THE PRACTICE AND CHALLENGES OF ATHLETE MOTIVATION IN MIDDLE DISTANCE RUNNERS SOME SELECTED OROMIA ATHLETICS CLUBS

BY: LENCHO MARGA

A THESIS SUBMITTED TO JIMMA UNIVERSITY, COLLEGE OF NATURAL SCIENCE DEPARTMENT OF FOR THE SPORT SCIENCE FOR PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE IN ATHLETIC SCIENCE COACHING SPECIALIZATION

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JIMMA, ETHIOPIA

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

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JUNE 2019
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APPROVAL SHEET

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The author was born on febuary 05,1992G.C in kiremu woreda, East wollega zone ormoia regiona state. He attended his primary and junior school at kokofe primary school, and he attended seocndary school at kiremu high school and gedda ayyana preparatory school. Then he joined kotebe metero polita univeristy , natural and comuptationa sicnece faculty in 2004 E.C and graduated with bachelor sport science (BSc) in 2006 E.C after him graduate from kotebe metero plitan univeristy he jonined to Ambo univeristy for PGDT teraning in 2008E.C to 2009 E.C . and alos he joined jimma unversity, department of sport science for perusing his athletics coaching in 2010E.C.

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DECLARATION

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

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Table of content

Contents   **Page**

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Abbreviations and Acronyms

SMS - Sport Motivational Scale

IM - Intrinsic Motivation

EM - Extrinsic Motivation

IOC - International Olympic Committee

IAAF - International Association of Athletics Federations

ABSTRACTS

The purpose of this study is to explore the practice and challenges of athlete motivation of middle distance runners of selected Oromia athletics clubs. The athletics clubs were selected using simple random sampling while study participants were selected from each club using census. For qualitative part convenience sampling was used. Questionnaire and interview were used as a tool for data collection. To analyze the collected data both Descriptive and binary logistic regression analysis was applied while qualitative finding were narrated. The finding showed that intrinsic motivation reference, intrinsic motivation affect the middle distance runner its p-value less than 0.05 that is p=0.007. This indicated that statically significant similarly, experience stimulation intrinsic motivation p=0.044. The performance of middle distance runners were affected by experience stimulation intrinsic motivation due correlated with their performance. The extrinsic motivation, the independent variable Identified extrinsic motivation and Introjected motivation p=0.001, p=0.016 respectively this showed that statistically significant, which affected the middle distance runners performance. On the contrary, amotivation was not significant because p=0.079 that is greater than the value of p=0.05. Based on the data was gathered from qualitative it was matched with the quantitative data. The respondents responded that lack of facilities; finance and standardized running track, professional sport psychologists and managers who overloaded the athletes' training were more likely affected the middle distance runner's performance. Therefore, based on the research finding the researcher forwarded possible recommendations.

Key word: Motivation, Athletes, Middle Distance Runners.

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CHAPTER ONE

1. INTRODUCTION

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1.1. Background of the study

Athletics is a sport comprising Various Competitive athletic contests on the activities. It is broadly divided into two categories namely track and field events. Athletics is the biggest sport at the Olympic Games and an exclusive collection of sporting events that involves competitive events like walking, running, jumping, and throwing. The most common types of athletics competition are track and field, road running, cross country running and race walking (Oxford dictionary, 2015).

The person who engages in these activities is known as athlete. Unlike other sports, athletics does not need expensive equipment to starting which makes simple and one of the most commonly competed sports in the world. In other words, athletics is one of the purest to fall sports, relying solely on the strengths of the human machine or human body rather than sophisticated technological implements to improve performance. In line with this view, (Brain, 2013) contend, that "Games played in a country can tell us a lot, how people in the particular country live with sport", noted on (Gizaw, 2013).

Unsurprisingly, when observed about sport and Ethiopia, relatively few but world finest distance runners just come too our mind. Hence, the New York Times called Ethiopia is the "running Mecca," due to its historical successes in the athletics program, it took 5th place in the world ranking late alone during the Olympic champion at Beijing Olympic 2008, International Olympic committee (IOC), (2010), noted on (Gizaw, 2013). The result shown, justifiably come to an agreement that Ethiopia has some of the best middle and long distance runners in the world.

Middle distance is part of track events, which is found in between the short distance and long distance as its name implies specifically, middle distance running are 800m to 3000m. (IAAF guide, 2002). Middle distance running relies on both aerobic and an aerobic energy system depends on both the running distance and motivation of the athletes, making it difficult to assess. Perception of middle or long distance will change as runners develop. Some will develop their speed while some will develop their endurance. Middle-distance runner, someone who runs races of a length between the sprints and the long distance events, especially the 800 meters and the 1500 meters.

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Challenges is stimulating test of abilities, a test of some body's abilities, or asituation that tests somebody's abilities in a stimulating way (Encarta 2012)

Motivation is defined as the direction and intensity of effort (Williams & Straub, 2006). It is widely recognized that in order to succeed at the highest level in sport, both athletes and coaches need to be highly motivated to achieve their goals (Tudor, 2009). Achievement Motivation suggests that individuals derive motivation from the process of striving to succeed. Individuals falling within this group show high levels of persistence even when faced with barriers and internal/external pressures (Tudor, 2009).

Motivational issues for athletes may become manifest in either or both of these realms. Specifically, athletes may no longer enjoy practice or competition and avoid either or both. In this situation, the direction of athletes' motivation is a way from engagement in the sport. Another example is that of athletes merely going through the motions of participation in practice or competition. Athletes may lack intensity of motivation when they say that they want to continue to participate but their actions are incongruent with their words (i.e., they show up but put forth less-than-optimal effort during practice or competition).

A middle distance coach's role as a psychological motivator is important during competition, but it is perhaps even more important during training (Goose & Winter, 2012). While dedicated, deliberate practice is generally not considered enjoyable in most sports (Ericsson, Krampe, & Tesch-Römer, 1993), there is some evidence that middle distance runners perceive their most difficult and relevant activities as their most enjoyable (Young & Salmela, 2002), making a coach's job that much easier. Coaches should focus on creating specific task-oriented goals in an effort to improve athletes' intrinsic motivation (Ferrer-Caja & Weiss, 2000).

1.2. Statement of the Problem

Now, athletics is one of the most popular games that are practiced in all nation of the world. In the competition, it is simple no need of expensive equipment makes athletics popular all over the world. Athletics is a dynamic sport that needs understanding the quality of training and solving problems of competent performance in a frequent changing world. Ethiopia is best known internationally for its middle-distance and long-

distance runners, consistent result is not

registered at global and continental level (Arefayne, Genanew, 2017).

2

Some related studies were conducted by some researchers revealed that lack of cooperation work is the major factor that affected athletic performance in Gambella athletics club. According to a study was done in Gambella regional athletic club lack of cooperation work is the major factor that affect athletic performance, (Zegaw, 2012). Also another study was conducted in Arada sub city athletics project in Addis Ababa psychological factors is affect athletics performance, (Bekele,2015). According the research was conducted in ethiopian national athletics team the number of coaches were not enough is affect psychology of athletes (Tesfaye, 2012).

Based on the aforementioned reasons from above study findings; The aim of this study was to explore the practice and challenges of athlete's motivation of middle distance runners of some selected Oromia athletics clubs. In addition to, the researcher has ever observed this problem for so many years while he has been teaching. This makes him to think critically about the problem and motivate him to conduct this research. This and the aforementioned reasons the researcher is initiated to assess the practice and challenges of athlete's motivation in middle distance runners among selected Oromia athletics clubs.

Research Questions

In order to find out the practice and challenges of athlete motivation of middle distance runners of some selected Oromia athletics clubs, the study was answer the following questions.

- Does intrinsic motivation have effect of on middle distance runners of Oromia athletics clubs?
- Could extrinsic motivation have effect of on middle distance runners of Oromia athletics clubs?
- Does amotivation have effect of n on middle distance runners of Oromia athletics clubs?
- What are the major factors that affect the practice of middle distance runners of Oromia athletics clubs?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study was to explore the practice and challenges of athletes' motivation of middle distance runners of selected Oromia athletics clubs.

1.3.2 Specific Objectives

The specific objectives of the study were as follow:

1. To investigate the effect of intrinsic motivation on middle distance runners of Oromia athletics clubs.
2. To examine the effect of extrinsic motivation on middle distance runners of Oromia athletics clubs
3. To assess the effect of amotivation on middle distance runners of Oromia athletics clubs
4. To disclose the major factors that affects the practice of middle distance runners of Oromia athletics clubs?

1.4. Significance of the Study

The result of this study was contribute support to improve the performance of athletes.

The significance of the study includes the following;

☐ It provides adequate information as to what factors affect the athlete and coach motivation of middle distance races result so that focuses could be made on the factors in solving the problems.

☐ It also examines the factual problems and the degree at which specific problems are impacting the scenario so as to give clues on how to prioritize actions in solving the problem.

☐ The study provides recommendations to solve the problems which can serve as solutions by themselves or can be used as bases for those who research on scenario as well as concerned bodies.

☐ It can give insight for researches who would like to conduct a similar research. Because this research intend to fill the gap that were not concerned by the previous researchers.

1.5. Delimitation of the Study

The scope of the study was delimited to explore the practice and challenges of athlete's motivation of middle distance runners' of Holeta, komishini Police Oromia, Sululta, Dhabata Bishan Oromia, Burayu, Sebeta and Dhabata Binensaf Bosona Oromia athletics clubs both athletes and coaches. Including both male and female participants.

1.6. Limitations of the Study

It is obvious that adequate and reliable information is important to undertake any kind of study. However, the unwillingness and carelessness of some respondents while filling the questionnaires during data collection were considered as a major constraint to the study. The outcome of this study is based on sample from Holeta, Police Oromia, Sululta, Dhabata Bishan Oromia, Burayu, Sebeta and Dhabata Binensaf Bosona Oromia athletics clubs.

Due to constraints in terms of time and cost it was to consider samples from other athletics clubs. Therefore, it may be difficult to generalize the findings to other similar athletics clubs. Nevertheless the result can shed some light on the practice and challenges of athlete motivation of middle distance runners of selected Oromia athletics clubs. For the findings to be reliable more similar studies need to be replicated in similar other athletics clubs. The other method may use more to pin point or trace factors having the most devastated effect or could be the most obstacles. Future research may look into this issue and could narrow the gap.

1.7. Organization of the Paper

This thesis attempts to explore the practice and challenges of athlete motivation of middle distance runners of selected Oromia athletics clubs. Accordingly, the paper is organized in a way this the current chapter one deals with the introduction of the study, the subsequent chapter two presents the review of the related literature, chapter three presents the methodology, chapter four brings the data analysis and results of the findings and the last chapter, chapter five, deals with the Conclusion and Recommendation parts of the study under taken.

1.8. Operational Definitions

- **Middle Distance Running:** Middle-distance running events are track races longer than sprints, up to 3000 meters. The standard middle distances are the 800 meters, 1500 meters and mile run, although the 3000 meters may also be classified as a middle-distance event Encyclopedia Britannica,(2010)

- **Challenges:** stimulating test of abilities, a test of some body's abilities, or a situation that tests somebody's abilities in a stimulating way (Encarta 2012)

- **Motivation:** is the energy that moves employees forward towards performing a certain action; motivation will strengthen the willingness of employees to work, and in turn it will increase the organization's effectiveness and competence (Parashar, 2016, p. 8).

- **Intrinsic Motivation:** is driven by forces that are internal and within that individual (Giancola, 2014, p. 25). Intrinsic motivation is usually referred to as meaning the pleasure and satisfaction that an employee gets when performing an activity (Lin, 2007, p. 137).

- **Extrinsic Motivation:** is driven by forces that are external to an individual (Giancola, 2014, p. 25). Further, extrinsic motivation is defined as mainly focusing on factors that are goal driven, such as the rewards and benefits of performing a certain task (Lin, 2007, p. 137).

- **Amotivation:** Human behavior is largely influenced by amotivation and Kingston et al. (2006) state that amotivation is characterized by a total absence of motivation.

CHAPTERTWO

2. REVIEW OF RELATEDLITERATURE

2.1. Psychology

Since at least the late 19th century, scholars have analyzed the correlations between psychological attributes and athletic success (as cited in Raglin & G. S. Wilson, 2008, p. 211). As Kruger, Pienaar, Du Plessis, and van Rensburg (2012) concluded, it is "important to consider psychological skill development in young long distance athletes to enhance their athletic performance" (p. 413). Focusing on the overall well-being of athletes, including their mental states, can also foster positive overall development (Henriksen, Stambulova, & Roessler, 2010). A one-size-fits-all approach to this field is not advisable (G. Jones & Spooner, 2006). An athlete's motivation can be affected by his or her gender, age group, and locality (Chin, Khoo, & Low, 2012), so coaches should approach each athlete from an individual perspective. Coaches can often misjudge the psychological skills of their athletes, even if they feel confident in their assessment (Leslie-Toogood & G. L. Martin, 2003), and can threaten the athletes' psychological well-being by treating them disrespectfully (Gervis & Dunn, 2004). Therefore, they should use the research in this field, not just their intuition and experiences, to guide their actions.

A. Defining Sport Psychology

Although many definitions of sport psychology have been suggested, there has been no comprehensive and internationally accepted definition of sport psychology. In its Position Stand number one (1995), the European Federation of Sport Psychology (FEPSAC) proposed that "sport psychology is concerned with the psychological foundations, processes, and consequences of the psychological regulation of sport-related activities of one or several persons acting as the subject(s) of the activity (1995, p. 4)." This definition indicates that sport psychology attempts to improve athletic performance and help athletes to concentrate better, deal effectively with competitive stress, and to practice more efficiently.

Moreover, sport psychology also attempts to understand the impact of long-term sport participation on development of personal resources of athletes in the setting of organized competitive sport. The term sport is used as an umbrella term that includes different kinds of

sport, exercise and other physically active pursuits. These types of physical activity are also used in other settings such as organized physical education, leisure, and rehabilitation (healing). Another important feature of sport psychology is its "double nature". On one hand, it is a part of psychology; on the other hand, its knowledge base is related to sport sciences focused on understanding human activity in this particular context. Thus in applications, these two sources of knowledge help to better understand a person, the environment, and the key aspects of the sporting activity.

The major focus of this paper is on the context of competitive (high-achievement) sport. From this perspective, sport psychology examines mainly the short- and long-term impact of psychological factors on athletic performance and the potential effects of systematic participation (involvement) in sport. Applied sport psychology attempts to solve specific practical problems by improving athletic performance and thus helping athletes to develop their potential in sport setting. Our paper briefly reviews selected aspects of applied sport psychology within the framework of three basic constructs: *athletic excellence*, performance related subjective *experiences*, and individual *resources* (psychological strengths). The key aspects of athletic performance are examined from the short-term (readiness for competition and performance excellence) and long-term (consistent excellence, career development) perspectives.

B. Major Focus and Trends in Sport Psychology

What are the major focuses in sport psychology research? What are main trends in applied psychological work with athletes, teams, and coaches? Noteworthy are two major focuses in sport psychology research with two corresponding trends in applied work. The first focus is on understanding the psychological factors that affect athletic performance and on how athletes realize their potential in sport. Applied aspect here includes "high quality practices", "optimal performance", and "adequate recovery" at the level of an individual athlete and team. The second important objective of sport psychology is to understand how athletes develop in sport and what are the "benefits" and "costs" of their multiyear sport participation. Applied aspects here include a need to help an athlete to cope successfully with career transitions, and find a balance between sport and other spheres of life.

In team sports, this also involves dealing with team building issues and helping individual athletes to find a balance between individual and team interests and values. In competitive sport,

applied psychologists deal with healthy, motivated, and high achievement oriented people striving for consistent excellence and performance up to their potential, and continuous self-development. Thus the focus on enhancement of athletic performance and empowering approach reflect a positive, proactive, and constructive nature of applied sport psychology. Interestingly, Seligman & Csikszentmihalyi (2000) called upon applied psychologists to move beyond studying psychological disorders and problems and spend greater efforts studying positive psychology that can be used to facilitate and enhance human functioning. This emphasis on positive psychology or psychology of human resources and strengths (Aspinwall & Staudinger, 2003) is not new in sport psychology as that is what sport psychologists have been doing for the last 25 years (Gould, 2002, p. 137).

However, there is still an urgent need to attend to current concerns of athletes and coaches and examine more closely their successful experiences by bridging the gap between group-oriented and individualized approaches. Therefore it is argued that sport psychology is the psychology of personal and athletic excellence and as such from the very beginning was oriented to identifying person's resources (strengths) to facilitate consistently successful performance up to one's potential.

C. How sport psychologists work

Who are applied sport psychologists? What are they doing and how and why they are working with athletes, teams, and coaches? These questions are important for understanding of what sport psychologists can and cannot do in competitive sport. First, sport psychologists as a professional group represent experts with different backgrounds. There are clinically oriented and educationally oriented consultants, mental trainers, applied researchers specializing in performance enhancement, social or personality psychology. However, whatever are their specialization, applied sport psychologists are usually required to be well versed not only in psychology but also in sport and sport sciences. This helps them significantly in establishing and developing the working relationships with individual athletes, teams, coaches, parents, managers, etc.

Second, it is well known that the science of coaching focuses on the use of general principles. The art of coaching is recognizing when and how to individualize these general principles" (Weinberg & Gould, 1999, p. 15). Similar to coaching, the practice of applied sport psychology is a science and an art at the same time. As a science, it is based on various theoretical models

and results of empirical studies describing what is typical for athletes in particular sport situations.

As an art, sport psychology is grounded in the personality as well as personal and professional experiences of the consultant, and it is expressed in his or her ability to understand the particular athlete within a psychological context and to choose the most effective applied approach or intervention. That is why different consultants may work differently with the same athlete and be equally successful. Art and science aspects are sport psychologist's tools to help athletes and coaches, who often focus mainly on the symptoms or consequences of the psychological problems, to deal with real causes the problems (challenges, task demands).

Third, there are certain organizational working models, assessment technologies, and interventions based on specific ethical norms that characterize how sport psychologists work. For instance, sport psychology research and effective delivery of psychological services to elite athletes and coaches usually focuses on two closely related aspects:

a. Performance enhancement in practices and competitions, and

b. Optimization of interpersonal and intragroup communication, creating optimal team climate and effective management.

Sport psychologists use several guidelines or principles to enhance their work. These include action- and growth-orientation; an emphasis on developing individualized strengths rather than on repairs of deficiencies; empowering athletes, coaches and teams rather than developing over-dependency on outside experts; enhancing active participation, partnership, and cooperation between sport psychologists, athletes, and coaches.

Briefly described, working with an elite athlete or coach usually includes several action-oriented steps:

1. Listening to the coach and athlete's account of the current situation and past performance history to identify their concerns that need to be addressed;

2. Providing a general summary of how similar situations are usually handled in sport and suggesting a tentative plan of joint work on the problem at hand;

3. Collecting the data and providing a detailed feedback with the interpretation of results using the context-related language clear to the athlete and coach;

4. Preparing an action-plan for further analysis, change, and monitoring of the key parameters involved;

5. Evaluating of the effectiveness of the initial steps and the developing of an individualized intervention program with clear criteria to assess athlete's progress on a daily, weekly, monthly, or a season basis;

6. Systematic contacts (by phone, e-mail, and fax) between an athlete, a coach, and a sport psychologist are an important part of their work during the entire season.

A wrap-up "lessons learned" session is also a good way to summarize experiences of all participants by the end of the season. It is important to realize that this approach is different from the traditional role of an outside expert telling the client what to do or not to do. Sport psychologist's main task is to empower an athlete and a coach via an individualized approach focusing on their strengths and success related experiences rather than on deficiencies and limitations.

2.2. What is Motivation?

Alexandris et al. (2002) state that motivation is an important factor of individuals' decision-making process and the interaction between motivation and perception of constraints determines, in a large degree, leisure participation. Some of the factors that contribute to the motivation to participate in sport include physiological and psychological health, enjoyment, competence, relaxation, challenges and appearance (Kilpatrick et al., 2005).

Sports motivation encompasses exhibitionism and competition, both contributing to extrinsic motivation and sociability and playing to the limit, which are factors contributing to intrinsic motivation (Recours et al., 2004).

Motivation is a very important factor in every individual's life. Motivation is defined or understands differently by different writers, the following are few examples. Motivation is a desire to work toward a good or to reach an objective (Ballot1996). Motivation is "Some kind of internal drive that encourages some body to purse a course of action" (Harmac1991:"Motivation is commonly thought as an inner driver, impulse emotion or desire that arouses some to a particular action (Brown1994:155).

Performance may be said to equal learning plus motivation an activity must be interesting and appealing to most individuals, but each person will have a different level of motivation and reason of learning the activity. Motivation is the internal driver which arouses people. So athletes

must be motivated to cat chop with best performance.

A long distance coach's role as a psychological motivator is important during competition, but it is perhaps even more important during training (Goose et al, 2012).While dedicated, deliberate practice is generally not considered enjoyable in most sports Ericsson et al, 1993, there is some evidence that middle distance runners perceive their most difficult and relevant activities as their most enjoyable Young et al, 2002, making a coach's job that much easier. Coaches should focus on creating specific task-oriented goals in an effort to improve athletes' intrinsic motivation (Barić et al, 2002: Ferrer-Caja et al, 2000) Cited on (Rarmato Ibrahim, 2017).

As Goudas et al, 1995 found that one way to engender this kind of motivation among young track athletes was to give them some control over their own workout. This kind of perceived autonomy has been shown to have significant positive and long-lasting effects on motivation Almagro et al, 2010; Jõesaar et al, 2012). Care should be taken, however, to ensure that highly motivated runners do not endanger their health by running to the point of collapse (St Clair Gibson et al, 2013). Perhaps most importantly, coaches must instill a feeling of long-term hope in their athletes; Curry et al, 1997 found that cross country and track athletes with a higher sense of personal hope were more likely to excel in both academics and athletics.

Most of the middle distance runners in Ethiopia may not be exposed to this benefit by their coach as well as clubs and national team concerned persons because of the past and present international standard of the runners. "Motivation is a drive to strive" (Gilligan Franketal. 2000:121) it can be extrinsic and intrinsic.

2.3. Retention

Keeping young athletes engaged and excited about running can be a difficult task. Over a span of 25 years, Enoksen (2011) analyzed survey results of track and field athletes who had left the sport and found that the average "drop out" age was 17. There are many reasons a young athlete might leave an athletic program, including injuries and conflicts with work or school, but coaches can encourage retention by fostering a sense of competency in his or her athletes. In

general, athletes who are task-driven with a higher sense of competency are more likely to remain in an athletics program (Konttinen, Toskala, Laakso, & Konttinen, 2013; Xiang, McBride, & Bruene, 2004, 2006).

Conversely, young runners with a high ego orientation–that is, those who are primarily motivated by a desire to best others–and/or a low perception of their own abilities are more likely to drop out (Cervelló, Escartí, & Guzmán, 2007; Whitehead, Andrée, & Lee, 2004). Cashmore (2008) described this type of runner as someone who "may return a poor time in a 1,500-meter race, but, as long as she finishes in front of the field, it counts as more of a success than if she had run a personal record but finished second." (p.142) Setting performance goals based on time, rather than place, can help to avoid this mode of thinking (Lane & Karageorghis, 1997). G. M. Hill (2000) also listed a number of ways to encourage young runners to stay in their programs, including

- using imagery, such as having an athlete imitate the form of an elite runner;
- encouraging social interaction between athletes, such as positive feedback from peers or group-related running activities; and
- Allowing self-pacing, rather than explicitly prescribing distances and times.

2.4. Feedback

Offering advice, criticism, and praise is an integral function of the coach-athlete relationship. As Stein, Bloom, and Sabiston (2012) concluded, "it is important that coaches realize the significance of giving feedback following good performances, and attempt to incorporate positive and informational feedback into their interactions with their athletes" (p. 488). Stoate, Wulf, and Lewthwaite (2012) found that runners who were given positive feedback about their form (in this case, fabricated) were more likely to improve over time than those who were given no feedback.

Parents should also focus positive verbal feedback on their child's effort, rather than an outcome like finishing place. It is also important to consider the focus of the advice given to an athlete. Though a less experienced runner may react to a coach's external cues–such as "pass that runner!"–positively, higher-level runners consistently report more internally-based thought processes–such as monitoring breathing and maintaining proper form–during competition (Nietfeld, 2003), and their coaches often focus much of their verbal feedback on promoting those

internal processes (Porter, Wu, & Partridge, 2010). That said, Schücker, Anheier, Hagemann, Strauss, and Völker (2013) found that there were physiological benefits to maintaining an external focus during high intensity exercise. If nothing else, a simple confirmation of the distance remaining can be better than no feedback at all (Faulkner, Arnold, & Eston, 2011;

Neumann & Piercy, 2013). Children will also find it easier to respond to cues related to distance than to time (Chinnasamy, St Clair Gibson, & Micklewright, 2013).

2.5. The Concept of Motivation

Motivation refers to the reasons underlying behavior (Parashar, 2016, p. 8). According to Rokeach (1973) motivation is one of the most important factors for understanding and managing organizational behavior, because it explains why employees behave or act in a particular way (Rokeach, 1973: cited in George & Jones, 2012, p. 156). Motivation is the energy that moves employees forward towards performing a certain action; motivation will strengthen the willingness of employees to work, and in turn it will increase the organization's effectiveness and competence (Parashar, 2016, p. 8).

When looking at motivation, managers want to assure that the direction of their employees' behaviors goes hand in hand with the organization, meaning that they come to work on time, are independent when performing their tasks, are innovative and come up with creative ideas, as well as help others in the organization (George & Jones, 2012, p. 157).

Employees that are motivated are more ambitious, innovative, creative, and are more persistent to achieve desired goals, which in turn implies that a motivated workforce will work more efficiently (Parashar, 2016, p. 8). As mentioned previously, many definitions of motivation have been formulated throughout the years. The definition we will use in this study is the one provided by George and Jones (2012, p. 157), who define work motivation as "the psychological forces that determine the direction of a person's behavior in an organization, a person's level of effort, and a person's level of persistence in the face of obstacles". Wiley (1995, p. 263) writes about work motivation as "motivation that is inferred from a systematic analysis of how personal, task, and environmental characteristics influence behavior and performance".

All in all, work motivation defines a process where employees are stimulated in an organization to achieve organizational goals (Parashar, 2016, p. 9). Since motivation is arguably one of the major problems facing many organizations (Amabile, 2001, p. 185), it is an important aspect in order to attract and retain employees inside organizations, acting as the connection between individuals and the organizational objectives, leading employees to be creative and innovative and go beyond limitations of a job (Parashar, 2016, p. 9). Motivation and performance are

sometimes used interchangeably. This is a consequence of motivation explaining what employees do, and how hard and far they are willing to go to do something, and therefore it is commonly confused.

The complexity of the concept of motivation as a psychological phenomenon prompted the interest of researchers in psychology (Mitchell, 1982; Hellriegelet al., 1992; Amici et al., 2009; Maslow, 2007). According to Mitchell (1982), motivation is „all psychological processes that generate the initiation, direction and persistence of voluntary actions aiming to achieve objectives" (Mitchell, 1982citedbyFrăţilă, 2004).

Motivation is defined in scientific psychology as "an internally exposed external causality" (Golu, 2005), a system of impulses, incentives, internal pulsions, activations, tensions or motives of actions and behavior" (Popescu-Neveanu, 1978). Popescu (2009) considers that motivation is the subjective premise for the formation of an attitude, which is based on the needs that cause the individual to exhibit a certain behavior.

Motivation "is a state that energizes behavior and gives it direction" (Atkinson & Hilgard, 2005). Motivation „is self-directed; motivation actions have a purpose; motivated behavior is variable; there is an expectation of success in terms of motivated behaviors; there is appositive or negative incentive, a "consuming" value of action" (Dmpsey & Zimbardo cited by Pânişoară & Pânişoară, 2005).

2.6. Types of Motivation

2.6.1. Intrinsic motivation

Intrinsic Motivation: are those that come from within the performer themselves. Such as personal satisfaction or enjoyment. Biddel suggested that performers who are intrinsically motivated are more likely to continue participating than those who are not. Intrinsic motivation was moderately and positively related to all facets of coach satisfaction, extrinsic motivation was only related to coach satisfaction with the coach–athlete relationship. Athletes' satisfaction with the coach–athlete relationship was only associated with the coach's intrinsic motivation. Interaction effects among the two types of motivation were significant suggesting that extrinsic motivation can potentially undermine intrinsic motivation when intrinsic motivation is low (Jowett, 2008). Study isolates that intrinsic motivation as a mediator of the relationship between transformational leadership and sports performance, suggesting that transformational leadership may enhance

intrinsic interest in the task (Charbonneau, Barling, & Kelloway, 2001).

Athletes with higher levels of intrinsic motivation perceived that their coaches provided high frequencies of positive and informationally based feedback and low frequencies of punishment-oriented and ignoring behaviors (Amorose & Horn, 2000).

Kilpatrick et al. (2005), claim that sport participation is more closely linked to intrinsic motives, whereas exercise is associated with primarily extrinsic motives. McCullagh (2005), cited in Wilson (2006) stated: "Intrinsic motivation can be defined as an individual's need to feel competency and pride in something". Intrinsic motivation inspires participation without external incentives and acts as a driver to participate in sport as a result of beliefs and the value that is found in doing the activity (Tosi et al., 1990). Independence and competence are enforced by intrinsic motivation (Kingston et al., 2006).

Intrinsic motivation consists of three dimensions, namely, motivation to know, motivation to accomplish and motivation to experience stimulation (Pelletier et al., 1995; Weinberg and Gould, 2003 cited in Wilson, 2006). Motivation to know is the fulfillment and pleasure experienced in learning and attempting to understand new concepts within sport participation (Pelletier et al., 1995; Weinberg and Gould, 2003 cited in Wilson, 2006).

Motivation to accomplish can be defined as: "engaging in an activity for the pleasure and satisfaction experienced when one attempts to reach personal objectives (Vallerand and Losier, 1999 cited in Alexandris et al., 2002).

A person, who is motivated by experience stimulation, will participate in an activity for the purpose of experiencing different sensations, for example fun and excitement (Alexandris et al., 2002). Both sociability and playing to the limit can be explained by this concept.

Sociability links to the need to relate, sharing experiences with fellow participants and forming relationships that exceed competition (Recours et al., 2004). Alexandris et al. (2002) suggest: "Social factors influence individuals' perceptions of psychological mediators, which in turn determine their motivation." Fellowship and a sense of belonging can be experienced in terms of sociability. Duda (1996) in Ryska (2003) stated that intrinsic motivation positively influences athletes' attitudes in terms of the sociability factor.

Playing to the limit relates to reaching ones' individual, maximum abilities and is a reward at the

moment of achievement (Recours et al., 2004). Coaching behaviors have a positive influence on athletes' intrinsic and self-determined extrinsic motivation through psychological processes (Mageau & Vallerand, 2003).

The performance of middle distance runners were affected by intrinsic motivation due correlated with their performance. While dedicated, deliberate practice is generally not considered enjoyable in most sports Ericsson et al, 1993, there is some evidence that middle distance runners perceive their most difficult and relevant activities as their most enjoyable Young et al, 2002, making a coach's job that much easier. Coaches should focus on creating specific task-oriented goals in an effort to improve athletes' intrinsic motivation (Barić et al, 2002: Ferrer-Caja et al, 2000).

2.6.2. Extrinsic motivation

For the purpose of this study, extrinsic motivation will be defined as activities participated in for motives beyond the pleasure of the activity itself and as a means to an end and the primary objectives of participating in sport are to receive rewards or to avoid punishment (Deci and Ryan, 1985 cited in Kowal and Fortier, 1999).

Extrinsic motivation consists of four dimensions, namely, integrated regulation, identified regulation, introjective regulation and external regulation (Weinberg and Gould, 2003 cited in Wilson, 2006; Deci and Ryan, 1985 cited in Kingston et al., 2006).

Integrated regulation occurs when athletes perform activities to benefit different aspects of life, rather than for the pleasure of participating itself (Weinberg and Gould, 2003 cited in Wilson, 2006). Participation is out of personal choice and individuals experience the lowest form of the controlling factor (Vallerand and Fortier, 1998 in Kingston et al., 2006).

Identified regulation is internally driven, but still focuses on a result that is external (Pelletier et al., 1995 cited in Kingston et al., 2006) and participants normally identify with the activity, because it is perceived as having value (Weinberg and Gould, 2003 cited in Wilson, 2006; Alexandris et al., 2002). Introjective regulation exists when individuals feel internal pressure to participate and their behavior is driven by controlling imperatives, resulting in the engagement of activities to avoid feelings of guilt and anxiety (Deci and Ryan, 2000 cited in Kingston et al., 2006; et al., 1990 cited in Alexandris et al., 2002). The main reasons for participating in an activity are the results related with the outcomes.

External regulation represents the most controlled form of extrinsic motivation and refers to behavior that is controlled by material rewards or constraints imposed by others (Kingston et al., 2006). Participants either feel that they have no choice or that they are rewarded for participating (Weinberg and Gould, 2003 cited in Wilson, 2006).

As athletes become more competitive, a change from intrinsic motivation to extrinsic motivation occurs. These athletes participate in sport as a means to personal ends, and diverge from reasons that are perceived as positive by the wider society (Gough, 1998 cited in Ryska, 2003). Therefore, external rewards can replace intrinsic motivation thereby decreasing self-motivation and regulation (Kingston et al., 2006).

Extrinsic Rewards: Weakening or Strengthening Intrinsic Motivation

Based on the two types of extrinsic motivation; extrinsic rewards may weaken or strengthen the intrinsic motivation of athletes. Under the following situations, it is likely that extrinsic rewards will weaken intrinsic motivation. 1. The extrinsic reward controls the behaviors of the athlete (e.g.., I'm playing to keep my college scholarship), 2. The extrinsic reward provides negative information about the athlete's ability. (e.g., there is only one reward and I didn't get it), 3. The extrinsic reward is not directly connected to a specific behavior or performance level, 4. The extrinsic reward is given for a behavior that is already intrinsically rewarding.

Extrinsic rewards can also be used to maintain or strengthen intrinsic motivation. If a reward is viewed as informing athletes about their ability in a positive manner, then the rewards will likely foster internal satisfaction and intrinsic motivation.

2.6.3. Amotivation

Human behavior is largely influenced by amotivation and Kingston et al. (2006) state that amotivation is characterized by a total absence of motivation. Therefore, athletes suffering from amotivation no longer have a reason for sports participation. In their perception, no correlation exists between their actions and the purpose when participating in sport is no longer evident to individuals (Alexandris et al., 2002). Continuous failure in sport results in amotivation (Whitehead, 1993). Amotivation represents a lack of intention to engage in behavior. This is accompanied by feelings such as incompetence and a lack of connection between one's behavior and the expected outcome. Athletes who are amotivated may be heard to be saying things such as 'I can't see the point in training- it just makes me tired' or 'I just don't get the buzz from

competition anymore'/ Such athletes exhibit a sense of helplessness and are highly prone to dropping out.

2.7. Theory of Motivation

2.7.1. Content Theories of Motivation

Needs are the unfulfilled physiological or physical desires of an individual. Content theories of motivation use individual needs to explain the behaviors and attitudes of people at work. Although each of the following theories discusses a slightly different set of needs, all agree that needs cause tensions that influence attitudes and behavior.

A. Hierarchy of Needs Theory

Abraham Maslow's theory of human needs that work in the area of human "need" is a keyfou dation. A need is aphysiological or psychological deficiency a person feels the compulsion to satisfy. According to his hierarchy of human needs, Lower order needs includephys iological, safety and social concerns, and higher order needs include esteem and selfactualiza tion concerns. Where aslo wer order needs are desires for social and physical well being, the higher orders needs represent a person's desires for psychological development and rowth. (Kreitner andKinick,1992:p167)

Two principles are central to Maslow's theory about how these needs affect human behavior. The deflect principle holds that a satisfied need is not a motivator of behavior. People are expected to act in ways that satisfied deprived needs that is needs for which a deficit exists. The progression principle holds that a need at one level does not become activated until the next lower need is already satisfied (Leopold,2002,p111).

B. ERG theory

One of the most promising efforts to build on Maslow's the ERG theory. Propose by ClaytonAlderfer. To begin his theory collapses Maslow's five needs categories into three. Existence needs are desires for physiological and material well being. Relatedness needs are desires for satisfying interpersonal relationships. Growth needs are desires for continued physiological growth and development. Alderfer's ERG theory also differs from Maslow's theory in otherrespects. This theory does not assume that lower level needs must be satisfied before higher level needs become activated. According to ERG theory, any or all of these three types of needs can influence individual behavior at a given time. Alderfer also does not

assume that satisfied needs lose their motivational impact.

C. Two Factors Theory

Fredrick Herzberg's two factor theory of fers another frame work understanding the motivational implications of work environments. The theory associates hygiene factors, or source of job dissatisfaction, with aspects of job context. That is "dissatisfies" are considered more likely to be a part of the work setting than of the nature of the work it self. The hygiene factors include such things as working conditions, interpersonal relations, organizational policies and administration, technical quality of supervision and base wage or salary.

Hertberg's two factor theories would argue that improving the hygiene factors can make people less dissatisfied with these aspects of their work. But they would not in themselves contribute to increase in satisfaction. To really improve motivation, Hertzberg advises managers to give proper attention to the satisfier factors. As part of job content the satisfier factors deal with what people actually doin their work. By making improvements in what people are asked to do in their jobs.

Hertzberg suggests that jobsatisfaction and performance can be raised. The important satisfier's factors include such things as a sense of achievement, feelings of recognition, a sense of

responsibility, the opportunity for advancement, and feeling of personal growth. Furthe more, Hertzberg's advice to managers is stilltimely. Always correct poor context to eliminate actual or potential sources of job dissatisfaction; and be sure to build satisfier factors into job context to maximize opportunities for job satisfaction.

D. Acquired Needs Theory

In the late 1940s David McCall and his colleagues began experimenting with the Thematic Apperception (TAT) as away examining human needs. McClelland identified three needs that are central to this approach to motivation. Need for achievement is the desire to do something better or more efficiently, to solve problems or to influence their behavior, or to b responsible for them. Need for affiliation is the desire to establish and maintain friendly and warm relations with other people. According to McClelland, people acquire or develop these needs over time as a result of individual life experiences and performance. Managers are encouraged to recognize the strength of each need in them and in other people. Attempt can then be made to create work environments responsive to them, and then people high in the need for achievement.

2.5.2. Reinforcement Theory

Reinforcement theory states that behavior that results in rewarding consequences is likely to be repeated, where as behavior that results in punishing consequences is less likely to be repeated. Four types of reinforcement strategies are generally used by managers to influence the behavior of employees:

Positive reinforcement: it is the administration of a pleasant and rewarding consequence follwinga desiredbehavior people generally will expend considerable energy to gain positive rewards (pay bonuses, recognition, time off with pay, accommodations, promise of arise, etc) which they desired.

Negative reinforcement: sometimes, termed as avoidance learning, negative reinforcement occurs when an unpleasant or undesirable situation in removed or withdrawn following some behavior. A supervisor, for example may continually reprimand and harass an employee untilthe employee beings performing a job correctly. If the employee continues to perform the job correctly in the future then, the removal of the unpleasant situation is said to have negatively reinforced effective job performance.

Extinction: is an effective method of controlling undesirable behavior. It refers to non reinforcement. It is based on the principle that if a response is not reinforced, itwill eventually disappear. Extenuation is less painful than punishment because it does not involve the direct application of an aversive consequence.

Punishment: is a control device employed in organization to discourage and reduce annoying behaviors of others. It can take either to two forms. There can be withdrawal or termination of a desirable or rewarding consequence of there can be unpleasant consequence other a behavior is performed punishment reduces the response frequency it weakens behavior.

2.5.3. Process Theories of Motivation

This is another theory that can help mangers understand individual differences better and dealposi tively with work force diversify. The equity, expectancy, and goal setting theories eachafter ad vice and insight on how people actually make choice to work hard or not, based ontheir indivi dual preferences, the available rewards, and possible work outcomes.

A. Equity Theory

The essence of the theory is that perceived inequity is a motivating state. That is when peoplebelieve that they have been in equitably treated in comparison to others, the theory suggests theywill try to eliminate the discomfit and restores a sense of equity to the situation. It

typicallyoccurs when ever mangers allocated extrinsic rewards, especially monetary incentives or payincreases. In equities occur when ever people feel that the rewards received for their work are un fair given the rewards other persons appear to be getting. The comparison points may be coworkers ingroup workers elsewhere in the organization, and even persons employed by other or ganizations.

B. Expectancy Theory

The expectancy theory of motivation asks central question; what determines the willingness of an individual to work hard at tasks important to the organization? In response to this question, expectancy theory suggests that "people will do what they can do when they want to do it. More specifically, Vroom, citied by Horn p. 291 suggests that motivation to work depends on the relationships between the three expectancy factors such as:

Expectancy: a person's belies that working hard will result in a desired level of task performance being achieved (this is sometimes called effort performance expectancy)

Instrumentality: a person's belief that successful performance will be followed by rewardsa nd other potential out domes

Valence: the value a person assigns to the possible rewards and other work related outcomes.

Expectancy theory posits that motivation expectancy, instrumentality and valence are relatedto o ne another in a multiplicative fashion that means:

Motivation= expectancy x instrumentality x valence

C. Goal Setting Theory

Motivation is result of rational and international behavior. The direction of a behavior is a function of the goals individual sets and their efforts toward achieving these goals. The theorysug gests that managers and subordinates should establish goals for the individual on a regularbasis. These goals should be moderately difficult (in fact, people will expend more effort toeach the more difficult goals it they have been rewarded for mastering difficult tasks in the

past) and very specific (specificity is enhanced by setting goals into quantifiable terms) moreover, they should be of a type that the employee will accept and commit to a completing. Goal acceptance is simply the degree to which individual accept goals as their own. Goal commitment is the dedication which individuals extend toward reaching the set objectives. Rewards should be linked directly to reaching the goals.

2.6. How can Athletes maximize their Motivation?

Motivation is the foundation all athletic effort and accomplishment, without your desire and determination to improve your sports performances, all of the other mental factors, confidence, intensity, focus and emotion are meaningless. To become the best athlete you can be, you must be motivated to do what it takes to maximize your ability and achieve your goals. Motivation, simply defined, is the ability to initiate and persist at a task. To perform your best, you must want to begin the process of developing as an athlete and you must be willing to maintain your efforts until you have achieved your goals.

Motivation in sports is so important because you must be willing to work hard in the face of fatigue, boredom, pain, and the desire to do other than. Motivation will impact everything that influences your sports performance: physical condoning, technical and tactical training, mental preparation, and general lifestyle include sleep, diet, school or work, and relationships. The reason motivation is so important is that it is the only contributor to sports performance over

which you have control. My there are there things that affect how well you perform. First, your ability, which includes your physical, technical, tactical and mental capabilities. Because ability is something you are born with, you can't change your ability so it is outside of your control. Second, of the competition influences performance. Contributors to difficulty include the ability of the opponent and external factors such as an "away game" crowd and weather such as temperature, wind, and sun. You have no control over these factors.

Finally, motivation will impact performance. It is also the only factor over which you have control. Motivation will directly impact the level of success that you ultimately achieve. If you are highly motivated to improve your performances, then you will put in the time and effort necessary to raise your game. Motivation will also influence the level of performance when begin a competition. If they are competing against someone of nearly equal skill, it will not be ability that determines the outcome. Rather, it will be the athlete who works the hardest, who does not give up, and who performs their best when it counts. In other words, the athlete who is most motivated to win.

Signs of low motivation.

There are several signs of low motivational: Lack of desire of practice as much as you should, Less than 10% effort in training, Skipping or shortening training effort that is inconsistent with your goals. Accessed from www.sports psychologytoday.com/…sports…/goalsetting-and- self motivation on 25july 2012

2.7. Psychology and performance

Sport psychology performance-enhancing techniques in football are increasingly well recognized for their value. Having discovered what motivates you found a mission or creed and set goals there are several performance enhancing techniques to help achieve these goals. These include relaxation and breathing techniques, mental imagery, concentration and focus, positive self-talk, and confidence building (Caudill, D, Weinberg R, Jackson A 1983).

Better breathing: Increases blood flow, improves the circulation, reduces risk of injury and decreases the recovery time after a match or training session. Two useful techniques are circle breathing and progressive relaxation. Clear the mind of all distractions and relax. Then breathe

slowly in through the nose from the center of the body, which is behind the belly button, drawing air upwards to fill the lungs. Breathe in for about four seconds, hold for about two seconds and then breathe slowly out for four seconds. Repeat 5-10 times. Perhaps the most simple yet important techniques to regulating anxiety is breathing (William, 1986 common for athletes to take short quick breathes when confronted with a stressful event or situation such as rehabilitating injuries.

Progressive relaxation involves tensing and relaxing each muscle from the neck to the ankles. Tense the muscle whilst breathing in, hold and relax on exhaling. The aim is to gradually relax each muscle, and so relax the whole body. There are other relaxation methods, such as meditation and also methods of controlling the circulation and heart rate. One of the most potentially damaging aspects of anxiety for athletes is muscle tension (Weinberges, Gould D 1995).

Imagery: involves imagining a particular action in your mind before actually doing it. For example, before attempting to take a penalty, imagine yourself scoring by kicking the ball exactly where you want it to go. This method can also be used in learning new skills, such as a dribbling trick (Murphy S. 1996).

2.8. Psychological Skills and Strategies

This component of the model consists of the various psychological skills and strategies the athlete adopts to be able to create, and reach the ideal performance state. Different athletes use different types of skills, and can depend on the previous component existing of fundamental attributes. Typical psychological skills are goal-setting which in turn can consist of specific

process goals, relaxation strategies, self-talk, mental rehearsal, imagery, mental preparations, pre-performance and performance routines, automatization of routines, association/dissociation strategies and attributions. These psychological skills work along with other psychological skills and are used by the athlete in order to facilitate the performance to reach peak performance in a task specific ideal state (Gould, 1996).

2.9. Adversity Coping Strategies

The athlete also needs to be able to deal with different types of adversities, and this by using various adversity strategies. This because of the athlete can deal with many types of stressors,

ranging from injury to travel demands, and other expectations that lies within the athletic atmosphere. These strategies can be developed as well as the previous psychological skills, and includes emotion-focused coping, problem-focused coping, cognitive restructuring, and avoidance strategies (Tenenbaum, 2004).

These methods are further used by athletes according to (Tenenbaum, 2004) to appraise the environmental pressure that enable appropriate processing of information and decision making. These strategies can further be concretized to strategies as relaxation techniques, goal-setting, process goals, imagery, self-talk, attribution patterns and different associative and dissociative strategies. Many of these strategies in the components of adversity strategies are the same as the psychological skills strategies. The main difference is the way in which they are used, and can depend on the purpose of why the strategy is being adopted (Ibid, 2004)

2.10. Training

Among the works written about the subject of training young middle distance runners, Loprinzi, Greenwood, and Cornwell (2012) summarize the subject well. From their conclusions: We suggest that, when feasible, coaches individualize and employ periodization into their runner's training regimen. Additionally, it may be beneficial to limit the intensity and frequency of training in the off-season and, to assess for overtraining, evaluate the runner's motivation and mood levels, as well as morning heart rate.

To reduce the likelihood of injury, coaches should employ a systematic training regimen and runners are encouraged to develop their core strength and wear appropriate running shoes. (p. 35) Most important among these tenets is the principle of individuality: "Training should be directed and tailored to the individual, taking into account the strengths and weaknesses and how these

weaknesses can be addressed as development proceeds" (Kennedy, Knowles, Dolan, and Bohne, 2005, p. 42). Coaches should also be aware of the different responses to training that younger runners may have compared to more mature athletes (Bar-Or, 2012). While children are trainable, they may not develop as an adult would in similar training conditions (Bar-Or, 2012; Lemura, von Duvillard, & Carolinas, 1999). Additionally, their bodies do not adjust to warmer temperatures as well as those of adults, and thus may need more time to acclimatize (L. E. Armstrong et al., 1996).

2.10.1. Intensity and Volume

A strong debate exists between the proponents of various training philosophies advocating either high-intensity, low-volume or high-volume, low-intensity training programs (Enoksen, Shalfawi, & Tønnessen, 2011; Helgerud et al., 2007; Seiler & Tønnessen, 2009). In their review of the literature in this area, Nielsen, Buist, Sørensen, Lind, and Rasmussen (2012) found no definite correlation between running-related injuries and the volume, duration, intensity, and frequency of training.

More training–either through increased intensity or volume–is not necessarily better. A study from Garcin, Fleury, and Billat (2002) found that highly trained athletes' physiological characteristics did not improve after adopting a more difficult interval training regimen, and their rating of perceived exertion (RPE) for equivalent workloads actually increased over that time. Nor is long, slow distance necessarily advisable: "in order to prevent overloading of the metatarsals in adolescent runners, excessive mileage at jogging pace should be avoided" (Fourchet et al., 2012, p. 685). Coaches often strive to achieve a balance between these approaches (Laursen, 2010), but the primary purpose of this work is to provide practical advice for coaches for the administration of young athletes' training programs, not to advocate specific training philosophies.

Tapering

Tapering is the process by which an athlete reduces his or her training load for a period of time prior to an important competition in order to improve performance. A taper that reduces volume– but not intensity–is an effective tool for improving race performance (Mujika, 2010; Mujika & Padilla, 2003). In a meta-analysis of the literature regarding the tapering process for athletes, Bosquet, Montpetit, Arvisais, and Mujika (2007) concluded that "a two-week taper during which training volume is exponentially reduced by 41–60% seems to be the most efficient strategy to

maximize performance gains" (p. 1364). Even a three-week reduction in training has been shown to have no negative effect on endurance training adaptations (Houmard et al., 1990).

Warm-up

Although almost every coach mandates that his or her athletes perform a warm-up routine prior to practices and competition, few understand the scientific basis for such an activity. Warming up may help to avoid next-day soreness (Law & Herbert, 2007), but the literature regarding warm-

ups and stretching does not indicate that they lead to a reduction in injuries (Thacker, Gilchrist, Stroup, & KimseyJr, 2004; van Mechelen, Hlobil, Kemper, Voorn, & de Jongh, 1993). Static stretching, i.e. reaching down to touch the toes, is not an effective warm-up technique.

In fact, static stretching prior to a race may actually increase the energy cost of running and thus hurt performance (J. M. Wilson et al., 2010).Although performing dynamic stretches, i.e. high knees, may not improve elite runners' race performance (Wunderlich, 2012; Zourdos et al., 2012), they are a much more effective warm-up protocol than static stretching for young athletes (Faigenbaum, Bellucci, Bernieri, Bakker, & Hoorens, 2005) and distance runners in general (Leon, Oh, & Rana, 2012). Regarding stride-outs, i.e. short runs of increasing speed and intensity, performed as part of a warm-up routine Ingham, Fudge, Pringle, and Jones (2013) showed that running two 50 m stride-outs followed by a 200 m run at race pace as a warm-up improved 800 m time trial performance more than running six 50 m stride-outs.

Equipment

Middle distance running is a relatively inexpensive sport; however, there are many misconceptions regarding the few pieces of equipment required to participate. Products can be purchased as needed, but most will have little or no real impact on performance. Athletes may feel that they prefer a product even when it provides no real benefits. In a study comparing conventional socks to the fitted socks often sold at running specialty stores, Purvis and Tunstall (2004) found that the subjects preferred the specialty socks; however, they produced no physiological advantage and the runners still described the conventional sock as comfortable. Ali, Creasy, and Edge (2010) found a similar "comfort only" effect with compression socks, made popular by professional athletes like Paula Radcliffe, although Kemmler et al. (2009) did find that they significantly improved running performance. Lower body compression garments may improve some physiological measurements, but have not been shown to improve performance (Dascombe, Hoare, Sear, Reaburn, & Scanlan, 2011). Manufacturers often advertise

clothing made of synthetic material as some kind of aid for sweat evaporation, but there is no evidence to suggest that these garments aid thermoregulation or comfort during exercise (Gavin, 2003). Treadmills should only be used as a last resort for training. In their study, LaCaille, Masters, and Heath (2004) found that the treadmill setting was rated as least satisfying, while resulting in the highest RPE and slowest performance time. Alternately, the outdoor route resulted in the highest levels of positive engagement, revitalization, tranquility, and course satisfaction, while also yielding the lowest levels of physical exhaustion and RPE. (p. 461)

Footwear

Training shoes can significantly alter adolescent runners' biomechanics (Mullen & Toby, 2013), but athletes are often confused by marketing approaches. Running shoes are often sold as a way to either increase comfort or avoid injury, yet there is no valid evidence to justify manufacturers' practice of focusing on pronation control or amount of cushioning (Richards, Magin, & Callister, 2009). Enke, Laskowski, and Thomsen (2009) found that almost three fourths of the adolescent cross country runners they surveyed claimed that arch type was most important factor when buying running shoes, but only a little more than one half knew their own arch type; this lack of self-knowledge holds true for recreational runners in general (Hohmann, Reaburn, &Imhoff, 2012).

Athletes should wear what feels comfortable for them, not what costs more. Clinghan, Arnold, Drew, Cochrane, and Abboud (2008) found that "low- and medium-cost running shoes in each of the three brands tested provided the same (if not better) cushioning of plantar pressure as high-cost running shoes" (p. 189). One notable exception to this rule may apply if similar styles are available as models for both children and adults. Forrest, Dufek, and Mercer (2012) found that these versions differed sharply in their composition and kinematic effects, even among the same size. They recommend using the adult version when available. Although significantly different from true barefoot running (Bonacci et al., 2013), the use of so-called "minimalist" running shoes has attracted attention from some researchers, primarily because runners who prefer such footwear may be more likely to use a forefoot strike pattern–that is, they hit the ground with the ball of the foot first, followed by the heel (Goss & Gross, 2012).

Some researchers have associated this pattern with a reduced risk of overuse injury (Daoud et al., 2012), but the use of minimalist footwear has not yet been shown to have a corrective effect on habitual rear foot strikers (TenBroek, Rodrigues, Frederick, & Hamill, 2013), and can pose a risk for bone injury (Ridge et al., 2013). According to a review of the literature by Goble, Wegler,

and Forest (2013), "current evidence is insufficient to indicate that barefoot runners are faster, perform better, or are any less prone to injury than shod runners who prefer a heel-striking gait" (p. 53). As suggested by Nigg and Enders (2013), "the important aspects of performance and/or injuries are more related to (a) individual preference and (b) individual running style,

independent on whether the athlete runs in shoes or barefoot" (p. 6). In some cases, customized shoe or theses may improve the comfort levels of athletes with chronic injuries (Hirschmüller et al., 2011).

2.10.2. Supplementary and Alternative Training

Specificity is an important part of a training program: Cross-training programs involving activities such as biking or swimming, for example, are not as effective at improving performance as a specific running program (Foster et al., 1995). Middle distance runners may still benefit from other forms of training, however:

- ☐ Well-designed, sport-specific resistance and strength training such as plyometric exercise can improve anaerobic performance without any significant negative effects on aerobic performance (Mikkola, Rusko, Nummela, Pollari, & Hakkinen, 2007; Sedano, Marín, Cuadrado, & Redondo, 2013; Yamamoto et al., 2008).
- ☐ The uses of a periodized core training program can also benefit runners (Fredericson & Moore, 2005).
- ☐ Balance training programs can significantly reduce the incidence of ankle sprains, a common running injury (McGuine & Keene, 2006).

2.10.3. Competition

To some extent, "the differences in variability of race times between types of race, ability groups, age groups, and sexes probably arise from differences in competitive experience and attitude toward competing" (Hopkins and Hewson, 2001, p. 1588). In other words, experience and competitiveness will affect an athlete's race time more than most factors. There can also be no doubt that environmental factors, such as altitude and climate, can significantly affect competition performance (Hollings, Hopkins, & Hume, 2012). Among athletes with similar experience levels and competitiveness, however, oftentimes it is not the fastest runner who wins a championship middle distance race but rather the athlete with the best tactics (Thiel, Foster, Banzer, & De Koning, 2012). Coaches, then, should stress the importance of effective racing strategies.

2.10.4. Scheduling

When deciding appropriate events for individual runners, it important to understand that the label "middle distance" includes a wide range of competitions requiring distinct skills and tactics. Different races utilize various energy systems: The longer the race, the more aerobic energy is required; conversely, the shorter the race, the more the athlete's body relies on anaerobic power (Brandon, 1995; D. Hill, 1999). Athletes who participate in middle distance races can come from a variety of backgrounds; therefore, not all athletes who are suited for one race may be suited for the other.

Additionally, the traditional schedule for many athletics competitions is structured for the organizers' convenience, not the athletes'. Coaches should be aware of the time required to recover between races, especially during meets held in warmer temperatures: "Youth athletes are capable of tolerating the heat and performing reasonably well and safely in a range of hot environments if they prepare well, manage hydration sufficiently, and are provided the opportunity to recover adequately between contests" (Bergeron, 2009, p. 513). Runners who compete in multiple events may prefer to adopt a more conservative race strategy (Brown, 2005).

Drafting

Although minimizing distance is an important factor in successful middle distance running (A. M. Jones & Whipp, 2002), runners can position themselves slightly off the outside shoulder of other athletes during competition to draft off of them. For their master's theses, Corvalán-Grössling (1995), Arnett (2002) and Bailey (2011) measured the psychological and physiological effects of drafting off of other runners at various angles. All three found distinct advantages to the tactic. Not only did it reduce the oxygen need for the following runner, but running at a slight angle on the outside shoulder decreased his or her RPE, even though that method produced no physiological benefit over following directly behind. Even if the drafting runner is clearly better than the person he or she is following, it still makes sense to draft, since it takes away the possibility of the weaker athlete using the same drafting strategy (Pitcher, 2009)

Pacing

Pacing strategies for elite performances in middle distance running events differ markedly between events, with shorter races requiring faster starts and longer races necessitating more careful control of pace (Tucker, Lambert, & Noakes, 2006). While it is theoretically possible to

achieve one's best performance with a simple "all-out" strategy in a middle distance race (Morton, 2009), this is often not the case in practice, and consistent and deliberate pacing is essential for young runners. Runners with an excellent recall and recognition of their own pace fare better in terms of timed performance (Takai, 1998).

As athletes gain experience, they develop an internal clock that allows them to accurately gauge their speed and predictably run prescribed splits (Green, Sapp, Pritchett, & Bishop, 2010). Even well trained runners tend to slow their pace somewhat in the later stages of a race (Abbiss & Laursen, 2008). Starting with a more conservative pace will allow the athlete to run faster near the middle-to-late portions, when other runners tend to tire and slow down (Muehlbauer, Schindler, & Panzer, 2010). If a runner is struggling with the physical task of shifting his or her running pace during a race, try to focus on form as a means of changing pace.

For runners between the ages of five and 12 years old, increased stride length is more closely correlated to faster times than increased stride frequency (Cox & Beller, 2011, April). Above a certain speed, however, frequency ultimately becomes more important than length (Dorn, Schache, & Pandy, 2012). Runners are more likely to achieve this increased frequency by focusing on moving the recovery leg back to active position, rather than trying to "push off" the ground with more force (Kadono, Ae, Suzuki, & Shibayama, 2011).

800 m. physiologically, the 800 m is more similar to the 400 m dash than other middle distance races (Brandon & Boileau, 1992; Hanon & Thomas, 2011), and it requires significant anaerobic capabilities (Deason, Powers, Lawler, Ayers, & Stuart, 1991). In theory, 800 m runners often attempt to run their second lap as fast as their first, but in practice, this usually is not the case; thus, most models of this race prescribe a slightly faster first lap than second (Prendergast, 2002; Reardon, 2013). Even so, runners should be well aware of the physical demands for this event, and pace themselves accordingly.

1,500 m-Miles. The 1,500 m, 1,600 m, or full mile run is typically held near the conclusion of a meet. Runners must find a balance during the start: It must be fast, to maximize oxygen intake at early in the race, but not too fast, as to prevent them from being able to surge at around the 1,200 m mark (Hanon, Levêque, Thomas, & Vivier, 2008; Hanon, Levêque, Vivier, & Thomas, 2007). Almost inevitably, the third lap will be the slowest (Noakes, Lambert, & Hauman, 2009), but runners should be able to anticipate and plan for that portion of the race. 3,000-5,000 m.

While experienced runners in shorter races like the 800 m almost always run their second lap slower than the first, the body's need for homeostasis during longer races will require a more thoughtful pacing strategy (Tucker et al., 2006). Though Gosztyla, Edwards, Quinn, and Kenefick (2006) suggested that runners in races 3,000 m and above should hypothetically begin their race at a slightly faster pace than their anticipated race pace, younger athletes are likely to do this anyway, given their inexperience.

CHAPTER THREE

3.   RESEARCH METHODS

This chapter is the heart of the study which presents the design of the study, study population and sampling, data collection instrument, data collection procedure and data analysis.

3.1. Research Design

The study was adapts a cross-sectional design. For achieving the research objectives the researcher was used cross-sectional study involving both qualitative and quantitative data to explore the practices and challenges of athletes' motivation of middle distance runners of selected Oromia athletics clubs. Cross-sectional was selected as research design because the researcher collects the data at once of the opportunity it provides the researcher to collect data from different sources.
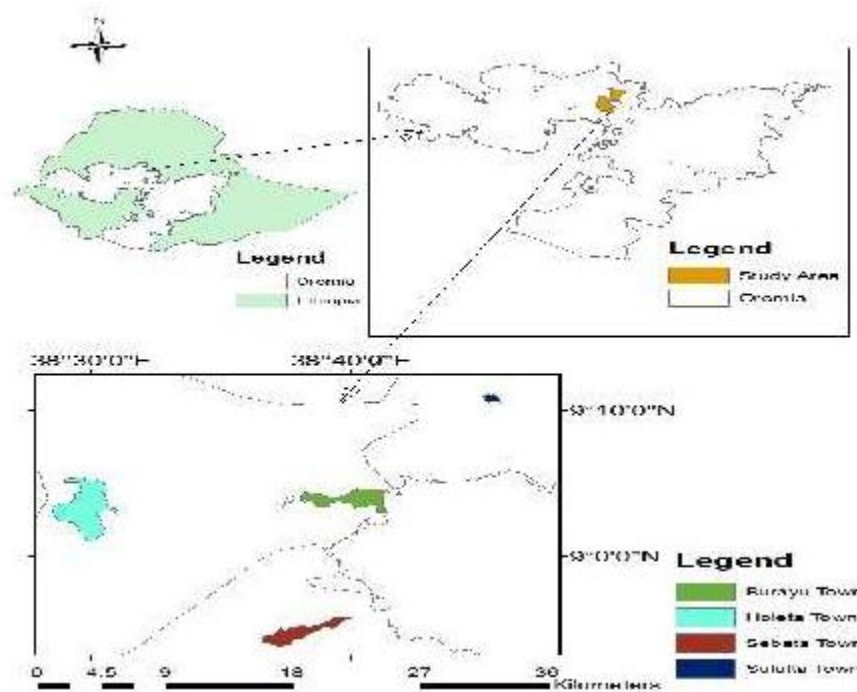
3.2. Study area

Figure 3.1. Map of study area around Finfine, Ethiopia.

Study area was selected by convenience sampling method. Holeta, Komishini Police Oromia, Sululta, Dhabata Bishan Oromia, Burayu, Sebeta, and Dhabata Binensaf Bosona Oromia athletics clubs are found in central Oromia regional state, they have similar altitude and temperature. Holeta Genet is a town and separate woreda in central Ethiopia. Its located in the Oromia Special Zone Surrounding Finfinne of the Oromia Region, it has a latitude and longitude of 9°3′N 38°30′E and an altitude of 2391 meters above sea level.

Sebeta is a town and separate woreda in central Ethiopia, and a suburb of Addis Ababa. Located in the Oromia Special Zone Surrounding Finfinne of the Oromia Region, this town has a latitude and longitude of 8°54′40″N 38°37′17″E and an elevation of 2,356 meters (7,730 feet) above sea level.

Sululta in the region of Oromia Region is located in Ethiopia - some 11 mi (or 18 km) north of Addis Ababa, the country's capital city. Addis Ababa is the capital city of Ethiopia and the African Union and is often called the "African Capital" due to its historical, diplomatic, and political significance for the continent. Located in the foothills of the Entoto Mountains and standing 7,726 feet (2,355 meters) above sea level, it is the third highest capital in the world. It is located in the geographic center of the country.

3.3. Target Population

The target populations of the study were all the seven selected of Oromia athletics clubs which include Holeta, Komishini Police Oromia, Sululta, Dhabata Bishan Oromia, Burayu, Sebeta, and Dhabata Binensaf Bosona Oromia athletics clubs, with both males and females middle distance runners and middle distance Coaches of selected Oromia athletics clubs. Generally there are (67) six-sty seven middle distance runners and (7) seven middle distance coaches are there in all seven (7) clubs.

3.4. Sample Size and sampling Techniques

The athletics clubs were selected using simple random sampling while study participants were selected from each club using census. For qualitative part convenience sampling was used. Among the existing 16 athletics clubs in Oromia regional state the researcher selected (7 athletics clubs) Holeta, Police Oromia, Sululta, Dhabata Bishan Oromia, Burayu, Sebeta and Dhabata Binensaf Bosona Oromia athletics clubs by using convenience sampling technique.

here were (67) six-sty seven middle distance athletes and (7) seven middle distance coaches in the selected athletics clubs. All middle distance coaches and middle distance runners were taken since their number is manageable. Thus the researcher was used the availability or census sampling technique.

Table.3.1. Selected

No	Name Of Athletics Clubs	Total Population (N)					
		Middle Distance Athlete			Middle Distance Coach		
		M	F	T	M	F	T
1	Holeta	2	2	4	1	-	1
2	Burayu	6	6	12	1	-	1
3	Komishini Police Oromia	6	6	12	1	-	1
4	Dhabata Bishan Oromia	6	5	11	1	-	1
5	Dhabata Binensaf Bosona Oromia	6	6	12	1	-	1
6	Sbbbbulta	5	5	10	1	-	1
7	Sebeta	3	3	6	1	-	1

3.5.Data Type and Source

Both Secondary and primary data sources were used for this study. The primary data is considered as a new because collection is made for the first time hence, original in character (Kothari, 2004). Primary data was collected through survey questions and interview. Secondary data was extracted from documents such as public procurement manuals and reports of pervious researches.

3.6. Data Collection Instrument

To get reliable information from the research participants; Questionnaire and interview were used as data collection. All items in the questionnaire were crafted so as to collect the necessary data on the variables from together all the necessary information from middle

distance athletes and coaches. The interview was conducted to gather data from middle distance coaches

A. Questionnaire

The researcher developed the questionnaire consulting literature written on sport motivational scale (SMS-28). The most important literature that the researcher found to consult is the one written by Luc et al. (1995). The questionnaire consisted of 28 items that tested all the variables under investigation. The questionnaire was given to all middle distance runners of selected athletics clubs. For farther information see appendix-A

The study variables in the questionnaire were measured by five-point Likert scale, consisting of a statement to which subjects was indicates one of the five responses: 1= does not correspond; 2= corresponds a little; 3= corresponds moderately; 4= corresponds a lot; 5= corresponds exactly. In order to avoid language barrier or misapprehensions and to achieve validity of questionnaire administration, all items were translated into Afaan Oromo.

B. Interview

The researcher interviewed each participant individually and recorded the interviews with the participant's knowledge and consent. The average time per interview was 32 minutes. The researcher designed a semi-
structured interview guide based on previous qualitative research (Carter& Bloom, 2009; Mallett & Hanrahan, 2004). The interview guide included questions and follow-up
probes about training-related motivations, perceptions, and experiences in the training program. Thick and rich description was used to capture participant perceptions and experiences in as much detail as possible and to contextualize the results (Atkinson, 2000; Sparkes, 2002).

3.7. Pilot study

Before the actual data collection, pilot study was conducted to see the validity and reliability of the instrument. Thus, a pilot test conducted on fifteen athletes and two coaches who were not participated in the study. As it is mentioned above, the main purpose of pilot study was to see the reliability of the items, the time given, the consistency and content an item. The reliability test of the value of alpha coefficients was greater than 0.7; all items were found between the ranges of 0.84 to 0.827 which shows high reliability. Accordingly, the format and order of the question was improved and editing was done both by the researcher and other experts.

3.8. Method of Data Analysis

The collected data was quantitative and qualitative. This data was organized, analyzed, interpreted systematically by applying descriptive and inferential statistics. Descriptive and binary logistic regression analysis and followed both quantitative and qualitative methods. There are three objectives in data analysis; getting a feel for the data, testing the goodness of the data, and answering the research questions. Establishing the goodness of data lends credibility to all subsequent analysis and findings because it measures the reliability and the validity of the measures used in the study (Sekaraom 2003).

Having gathered, the data was checked adequately for reliability and clarification. The data was analyzed using quantitative techniques, where by the findings would be presented in the form of Predictor variables by logistic regression modeling, and frequency distribution tables, pie charts while qualitative techniques were incorporated in the study to triangulate and facilitate description and explanation of the findings. The collection data were entered into a computer and analyzed by the researcher using statistical package for social sciences (SPSS version 25). Finally, based on the findings and conclusions reached, recommendations were drawn as research output.

3.9. Dimensions of Problem Identification

After reviewing the literature, two dimensions were assessed to explore the practice and challenges of athlete motivation of middle distance runners of selected Oromia athletic clubs. Based on the qualitative dimension eight semi-structured questions were developed and quantitative dimension made up of 28 factor questionnaire was adapted to identify the problems and measure the level of impact. Each question was based on a 5-point weighted Likert scale as shown below: 1 = does not correspond at all,, 2= correspond a little,, 3 = correspond moderately, 4 = correspond a lot and, 5 = correspond at all

In order to measure the level of impact, the three dimensions: administrative issues, coach related issues and athlete related issues (Cooper, 2016). The researcher left the administrative issue and took the rest of the two. Thus, the middle distance athletes and middle distance coaches. The impacts of each problem were measured by the respondents based on the dimensions were provided on the questionnaire. Inferential statistics on the responses from the relevant respondents were used to undertake the needed measurements. Statistical Package for Social

Sciences (SPSS) version 25 was used to perform the analysis.

Variables

One dependent variable was used: athlete performance. There were also three independent variables referring to different aspects of sports motivation. These were: operationalized according to self-determination theory as intrinsic motivation to know, to accomplish and to experience stimulation; extrinsic motivation by identification, introjected extrinsic motivation and extrinsic motivation by external regulation, and amotivation.

3.10. Ethical considerations

In conducting this study, every important ethical issue was taken into account. First, before entering into the actual data collection, a formal letter was received from the Department of sport science. Then, the letter was given to Holeta, Komishini Police Oromia, Sululta, and Dhabata Bishan Oromia, Burayu, Sebeta and Dhabata Binensaf Bosona Oromia athletics clubs, Oromia athletics federation, club administrators. They admitted and permitted the study to be conducted. Afterwards the participants were asked to participate in the study after they were given a brief explanation about the purpose of the study. Accordingly, with a great inspiration responded that they were ready to participate. Every effort was made to keep participants anonymous and confidentiality. Moreover, every source that was used in this study was acknowledged.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

4.1.Response Rate

The questionnaire was administered to 67 athletes, and 7 middle distance coaches of the athletics clubs. Prior to the presentation of this data, 67 questionnaires were planned to be administered. Consequently, 67(100 %) of the respondents returned the questionnaire 67(100%) of the responses were accepted and used for this research. Interviews were also used as one means to collect information for this research. The researcher prepared seven semi-structured interview questions and they were provided to seven respondents. The results were discussed together with the quantitative data.

4.2.Demography of the respondents

The blow table shows socio-demographic characteristics of the respondents i.e. sex, age, training experience and educational level. To start with their gender, all of the respondents under consideration were male coaches (100%).

Table 4.1. Demographic characteristics of the respondents

	Category	**Frequency**	**Percent (%)**
Sex of the respondent	Male	34	50.7
	Female	33	49.3
	Total	**67**	**100**
Age of respondent	18- 20 years	27	38.6
	21- 23 years	34	48.6
	24-26 years	6	8.6
	Total	**67**	**100**
Training experience of respondent	0-2 training years	16	22.9
	3-5 training years	48	68.6
	6-8 training years	3	4.3
	Total	**67**	**100**
Level of education	Primary school	29	42
	Complete grade 10	13	21
	Grade 10+1-10+3	17	25
	Bachelor degree	8	12
	Total	**67**	**100**

As table 4.1 shows, from the total of 67 respondents 34 respondents were male representing 50.7 % of the population, whereas the numbers of female's respondents were 33 representing 49.3 % of the respondents. The demography is represented in the above table 4.1.This indicates, both sex were involved to fill the questionnaires. When it was compared the involvement of each sex based on their population, out of 67 middle distance runners male's athletes 34 were selected and 33 females athletes were selected to fill the questionnaires. This implied that according to their number, the sex composition of respondents showed; there was fair distribution to answer the research questionnaires.

As table 4.1 shows, the whole population is above 18 and according to the raw data collected 38.6 % of respondents belong to the age group ranging from 18-20 years, 48 % belong to the 21 – 23 years, and 8.6 % of respondents belong to the 24 – 26 years group. This showed that the age distribution was fair combination having senior who could share their experience middle aged people who were active and participative as well as young people who were energetic. In general all the respondents were in a reasonable age to answer what they were asked appropriately. This showed that the data the research was based on logical responses of respondents who were in a reasonable age. Graphically the age distribution looks like in the above table 4.1.

Table 4.1. Shows, 22.9% respondents whose training experience between 0-2 training years, 68.6% respondents between 3 and 5 training years and 4.3% respondents between 6 and 8 training years. This indicated that most of the athletes were young 68.6% as compared to the other age categories in the Clubs.

As table 4.1 shows, the educational level of respondents range from primary education to under graduates. The level of education of the athletes was 42% athletes were between grade one and eight, 21% of the respondent's complete grade 10th, 25% athletes had 10+1 to college diploma and the rest 12% athletes had Bachelor degree. The distribution showed that the majority of the respondents had educational status which enables them respond the questionnaire logically which in turn adds to the reliability of the information gathered for this research. The above table 4.1 shows this status.

One can be understood from this distribution, the percentage of low level of education was very low and 58% of the population were above high school which in turn showed that respondents responded of reasonable and the data was collected from them was logical.

4.4. Data analysis and Interpretation

The first, second and third questions of the study, aiming to determine whether know intrinsic motivation, accomplish intrinsic motivation, experience stimulation intrinsic motivation, identified extrinsic motivation, introjected extrinsic motivation, external regulation extrinsic motivation and amotivation, was analyzed with the binary logistic regression analyses. The results were represented in table 4.2.

Table 4.2. Predictor variables by binary logistic regression modeling

Predictor Variables	β	S.E.	Wald	d.f	P-value	Exp.β /OR/	95% C.I. for Exp.(β)	
							LL	UL
Intrinsic motivation (ref)								
Know intrinsic motivation	5.9	2.21	7.2	1	.007*	37.4	4.93	28418.1
Accomplish intrinsic motivation	1.9	1.1	2.96	1	.085	6.6	.769	56.5
Experience stimulation Intrinsic motivation	1.7	.83	4.07	1	.044*	5.28	1.048	26.55
Extrinsic motivation (ref)								
Identified Extrinsic motivation	1.9	.59	10.43	1	.001*	6.7	2.107	21
Introjected Extrinsic motivation	7.6	3.14	5.85	1	.016*	19.7	4.216	920883.5
External regulation Extrinsic motivation	.65	.621	1.1	1	.295	1.92	.568	6.471
Amotivation	2.25	1.28	3.08	1	.079	9.5	.77	116.3

OR= Odds Ratio, d.f =Degree of freedom, LL=Lower Level, UL=Upper Level, CI=Confidence interval,

Ref: reference category, Significant (P-value < 0.05), β=parametric / correlation coefficient /*

As table 4.2.Showed generally the significant label (confident error) looking for values less than 0.05. These are the variables that contribute significantly to the predictive ability of the model. In this case there are two significant variables (know intrinsic motivation p= 0.007, Experience stimulation intrinsic motivation P= 0.04) in this data major factor influencing whether athletes

report having a problem of intrinsic motivation are known intrinsic motivation and experience stimulation intrinsic motivation. Because these two items showed significantly influence the athlete's motivation as the data clearly showed. On the contrary, accomplish intrinsic motivation did not contribute significantly because (accomplish intrinsic motivation P= 0.085). This indicate that the p-value is greater than 0.05. In other words the confidence interval is 'between' LL=4.93 to UL=2842.1. Similarly the variable in the β-value of Experience stimulation Intrinsic Motivation showed a positive β-value (1.7). This indicates that the more experienced stimulation Intrinsic Motivation the less likely motivation the athletes have. The other one significant categorical variable (know Intrinsic Motivation) the β value is positive, that is (5.9) this suggested that likewise the athletes have less likely motivation.

The other useful piece of information on the variables in the equation table is provided in the Exp. (β) column. These values are the odd ratio (OR). The odd ratio represents the change in odds of being in one of categories of outcomes and when the values of predictor increases by one unit. In this data the odds of the athletes are answering does not correspond at all, correspond a little and correspond moderately they have intrinsic motivational problem is 37.4 times higher for someone who report having problem of intrinsic motivation than an athlete who doesn't have. The intrinsic motivation an athlete gets is also a significant predictor, according to the significant value (p=0.007). The odd ratio for this variable is 37.4, a value greater than 1. This indicate that the less intrinsic motivation an athlete gets the more likely he/she is to report intrinsic motivation problem.

For the odds ratio Exp. (β) shown in the variable in the equation table there is 95%confident interval displayed giving a lower value and an upper value. Thus, in this data the confidence interval for intrinsic motivation (know intrinsic motivation OR=37.4) ranges from LL=4.93 to UL=2842.1. So, although calculate the OR as 37.4, consequently 95% percent confident that the actual value of OR in the population lies somewhere between LL=4.93 to UL=2842.1 quite a wide range of values. The confidence interval in this case does not contain the value of 1; therefore, this result is statistically significant at P<0.05. In line with this, the group focus interview also confirmed that most of the coaches and athletes were give emphasis for the material satisfaction and commitment of the sport.

Conversely, regarding extrinsic motivation as the table 4.2 showed looking for values less than 0.05. These are the variables that contribute significantly to the predictive ability of the model. In this case, these are two significant variables (Know Extrinsic motivation P= 0.001, Introjected Extrinsic motivation P= 0.016). in this data the major factor influencing whether athlete report having a problem of Extrinsic Motivation are; identified Extrinsic Motivation and Introjected Extrinsic motivation because these items showed significantly influence the athlete motivation as the data briefly indicated. On the other hand, external regulation Extrinsic motivation did not contribute significantly because P>0.05 this is (external regulation Extrinsic Motivation p=0.295). This displayed that the p-value is greater than 0.05. In other words this one variabledid not statistically significant.

On the other way, to confirm this argument the one significant categorical variable. Introjected Extrinsic motivation and Identified extrinsic motivation showed a positive β value (7.6 and 1.896). This indicates that the more ntrojected extrinsic motivation and identified extrinsic motivation the less likely motivation the athletes have. In addition, the other useful information in the variables in the equation table is provided in the Exp. (β) column. These values are the odd ratio (OR). The odd ratio represents the challenge in odds of being in one of categories of outcomes and when the values of a predictor increases by one unit. In this data the odds of the athletes are answering does not correspond at all and correspond a little they have motivational problem is 6.7 times higher for someone who reports having problem extrinsic motivation than an athlete who does not have.

The extrinsic motivation an athlete gets is also a significant predictor, according to the significant value (P=.001). The OR for this variable is 6.7 a value greater than 1.This indicate that the less extrinsic motivation an athlete gets the more likely he/she is to report extrinsic motivation problem. For the OR Exp. (β) show in the variable in the equation table there is 95% confident interval displayed giving a lower value and an upper value. Thus, in this data the confidence interval for extrinsic motivation (identified extrinsic motivation OR=6.7, ranges from2.1 to 21). So, although the calculation OR as 6.7 accordingly 95% confident that the actual value of OR in the population lies somewhere between 2.1 to 21 quite a wide range of values. The confidence interval in this case does not contain the value of 1; therefore the result is statistically significant a P<0.05.

The other variable amotivation, its p-value is P=0.079. Thus, it is greater than the confidence error of P=0.05. From the fact that this is statistically insignificant. Possible solution, According to interview the subjects suggested that providing short and long term courses for the coaches, this make the couches to update their skill and knowledge and also the athletes benefit too much and to improve their performance. Besides the federation should support continuously and give feedback in order to bring the clubs fruitful and lifelong. The managers had to been controlled and monitored by the regional and national athletics federation. Moreover, expertise of sports psychologists had been employed to give guidance and councilling. The clubs should build gymnasium, standardized running track.

Likewise as the interview asserted that most of the respondents responded that lack of facilities such as less availability of materials, equipment's, standardized track, gymnasium, finance, lack of sports psychologists in the clubs and coaches had not been offered training, coaches did not documented the athletes profile as well and excessive training with managers the aforementioned factors affect the middle distance runners performance.

Interview for coaches

What method you use to motivate your athlete?
They use extrinsic motivation more like; Show the famous athlete activity and techniques, Call athletes name in the training and motivate athlete before, during and after the training, psychologically prepare athlete for the training, during training call the athlete's name to tell the athletes to increase their time.
What are the major factors affect the athletes' motivation in your club?
As coaches put it, all these bodies should work hand to hand in order to meet the objectives they are after. Clubs must enable athletes achieve their maximum potential by providing conductive situation and most importantly the right coach and real competition opportunities. One of the coaches mentioned in this regard, "The coaches need to empower his/her athletes for an actual exposal whose have a real encounter with other athletes and competition situations. Federations should make athletes sure that they are competing for what is best for everyone, so that they benefit from competing, and so on."
Those concerned bodies are all the parts of the whole which make everything meaningful. One of their parts is absent or isn't functioning well, all the other parts suffer. So, the smoother the

interaction is the meaningful and efficient the process" Coaches have listed the factors that affect middle distance training process

What are the possible solutions for the aforementioned problems?

According to coaches suggestions the following measures can help to alleviate the problems: Providing their coaches all the proper trainings/courses so that they can update their knowledge of coaching, Coaches should devise a controlling mechanism by which they control their athletes so that athletes will not bias their training process in unplanned and unsupervised personal trainings, frequent competitions and from other improper actions, Clubs should find a way to possess materials and equipment at least to the very minimum limit, Every professional at the club should be given professional freedom so that job interference will not be a problem, Coaches should improve their relationship with athletes by improving and applying a proper coaching philosophy, Federations and clubs should work on developing policy to control athletes, competitions, safety and professional ethics.

Is their psychologist in your club? If say yes the importance, if no, disadvantage.

There is no sport psychologist in our clubs not in our club only as the national. If the psychologist is there very good for our athletes, psychologically they become strong. When we say this sometimes some athletes have potential but in case of psychological factors they lose. So, sport psychologist has greater role in the clubs.

What is your satisfaction as a coach of the team?

As a coach when my athletes participate on Olympic, champion's league, and Diamond league competition and also when they achieve them objectives or goals I satisfy.

Every activity is not done without motivation, when we motivate our athletes the activities is done in a simple way so without motivation is too hard. In athletics athletes must motivate by coaches to achieve the goal of coaches; we believe when we motivate our athlete we gain our objective.

4.5. Discussions

This part of the study deals with the discussions of the results so that the finding is addressed in line with the previous studies the researcher's critical insight. Accordingly, the finding of the practice and challenges of athlete motivation of middle distance runners of some selected Oromia athletics clubs had indicated that; intrinsic motivation with statistical P-value (Know intrinsic motivation p = 0.007, experience stimulation intrinsic motivation p =0.044), Therefore

this category shows that Intrinsic motivation affect the middle distance runners performance. The performance of middle distance runners were affected by intrinsic motivation due correlated

with their performance. (Tosi et al., 1990) claim that intrinsic motivation inspires participation without external incentives and acts as a driver to participate in sport as a result of beliefs and the value that is found in doing the activity. Duda (1996) in Ryska (2003) stated that int risic motivation positively influences athletes' attitudes in terms of the sociability factor. Study isolates that intrinsic motivation as a mediator of the relationship between transformational leadership and sports performance, suggesting that transformational leadership may enhance intrinsic interest in the task (Charbonneau, Barling, & Kelloway, 2001). Athletes with higher levels of intrinsic motivation perceived that their coaches provided high frequencies of positive and informationally based feedback and low frequencies of punishment-oriented and ignoring behaviors (Amorose & Horn, 2000).

In addition, statistical P-value (Identified with Extrinsic motivation P = 0.001, Interjected Extrinsic motivation P = 0.016) showed that statistically significant. Therefore in this study mostly which affected the middle distance runner's performance is extrinsic motivation. Coaching behaviors have a positive influence on athletes' intrinsic and self-determined extrinsic motivation through psychological processes (Mageau & Vallerand, 2003).

Thus, as the findings briefly depicted: the reward system was not tied to athlete performance, athletes' involvement indecision making process was non participatory, the athletes were mistreated, suggestion and grievance were unsatisfactory and feedback on performance was not properly carried out. As a result, these down their level of dedication and commitment to perform. Consequently, it weakens the clubs to be achieving its objectives.

Moreover, the results obtained from qualitative data indicated that lack of facilities such as less availability of materials, equipment's, standardized track, gymnasium, finance, lack of sports

psychologists in the clubs and coaches had not been offered training, coaches did not document the athletes profile as well and excessive training with managers affect the middle distance runners performance. This finding has also compared with work of other scholars in the following way. (Gilligan Frank, 2000:121) Those who are highly motivated are more likely to learn and practice skill than those who are not. Athletes who are motivated both intrinsically and extrinsically can be better than those who are not. Because motivation by itself is a drive force inside or outside the performer's task but the motivation must not be too little or too high it must be optimal.

The previous study that were conducted in Debre Berhan, Addis Abeba and Arsi Zone Asela Bekoji by Arefayne Mesfen, and Genanew Timerga (2017) on the factors that affect distance runner performance found that weather condition, families economic source, motivation factor from coaching, styles of the coach, the scope of the study area practice, socio economic characteristics, the practice of biological recovery, performance, body mass index (BMI), nutritional value, starting age of athletics and each training session such as warming up unit, main (fitness and skill) unit and cool down unit are among the factors which affect distance runners performance. Hence, my finding agrees with this result since motivational factors affect the athlete performance in both inquiries.

In addition, the study conducted by Ethiopian athletics federation (Getnet, 2012)on factors affecting athletes motivation identified that, the intrinsic and extrinsic factors are important Motivational factors, the reward system is not tied to work place, praise to well performance found to be less, treatment of athletes, is not compatible to other similar federation which also resembles this study. Furthermore, Niguse (2012) studied the challenges that affects the performance of the athlete is also shortage of equipment and facilities, limitation of training place, event specific knowledge of the coaches on long distance running which relates to the extrinsic factors of this finding. In a nutshell, this inquiry focused on middle distance runners, confirmed that intrinsic and extrinsic motivation affected the athletic performance which is also in line with the work other scholars on the issue.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a summary of key findings of the study presented according to the objectives of the study. Conclusions are drawn from the findings and recommendations are given to help improve the practice of middle distance runners of Oromia athletics clubs.

5.1. Summary

Based on the analysis and interpretation of the data and the findings of the motivational variables. The intrinsic motivation and extrinsic motivation reference; Intrinsic motivation affect the middle distance runner its p-value less than 0.05 that is p=0.007. This indicated that statically significant likewise, experience stimulation intrinsic motivation p=0.044. The performance of middle distance runners were affected by experience stimulation intrinsic motivation due correlated with their performance.

In line with this, the extrinsic motivation, the independent variable identified extrinsic motivation and introjected motivation p=0.001, p=0.016 respectively this showed that statistically significant, which affected the middle distance runners performance. On the contrary, amotivation was not significant because p=0.079 that is greater than the value of p=0.05. Based on the data was gathered from qualitative it was matched with the quantitative data. The respondents responded that athlete do excessive training with managers, lack of facilities, finance, and professional coaches and standardized running track and professional sport psychologists more likely affected the middle distance runner's performance.

Thus, as the findings briefly depicted: the reward system was not tied to athlete performance, athletes' involvement indecision making process was non participatory, the athletes were mistreated, suggestion and grievance were unsatisfactory and feedback on performance was not properly carried out. As a result, these down their level of dedication and commitment to perform. Consequently, it weakens the clubs to be achieving its objectives.

5.2.Conclusions

The main purpose of this study was to explore the practice and challenges of athlete motivation of middle distance of Oromia athletics clubs. In order to conduct this study sixty seven middle distance runners and seven coaches were selected from seven Oromia athletics clubs. The study was adapts a cross-sectional design. For achieving the research objectives the researcher was used cross-sectional study involving both qualitative and quantitative approach. The researcher basically, conducts this research to answer the following basic questions and to meet the objectives that come in line with it.

Based on the data that the researcher obtained and analyzed. The following basic points were forwarded as a conclusion:

☐ The intrinsic motivation reference, intrinsic motivation affect the middle distance runner its p-value less than 0.05 that is p=0.007. This indicated that statically significant likewise, experience stimulation intrinsic motivation p=0.044. The performance of middle distance runners were affected by experience stimulation intrinsic motivation due correlated with their performance.

☐ The extrinsic motivation, the independent variable Identified extrinsic motivation and Introjected motivation p=0.001, p=0.016 respectively this showed that statistically significant, which affected the middle distance runners performance.

☐ On the contrary, amotivation was not significant because p=0.079 that is greater than the value of p=0.05. Based on the data was gathered from qualitative it was matched with the quantitative data. The respondents responded that lack of facilities, finance, professional coaches and standardized running track, professional sport psychologists and managers who overloaded the athletes' training were more likely affected the middle distance runner's performance.

☐ Based on the data was gathered from qualitative it was matched with the quantitative data. The respondents responded that athletes do excessive training with the managers, lack of facilities, finance, camps, transportation, professional coaches and standardized running track and professional sport psychologists more likely affected the middle distance runner's performance.

☐ The study result showed that more than the average proportions of the athletes were presently in the demotivated category. Because, the research findings indicated that the majority of the respondents regarding their motivation to perform was existed at a low level.

5.3. Recommendations

Based on the aforementioned conclusion the following recommendations were drawn:

➢ The Oromia athletics federation should supervise regularly and support the clubs.

➢ The Oromia athletics federation should find sponsorship from NGO's such as; Nike, Adidas, Coca Cola…etc. and try to build standardize track.

➢ Clubs should employee professional sport psychologists and professional who have prepared the athletes' documentary profiles.

➢ Coaches should treat athletes positively, follow up and give feedback and regularly evaluate their progress.

➢ The athletes should be trained accordingly, scientifically overall acceptable time, space etc.

➢ The managers/who mediate the athletes with the others/ who facilities, to participate in foreign competition ought to contact with federation and come through the willingness of the federation.

➢ As much as possible the stake holders should facilitate distance runners, for instance materials, equipment's, finance, sport suit, etc.

➢ Coaches should be paid well and athletes.

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Questionnaire for middle distance

Dear athletes, the purpose of this questionnaire is to collect information about the practice and challenges of athletes' motivation in middle distance runners and to suggest affirmative solution and possible recommendation based on the findings. To get essential information, your honest and sincere cooperation in responding to each question is very important to meet the intended objective. Thus, feel free and confidential in giving your responses knowing that the responses are used for the purpose of the research only and do not be given to any other third body.

General direction

1. You do not need to write your name
2. Individual data will be kept confidential

Thank you for your heart felt cooperation in advance

General profiles of the trainees

i. gender   M_____ F _____   your Age _____years

 ii. Training Age/ experience/ _____ years

ii. Name of your club_____

iii. Educational level

A. Primary education   B. Complete grade 10th   C. 10+ 1t0 College Diploma   D. Bachelor degree

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

Does not correspond at all=1, correspond a little=2, correspond moderately=3, correspond a lot=4, correspond at all=5

	Why do you practice your Sport?	1	2	3	4	5
1	For the pleasure I feel in living exciting experiences.					
2	For the pleasure it gives me to know more about the sport that I practice.					
3	I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it.					
4	For the pleasure of discovering new training techniques.					
5	I don't know anymore; I have the impression of being incapable of succeeding in this sport					
6	Because it allows me to be well regarded by people that I know.					
7	Because, in my opinion, it is one of the best ways to meet people.					
8	Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.					
9	Because it is absolutely necessary to do sports if one wants to be in shape.					
10	For the prestige of being an athlete.					
11	Because it is one of the best ways I have chosen to develop other aspects of myself.					
12	For the pleasure I feel while improving some of my weak points.					
13	For the excitement I feel when I am really involved in the activity.					
14	Because I must do sports to feel good myself.					
15	For the satisfaction I experience while I am perfecting my abilities.					

16	Because people around me think it is important to be in shape.					
17	Because it is a good way to learn lots of things which could be useful to me in other areas of my life.					
18	For the intense emotions I feel doing a sport that I like.					
19	It is not clear to me anymore; I don't really think my place is in sport.					
20	For the pleasure that I feel while executing certain difficult Movements.					
21	Because I would feel bad if I was not taking time to do it.					
22	To show others how good I am good at my sport.					
23	For the pleasure that I feel while learning training techniques that I have never tried before.					
24	Because it is one of the best ways to maintain good relationships with my friends.					
25	Because I like the feeling of being totally immersed in the activity.					
26	Because I must do sports regularly.					
27	For the pleasure of discovering new performance strategies.					
28	I often ask myself; I can't seem to achieve the goals that I set for myself.					

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Kim M. Tuson and Marc R. Blais, 1995

KEY FOR SMS-28

2, 4, 23, 27,   Intrinsic motivation - to know

8, 12, 15, 20,   Intrinsic motivation - to accomplish

1, 13, 18, 25,   Intrinsic motivation - to experience stimulation

7, 11, 17, 24,   Extrinsic motivation - identified

9, 14, 21, 26,   Extrinsic motivation - introjected

6, 10, 16, 22,   Extrinsic motivation - external regulation

3, 5, 19, 28,   Amotivation

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Interview for coaches

Dear coaches, the purpose of this questionnaire i
s to collect information about the practice and
challenges of athletes' motivation in middle distance runners and to suggest affirmative solution
and possible recommendation based on the findings. To get essential information, your honest
and sincere cooperation in responding to each question is very important to meet the intended
objective. Thus, justifying free and confidentially in giving your responses knowing that the
responses are used for the purpose of the research only.

Educational level

a. Certificate ----------------   b. Diploma--------------

c. Degree --------------------   d. Masters-------------

E. Others, specify_____   f. Experience in years _____

Field of study

a. Sport science _____   b. Social sciences _____

c. Natural science _____   d. coaching _____   e. Other _____

Interview questions for coach

1. Is their psychologist in your club? If say yes the importance, if no, disadvantage
2. What is your satisfaction as a coach of the team?
3. What method you use to motivate your athlete?
4. Do you think motivating athlete is driving to achieve your aims? If so, why? If not, why?
5. What kind of motivation you use before, during and after Training?
6. How you use motivation during preparation, competition, and transition period according to your plan? How do you rate them?
7. What are the major factors affect the athletes' motivation in your club?
8. How to select athletes for rewards?