khan, & Abbas, 2016).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Influence of anxiety on athlete's performance

Anxiety before or throughout athletic competitions can hinder with your performance as an athlete. The matched movement requisite through athletic events becomes gradually more difficult when your body is in a tense state. While a certain level of physical arousal is helpful and prepares us for competition, when the physical symptoms of anxiety are too great, they may seriously interfere with your ability to compete. A positive amount of be anxious about how you carry out can be accommodating in competition. At the same time, negative thought patterns and expectations of failure can bring about a self-fulfilling prophecy. If there is a large difference between how you fare during practice and how you do during competitions, anxiety may be affecting your performance (Khodayari, Saiiari, & Dehghani, 2016).

Many athletes have reported that their performance has been poorly affected by being too anxious or aroused for an athletic competition. As a result of this, various strategies have been developed to help them cope with high level of anxiety or arousal. The objective of coaches, teachers, and sport psychologists is consequently to optimize an individual's performance. To attain this goal they must consider the effects of anxiety, as a subjective feeling of apprehension accompanied by a heightened level of physiological arousal. Physiological arousal is an autonomic response that results in the body. Examples of this phenomenon seen in athletes are sweaty hands, frequent urge to urinate, increased respiration rate, increased muscle tension, and elevated heart rate(Ohuruogu& Jonathan, 2016).

Athletic performance in sports is no longer dependent on physiological well-being of the athlete. It is clear now that there are numerous psychological factors which affect and improve the physical performance. Anxiety is a uniquely common place experience that everyone experiences from time to time. It is an emotional state, represented by a feeling of fear, nervousness, or fear. Medical experts sometimes categorized anxiety as an emotion or an affect depending on whether it is being described by the person having it (emotion) or by an outside observer (affect). Anxiety is an intellectual concept, so difficult to describe concretely because it has so many different potential causes and degrees of intensity. Anxiety can be predictable on three levels (1) Cognitive - by exacting thought process, (2) Somatic - by physical response, and (3) Behavioral - by patterns of behavior. Athletic

anxiety is simply mind-body state that is marked by nervousness, fear or worry. It is usually a conditioned response to a stimulus. The exact impact of anxiety on athletic performance depends on how an athlete understands his or her world. Unfortunately, far too many athletes accept high levels of anxiety as an expected part of the total athletic experience and fail to reach their potential. Its lively in different sports and different competition state of affairs is of great interest to the athlete and their trainers. Sports place a broad variety of stressors upon participant; it can be physically exhausting, it pitches you against superior opponents, and hostile fans might verbally abuse an athlete. An athlete with high anxiety trait is likely to be more anxious in stressful situations (Elmagd, 2016).

2.1.1 Anxiety and track athlete performance

Anxiety before or throughout athletic competition can hold back athlete's performance as an athlete. The coordinated movement required by athletic events becomes increasingly difficult when athletes body is in a tense state. A certain level of physical arousal is helpful and prepares us for competition. Other than when the physical symptom of anxiety is too great, they might seriously interfere with athlete's ability to compete. In the same way, a positive amount of worry about how athletes perform can be supportive in competition, but strict cognitive symptoms of anxiety such as negative thought patterns and expectations of failure can bring about a self-fulfilling prediction. If there is a considerable difference between how an athlete performs during practice and how an athlete does during competitions, anxiety may be affecting an athlete performance. Research suggests that people with a family history of anxiety have increased risk of developing it. They have greater chance of suffering from anxiety disorder which results in constant worry. Athletes who participate in individual sports have also been found to experience more anxiety than those who play team sports. Common sense suggests that being part of a team alleviates some of the pressure experienced by those who compete alone (Kar, 2013).

Anxiety is widely believed to influence various aspects of performance, including sport. Among the theoretical descriptions of this relationship the inverted-U hypothesis, or Yerkes-Dodson law, has predominated. The inverted-U hypothesis indicates that performance should be optimized when anxiety is within a moderate range. As anxiety levels either exceed or fall below the moderate level, performance rapidly aggravates. Although the inverted-U hypothesis was originally intended to describe the relationship between arousal and performance, it has commonly been expressed in terms of anxiety rather than physiological activity. Moreover, the assessment of anxiety may be preferable given difficulties noted in the conceptualization and measurement of global arousal. The optimal range

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of anxiety of the inverted-U hypothesis has also been proposed to be a function of the task characteristics of the sport. Tasks involving fine motor skills are thought to require a relatively lower optimal range of anxiety, whereas performance in gross motor tasks involving considerable physical effort should be optimized with higher anxiety levels. Thus, different levels of anxiety will be required for optimal performance in sport tasks with distinct energy or motor requirements, whereas anxiety should be similar for comparably skilled athletes competing in the same event (Raglin, 2018a).

2.1.2 Theoretical conceptualizations of anxiety and athletic performance

How anxiety impact on performance has established much concentration in the sport psychology literature. Some of the early theories include the inverted-U hypothesis, drive theory, and reversal theory. The inverted-U theories suggest that performance and anxiety should be viewed on an inverted U-shaped range. According to Yerkes and Dodson, low arousal/anxiety lead to decreases within performance, and increases in arousal/anxiety can make possible performance up to a best level. The models also assume to beyond this point, extra arousal/anxiety causes performance to turn down. In difference, the drive theory proposes the relationship between performance and state anxiety as linear, with higher anxiety leading to better performance. The model proposes that elevated levels of arousal/state anxiety will increase an individual's dominant responses to the task, and thus resulting in stronger quality performances. Finally, the reversal theory puts forth an additional dimension to the anxiety performance relationship by suggesting that the ways in which arousal/anxiety affects performance depend on the individual's own understanding of their arousal/anxiety level as also debilitative or facilitative (Arvinen-barrow, 2017).

The early theories have provided a useful foundation for more multidimensional models to emerge. One of the first complete multidimensional models that emerged is the conceptual model of athletic performance anxiety by Smith and Smoll. These cognitive appraisals contain a reciprocal relationship with physiological arousal, and the aforementioned stress response process is also influenced by the individual's cognitive and somatic sport-specific trait anxiety and existing defensive operations such as range of coping strategies. Depending on the stress response, task-relevant or task-irrelevant cognitive, behavioral, and physiological responses will ensue, which will influence subsequent athletic performance. The model also proposes that the athletic performance itself will also influence any subsequent competitive sport situations, and any subsequent cognitive appraisals and physiological arousals of such situation. These hypothetical relations linked with sport related performance anxiety have been among the most debated domains within sport psychology, and empirical results appear to

be inconsistent. However, when examining the theoretical conceptualizations and empirical evidence, as a collective whole, few key views remain constant and are generally agreed upon: 1) sport-related anxiety has an effect on performance; 2) depending on the individual and the situation, such effect on performance can be either negative or positive; 3) and the direction of such effect on performance is typically a result of individual's cognitive, behavioral, and physiological responses to the potentially stressful athletic situation (Arvinen-barrow, 2017).

2.1.3 Other Theories of Anxiety

There are numerous different theories to clarify the relationship between achievement and anxiety. Two well-liked theories are: Individualized zones of optimal functioning (IZOF) model and Multidimensional Anxiety Theory. The IZOF was found on the foundation that peak athletes have a zone of optimal state anxiety in which their best performance occurs, anything outside this zone is considered poor performance. The IZOF model was noted by Yuri Han in, who expanded the notion beyond anxiety to show how zones of optimal functioning use a variety of emotions and other psych biosocial states such as determination, pleasantness, and laziness. He completed that for top performance to happen; athlete's wants individualized optimal levels not only of state anxiety but of variety of other emotions as well. Multidimensional anxiety hypothesis predict that cognitive state anxiety (worry) is unconstructively related to performance; that is, increase in cognitive state anxiety led to decreases in performances. Other than the theory predicts that somatic state anxiety is associated to performance in an inverted U and that increases in anxiety facilitate performance up to an optimal level, beyond which additional anxiety causes performances to decline (Satori & Stegall, 2016).

2.1.4 Types of Anxiety and its' factor on athletic performance

Anxiety is calm of cognitive anxiety, somatic anxiety and state anxiety. Cognitive anxiety is when there is indecision, irritability, fear, loss of confidence, sense of confusion and poor concentration among other things. This component has to do with thought processes. The physical process for example is increased blood pressure, sweating, trembling, dry mouth and clammy hand and feet; this is called somatic anxiety. The emotional state is state anxiety. Anxiety can also be a trait where it is part of the personality to perceive non dangerous situations as threatening (Xiberras, 2016).

When we are anxious, we skill the physiological changes associated with high arousal, with increased heart rate and blood pressure,' butterflies' in the stomach, faster breathing and flushed face. These effects are similar (though not identical) to the physiological effects of excitement and anger. We call the experience of physiological changes associated with anxiety somatic anxiety (from the Greek soma meaning body). We can measure somatic anxiety directly by physiological means, or in directly by self-rating inventories. Direct physiological measures include urinalysis, galvanic skin response (GSR) and blood pressure testing. Elevated levels of certain hormones released when we are anxious (such as adrenalin) can be detected in urine. Weal so tend to sweat more when anxious (Jarvis , 2006) .

This can be detected by a GSR meter, which measures the electrical conductivity of the skin the more we sweat, the better conductor our skin becomes. Our blood pressure also increases when we are anxious, and this can be measured by a sphygmomanometer. There are two major problems with these physiological measures of anxiety. Firstly, as we vary quite a lot in our normal physiological levels, all individuals studied would have to have physiological measures taken over time to establish their levels with and without anxiety. Secondly, physiological measures require laboratory equipment and are difficult to administer in the field. Self- rating inventories can be used to measure somatic anxiety in directly (Jarvis , 2006).

In general, cognitive anxiety has the capability to threaten a person's well-being because it can increase a person's worries and doubts. Athletes will achieve the best performance when their levels of cognitive were low. This was well illustrated in Catastrophe Model by Fazey and Hardy. According to this model, once an athlete experiences high level of cognitive anxiety as in a sport competition, where an athlete was dominated with worries and doubts, there will be a quick or catastrophic decrease in performance. Therefore, this theory is different than other theories of anxiety, where this theory focuses on the importance of cognitive anxiety in determining the performance of athletes(Parnabas, Wahidah, & Abdullah, 2014) .

Once competition begins, it is commonly believed that somatic anxiety declines sharply, whilst cognitive anxiety fluctuates, depending on how the event is going. Therefore, many researchers have proposed that errors during performance are due to cognitive anxiety, and not somatic anxiety. Cognitive anxiety is negatively related to performance as cognitive anxiety increases, performance declines. However, in the Swain &Jones (1993) study, several athletes reported that they needed a degree of cognitive anxiety in order to perform well. Since it is very difficult to measure cognitive anxiety during sport, we can estimate the frequency and intensity of anxious thinking only whilst athletes are performing (Jarvis , 2006).

In adding to this distinction, it is significant to differentiate between state and trait anxiety. State anxiety refers to the yet altering temper part and is defined more formally as emotional states "characterized by subjective, consciously perceived feeling of apprehension and tension, accompany by or linked with activation or arousal of the autonomic nervous system". State trait anxiety describes moment- to-moment situations, as in my own experience feeling anxious before running the 400-meter dash.

Different state anxiety, trait anxiety is element of the personality, and is an acquired behavioral tendency or characters that influence behavior (Weinberg, 2015). Trait anxiety predisposes a individual to have the constant tendency to attend to, experience, and report negative emotions and anxiety across many situations that objectively may not actually be physically or psychologically dangerous (Satori & Stegall, 2016) .

Another important distinction was made by Spielberg (1966) between state and trait anxiety. Trait anxiety refers to anxiety as an aspect of personality. Anxious, individuals were exactly irrespective of the situation. Eysenck believed that some people are generally more anxious and moody than others because they are genetically programmed to react more to potential threats in their environment (Jarvis M. 2006).

2.1.5. Symptoms of athletic Anxiety

Anxiety is the most frequently observed state in individuals' daily behavior. Everyone has a different degree of anxiety state but the dimension of this is different. In this context, the type and degree of anxiety is important. If anxiety becomes the center of the daily life of an individual, and if the individual focuses on it, that individual becomes unable to maintain normal life. Such states adversely affect an individual's physiological and psychological condition. Such states cause the individual to develop various behavioral disorders(Besiktas, 2015).

Individuals with high anxiety develop many physical and psychological symptoms, under the effect of anxiety state. Very tense muscles: In such a case, muscles fail to function or begin to function limitedly, and consequently, sportive performance is affected adversely and directly. Autonomic nervous system active at a high level: Sweating, pulse rise, cold palms, dizziness, nausea, and diarrhea is some of these symptoms. State of anxious wait: It is the state of an individual's inability of restraining from worrying and thinking about bad things that he or others may encounter. Difficulty in focusing attention: It is seen in the form of difficulty in focusing on a work, short temper and insomnia(Besiktas, 2015).

Symptoms indicating an anxiety disorder can be classified in four functional systems as cognitive, emotional, behavioral and psychological symptoms, which are coordinated for producing reactions compatible with the hazardous situation. Anxiety disorders indicate the dysfunction of the system that activates a defensive response to a threat or eliminates that threat. This is an incompatible reaction that may be interpreted as an inappropriate suppression of a more compatible state by the main mechanism.

Symptoms are the expressions of the excessive function of the individual's systems or the intervention in the functions of a certain system(Besiktas, 2015).

2.1.6 Source of anxiety in athlete

The inherent uncertainty associated with sports competition is one of its most positive features, yet it serves as a major source of anxiety for athletes. This charming but double edged weapon of inherent uncertainty has created stress among athletes and a correspondingly intense interest among sport psychologists concerning the relationship between anxiety and performance. In the middle of this natural uncertainty, age (youth versus adult), type of sport played (team versus individual), and level of athletic achievement (begin nerves us advanced) are important anxiety performance variables to consider. You that athlete appear to be quite subject to what psychologists call evaluative apprehension which is simply anxiety generated by concerns about what coaches, parents, and peers are going to think about their performance. Also, individual athletes are always the focus of critical eyes, where as team athletes' contributions are often more vague(LeUnes, 2011).

Although an individual in anxiety attack is constantly anxious, an individual feels difficulty in showing the source of the anxiety. Individuals with high anxiety develop many physical and psychological symptoms, under the effect of anxiety state. Some of these symptoms are the followings: Very tense muscles: In such a case, muscles fail to function or begin to function limitedly, and consequently, athletic performance is affected adversely and directly. Autonomic nervous system active at a high level: Sweating, pulse rise, cold palms, dizziness, nausea, and diarrhea is some of these symptoms. State of anxious wait: It is the state of an individual's inability of limiting from worrying and thinking about bad things that an individual may encounter. Difficulty in focusing attention: It is seen in the form of difficulty in focusing on a work, short temper and restlessness (Besiktas, 2015).

Finally, as athletes become more advanced and sophisticated in the plying of their skills, they worry less about what others think. However, even the most elite. Fear of debilitating or career ending injury, concerns about coach-player communication, expectations related to team and individual success versus failure, money issues where professionals are involved, making the roster of a professional or Olympic team, and general threats to one's status can all cause even the most accomplished athlete to have anxiety that may interfere with performance and enjoyment(LeUnes, 2011).

2.1.7. Treatment mechanism of athletic anxiety

There are four basic models for treatment of athletic anxiety: The Extinction Model. In this model, individual athletes are exposed to their fears in a safe environment but one in which they cannot escape or avoid. One such technique under the extinction model is known as flooding, in which the individual is inundated or flooded with his or her fears thus being forced to confront them head-on but in an environment conducive to anxiety reduction(LeUnes,2011).

The second one is Counter-conditioning model. This model counters anxiety through conditioning. The primary technique is known as systematic desensitization, which does exactly what it says: namely, systematically desensitizing the athletes' anxieties. Most of the anxieties we face are allocated within the natural environment, almost always in an unsystematic or even haphazard fashion. To put it another way, we manage to come to grips with most of life's anxieties through trial and error. In some instances, however, this approach doesn't work, and dealing with anxieties in a systematic fashion in the sport psychologist's office may be necessary (LeUnes,2011).

The third one is Cognitive Meditational Model. To get a better feeling for where this model has come from, a little bit of history is in order. In the 1960s and 70s, behaviorism as advanced by Pavlov, Watson and Skinner, among others, dominated psychology. There was much emphasis on reinforcement, punishment, and classical and operant conditioning, with the idea that people were pretty much products of these forces. At the same time, how people thought or felt about things going on around them was in disrepute. However, a reawakening of interest in thoughts and feelings (i.e. cognitive psychology) took place in the 1970s and 80s, and suddenly it became acceptable, perhaps even fashionable, to talk about mental interpretation of events. People were no longer conditioned automatons, but rather they were thinking, feeling organisms reacting based not totally on what happened to them but rather on their interpretation of life events. The Greek philosopher Epictetus (55–135AD) said it nearly 2,000 years ago: 'Men are disturbed not by things, but by the way they think of things.' Out of this reawakening arose the cognitive meditational model with its emphasis on mental interpretation as a critical determinant of response to life events(LeUnes,2011).

The fourth and the last one is Coping Skills Model. The technique most associated with

this model is called Stress Inoculation Training. Stages of stress inoculations, A conceptualization phase, where you focus on becoming aware of how positive and negative thought, self-talk, and imagery influence your performance; A rehearsal phase, in which you learn how to use positive self-statements and other coping skills; and An application phase, where you practice these newly found skills in graduated doses of anxiety-provoking scenarios(LeUnes,2011).

2.2. Personality as predicting variables of athletic performance

The word personality is used to explain the reliable individual pattern of thoughts, emotion, and behavior that characterize each person across time and situations. Every individual's personality is thinking to be pre disposed by both an inborn "genetic" component (usually called temperament) and by their interactions with the environment. Some people experience personality changes in response to stress hormones, which are part of their internal environment (Son, Khan, Khan, Khan, and Khan, 2017).

Predicting the possible covering of success in a talented junior athlete in to an accomplished senior performer has been dream of every recruiter in sports or any other job. Personality characteristics feature quite prominent in important life outcomes; as in academic achievement vocational choice, as well as in sports and exercise related behavior. A wide variety of personality variables have been found to be associated in levels of achievement in a number of sports. Developing evidence suggest that emotional stability is associated with athletic success (Venugopal & Singh, 2006).

Research on personality and its relationship to important personal, interpersonal, and social behavior is as popular today as at any point in its history. The predictive power of personality is no more apparent than in reviews of studies documenting associations between personality and important life outcome. They show that personality traits can predict outcomes for individuals (e.g. happiness, health), dyads (e.g. relationship commitment), groups (e.g. team cohesion), and society (e.g. illegal behavior). With such a strong foundation of research evidence it is surprising that personality traits and their contribution to athletic success has often been viewed in rather distrustful and negative manner. There are good reasons to expect personality to predict athletic success based on the theoretical predictions that govern associations between personality and academic or organizational success. Performance in both work and the academy is determined by factors related to capacity and willingness to perform and these are governed by personality. In sport settings, success is also determined, at least in part, by an

athlete's capacity (e.g., ability to cope with pressure) and willingness to perform (e.g. effort, determination) and it is tempting to assume that associations between personality and sport performance should mirror those observed in academic and organizational settings (Greenlees & Jones, 2013).

Personality is one of the most important things that effect on how we response on different kind of things in life, also in athletic activity. Personality is the sum of the characters' that make a person unique. The study of personality helps us to work better with athletes and different persons. One of the best ways to understand personality is through its structure. Think of personality as divided into three separate but related levels (figure1): psychological core, typical responses and role related behavior (Vehviläinen, 2012).
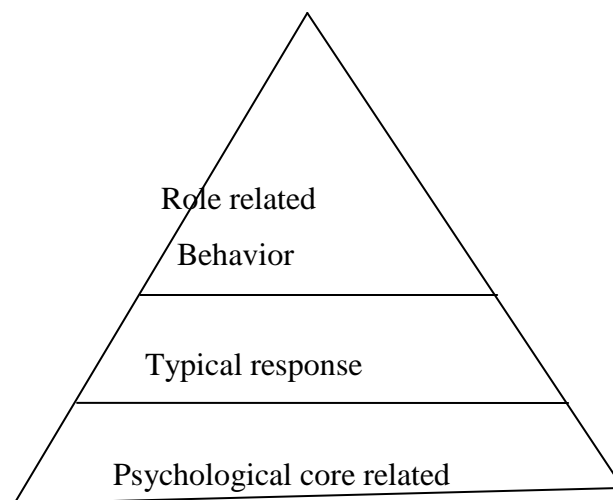
Figure 1 A schematic view of personality (Vehviläinen, 2012)

The most basic level of personality is called the psychological core. The deepest components include your attitudes, values, interests and motives, beliefs about yourself and yourself-worth. Typical responses are the ways we each learn to adjust to the environment or how we usually respond to the world around us. Role related behavior means that how you act based on what you perceive in your social situations. This is the most change able aspect of your personality. For example you might need to be in different situations during the day, you might be a student in a university, member of staff, a coach or a friend. In each of those situations you might act differently, for example you might exert more leadership as a coach than as an employee. It is also very important that athletes have mental toughness and he or she is able to learn to love competition (Vehviläinen, 2012).

2.2.1 Theoretical concepts and approaches of personality

There are two major assumptions fundamental the trait approach to personality. Firstly, an individual's personality is made up of certain key characteristics or traits. Traits are the stable, enduring characteristics of a person. Secondly, Individuals differ in each trait, at least partly due to their genetic differences. Traits can be measured according to three factors: their frequency, their intensity and the range of situations to which they can be applied. For example, a trait that appears in most of the major theories is extroversion how lively, sociable and impulsive an individual is. We are safe in saying that someone is highly extrovert if they display lively, sociable and impulsive behavior, often to an extreme and in a variety of quite different situations (Jarvis, 2006).

Eysenck (1952) initially proposed that personality could be completely described by just two traits, extroversion and neuroticism. Extroversion describes how lively, sociable and impulsive a person is, whilst neuroticism describe show emotionally stable they are. One question you might ask is why three different characteristics like liveliness, sociability and impulsivity are grouped together as one trait. The answer is that, through a mathematical process called factor analysis; Eysenck discovered that in most cases, it is the same people who tend to be lively, impulsive and sociable. When characteristic behaviors tend to cluster together in this way, we can say that they make up one trait (Jarvis, 2006).

Extraversion and neuroticism can be measured by a personality test called the Eysenck Personality Inventory (EPI). Eysenck (1966) explained extroversion and neuroticism as being mainly determined by the nature of the individual's nervous system. Introverts are more easily aroused by events than extroverts because of the sensitivity of an area of the brain called the reticular activating system; therefore, they require less stimulation to be comfortable. Introverts tend to seek out situations where there is relatively little stimulation, appearing quiet and solitary. Extroverts, who require more stimulation to achieve a comfort able level of arousal, respond by seeking out situations where there is more stimulation to be had. Their behavior therefore tends to be more lively and sociable. Eysenck saw neuroticism as being a result of the response of the individual's nervous system to stress. Those who score highly in neuroticism are thus those whose nervous system, in particular the limbic system, are highly responsive to stress and is slow to recover. Stable individuals are that whose nervous system responds less strongly to stress and then recovers more quickly (Jarvis, 2006).

Catt ell disagreed with Eysenck's view that personality could be understood by looking at only three dimensions of personality. Instead he argued that it was necessary to look at a much larger number of traits in order to get a complete picture of someone's personality. Like Eysenck, Catt ell used the mathematical technique of factor analysis to look at what types of behavior tended to be grouped together in the same people (Jarvis, 2006).

Trait theories proper aim to be comprehensive accounts of personality, seeking to explain all variations in individual behavior. However, in addition to these rather grand theories, there are a number of more modes theories that focus on specific aspects of personality. We call these narrow band theories. Three narrow band approaches to personality are worth a particularly close look: sensation sacking, telic dominance and mental toughness citied by (Jarvis, 2006).

Zuckerman (1978) identified sensation seeking as an aspect of personality. Sensation seeking reflects the amount of stimulation a person will seek. Zuckerman (1978) identified four separate factors that make up sensation seeking, namely seeking of thrills and adventure, tendency to act on impulse, seeking of new experiences and vulnerary ability to boredom. Zuckerman as produced a personality test measuring sensation seeking (Jarvis, 2006).

The idea of telic dominance comes from the wider field of reversal theory. According to reversal theory, we all alternate between telic states, in which we avoid arousal, and par atelic states, in which we seek arousal. Some of us can be said to be dominated by telic states and others by par atelic states; that is, we spend most of our time in that state. We are thus said to be telic dominant or par atelic dominant. Kerr (1997) has suggested that telic dominance affects choice of sport, sporting achievement and the response of the individual to the pressure of competition. Because arousal is associated with high risk, we would expect highly par atelic dominant people to prefer high risk sports, whereas telic dominant individuals might prefer more low-risk activities (Jarvis , 2006).

One of the problems with trait theories, and to some extent with narrow band theories as well, is that they assume that the individual's behavior is consistent across a variety of situations. This largely ignores the impact that the situation itself has on the person's response; put forward the situation list approach. This was a radical theory that rejected entirely the idea of stable personality traits. The idea that our behavior at any time is the product of an interaction between the situation and our personality is called the interactional view (Jarvis, 2006).

2.2.2 The Big Five model of personality in athletic performance

2.2.2.1 Extroversion and personality

Extroversion is explained as: an "energetic approach" towards the societal world; and, it also includes assertiveness, activity, sociability and positive emotionality (John &Srivastave, 1999).Extroversion makes a person assertive, outgoing, sociable and comfortable. It is argued, that a elevated level of extroversion lead to optimistic motions such as energy, happiness, optimism, activity and high level of energy. These qualities also impact an athlete's performance, a she or she can over comes the negative emotions such as: have tines, fear, worry, anger and feelings of guilt. It is also argued that "extroverts tend to be socially oriented (outgoing and gregarious), but also are surgent (dominant and ambitious) and active (adventuresome and assertive)". A study explored the traits of guards and forwarders/centers in basketball; and found positive effects of extroversion on forwarders/center athletes than on guards (Ahmed, 2016).

2.2.2.2 Conscientiousness and Performance

The main meaning of conscientiousness is describe as "socially prescribed impulse control" which supports duty and goal aimed at behaviors that make the athlete to work in an organized manner to give performance in field. As a trait it is also defined as an extent to which a human is focused on specific goals and is persistent, responsible, and dependable and achievement leaning. This is an important trait for an athlete as well as individual goal. Athlete has to be reliable and accountable to achieve team and individual goal. This personality trait has been examined in sports but with different perspectives, such as, for better understanding of the differences of positions in team(Ahmed, 2016)

2.2.2.3 Non Neurotic/Emotional and performance

Emotional constancy is explain as having an even-temper and optimistic emotionality. It makes a person calm, self-confident and enthusiastic and emotionally stable. In difference, neuroticism predicts unhelpful emotions like worry, fear, hastiness, guilt and anger. Emotional stability has also been studied in players, for instance, chess players have been found to be more emotionally stable, similarly positive impact of emotional stability was seen on performance of forwarder/heart athletes and positive or average high connection with emotional stability was traced. On the other hand participants of risky sports have shown lower level of neuroticism, which implies, that they are more stable emotionally (Ahmed, 2016) .

2.2.2.4 Openness to experience and performance

Openness to knowledge is explained as the deepness, complexity, originality and breadth of a human's "experiential and mental life". Furthermore it is defined as the seeking of enhancement or development through senses and mind. It is also explained as the extent to which a person has continuum of interest and is creative, imaginative, artistically sensitive and willing or absorbing to think in negative thoughts. These character if establish in athletes will allow them to use their creativity, intellects, imagination and flexibility. Individuals who are open to experiences are also sometimes known as intellectual or imaginative and are typically flexible, creative and intellectually oriented. Openness to Experience is also the least understood and researched of the five traits. Most scholars view Openness to Experience as a combination of intellectual, cultural, and creative interests as well as a general willingness to be open-minded rather than close-minded. However, Openness to Experience is not in any way directly related to one's actual level of intelligence. Instead, intellect refers to characteristics like curiosity, flexibility, cleverness, and insightfulness. Openness to experience trait is beneficial for career success will than allow to use their creativity, intellects, imagination and flexibility. Openness to experience in athletes may have a role as a predictor of high performance(Favor, 2010).

2.2.2.5 Agreeableness and athletic performance

Agreeableness is the trait mainly intimately related with establishes positive relationships with others. Agreeable people possess a communal orientation and are altruistic, honest, moral, tender-minded, modest, cooperative, trusting, tolerant, and willing to accommodate others' wishes. Agreeable people are also more astute at resolving conflict when conflict does occur. On the other hand, individuals with low levels of Agreeableness are aggressive, rude, spiteful, stubborn, cynical, and manipulative(Favor, 2010).

2.3 Empirical review of the study

A study in India (Raglin, 2018) carried study on anxiety and athletic performance . In his finding he revealed that available evidence suggests that anxiety may be distinct from other psychological or physiological factors that influence athletic performance. That is, in the case of athletics, as with other endeavors, the process of selection acts to favor particular biological and psychological characteristics. Hence, there is an increase in homogeneity as one move from samples of prelate to elite athletes in a given athletic activity. However, it appears that anxiety is an exception to this; that there is no clear adaptive advantage to possessing a particular level of anxiety prior to performance. The reasons

behind this unique situation remain to be uncovered by future research. This indicates but one explanation for this finding may involve how the athlete interprets or conceptualizes anxiety.

A study in United State of America(Arvinen-barrow, 2017) carried study on Sport-related anxiety: current insights. In this findings revealed that considering the original theoretical conceptualization by Smith and Smoll and the models of sport injury together with the empirical evidence to date, it can be argued that sport-related anxiety can have a significant negative impact on the athlete. All of the theoretical conceptualizations reviewed are grounded in the cognitive appraisal physiological arousal relationship known as the stress response to a potentially stressful situation and highlight the importance of understanding anxiety as a psychophysical phenomenon. In short, sport-related anxiety can 1) have a negative impact on sport performance during practice and a study in

Maryland (Piedmont, 2018) carried study on predicting athletic performance using the five factor model personality. This study was use 79 female athletes age from18-21. In this findings revealed that current results show that these dimensions were also relevant for the competitive world of athletics. The combination of low neuroticism and high conscientiousness represents the personality profile of the pro to typical achiever: emotionally stable, capable, with a heightened sense of competence and drive to succeed. These individuals' thigh standards for themselves and are able to with stand the inevitable threats to esteem that arise in any competitive undertaking. Future research needs to determine if these constructs generalize to other sports in a similar way. This study indicates the five factor model temptations, 2) lead to increased risk of injury occurrence, 3) delay and obstruct injury rehabilitation and the return to sport process, and 4) increase subsequent reinjure risk during post-rehabilitation practice and competitions. Based on this review the remaining gape like the direct effect of anxiety in athletic performance will be discussed.

A study in Turk (Besiktas, 2015) carried study on the effects of anxiety to elite sprinter's anaerobic capacity in competition. In this study, the effect of the anxiety states of 30 elite sprinters aged between 18 and 25 on their anaerobic capacities were measured. This study was used (SCAT) to measure the anxiety levels of the athletes. SCAT is a test that measures the anxiety by asking 15 questions to individuals. In this findings revealed that high level of anxiety is one of the important states that negatively affect sportive performance of athletes. Therefore, special training programs should be practiced, in order to keep athletes away from anxiety states that may affect their performances, and to reduce and eliminate the anxiety states in yearly training per iodization. Even athletes in a very good condition in terms of physical performance may fail in competitions, due to lack of psychological

training. This study was done on elite sprinters; however, similar studies can be done on other sports branch, in the light of scientific developments. This indicates that the gape of study focus on from short distance race only sprint. Based on this gape the current study will focus on different disciplines of short distance running.

In generally so many scholars and researchers conduct athletic anxiety and personality on general psychological aspects. Researchers focus different sport anxiety and personality factors on different athletic events, now this study will focus on major psychological factors especially anxiety and personality influence short distance athletic performance.

2.4. Personality and anxiety as predicting variables

According to many researchers, anxiety influence in a negative way the performance of an athlete during the game and before. Theodorakis, Goudas, and Papaioannou (2001) support that two factors are responsible for the presence of anxiety in athletic performance, the uncertainty regarding the outcome and the importance of the outcome as perceived by the athlete. Another significant factor, responsible for the presence of anxiety for both male and female athletes, is reduced self-confidence. In cases that athletes doubt about their abilities and performance before and during a game, they are vulnerable to anxiety appearance (Patsiaouraset al., 2017).

There are good reasons to expect personality to predict athletic success based on the theoretical predictions that govern associations between personality and academic or organizational success. Performance in both work and academia is determined by factors related to capacity and willingness to perform and these are governed by personality (Poropat, 2009). In athletic settings, success is also determined, at least in part, by an athlete's capacity (e.g., ability to cope with pressure) and willingness to perform (e.g. effort, perseverance) and it is tempting to assume that associations between personality and sport performance should mirror those observed in academic and organizational settings. However, a number of critical differences between these domains (e.g. competitive sport is an optional endeavor whereas academia and employment are compulsory) may prevent findings transferring directly across contexts. Thus, the similarities between these domains might suggest similar associations with personality, but these similarities are not sufficient to assume this is the case (Greenlees & Jones, 2013).

Like early personality research, in general, nearly all early athletic personality research was grounded in trait theory. Trait theory assumes personality is comprised of internal attributes that remain

primarily stable and cause specific behaviors across various situations (VandenAuweele et al., 2001; Vealey, 2002). Trait theory research usually compares one group of athletes to another in an effort to identify the ideal athlete personality profile in order to better predict performance. For example, elite athletes were compared to non-elite athletes, athletes were compared to non-athletes, and individual sport athletes were compared to team sport athletes in an effort to predict future behavior or performance The Five Factor Model traits of personality are openness to experience, agreeableness, extraversion, neuroticism, and conscientiousness. Each trait has its own characteristics and affects performance differently (Owens, 2007).

CHAPTER THEREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research design

For this study a cross-sectional study design was employed. This design is best appropriate for aimed at finding out the popularity of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population. They are useful in obtaining an overall 'picture' as it stands at the time of the study. It is extremely simple in design and you decide what you want to find out about, identify the study population, select a sample (if you need to) and contact your respondents to find out the required information (Kumar, 2011).

Because a descriptive study concerned with setting or relationships that exist, opinions that are held, processes that are going on, property that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions (Kumar, 2011).

3.2. Study area

The study was conducted in Hadiya Zone Athletics projects which are found in SNNPRS, as shown below on map of SNNPR. Hadiya zone is one of the 14 zones in SNNPRS of Ethiopia. The zone is located at around distance 232KM south of Addis Ababa. The zone is geographically located in 7°3′ 19″ 7°56′ 1″ N and 37°33′ 14″-38°52′ 12″ E south-west of SNNPR. The Zone is administratively divided in two 11 woredas and 324 kebeles (the smallest administrative units).

Figure 2Sources: http://www.ethio demography and health.org/SNNPR.htm
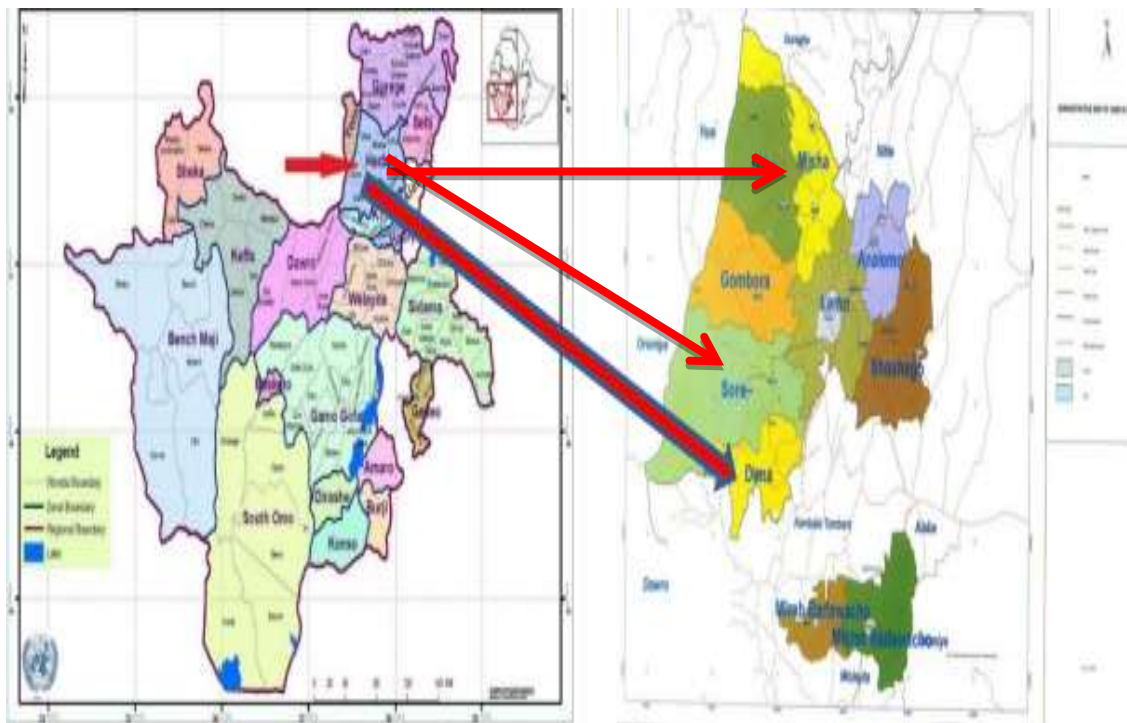
3.3. Sources of data collection

3.3.1 Primary Sources of data

The researcher was going to use coaches, sport experts & officers of Zone, Woreda, and athletes or trainees were the primary resources of this study.

3.3.2 Secondary Sources of data

Secondary data includes records of athletes' profiles, coach's training schedules and report files /documents were the secondary sources of data in which the relevant information would be gained to be the sources of data. . Secondary data is used to form rationales for the research and to support or counter-argue the research findings. Secondary data may either be published data or unpublished data(Kothari,2004).

3.4   Population of the study

A population is a group of individuals with at least one common characteristic which distinguishes that group from other individuals. Hence, 100 athletes/ trainees, 4 coaches and 8 sport experts and officers, total of 112 were identified as population of the study which was from Hadiya Zone athletics projects during the study period.

3.5. Sample and Sampling Techniques

This study was conducted major psychological factors affecting short distance athletes performance in Hadiya Zone under 3 athletics projects; namely, Mesha, Soro, and Duna with total population of each project have 34, 28 and 28 athletics trainers, respectively, which sum up 100. To this end the researcher preferred purposive sampling techniques to 4 Sport experts of the Zone, 4 Sport Officers of Woreda, 4 athletics projects coaches because their number is minimal and can be managed easily. And also, 80 athletes from the selected athletics projects were selected by using stratified sampling techniques.

From the target Woreda of the study, sample size was determined by according to (Taro Yammane, 1967), sample size calculation formula that updated by Vikas Saxena (updated July 25, 2017). First of all you should be working with a finite population and if the population size is known, the Yemmane formula for determining the sample size is given by: 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 =100÷1+100×0.05×0.05

n =101÷1+100×0.0025=0.25

n = 100÷1.25=80

Proportionnel allocation:

The researcher was makes their strata according to project center age grouping 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.

As mentioned above the total population of each project had been 34, 28 and 28 for Mesha, Soro and Duna, respectively. Based on this, from each project namely Mesha, Soro and Duna sample size with 32, 24 and 24 athletes' were selected by stratified sampling techniques based on their project center age grouping, respectively, which sum up 80 athletes based on their project age grouping. However, officers/ sport experts both from Zone and Woreda level were taken as available sample and similarly, coaches were sampled as available sample i.e. 4 coaches, 4 Woreda Sport Officers and 4 Sport experts from Hadiya Zones with available sampling techniques, because the researcher was used this sampling techniques to get full and real data information from the concerning body.

Table.1 **Summary of sample size and Sampling**

Target study area	Population			Sample size				Sampling technique
	M	F	T	M	F	T	%	
Mesha	13	21	34	12	20	32	94.7	Stratified sampling
Soro	12	16	28	10	14	24	85.7	
Duna	12	16	28	10	14	24	85.7	
Coaches	4	-	4	4	-	4	100	available
Sport experts	6	2	8	6	2	8	100	
Total					**92**	**92**		

3.6. Subject of the study

The target population of this study was the three athletics projects athletes, coaches and sport experts/officers found in the Hadiya Zone athletics projects. The study population consists 80 athletes, 4 coaches and 8 sport experts and officers totally 92 participants.

3.7. Study variables

In order to make use stepwise multiple regression analysis and to address some the objectives of the study the researcher utilizes two variable cohorts, Dependent variables and independent variables, along with their short definitions.

3.7.1 Dependent variable

In this study athletes performance is taken as dependent variable. It is a measurable quantity. Different literature measures this dependent variable via Varity of definitions. In this study, the researcher used athletes' personal best time to measure it, based on current international, national and regional best performance of time they scored, due to the fact that it is to be able to compare with the best part of prior works because to identify the influence of psychological factor on athletes performance, availability of data on such measures and the researchers' preference for the chosen to measure athletes personal best performance in line with current short distance performance.

3.7.2 Independent or explanatory variables

It fact, it is possible to mention so many independent variables are supposed to have an influence of performance of athletes our country. In generally, this study spotlight on the most important and common independent variables of athletic anxiety and personality of athletes, especially analyzed in most prior works like. Beside this, it has also considered several other independent variables which are either Ethiopian or significant from theoretical ground.

3.8. Data collection Procedure

In order to collect data necessary for analysis, the researcher was used questionnaire, structured observation, in-depth interviews and document analysis were implemented to maintain the validity of the study and to gather information from different sources. The use of different instrument will help to see the situation in detail. The detail of each data collection method is discussed as followed:-

3.8.1. Questionnaire

Standardized and structured questionnaires were conducted for coaches and athlete's respondent or participants of the study to cover objectives of study. Questionnaires of personality (Favor,2010) and the Sport Anxiety Scale-2 (SAS-2; Smith, Smoll, Gumming, and Grossbard, 2006) was used to measures athletic personality and anxiety associated with athletic performance. Collection of data through questionnaires is quite popular, particularly in case of big enquiries. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The respondents have to answer the questions on their own. The questionnaire items were translated into Amharic by professionals.

3.8.2 Interview

Structured interview was conducted for sport experts respondent or participants of the study to cover some objectives of study. The interview is in a sense an oral questionnaire. Instead of writing the response, the subject or interviewee gives the needed information orally and face-to-face (or via the telephone). So in this study, the interview has delivered to sport experts and officers of Zone and Woreda to identify major psychological factors on short distance athlete's performance of projects. The 3 three structured interviews were conducted by guiding interview questions to attain athletic anxiety factors, influence of personality factors and impact of anxiety and personality factors on performance of sprinter's. The interview was focused on 8 sport experts and officers of Zone and Woreda. Advantage of interviewing is that the interviewer can explain more explicitly the investigation's purpose and just what information the researcher wants.

Face to face interview was conducted with Zone sport experts and Woreda sport officers regarding the related issue more than 8 days.

Interview for sport experts of Zone and Woreda sport officers	Average
Hadiya Zone sport experts	2 times
Mesha Woreda sport officers	2 times
Duna	2 times
Soro	2 times

3.8.3 Observation

This data collection instrument was conducted for athletes and coaches during training session. Researcher was used to observe personality and anxiety conditions of athletes and the ability to overcoming worry, fear, disturbing by things, nervousness and observable personality factors like irritation, adaption of new situation, their relationship, confidence, temptation, openness and depressions of athletes. Lastly, the role and general capabilities of coaches' during training sessions in helping athlete's psychological problems related personality and anxiety. In case the observation is characterized by a careful definition of the units to be observed, the style of recording the observed information, standardized conditions of observation and the selection of pertinent data of observation, then the observation is called as structured observation. Structured observation is considered appropriate in descriptive studies, whereas in an exploratory study the observational procedure is most likely to be relatively unstructured. In each athletics training project center 6 times observations were occurs.

3.8.4 Document analysis

The researcher got the opportunity to see different documents to collects data based on some objectives of study. The researcher focused on personal best performance level of athletes in the context of regional, Zonal, and Woreda level recorded performance of sprinter's so, try to see recorded documents in relation to different level performance of sprinter's.

3.9 Validity and Reliability checks

Validity means that correct procedures applied to find answers to a question. To achieve the validity in the instruments of data collection, the instruments which are initially prepared in English language,

and checked by advisor in order to comment the extent to which the items are appropriate in securing relevant information to the research. As discussed above, all the items that were develop to address the research questions under investigation made to maintain validity of the instruments of the study. Favor, (2010) and Smith, Smoll, Gumming, and Grossbard, (2006) describe that the items of the instrument should represent a significant aspect of the purpose of the investigation. The reliability coefficients of personality inventory were found 0.737. It is found to be in the range of 0.706 - 0.809 which shows high reliability. For reliability of data scales for athletic anxiety (Cronbach's alpha = 0.81 - 0.89. Content validation was established by cross-referencing the content of the instruments to those elements contained in the basic research questions. That is, the items construct was in line with the answer to the research questions. Content validity addressed to what extent the appropriate content is representing in questionnaires and interview guide items. Validity looks at whether the instrument measures what it is intend to measure and whether the instrument draw accurate information. The researcher made change or replaces the construction of some items in the questionnaires and interview guide based on the consultation of the after feedback received from advisor. The main issue of reliability is addressing the consistency of the instruments in relation to what they intend to measure. Accordingly, the basic idea of reliability is summarized up by the word consistency. The researcher adopted different standardized measurements scale of athletic anxiety and personality factors.

3.10. Method of Data analysis and data presentation

The collected data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses that were collected through questionnaires, interviews, and observations. Qualitative data collected from different sources were summarized, categorized and coded to suit for analysis. Data collected from athletes and coaches, through questionnaire (the quantitative one) was processed and analyzed using Statistical Package for Social Science (SPSS) version 20 likes tools percentage, mean, standard deviation used to analyze demographic variables of respondents, assessing athletic anxiety factors and personality factors of athletes. And also, from inferential statistics the researcher was used step wise multiple regression coefficient used to analyze the influence of anxiety and personality on sprinter's performance.

3.11. Ethical Considerations for the study

Initially the official letter of permission was taken from Jimma University, Department of sport science and summated to considered body. The purpose and procedures of the study were explained to the participants. Participants were aware of the consequences of the study and data gathering techniques. The dignity, privacy, and the interest the participants were respected and protected. At the end the researcher was taken official letters from Hadiya zone athletics sport office then reported to Jimma University, Department of sport science about the gathered data.

Ethical consideration plays an important role during data collection time. Researcher was aware and follows their ethical consideration related to the studies. To data collections from study participants, all potential study participants informed about the procedure that was used in the study; the researcher explains the objectives and significance of the study to the respondents.

To ensure this, the researcher removes the respondent's information that requires identification of names and other identity. During the data collection and any activities that matter to the research, the researcher was made positive interaction with respondent. The information gathered were kept confidential, the culture and values of each individual were respected.

3.12. Data Quality Control

Data quality was censured by giving one day training for data collectors, close control and reviewing the collected data daily for comprehensiveness and consistency and during data arrangement and analyzing.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

Identifying, analyzing, and interpreting the respondent's characteristics are very significant that it provides necessary information on respondent's ability to provide exact data. The study required responses from athletes, coaches, and sport experts. The details on demographic variables the respondents are shows as follows.

4.1 The Demographic Variables of Athletes and Coaches

Table 2 **Demographic Profile of athletes and Coaches**

		Respondents					
		Athletes			Coaches		
No	Item	Category	N	%	Category	N	%
1	Sex	Female	37	46.2	Female	-	-
		Male	43	53.8	Male	4	100
		Total	80	100	Total	4	100
2	Age	12-14 year	42	52.5	25-35	3	75
		15-17 year	37	46.3	36-45	1	25
		More than 20 year	1	1.2	45 and above	-	-
		Total	80	100	Total	4	100
3	Educational status	5-8	75	93.8	Certificate	-	-
		9-10	5	6.2	Diploma	1	25
		11-12	-	-	Degree	3	75
		Total	80	100	Total	4	100
4	Duration/coaching experience in the project.	1 year	24	30	1year	1	25
		2 years	28	35	2 years	1	25
		3 years	2	2.5	3 years	-	-
		Above 5 years	26	32.5	4 years	-	-
		Total	80	100	5 years and above	2	50
					Total	4	100

Table 2 illustrates profiles of the athletes. Since the study targeted both female and male trainees, 46 %of the respondents are females and the remaining percent were male. Regarding their age category, 98.8% are between12 and 17years inclusively. Similarly, 94%of the trainees are primary school students in which the majority is in grades 5-8. The majority (more than 60%) of the trainees experience range from one to two year under short distance athletics project and about 35% has more than five years experience in the project. The remaining 2.4% had three year experience in the training project. Concerning the duration did the train per session, 96.3% of respondent confirmed that it took 1: 30hr per session. This result showed that most of respondent almost train to 1:30 hour per session.

Above table 3 also, illustrates all coaches are males. This revealed that the participation of females in this athletics projects were very low. Interims of the coaches age three of the coaches were in the 25-35 age categories and one of them under categories of 36-45 years. Concerning the coaches' qualification, one has diploma and the others a first degree. With respect to work experience of coaches, two of them have 5 years and above coaching experience in athletics training projects and the rest two haves 1 year and 2 year experience, respectively.

4.2 Assessing anxiety factors of short distance athletes

Table 3 **The response of athletes on anxiety factors.**

Item	Anxiety factors	Mean	Std. Deviation
1	I am anxious of physical harm during the training session	3.19	1.37
2	I constantly worry before the training sessions begin.	3.31	1.46
3	I am afraid of the coach's response for the mistake I make through the training	3.88	1.26
4	I am afraid of the coach's responses for the faults I make after the training.	3.87	1.12
5	I am afraid of gender stereotyping by the society in participating in the project.	4.09	1.09
6	I am easily disturbed by things.	3.67	1.17
7	My body feels tense.	4.36	.69
8	My muscles feel tight because I am nervous.	3.79	.96
9	I am concerned that others will be dissatisfied in my performance.	3.96	1.02
10	I am concerned I won't be able to focus.	3.70	.80
Average		**3.782**	**1.09**

Strongly agree=5 Agree=4 Neutral=3 Disagree=2 strongly disagree=1

From the result in the table above, it is evident in terms of proportion the total of the respondents indicated that the athletes were afraid of gender stereotyping by the society in participating in the project, concerned those others were dissatisfied on their performance and afraid of the coach's response for the mistake they made through the training with mean of (M=4.36),(M= 3.96) and (M=3.88) respectively shows that the highest athletic anxiety factors which influence the performance of athletes.

In the same table above 3, in item 1 the smallest score of mean respondents were asked information about anxiety condition of physical harm during the training session and constantly worry before the training sessions begin with mean of (M=3.19) and (M=3.31) shows that the anxiety factors were moderate with their mean value. The following quotes taken from interviewers of sport experts elaborate these conditions more: The following quotes taken from interviewers of sport experts elaborate these conditions more:

> *Code E1-8, "…. As far as our observation and giving supportive comments most of the time we went to support the whole progressive work and training conditions of the projects mostly raised athletic anxiety factors were worrying of athletes knowingly or unknowingly, some stereotyping especially for female athletes, afraid of coaches response, nervousness. And also, especially majority of project coaches reported us most athletes were left and drop out their training program and projects totally due to they feel on their performance level, and lack of their confidence to treat this major psychological factor also there is a gape of psychological skill for their coaches",
April, 9, 2019*

In order to found out the anxiety factors ten questions were designed in the athletes' questionnaires. According to athletes rating, on athletic anxiety factors, the highest anxiety factors were find out the result of above table 3, shows that majority of trainers were highly agreed on such athletic anxiety factors. Identifying of those athletic anxieties factors were help the coach and other stakeholders of projects and institution to categorize trainers according to their anxiety level. On the other hand, this leads the coach and sport experts' to manage properly such psychological factors were happens in the training center. Regard to high anxiety level majority of athletes 'were left the project, and they were poor on their performance level as stated on interview part. Due to this reason the successes of

athletic performances of athlete's were decrease. This finding is in agreement that of (Miguel H, 1999), who found out that high level anxiety has a considerable impact on athletic performance, these impact vary based on types of sport, gender and level of experience.

Next, to that in the above table 3, it was clearly shows that majority of athletes were concerned on others dissatisfied on their performance and it leads them to be easily anxious about their performance. The coach and others stakeholders of the training projects were taken especial consideration on this athletic anxiety factors. Similar study conducted on athletic performance and anxiety by (Zafar I, 2015), confirmed majority of athletes feel about others criticism on their performance.

Regard to this still coaches, sport experts and all other stakeholders hardly work on application of psychological skill training as a part of training methods. The coaches must improve psychological skill training and scale up the way of giving feedback to his athletes'. On the same issue (Richard M, 2005) suggest athletic performance influenced by the presence of incorrect response from practice environment within title of behavioral intervention for athletic stress. According to many researchers, stated that high level of anxiety influence the performance of an athlete during the game and before. The (odorakis, Goudas, and Papaioannou, 2001) support that two factors are responsible for the presence of anxiety in athletic performance, the uncertainty regarding the outcome and the importance of the outcome as perceived by the athlete.

From regarding of moderate level of athletic anxiety variables score, the result of this study is gone in line with the finding of(Hasham et al. 2016), which stated that, for the moderate level of anxiety and athletic performance revealed that, the athletes whose levels of anxiety are close to moderate level they perform better than the athletes whose levels are below moderate. Finally, qualitative data of this study revealed that the same to the results obtained from the quantitative data this indicates that majority of athletes were worrying, fear to society stereotyping, afraid of coaches response, and nervousness. However, as mentioned in the above interpretation part those athletic anxiety factors needs special consideration from coaches' and other concerning body of these training projects to improve athletes psychological skill.

Table 4 **Coach's' Response on current anxiety levels.**

Item	Anxiety factors	Mean	St. Deviation
1	Trainees anxious of physical damage during the training session.	4.00	.81
2	Trainees worry before the training session begins.	4.50	.57
3	Trainees afraid of the coach's responses for the mistakes they make during the training.	4.50	.57
4	Trainees afraid of the coach's responses for the faults they made after the training.	3.75	1.25
5	Trainees afraid of gender stereotyping by the community in participating in the project.	4.25	.95
6	Trainees easily disturbed by things.	4.75	.50
7	Trainee's body feels tense easily.	4.25	.95
8	Trainees nervous.	4.25	.50
9	Trainees are not concern on their focus.	4.50	.57
10	Trainees are feeling on their performance.	4.75	.50
	Average	**4.35**	**0.717**

Strongly agree=5 Agree=4 Neutral=3 Disagree=2 strongly disagree=1

In this regard ten items of athletic anxiety were designed for coach's to find out the current anxiety factors of athletes. On the bases of these items, responses were collected and presented in the above table. Based on the presented and collected items the responses revealed that with the highest score of mean of coach's response (M=4.75) consecutively, on the trainees easily disturbed by things, and they feel on their performance. Concerning of coaches responses replied that they were the highest athletic anxieties factors on their training center.

Based on the above table results the largest proportion of coach's respondents were with aggregate mean of (M=4.35) and standard deviation (SD=0.717) shows that current anxiety factors of the training projects were high. Athletes from different family groups show different levels of cognitive and somatic anxiety in competition and training.

Concerning to this most coach's where should work on psychological skill training, especially on such athletic anxiety factors. Highest athletic anxiety influences the performance of athletes'. This finding of study is confirmed by (Bookani et al., 2015) they revealed that on high athletic anxiety also

lead to bad performance of an athlete. From the arguments of this all stakeholders work hard to develop psychological skill of athletes. Concerning to high athletic anxiety similar factors was identified from interview of zone and Woreda sport experts. Additionally,(Hann,2000) found "sports psychologist have long believed that high levels of anxiety during competition are harmful, worsening performance and even leading to drop out."In general, anxiety has the tendency to pressure a person's well–being because it increases a person's worries and doubt.

4.3 The personality factors influencing performance of athletes

Table5 **The response of trainers' on personality factors influencing performance athletes'.**

Item	Personality factors	Mean	SD. Deviation
1	I do not adapt easily to new situations.	3.65	1.14
2	I am rarely got irritated.	3.85	1.20
3	I am not able to stand up for myself.	3.48	1.33
4	I am not easily resisting temptations.	3.70	1.22
5	I am not calm even in nervous situations.	3.96	1.17
6	I do not take help of others.	3.64	1.28
7	I have no consideration for beggars.	3.79	1.11
8	I often get angry at the way people treat me.	3.71	1.22
9	I infrequently feel lonely or depressed.	3.93	.86
10	I do not try to perform all the tasks assigned to me carefully.	3.66	1.38
	Average	**3.737**	**1.19**

Strongly agree=5 Agree=4 Neutral=3 Disagree=2 strongly disagree=1

According to the data illustrated in table 5, on the personality factors of athletes', the largest proportion of respondents indicated that they were influenced by the athletic personality factors, of adapting easily to new situations, rarely get irritation, able to stand up for myself, calm even in nervous situations, on the taking of help of others, consideration for beggars, angry, depression and performing ability of assigned task carefully with the aggregate mean value (M=3.737) and standard deviation of (SD=1.19) revealed that majority of trainers' were highly influenced on those athletic personality factors.

From the data above table 5, the results shows that most of the respondents were asked information about taking ability of calm even in nervous situations with mean of (M=3.96), infrequently feel lonely or depressed (M=3.93) and rarely got irritated with mean value of (M=3.85) respectively revealed that majority of athletes respondents of these athletics projects were highly influencing athletic personality factors on this study.

> *Code E1 "...As far as the main observable personality factors in our projects most trainers' were not adapt new situation, due to they were beginners and they came or selected from primary schools. These challenging most project coach's, on adapting abilities of athletes new situations".*

> *Code E 3, 4, 5 "...Most athlete's needs some support for their confidence level and to improve their performances and also, they were need close support from their coaches', sport experts and other stakeholders".*

> *Code E2, 6, 7, 8"...as they revealed: They were easily irritated, calm in the nervous situation, they were not giving any consideration for beggars, easily they become angry and knowingly or unknowingly they get depressed, don't take help of others. Due to this reason most coaches were report and ask us to conduct with trainers' and to find out all possible solutions", (April, 9, 2019)*

The most significant strength of positive personality character of an individual is helps for the success of projects. Meanwhile, identifying of personality factors of an athlete' for coaches to better understanding on their athlete's as well as it is possible to develop better training techniques that enhance the trainers' personality and the performance of training projects. Regard to this most coaches and experts should work to reduce impact of personality and personality related factors of trainers'. And also, the results obtained from qualitative data were revealed that the majority of respondents were reacts that the similar information with quantitative data.

Mean while, on their confidence level, on their conditions of easily to irritate, they were not giving any consideration for beggars/openness and ability of taking help of others such personality factors influence trainers' on the training projects.

In the table 5, shows majority of athletes were no considerations for others or respect each other. This personality factors affects to solve when some problems happen in the projects and at the time of athletes'

getting angry, irritate, depressed knowingly or unknowingly. Regard to such problems in the projects affects athletic performance and success of an individual's. Additionally, the athletic personality conditions were affected with different situations, this idea confirmed by researchers (Jones, 2003, Paulic,2006, Woodman and Hardy, 2003), who states that athletes can be influenced by many factors of personality traits such as family, environments, school, coaches', peers and socioeconomic status. Its relevance with the finding of this study is inappropriate response of coaches influence athletes.

Table 6 **The response of coach's on personality factors influencing performance of athletes'**

Item	Personality factors	Mean	St. Deviation
1	The trainees do not adapting easily new situations.	4.75	.50
2	Trainees rarely got irritated.	4.00	.81
3	Trainees are not able to stand up for themselves.	4.00	.81
4	Trainees are not easily resisting temptations.	4.50	.57
5	Trainees calm even in nervous situations.	3.50	1.00
6	Trainees do not take help of others.	4.00	1.41
7	Trainees do not have any consideration for beggars.	4.25	.95
8	Trainees get angry during people treat them.	3.75	1.25
9	Trainees infrequently depressed.	4.00	.81
10	Trainees cannot perform their task carefully.	4.25	.95
Average		**4.1**	**0.906**

Strongly agree=5 Agree=4 Neutral=3 Disagree=2 strongly disagree=1

In order to assess the personality factors that influence the athletics trainees' ten questions were designed in the trainees and coaches questionnaires. According to coaches rating, on personality factors the highest score of personality factors with maximum mean of coach's rating (M=4.75) and minimum mean (M=3.50) and also with aggregate mean of coaches (M=4.1) and standard deviation of (SD=0.906) result were reported of coach responded on the coaches' responses. These results revealed that those personalities' factors influence trainers' performance.

In the above table 6, in item 1and 2 the respondents were asked whether, the trainees are adapting easily to new situations and if the trainees are rarely got irritated Concerning this personality factor

the respondents with mean (M=4.75) and standard deviation (SD=0.50) and mean (M=4.50) and standard deviation (SD=0.57) shows these personality factors were affects highly respectively.

The fact is that the investigation of personality factors helps professionals to work with people in spite of the performance area. And it helps whether the coach, athletes, sport experts and other stakeholders' success. Different trainers' has different personality characteristics, from the results of this study majority of trainers' were affected different type of personality traits. Furthermore, these high levels of personality factors minimize trainers' performance and success of the whole projects. Coach's should give some psychological skill training and treat an athlete according to their personality traits. According to (Allen M, Greenless I, and Jones M, 2013)Suggest personality traits can predicts athletic success of an individual. This reveled that majority of trainers' were affected such personality factors, also this implies coaches and stakeholders should give special attention on personality factors of trainers'.

Next, to that majority of coach respondents were responded on the athletic personality factors influence their performance. According to(Allen M, Greenless I, and Jones M, 2013)personality traits can predicts athletic success of an individual. In order to minimize the personality factors from training and computation environment the sport psychological works were crucial. Concerning to this (Gould and Weinberg, 2008)that sport psychology evolves in order to keep peace with the demands of athletes, caches and institution. And also, in contrary to this study (Carron et al., 2005) revealed that computability of personality between each team member's and coach's attitudes, personalities, or abilities, increases athletes' and coach's satisfaction and team effectiveness.

4.4 The impact of personality and anxiety on sprinters' performance

Linear regression analyses were conducted to examine anxiety and personality factors can predict the performance of short distance athletes of Hadiya Zone athletics project. In order to examines more deeply and study the influence of two significant variables under meaning of athletic anxiety and personality on the dependent variable of athlete's performance.

Table7 **Step wise multiple regression result of dependent and independent study variables.**

Independent variables	B	Std. Error	Df	Sig.
(Constant)	690.568	19.545	2	.000
Anxiety	11.309	4.959	8	.025
Personality	12.094	3.676	8	.001
Note: R^2=.165, F = 8.194, *p < .05,*				

Table 8 **Model summary of predictors**

Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	.406[a]	.165	.144	0:00:41
a. Predictors: (Constant), Athletic anxiety, personality factors				

Investigative outcome shows that models the correlation coefficient $R^2 = 0.165$ and $R^{2\,adjusted}$ is 0.144. The index is to insure safety in the assessment of the appropriateness model (not to overstress the relevance of the model). The model is measured suitable by 40.1%. It means 40.1% of the athlete's performance explained by those independent variables. The residual 59% could be due to errors and factors that are not included in this model.

As multiple regression result output of study reported that athletic Anxiety, and Personality explained by 40.1% of variance (R^2=.165, F (2, 80) =, 8.194, p <0.05) shows that personality and anxiety factors were highly affects/ predicts the performance of sprinters, followed by athletic anxiety and personality based on their standardized coefficients of beta value.

According to current study findings of personality indicates p<0.05, so this shows that personality as predicting variable of sprinters' performance. At the same concept athletic anxiety also predict athletic performance of athletes, meanwhile the p=value of this study indicate p<0.05.

As the results shows that anxiety is significant with athlete performance (p=.025) because the p values is less than (p<05). And personality is also significant because the p values less than 0.05.

> *Code E 2, 6, 7, 8 "...as they revealed: from our projects athletes' experience most trainers', especially sprinters' were very anxious in the starting block, keeping of their own lane concentrated to win . Besides that most trainers' were calm in nature specially before starting of training session and over compensation of computational periods, all these factors concerning to anxiety most of the time affects the success of project trainers'".*
>
> *Code E 1, 3, 4, 5 "...they revealed that on the personality factors of athletes'. They were easily irritated, calm in the nervous situation, they were not giving any consideration for beggars, easily they become angry and knowingly or unknowingly they get depressed. Due to this reason most coaches were getting and challenged such athletic personality factors. The above mentioned personality factors were affects our trainers' and coaches'*

successes. So, at the time of completion such behaviors of athletes' were common",
(April, 9, 2019)

From this we can understand anxiety and personality factors can affect the athlete performance, in other words athletes needs some psychological skill training and psychologically skilled coach to maximize their performance level. Therefore, unique training programs should be practiced, in order to keep athletes away from anxiety states that may affect their performances, and to reduce and eliminate the anxiety states in yearly training periods. Even athletes in a very good condition in terms of physical performance may fail in competitions, due to lack of psychological training.

As far as one can understand from the above interpretations, of Hadiya Zone athletics projects data. Inline to this quantitative data analysis also, qualitative obtained from sport experts revealed that: To triangulate and get additional information interview was conducted. As indicated in the analysis of the questionnaire the coaches admitted that they are assisting poorly the athletes in avoiding the athletic anxiety and personality.

Concerning to the impact of athletic anxiety on athletes' performance, similar study was conducted in Turk (Besiktas, 2015) carried with title effects of anxiety to elite sprinter's anaerobic capacity in competition. This study revealed that high level of anxiety is one of the important states that negatively affect athletic performance of athletes.

Regarding impacts of personality on athletes' performance, (Greenlees & Jones, 2013)suggested on his study revealed that personality traits can predict success of individuals. Additionally, (Owens, 2007), confirmed that each trait of personality has its own characteristics and affects performance differently.

4.4. Analysis of Observation

As indicated in the methodology part of the paper one of the data gathering instruments was observation. Based on the information obtained from the coaches and the athletes are exercising three days per week. Taking this information into account, the researcher conducted one observation per week for six successive weeks to see major psychological factors in relation to performance of athletes based on the prepared checklist (See Appendix E). Since the four coaches deliver the training in different locations the observation days were scheduled separately.

The summary of the six observation periods are presented as follows:

1. The first item in the observation checklist is concerning the resisting ability of athlete's conditions like worry, fear, disturbing by things and nervousness during training sessions. Athletes were show different conditions before, during, and after training, especially majority of athletes were fear, worry and calm on their behavior. Majority of Coach was not using psychological skill training because they were concentrated only training session tasks at all. Coaches simply give orders for the athletes to perform a certain task and proceeds to the next task without giving a comment or word of appreciation due to this reason the resisting ability of athletes such anxiety factors were poor. This revealed that athletes were highly affected by those athletic anxiety factors.

2. The second item in the checklist is concerning the irritation, adaption of new situation, confidence, depression, temptation and depressions of athletes during training. The adoptions of new situation, their confidence, managing of temptation and depressions of athletes during training many athletes were poor. During training majority of athletes were focus on their session task and never keep and uses psychological skill training methods one another. In each group's athletes who have three years and two years experience in the project, respectively this leads an athlete to have poor confidence on their task. Except few, majority of the athlete's confidence to demonstrate their skills and their level of performing activities was observed to be poor. A few Coach was observed instructing the athletes aggressively rather than assertive during the examined training sessions. All in all during the observation periods the coaches were not exerting their full effort to use different psychological skill training methods. This shows that during training session any one coach helps athletes according to their psychological skill gape. Due to this reason athletes were easily exposed for such athletic personality factors which affect their performance.

3. The third item in the checklist was about athlete's relationship. The researchers see poor relationship among the trainees. During the observation periods the researcher has see poor friendly relationship among the trainees. Even during training sessions those athletes who are performing poor were trying to assist their colleagues who were recently engaged in the project. In general, during the observed training sessions athlete's relationship was found to be poor. The coaches were not encouraging the athletes during these observation periods as expected.

4. Regarding the fourth item in the checklist, the role of the coaches in helping athletes to avoid their psychological problems was found to be poor. Since Coach (1) has professional background, he was observed consulting few athletes at the end of each training session. But

Coach (3) did not give any attention for the athletes. He was always complaining about the lack of support from the sport office during and after the training sessions. As indicated in the analysis of the questionnaire the coaches admitted that they are not assisting the athletes in avoiding the psychological problems.

4.5. Documents Analysis

The researcher see different documents based on influence of anxiety and personality on personal best performance of sprinter's in relation to international, national and regional best performance, that are used to facilitate and support the athletics training records in the different level performance of athletes. The researcher focused on best performance level of sprinter's in the context of regional, Zonal, and Woreda level competitions performance records.

In addition to this, data from document analysis revealed that the personal best performance of sprinter's in Hadiya Zone athletics projects in average 0:15:38sec as discussed in appendices-H. And, also the personal best performance of international and national sprinter's is 0:9:58sec and 0:10:61sec respectively as indicated on appendices-G. This indicates that there are influence of psychological problems specially anxiety and personality factors. Even if most of coaches as well as general project centers were not used psychological skill training as part of formal training and development of psychological skill training plan within project center level implementation are not effective. Simply coaches prepared their training plan for the matter of planning, but not facilitate and use any psychological skill training methods as a part of plan. Therefore, condition of psychological skill related training, development and experience of coaches and other stakeholders to enhance sprinter's performance in relation to psychological skill is poor. This impacts the sprinter's performance at all athletics training project center of Hadiya Zone. Therefore, lack of interest of coaches to integrate psychological skill training with training plan and lack of sufficient psychological skill training manuals and necessary material to scale up sprinter's psychological problems in relation to their performance. Low concentration of coaches towards psychological problems of athlete's " may show lower achievements of sprinter's, poorer quality, more numerous grievances, and increased turnover when compared with a highly psychological skilled athletes.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to identify the major psychological factors affecting the performance of short distance athletics project trainers' of Hadiya Zone. Taking this purpose as a general objective of the study, a descriptive survey research method was employed to investigate the problem. By stratified sampling technique 80 trainees were taken in the study. Using available sampling technique 4 coaches and 8 sport experts were included in the investigations who are working in these athletics training centers.

The data collection instruments designed for the study is questionnaires, interview, observation and document analysis. The questionnaires were prepared for the trainees and the coaches. Structured interview was conducted for the sport experts. Using a checklist to observation was carried on six times during training sessions at the training centers. Some documents were examined, which describe profiles of the trainees. All the data collection procedures were conducted by the researcher besides the help of two professional colleagues in commenting and translating the questionnaires in to Amharic.

The quantitative data collected from eighty (80) project trainer's and four (4)coaches through the questionnaires were organized and analyzed using descriptive and inferential statistics such as percentages, mean, standard deviation and stepwise multiple regression. The data obtained from the interview, observation and document analysis were qualitatively analyzed in words and were triangulated with the responses of the trainees and the coaches. Finally, based on the analyzed data, the following major findings were obtained from the study:-

1. Most of the respondents replied that the current anxiety levels were high and psychological skill trainings were poor.
2. The largest proportion of respondents indicates from the athletic personality factors were athletes adapting ability of new situation, performing their task carefully capability of athletes and their consideration for beggars were the most highly affecting variables of personality.

3. Because of psychological skill gape majority respondents were influenced knowingly or unknowingly by athletic anxiety and personality factors.

4. The study revealed from observation data most training of athletes were not an individual based classified trainers' according to ability, gender and age and experiences.

5. Finally, majority of coaches and trainers' respondents were revealed that anxiety and personality factors were affecting/ predicts their performance.

5.2 Conclusions

This study was designed to assess the major psychological factors affecting short distance athlete's performance of Hadiya Zone athletics projects. Based on the finding of this study, the following conclusions were made.

In the current world, every nation is trying hard to produce successful athletic person, who could bring glories in different type of competitions at national and international level. Such honors in athletic activities have already acquired a high prestige-value for participating regions and nations. It is usual; consequently, that improving the values in the ground of athletics sport has become a crucial point of kindness, study of efforts on physical educators, coaches and research workers almost in all countries of the world. In this effort, different disciplines like sport psychology, education, sport sciences etc. are receiving more and more concerned.

This study has indicated that all athletics projects athletes were highly affected high level of athletic anxiety and different personality factors this shows that majority of project coaches have psychological skill gape. Mean while, the coaches' role to avoid such anxiety factor in project is not as expected. The study was shows that there are no psychological skill training strategies were included on their short and long term plans of coaches. Therefore, in one or the other way it creates a negative impact on the achievement of athletes, coaches and sport experts. Athletes who are developed well in psychological skill, those that were alleviated their performance level in relation their own long term plan and goals.

Furthermore, the sources of anxiety and personality factors in this athletics training project are basically related to the coaches and the sport office experts' lack of understanding of the psychological components of athletic activity. According to the findings of this study the athletics project athletes controlling, adapting ability of anxiety and personality related factors were not as expected. When an athlete feels psychologically confident, they are more readily able to turn athletic

potential in to superior performance. Conversely, when they feel unsure of themselves, the slightest set back or smallest difficulty can have unwarranted defect on their performance.

In generally, lack of sport psychology knowledge and absence of specific applying psychological skills in related to psychological problems that are helpful to undertake the project resulted in psychological problems up on athletes specially the situation negatively affect the performance of athletes towards taking training properly.

5.3 Recommendations

5.3.1 Coaches

- The coaches are supposed to be role models and try to boost psychological skill of the trainees.
- Coach should be able to identify each and every problem regarding psychological factor of trainees'.
- The coaches should provide individualized feedback after each training sessions.
- Coaches should provide psychological skill training for the trainees' based on their performance.
- The coaches should assist the trainees to set their own psychological problems regarding their performance based short and long term goals.
- The coaches should avoid unexpected comments, feelings, and thoughts that discourage and fear the trainees during and after the training sessions.

5.3.2 Sport Experts

- The sport experts should assist the coaches and follow up the training program regarding the objectives of this study.
- The sport experts should prepare the necessary training manuals of psychological skill training and documents in collaboration with the coaches
- The sport experts should design awareness creation programs concerning psychological influencing factors in athletic activities.
- The sport experts should set competition programs so that the trainees in this project demonstrate their basic psychological skills and improve their performance in public places.

5.3.3 Athletes

- The trainees should attend each training sessions with full concentration.
- The trainees should make themselves physically and psychologically fit by making psychological skill training exercise in their spare time so that they can complete the allotted time for the training sessions.

5.3.4 Recommendation for Further Researchers

This study has opened the need for further investigation in the area of psychological factors those affects short distance athlete performance in Hadiya Zone athletics training projects.

The following areas were suggested for further research:-

- This study focused on identifying the current anxiety level of trainers', assessing athletic personality factors that affects trainers' and to explore anxiety and personality factors on the performance of sprinters'. It is therefore, suggested that other research be undertaken to determine other conditions that may affect short distance athletes performance.
- This study also, focused on only sprinters' performance and athletic anxiety and personality factors. Further, to other research should be focused on other disciplines of athletics events.

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APPENDIX – A

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

A. Questionnaire for athletes/trainees

These questionnaires were filled by Trainees/project athletes.

Dear trainees, the objective of this study is to find out the psychological factors which affect athlete's performance in athletics projects, the case of Haddiya Zones. Be sure that the information gathered will be used only for research purposes. So that you are kindly requested to provide the necessary information that is helpful to the accuracy of the research as well as to bring practical solutions to the factors and I would like to thank for your positive responses.

Remember

1. Not necessarily to write name.

2. Possible to give more than one answer.

3. Answer those questions which need explanation accordingly.

4. Thank you for your patience!

Part I. General information of trainees

Direction: Put "✓" sign in the box.

1. Sex   Male ☐   Female☐

2**.** Age: 12 – 14 ☐   15 – 17 ☐   18 -20 ☐   Above20☐

3. Educational status: Grade5– 8 ☐ Grade9- 10 ☐   Grade11 -12☐

4. Experience in the training project 1year ☐   2years☐   3years☐   4years☐   Above5years☐

Part II. Factors influencing Athletics project trainees

The following table consists of a listing of factors that might have influence in your participation in the project as a trainee. On a scale of one (1) to four (5), rate each factors influence on your involvement in the handball training project by ticking as:

1. Strongly disagree   2. Disagree   3.Netural   4. Agree   5. Strongly agree

Instruction: Please tick "✓" ONE answer that best describes your response for each factor.

No	Factors	1	2	3	4	5
	Anxiety					
1	I am anxious of physical harm during the training session.					
2	I constantly worry before the training sessions begin.					
3	I am afraid of the coach's response for the mistake I make through the training.					
4	I am afraid of the coach's responses for the faults I make after the training.					
5	I am afraid of gender stereotyping by the society in participating n the project.					
6	I am easily disturbed by things.					
7	My body feels tense.					
8	My muscles feel tight because I am nervous.					
9	I am concerned that others will be dissatisfied in my performance.					
10	I am concerned I won't be able to focus.					
	Personality					
11	I do not adapt easily to new situations.					
12	I am rarely got irritated.					
13	I am unable to stand up for myself.					
14	I do not resist temptation easily.					
15	I am calm even in nervous situations.					
16	I do not take help of others.					
17	I have not a consideration for beggars.					
18	I often get angry at the way people treat me.					
19	I infrequently feel lonely or depressed.					
20	I do not try to perform all the tasks assigned to me carefully.					

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaire for Coaches

This questionnaire is to be filled by project coaches.

This questionnaire is designed to explore the psychological factors that influence the performance of trainees in SSNNPR Hadiya Zone athletics projects. The researcher kindly reminds you that your responses are used only as an input for the research work.

I would like to thank you for your genuine information.

No need of writing your name.

Part I. Demographic profile of coach respondents

Direction: Put "✓" sign in the box

1. Sex   Male ☐   Female☐

2. Age   25 – 35 ☐ 36 – 45 ☐ Above45☐

3. Educational status Degree ☐ Diploma Certificate☐ High school complete☐

4. Experience in the training project

1year ☐ 2years☐   3years☐   4years☐   Above5years☐

Part II. Factors influencing project trainee.

The following table consists of a listing of psychological factors that might have influence on the project trainees.

On a scale of one (1) to five (5), being the coach of the project, rate the extent of each factors influence on the training project by ticking as:

1. Strongly disagree   2. Disagree   3.Neutral   4.Agree   5. Strongly agree

Direction: Please tick"✓"ONE answer that best describes your response for each factor.

No	Factors	1	2	3	4	5
	Anxiety					
1	Trainees anxious of physical damage during the training session.					
2	Trainees worry before the training session begins.					
3	Trainees afraid of the coach's responses for the mistakes they make during the training.					
4	Trainees afraid of the coach's responses for the faults they made after the training.					
5	Trainees afraid of gender stereotyping by the community in participating in the project.					
6	Trainees easily disturbed by things.					
7	Trainee's body feels tense easily.					
8	Trainees nervous.					
9	Trainees are not concern on their focus.					
10	Trainees are feeling on their performance.					
	Personality					
11	The trainees do not adapting easily new situations.					
12	Trainees rarely got irritated.					
13	Trainees are not able to stand up for themselves.					
14	Trainees are not easily resisting temptations.					
15	Trainees calm even in nervous situations.					
16	Trainees do not take help of others.					
17	Trainees do not have any consideration for beggars.					
18	Trainees get angry during people treat them.					
19	Trainees infrequently depressed.					
20	Trainees cannot perform their task carefully.					

ጅማ ዩንቨርሲቲ

ተፈጥሮ ሳይንስ ኮሌጅ

ስፖርት ሳይንስ ትምህርት ክፍል

ለሰልጣኞች የተዘጋጀ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በዶቡብ ብሔር ብሔረሰቦች እና ህዝቦች ክልል ውስጥ በወዲያ ዞን አትሌቲክስ ስልጠና ፕሮጀክት በሚሻበዳና እና በሶር በሚካሄደው አትሌቲስክ ፕሮጀክት ስልጠና በአጠቃላይ ተሳትፎ እና የተገባር እንቅስቃሴ ላይ ተፈዕና የሚያሳዩሩ ምን ልቦናዊ ጉዳዮችን በመፈተሽ ስታዮት ችግሮች የመፍትሔ ሀሳብ ለመጠቆም ነው። በዚህም መሰረት አፕነው ከመጠይቁ የሚያገኙትን ምላሽዎች የሚጠቀምባቸው ስጥናት ሥራ ብቻ መሆኑን እየገለፀ ምላሾ ስሚያደርጉስት ትብብር በቅድሚ ከፍተኛ ምስ ጋና ያቀርባል።

ለእውነተኛ መረጃ አመሰግናለው።

አጠቃላይ ትህዛዝ:- በመጠየቁ ላይ ስም መጻፍ አያስፈልግም

ክፍል አንድ

ትዕዛዝ:- ቀጥሎ ለቀረቡት የግል ሁኔታ መግለጫጫዎች በተሰጠው ሳጥን ውስጥ ይህንን "✓" ምልክት በማስቀመጥ ምላሻችሁን ስጡ።

1. ፆታ:- ¨ ንት □   ሴት □

2. ዕድሜ:-ከ 12-14 ዓመት □ ከ15-17 ዓመት □18-20 ዓመት □ 20 እና ከዚያ በላይ □

3. የትምርት ደረጃ:- 5-8 ክፍል □   9-10 ክፍል □   11-12 ክፍል □

4. በስልጠናው ላይ በመሳተፍ የቆይታ ሁኔታ

1 ዓመት □   2 ዓመት □   3 ዓመት □ 4 ዓመት □ ከ5 ዓመትበላይ □

ምሳሽ ቀጥሎ ከቀረበው ስንጠረዥ ውስጥ አትሌቲክስ ፕሮጀክት በስልጣኞች ሥልጠና ላይ ተፈዕና ሊያሣይሩ ይችላሉ ተብሎ የተገመቱ ዝርዝር ጉዳዮች ቀርበዋስ። በዚህም መሠረት ስእያንዳንዱ ጉዳይ ቀጥሎ በተመስከተው ከ1 -5 ደረጃ መሠረት በቀጥሩ አንፃር ይህንን "✓" ምልክት በመጠቀም ምላሳችሁን ስጡ

1. በከፍተኛ ደረጃ   አልስማማም   2.አልስማማም   3.ገለስተኛ   4.እስማማለው

5.በከፍተና ደረጃ እስማማለው

ክፍል ሁለት፦   በአትሴቲክስ ፕሮጀክት ሰልጣኞች ሳይ ተፅናዎች

ቁ.	ዝርዝር ጉዳዮች	1	2	3	4	5
	ጥንቀት					
1	በስልጠና ወቅት አካሳዊ ጉዳት ይደርስብኛል ብዬ ሰጋለው።					
2	የስልጠናው ክፍል ጊዜ ከመጀመሩ በፊት ዘወትር ያስጨንቀኛል።					
3	በስልጠና ሰዓት ስስ ሰራሁት ስህተት አሰልጣኝን እፈራለሁ።					
4	ከስልጠናው በኋላ ሰሚሰጡት የአሥልጣኝን ምሳሽ አሰጋለሁ።					
5	በፕሮጀክቴ ውስጥ በመሳተፍ በማህበረሰቡ የሥርዓተ-ፆታ ጾንሰ- ሃሳቦችን እፈራለሁ ።					
6	እኔ በቀላሉ እረበሸለሁ።					
7	አካሲ ስሜታዊ ነው. ።					
8	በምጨነቅበትጊዜ ቁጡ ነኝ።					
9	ሴሎች በብቀቴ እርካታ እንደሴሳቸው ይሰማኛል።					
10	ትኩረት ማድረግ የማልችል ከሆነ ያስጨንቀኛል።					
	ስብዕና፦					
11	አዳዲስ ሁኔታዎችን በቀላሉ አልስመደም።					
12	እንደንደ በጣም አበሳጪለሁ ።					
13	እነስ ራሴ መቆም አልችልም።					
14	እኔ በቀላሉ በፈተናዎች አሸነፍ ነበር ።					
15	በልተረጋጋ ሁኔታ ውስጥ እንኳን አልረጋጋም					
16	እኔ የሴሎችን እርዳታ አልቀበልም።					
17	ስስመን እንኳን ምንም ትኩረት አልሰጥም።					
18	ብዙውን ጊዜ ሰዎች እኔን ሲያዩ እጨነቃለሁ።					
19	ብዙ ጊዜ ብቸኝነት ይሰማኛል ወይም ጥንቀት ይሰማኛል።					
20	የተሰጠኝን ሥራ በሙሉ በጥንቃቄ ሥራዬን ለመወጣት አልሞከሪም።					

ጅማ ዩንቨርሲቲ

ተፈጥሮ ሳይንስ ኮሌጅ

ስፖርት ሳይንስ ትምህርት ክፍል

ይህ መጠይቅ የተዘጋጀው በደቡብ ብሔር ብሔረሰቦች እና ህዝቦች ክልል ውስጥ በዲዶ ዞን አትሌቲክስ ስልጠና ፕሮጀክት በሚሻባዱና እና በሶሮ በሚካሄደው አትሌቲክ ፕሮጀክት ስልጠና በአጠቃላይ ተሳትፎ እና የተገባር እንቅስቃሴ ላይ ተፅዕኖ የሚያሳድሩ ዋነ ልበበናዊ ጉዳዮችን በመፈተሽ ስታየት ችግርች የመፍትሄ ሀሳብ ስመመቅም ነው። በዚህም መሰረት አጥኚው ከመጠይቁ የሚያገኘውን ምላሾች የሚጠቀምባቸው ስጥናት ሥራ ብቻ መሆኑን እየገለፀ ምላሾ ስሚያደርግስት ትብብር በቅድሚ ከፈተና ምስጋና ያቀርባል።

ክፍልአንድ

ትዕዛዝ:- ቀጥሎ ስቀረቡት የግል ሁኔታ መግስጫዎች በተሰጠው ሳጥን ውስጥ ይህንን "✓" ምልክት በማስቀመጥ ምላሻችሁን ስጡ።

1. ፆታ ሴት ☐ ወንድ ☐

2. ዕድሜ:- ከ 25-35 ዓመት ☐ ከ36-45ዓመት ☐

45 ዓመትበላይ ☐

3. የትምርት ደረጃ:- ዲግሪ ☐ ዲፕሎማ☐ ሰርተኬት☐

4. በማስልጠን ስራ ላይ የቆዩበት ጊዜ:-1 ዓመት ☐ 2 ዓመት ☐ 3 ዓመት ☐ 4 ዓመት ☐ ከ5 ዓመት በላይ☐

ክፍል ሁለት፡ በሰልጣኞች ላይ ተፅዕና የሚያደርሱ የስነ ልቦና ጉዳዮች

ምላሽ ቀጥሎ ከቀረበው ሰንጠረዥ ውስጥ አትሌቲክስ ፕሮጀክት በሰልጣኞች ሥልጠና ላይ ተፅዕና ሊያሳድሩ ይችላሉ ተብሎ የተገመቱ ዝርዝር ጉዳዮች ቀርበዋል። በዚህም መሠረት ለእያንዳንዱ ጉዳይ ቀጥሎ በተመለከተው ከ1 -5 ደረጃ መሠረት በቁጥሩ አንፃር ይህን "☐" ምልክት በመጠቀም ምላሻችሁን ስጡ።

1. በፍጹም   2.እምብዛም   3.አልፎአልፎ   4.ብዙጊዜ   5.ሁልጊዜ

ቁ.	ዝርዝር ጉዳዮች	1	2	3	4	5
	ጭንቀት					
1	ሰልጣኞች በልምምድ ወቅት የአካል ጉዳት ይደርስብኛል ብለው ይጨነቀሉ፡፡					
2	ሠልጣኞች በስልጠናው ክፍል ጊዜ ከመጀመሩ በፊት ዘውትር ይጨነቀሉ፡፡					
3	ሠልጣኞች በልምምድ ወቅት ለሰሩት ጥፋት ካአሰልጣኛቸው በሚሰጠው ምላሽ ይፈረለ፡፡					
4	ሠልጣኞች ከስልጠናው በኃላ አሰልጣኝ በሚሰጠው ምላሽ ይሰገለ ፡፡					
5	በፕሮጀክቱ ውስጥ በመሳተፍቸው የማህበረሰቡን የሥርዓተ-ፆታ ጽንሰ-ሃሳቦችን ይፈረለ ፡፡					
6	ሠልጣኞች በቀላሉ ይረበሻሉ፡፡					
7	ሰውነታቸው በቀላሉ ጭንቀታም ይሆናል፡፡					
8	ሰልጣኞች በቀላሉ ይጨነቃሉ፡፡					
9	ሰልጣኞቹ ለጓላማቸው ትኩረት አይሰጡም ፡፡					
10	ሠልጣኞች በብቃታቸው ላይ ተጨንቀው ያውቃሉ ፡፡					
	ስብዕና፡					
11	ሠልጣኞች አዳዲስ ሁኔታዎችን በቀላሉ አይለመዱም ፡፡					
12	ሠልጣኞች አንደንደ በጣም ይበሳጫለሁ ፡፡					
13	ሠልጣኞች ለራቸሰው መቆም አይችሉም፡፡					
14	ሠልጣኞች በቀላሉ በፈተናዎች እሸፍ ነበር ፡፡					
15	ሠልጣኞች በልተረጋጋ ሁኔታ ውስጥ እንኳን አይረጋጉም፡፡					
16	ሠልጣኞች የሴሎችን እርዳታ አይቀበሉም፡፡					
17	ስለመን እንኳን ምንም ትኩረት አይሰጡም ፡፡					
18	ሠልጣኞች ሌሎች ሰዎች በሚንከባከቡ ጊዜ ቁጡ ናቸው ፡፡					
19	ሠልጣኞች ብዙውን ጊዜ ብቸኝነት ይሰማቸዋል ፡፡					
20	ሠልጣኞችተግባራቸውንበጥንቃቄአይፈፅሙም፡፡					

APPENDIX – E

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Observation checklist for athletes and coaches training sessions

Name of project: _____ **Place:** _____ **Time:** _____

Instruction: - Put check mark (✓) in the column which tells excellent, v. good, good, fair and poor.

No	Checklist statement	Observation days	Excellent	V. Good	Good	Fair	Poor
1	Resisting ability of conditions worry, fear, disturbing by things, and nervousness.	Day1					
		Day2					
		Day3					
		Day4					
		Day5					
		Day6					
2	The observable personality factors like irritation, adaption of new situation, confidence, temptation, openness, and depression.	Day1					
		Day2					
		Day3					
		Day4					
		Day5					
		Day6					
3	Their relationship during training	Day1					
		Day2					
		Day3					
		Day4					
		Day5					
		Day6					
4	The role of Coaches in helping trainees to avoid their psychological problems.	Day1					
		Day2					
		Day3					
		Day4					
		Day5					
		Day6					

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DEPARTMENT OF SPORT SCIENC

Interview check list for sport experts

Background information

Name: ——————————————

 Age: ——————— Sex ————————

Place: ——————————————

Position: ——————————————

Date: _ ——————————————

1. Are the athletes were anxious?
2. What are the main observable factors of personality on project athlete?
3. Do personality and anxiety factors affect athlete's performance?
4. What measure should be taken to solve the psychological problems faced in this training project?

APPENDIX – G

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DEPARTMENT OF SPORT SCIENCE

Sprinters' performance of current best world records

Discipline	Performance	Competitor	Nationality	Sex	Year
100m	9.58	Usain Bolt	Jamaica	Male	1986
200m	19.19	Usaim Bolt	Jamaica	Male	1986
400m	43.03	Waydevan Niekerk	South Africa	Male	2016
100m	10.49		USA	Female	1988
200m	21.34	Florence Griffith	USA	Female	1988
400m	47.60		Germany	Female	1985

Sprinters' performance result of Ethiopia

Discipline	Performance	Competitor	Meet	Sex	Year
100m	10.61	Wetere Galcha	African championship	M	2008
200m	21.30	Wetere Galcha	>>	M	2008
4x100m relay	40.76	Abyot Lencho Mohammed Judi	African championship	M	2005
200m	23.84	Tegest Tamangnu	African championship	F	2005

APPENDIX – H

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Personal best performance result of Sprinters'

No	Performance	Discipline	Sex	Remark
1	0:11:43	100m	M	
2	0:11:07	100m	M	
3	0:11:59	100m	M	
4	0:12:54	100m	M	
5	0:18:34	100m	F	
6	0:13:24	100m	M	
7	0:14:15	100m	M	
8	0:14:17	100m	M	
9	0:19:06	100m	F	
10	0:12:45	100m	M	
11	0:17:45	>>	F	
12	0:14:05	>>	M	
13	0:13:00	>>	M	
14	0:13:45	>>	M	
15	0:19:56	>>	F	
16	0:17:11	>>	F	
17	0:18:45	>>	F	
18	0:11:07	>>	M	
19	0:18:59	>>	F	
20	0:12:54	>>	M	
21	0:12:34	>>	M	
22	0:13:24	>>	F	
23	0:18:59	>>	F	
24	0:14:32	>>	F	
25	0:18:24	>>	F	
26	0:16:03	>>	F	

27	0:15:64	>>	F	
28	0:18:17	>>	F	
29	0:20:32	>>	F	
30	0:13:01	>>	M	
31	0:18:11	>>	F	
32	0:13:49	>>	M	
33	0:16:72	>>	F	
34	0:15:54	>>	F	
35	0:13:27	>>	F	
36	0:16:59	>>	F	
37	0:15:37	>>	M	
38	0:18:25	>>	F	
39	0:16:77	>>	F	
40	0:13:60	>>	M	
41	0:17:20	>>	F	
42	0:14:38	>>	M	
43	0:19:68	>>	F	
44	0:18:57	>>	F	
45	0:12:13	>>	M	
46	0:14:38	>>	M	
47	0:13:79	>>	M	
48	0:12:18	>>	M	
49	0:17:43	>>	F	
50	0:14:84	>>	F	
51	0:11:89	>>	M	
52	0:16:25	>>	F	
53	0:13:65	>>	M	
54	0:15:89	>>	F	
55	0:16:25	>>	F	
56	0:13:77	>>	M	
57	0:14:60	>>	M	
58	0:12:00	>>	M	
59	0:16:36	>>	F	
60	0:11:91	>>	M	

61	0:14:18	>>	M	
62	0:12:64	>>	M	
63	0:17:85	>>	F	
64	0:15:49	>>	F	
65	0:13:83	>>	M	
66	0:16:78	>>	F	
67	0:13:39	>>	M	
68	0:18:25	>>	F	
69	0:13:78	>>	M	
70	0:28:11	200m	M	
71	0:27:49	>>	M	
72	0:19:54	>>	M	
73	0:25:59	>>	M	
74	0:26:32	>>	F	
75	0:23:24	>>	M	
76	0:25:03	>>	M	
77	0:28:64	>>	M	
78	0:2917	>>	F	
79	0:25:32	>>	F	
80	0:22:01	>>	M	

Source: Hdiya Zone and target Woreda youth and sport Bureau.