

JIMMA UNIVERSITY  
COLLEGE OF NATURAL SCIENCE  
DEPARTEMENT OF SPORT SCIENCE



FACTORS AFFECTING FIELD EVENT ATHLETES PERFORMANCE IN  
SELECTED OROMIA REJION ATHLETICS CLUBS

BY

BY: HABTAMU GIRMA DEBELE

OCTOBER, 2019  
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ATHLETICS CLUB

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## **Acronyms**

<b>(IOC)</b>	International Olympic Committee
<b>(ENSP)</b>	Ethiopia national spot policy
<b>(IAAF)</b>	International Association of Athletics Federation
<b>(MYSC)</b>	Ministry Of Youth, Sports and Culture of Ethiopia
<b>(EER)</b>	Estimated Energy Requirements
<b>(DRI)</b>	Dietary Reference Intakes

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## **Abstract**

*The purpose of the study was to investigate some factors affecting Athletes performance of Oromia region Athletics clubs*

*Data were collected through questionnaire and interview 40 respondents participated from four selected Oromia athletics club as the source of data. 30 Athletes, 10 coach and administrative officials were participated in the study. The design of the study was qualitative and quantitative and the cross sectional survey method was used.*

*The data collected were organized, entered in to Spss version then analyzed, tabulated and interpreted using descriptive statistics.*

*The finding of the study concluded that the coaching style, Methodology of training, some implementation of instruction during training, leadership, and lack of facilities and equipment were identified as the major factors that affects field event athletes' performance athletics in Oromia region.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

This chapter deals with the background of the study ,the statement of the problem, objective of the study, significance of the study, delimitation, limitation of the study, definition of terms as used in the research document and organization of the study

Athletics is an exclusive collection of sporting events that involves competitive running, jumping, throwing and walking; the most common types of athletics competition are track and field, road running, cross country running and race walking. The simplicity of the competition, and the lack of a need for expensive equipment's, makes athletics one of the most commonly competed sports in the world. Organized Athletics are traced back to the Ancient Olympic Games from 776 BC, and most modern events are conducted by the member clubs of the international Association of Athletics Federations. (Wikipedia, the free encyclopedia) The word athletics is derived from the Greek word "Athol's" meaning "contest" or "task" initially. The term was used to describe Athletics contests in general. I.e. sporting competition based primarily on human physical feats. In the 19thcentury in Europe, the term Athletics acquired a more narrow definition and describe sport involving competitive running, walking, This definition continuous to be the most prominent one in the United Kingdom and the most of the areas of the former British Empire. Furthermore, foreign words in many Germanic and Romance languages which are related to the term Athletics also have a similar meaning. Since its foundation in 1912, the international governing body for Athletics has been the international association of Athletics Federation (IAAF). It was initially known as the International Amateur Athletics Federation but changed later its name to reflect towards professionalism in the late 1970s.

The IAAF currently has 213 member nations and territories, which are divided into six continental areas (or area associations), that includes Asia, Africa, Europe, Oceania, North America and South America. From the six continental areas of Athletics associations one of the continent is Africa. So, the confederation of African Athletics (CAA) was founded in 1973 and the confederation of African Athletics will hold a key role with the international association of

Athletics federation for the development of Athletics in Africa.(<http://www.webcaa.org>)The sports within Athletics do not have their own independent governing bodies at either international or continental level and, instead, all falls under the Athletics authorities.(Wikipedia, the free encyclopedia) Although the exact roots of Ethiopian Athletics cannot be retraced back accurately, it is widely believed that the sport was extensively practiced in schools and military camps before1897.(<http://eaf.org.et>) Ethiopian first participated at the Olympic games in1956, and has sent athletes to compete in every summer Olympic games since then ,except forthe1976, 1984, and 1988 Games. Ethiopian Athletes have won a total of 38 medals, all in Athletics. National Olympic committee of Ethiopia was founded in 1948. (<http://en.wikipedia.org/>) Excellence in Athletics is among the top few subject matter Ethiopia is known for around the world. The reputation started to build back in the day of Abebe Bikilla who stunned the world by winning the marathon event setting a world record of 2:15:16.2 while running bare foot Yes running barefoot and it was the first ever marathon Gold medal for Africa. And he became the first Athlete in the world to win back to back Olympic marathon titles when he entered the finish line in 2 hours and 11.2 second at the subsequent Olympic in Tokyo in 1964.Since then, Ethiopia has produced countless hours heroines. (<http://www.ethiopianmillennium.com/>In order to improve and keep the performance of the Athlete we need to have different performance strategies. William J. Kraemer and Ana L. Gomez (1997) stated that, each athlete brings to the specific sport completion a set of physiological and psychological strategies. A performance strategy includes that attributes that the Athlete brings to the competition, (e.g. body mass, height, muscle fiber type, and anxiety levels). Genetic inheritance, along with training, contributes to the status of the available strategies. How the Athletes uses them or integrates them in a performance dictates the degree of success. Some attributes, such as height cannot be trained. Each sport has a specific set of demands for success based on the characteristics and rules of the game or competition. The determinants of success in each sport have changed as rules have changed in many sports, however, success can build on several attributes once the sports skills are solid in athletics. Most sports have complex demand, One Athlete may succeed using one set of strategies while another succeeds in the same sport using a different set. sports today are a function of genetic in heritage, accomplished sport skills, psychological skills, and physical conditioning. In order to excel, the athlete should bring to his or her sport an entire strategy, which can be enhanced by physical conditioning and by

## 1.2 Statement of the Problem

In Ethiopia field event athletics is practically unknown and it is overshadowed by long distance athletics. In a country of over 100 million people it is difficult to say that the talent and capacity for field event athletics is absent. So far there are no reports of Ethiopians fulfilling the minima of the championships conducted out of the country so far. Thus, the main statement of this study is that what could be the factors affecting field event athletes performance in Ethiopia that hindered the development and eventual success of field event athletics in Ethiopia to make it as popular as the long distance-athletics of the country.

In the fast change world, the increase in public expectation from sport sector creates changes in the sport policy. Consequently, these changes will have effect in the overall sport fields. So, in order to keep with these changes, the organized training centers in many sport activities have become the call of the day. In line with this, Ethiopian National Sport policy has been experiencing reforms in different depth, and breadth explicitly focusing in training talented youths on either boarding or non-boarding based training centers, to produce elite athletes with various fields of athletics including specific events that the country is not yet well known (ENSP, 2004). In conformity to this, ENSP (2004) further disclose and puts, register great achievements of international standard by tapping the overall sports activity within the community and in particular from among the youth by creating awareness and participation amongst them''. To this effect, appropriate implementation of the program can favorably influence the overall development of the country's sport in many aspects. To happen and see as expected talents identification, proper recruitment procedures, research, specific knowledge based training, setting within reachable goals, competent and effective organizational structure etc are preconditions, as Sharkey (1986) agreed.

Actually, for some it would be too early to conduct research on the matters of this training center. However, the expectation of the whole stakeholder is up to the largest extent comparing it with the previous results scored in an unorganized manner, on individualized basis. In fact, if we fail to signify the bottleneck on time, afterward it gets worsen and becomes hurdles of a marathon. Besides, spotting early the well-built side of the practices would be a good lesson for all sport professionals in the areas of coaching, sport physiology, sport administration, sport psychology, sport medicine, sports pedagogy, and physical education...etc. In view of the fact that it is the

only national athletic training center, which is believed to be a role model for other regional athletic training centers, and also for the newly opened Ethiopian National Sport Academy in Addis Ababa. From this notion, the researcher argument pivots on the fact that Ethiopian field event athlete's performance would repeat what track event athletes have achieved. Provided that the journey of field event athletes preparation is conducted under well-organized and equipped athletics training center, worked together in harmony with all stakeholders. Again, it is necessary to repeat at this stage that, from well-organized structure of athletics training sector a great deal is anticipated in order to keep and continue the achievements in more steps-up and various fields of athletics.

In this study the researcher:

Identify what the factor affecting of field event athletes performance.

Try to make the suitable facility and equipment for field event athlete's performance in oromia region athletics clubs.

Try to improve the skill of coaches' problems exists in the process of coaching.

### **1.3 Research Questions**

This research was answering the following research questions.

What is the major factors affecting field event athletes performance in oromia athletics clubs?

What was the skill of coaches' problems exist in the process of coaching?

To what extent facility and equipment are available in oromia athletics clubs?

### **1.4 Objectives of the Study**

#### **1.4.1 General Objective**

The general objective of the study to assess the factors affecting field event athletes Performance in Selected Oromia Rejoin Athletics Clubs.

#### **1.4.2 Specific objectives of the research**

The specific objectives of the study were as follows

To assess the major factors affecting field event athlete's performance in oromia athletics clubs.

To identify the skill of coaches' problems exist in the process of coaching?

To what extent facility and equipment are available in oromia athletics clubs?

## **1.5. Significance of the study**

The primary interest of the research is on the factors affecting field events athletes' performance like throwing and jumping in oromia region athletics club and to identify the factor affecting field event athletes performance. The researcher believes that this research work is significant in the following ways:- Assess the major factors affecting field event athlete's performance be used as a feedback for stakeholders and practitioners so as make them to be aware of the problems coaches and trainee athletes face, to investigate the follow up of the stake holders and invite other scholars to undertake a large scale research in the area of administration and coaching club athletes.

## **1.6 Delimitations**

This study has been carried out at oromia region athletics clubs in oromia regional state with both male and female trainees in field event athletes who are around 19-25 years old. Factors affecting the performance of athletes have been studied. The study covers a population of 26male and 14 female trainees in the four club site. Seems mandatory and in valuable to make study at national level. However, the resource and financial constraints of the researcher has obliged to the study only on ORAC trainers .The researcher has intended and planned to work with those 28male and 12 female trainees' participants in the clubs. In relation to the researcher interest, competence, financial power and time constraints the study had been delimited only to the issue of the relevancy of factors affecting athlete's performance.

## **1.7. Limitations**

The availability of reliable data for any research is an important input for success and achievement of the final outcome of the research work. Any study undertaken for the first time depends to a large extent on previous knowledge, the availability of up-to-date and pertinent research materials and other essential device. The availability of information dealing with these things would help to facilitate and strengthen the study under consideration. It should be noted that it is common to encounter a problem related to data not being easily available and reliable because the instrument used may not themselves be absolutely accurate. Inadequacy of available relevant research material is one of the limitations encountered in this study. In addition to, the

scarcity of sufficient books and literature in the area of study was the major short coming that the researcher encountered during the execution of the study.

### **1.8. Operational Definition of Terms**

**Athlete:** - Someone who has the abilities necessary for participating in physical exercise, especially in competitive games and races or a participant in track or field events.

(Dictionary of sport and exercise science, 2006)

**Athletics:** track and field sports which embrace events in jumping, running and throwing

<http://www.athleticsdb.com/index>.

**Field event:** athletic event which comprises jumping (long jump, high jump, triple jump and pole vault) and throwing events (javelin, discus, hammer and shot put).

**Performance:** is an actual ability and potential capacity of and athletes which is an observable behavior of athletes in training and completion ( Hanin, 2000).

**Athletics Club** is an association of people united by a common interest or goal. There are clubs devoted to hobbies and sports, social activities

**Trainee:** a person being trained for athletics.

**Training:** is a systematic process with the objective of improving an athlete's fitness in a selected activity



## **CHAPTER TWO**

### **REVIEW LITERTURE**

During preparation and actual match day, many factors can or will influence individual players performance, team performance and of course the final result. This paper attempts to describe these various factors involved in determining athletes 'performance.

Humans have participated in sport like activities since the earliest days of existence .Perhaps not as sports are viewed currently. But running during a hunting brigade or jumping over a stream involved motions that are still used today. With the introduction of competitive sports most notably from the Greeks and Romans, Scientists began looking for to improve athletic performance and ultimately, to win, anatomists and kinesiology professionals have discovered many internal factors that contribute to sports performance such as muscle fiber type, genetics, and VO2 max. In addition to these, external factor such as playing environment, voluntary alcohol usage, sleep, emotions, and the team environment may also influences ports performance.

These specific factors will discuss in greater details.

#### **2.1 The Main Factors of Performance**

- Nutritional factor
- Social factor
- Environmental factor
- Psychological factor

#### **2.2. Nutritional factor**

##### **2.2.1. Nutrition Considerations Athletes**

Nutrition plays a significant role in the performance of athletes. In 2009,a comprehensive review of nutrition and athletic performance was published by three governing organizations related to the field of nutrition. Their position on nutrition and athletic performance is stated as follows. It is the position of the Academy of Nutrition and Dietetics, Dietitians of Canada, and the American College of Sports Medicine that physical activity, athletic performance, and recovery from exercise are enhanced by optimal nutrition. These organizations recommend appropriate

selection of foods and fluids, timing of intake, and supplement choices for optimal health and exercise performance.”(RodriguezN.,DiMarcoN.,LangleyS.,2009).

### **2.2.2. Energy**

Adequate energy intake is essential for maximizing performance. Without adequate calorie consumption, the body will use lean muscle tissue for energy during exercise resulting in poor performance; a greater recovery period will ensue, and a decline in strength over time will occur. Not only will performance be compromised without proper energy intake but the athlete would be at risk for nutrient deficiencies that could lead to osteoporosis, anemia and stunted growth. Many factors influence energy expenditure making it difficult to establish individual energy needs. Age, gender, heredity, body size, the amount of fat free mass (FFM) and type, duration and frequency of exercise all directly influence energy expenditure (Donahoo W., Levine J. Melanson E., 2004). In general, males have higher energy needs than females; additionally, energy needs are greatest in adolescence, decrease with age and increase as greater muscle mass increases. The Dietary Guidelines for Americans (2010) and the Institute of Medicine, have established Dietary Reference Intakes (DRI) for different age, gender and physical activity using Estimated Energy Requirements (EER) equations.

### **2.2.3. Carbohydrates**

Carbohydrates are the most efficient source of energy for the body and are the only source of energy available for anaerobic activity. For this reason, inadequate intakes of carbohydrates will greatly impede sport performance. Additionally, carbohydrates spare muscle tissue, are the primary energy source for the nervous system and help improve and maintain intestinal health (Rosen bloom, C. 2000). The Dietary Reference Intake (DRI) for carbohydrate consumption among adolescent males (ages 14-18 years old) is 100 grams per day (DGA, 2010). The DRI is established as the minimum amount of carbohydrates needed to supply the brain adequate energy to function appropriately. This DRI does not take into consideration the carbohydrates needed to maintain blood glucose during exercise or the need to maintain adequate skeletal muscle glycogen (Petrie H., Stover E., Hors will C., 2004). The more physically active the athlete is, the more carbohydrates that athlete needs to consume. Additionally, the amount of carbohydrates required is dependent on the athlete’s total energy expenditure, gender, type of sport and the

environmental condition in which the athlete is competing (Rodriguez N., Di Marco N., Langley S., 2009). The recommended intake of carbohydrates for athletes ranges from 6 to 10 g/kg/day (Rodriguez N., Di Marco N., Langley S., 2009). In general, athletes competing in endurance activities have higher carbohydrate needs than athletes competing in strength activities. It is recommended that an athlete consume no less than 50% of their calories as carbohydrates (Rodriguez N., Di Marco N., Langley S., 2009)

#### **2.2.4. Protein**

Protein supports the growth, maintenance and repair of body tissues, particularly muscle. Protein makes up enzymes that are needed to facilitate chemical reactions within the body. Protein helps maintain fluid balance, transport nutrients and helps defend the body against disease (Rosenbloom, 2000). For the athlete, protein plays an essential role for muscle growth and recovery following intense training (Phillips S., Moore D., Tang J., 2007). The DRI for protein for 14 to 18 year old males is 0.73 g/kg/day and the Acceptable Macronutrient Distribution Range (AMDR) for protein is 10-35% of total calories (DGA, 2010). Adequate energy intake is essential to maximize utilization of protein specifically for muscle growth and repair (Rosenbloom, 2000). Both endurance and strength exercises influence the protein needs of an athlete. For the endurance athlete, an increase in protein oxidation during exercise provides the basis for an increased protein need.

The recommended protein intake for endurance athletes range from 1.2 to 1.4 g/kg/day. For athletes participating in strength and resistance exercises, adequate protein is essential to support muscle growth and repair. The recommended protein intake for strength athletes range from 1.2 to 1.7 g/kg/day (Phillips S., Moore D., Tang J., 2007). Extensive research has unveiled differences in absorption rates of specific proteins, whey and casein and their relation to sport performance, namely muscle anabolism (Boirie, 1997 & Dangin, 2001). These proteins are both derived from milk but have distinct differences in digestion and absorption. Whey protein is considered a “fast” protein.

Whey is a soluble protein that is emptied from the stomach rapidly resulting in large increase in plasma amino acids over a short duration (Boirie, 1997). Whey proteins therefore ideal for stimulating rapid protein synthesis and is most effective when consumed directly before and after

a workout (Dangin, 2001). Casein protein is relatively insoluble and clots in the stomach, significantly delaying gastric emptying. Casein is considered a “slow” protein (Boirie, 1997). A continual supply of amino acids are released over time as a result of this delayed gastric emptying creating Dietary protein requirements are increased with exercise and

### **2.2.5 Fat**

Fat provides energy to the body serves as an abundant energy reserve and protects and insulates internal organs. Fat is a structural component of cell membranes, a precursor to the hormones testosterone and estrogen and is the carrier of fat soluble vitamins A, D, and E (Rosen bloom, C. 2000). The Acceptable Macronutrient Distribution Range (AMDR) for fat is 20% to 35% of calorie intake (IOM, 2002). Despite the overwhelming evidence of the quintessential role carbohydrates have on exercise performance, researchers have delved into a concept that consuming a high fat, low carbohydrate diet could improve performance to a greater extent. Unlike glycogen, the body has an essentially unlimited storage of energy in the form of lipids (Berning and Steen, 59-72, 2006). Additionally, as the duration of exercise increases, the reliance on lipid energy also increases. The theory is that a high fat diet could improve muscle lipid metabolism during exercise thus sparing muscle glycogen and vastly improving endurance performance (Berning and Steen, pp.59-72, 2006). For example, Vogt and colleagues (2003) found that cycling work output and half-marathon run time were consistent when subjects consumed a high fat diet with a significantly greater contribution of lipids for energy compared to a high carbohydrate diet (Vogt, 2003). 10 Fat provides energy to the body, serves as an abundant energy reserve end protect sand insulates internal organs.

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Langfort et al., (1997) measured the effects of a low carbohydrate, high fat diet on anaerobic exercise. Mean power output and muscle glycogen stores were significantly lower in the low carbohydrate, high fat diet. An in-depth and critical review of the research on a high fat diet compared to a high carbohydrate diet concluded that there is insufficient evidence supporting any benefit a high fat diet could have on sport performance (Jeukendrup, 2003). By virtue of a reduction in muscle and liver glycogen, a high fat, low carbohydrate can be detrimental to performance and should not be warranted (Jeukendrup, 2003). Additionally, the health risks associated with athletes consuming a high fat diet are unknown and additional research should be conducted (Jeukendrup, 2003).

### **2.3. Social factor**

It is perhaps not surprising that high levels of training or practice are required to attain expertise. Research on skill development clearly supports the relationship between training/practice and skill acquisition. Moreover, previous research has identified general rules that outline the progression from novice to expert in a given domain. These include the “10-year rule” (Simon and Chase, 1973) and the power law of practice (Newell and Rosen bloom, 1981).

The 10-year rule. 2 Nurturing sport expertise In a study of expertise in chess, Simon and Chase (1973) indicated that differences between the expert level players (grandmaster player) and lesser skilled players (master and novice players) were attributable to the ability to organize information in more meaningful “chunks” rather than the possession of a superior memory capacity. Based on this finding, the authors suggested that inter-individual variation in performance could be explained by quantity and quality of training. Since then, there have been no reliable differences found between expert and novice performers on static, physical capacities such as visual acuity, reaction time, or memory. However, consistent differences for domain-specific information processing strategies have been identified, thus suggesting that these differences were the result of training or experience.

Singer and Janelle (1999) summarized the characteristics that distinguish the expert as follows:

1. Experts have greater task-specific knowledge.
2. Experts interpret greater meaning from available information.
3. Experts store and access information more effectively.
4. Experts can better detect and recognize structured patterns of play.
5. Experts use situational probability data better.
6. Experts make decisions that are more rapid and more appropriate.

Evidence from perceptual/cognitive sports examined to date implies that in domains where experts and non-experts are distinguished by domain-specific, information processing abilities, these skill differences are better accounted for by in tether

### **2.3.1 Social Support and Physical Activity**

Previous studies have examined the effect of social support either on physical or acculturative stress. Social support is an important resource in social environment to mediate the relationship between psychological and physical problems; people with low social support are likely to have stressful life conditions, and the lack of social support causes their psychological symptoms and physical disease (Schaefer, Coyne, & Lazarus, 1981).

Social support is defined as the comfort, assistance, well-being, and information that individuals receive from formal or informal contacts with societal organization or the other people (Cohen, Underwood, & Gottleb, 2000; Lox, Martin Genies, & Petruzzello, 2006; Wallston, Alagna, DeVellis, & DeVellis, 1983).

While social support has been examined from a one dimensional perspective, there is increasing evidence that the construct is comprised of multiple dimensions (e.g., Lox, Martin Ginis, & Petruzzello, 2006). Given that the multidimensional approach provides a more complete picture of social support, I review that literature and its safe 22T Types and Sources of Social Support Schaefer et al. (1981) examined three types of perceived social support, including emotional, informational, and tangible support, and their relation to physical health status in a sample of 100 men and women 45-64 years old. The result explained that all the variables of social support have a positive effect on physical health. Walls ton and colleague's review (1983) rear types of social support contribute to different outcomes in physical health. Chogahara (1999) surveyed social influences in a multi-dimensional scale on physical activity in a sample of 479 adults aged 55 and older. This study was focused on three resources of support including family, friend, and health expert and three types of support containing companionship, esteem, and informational support. The findings showed that types of social support have different impacts on physical activity of the old. For example, friends in companionship had a higher effect on physical activity of old adults than did family and health experts in companionship support. These studies are consistent with the observed relationship between social relationships and health in the study by Cohen et al. (2000). This study indicated that both the sources and types of emotional, informational, and instrumental support differently influence health risk, recovery from physical illness, and behaviors for health such as exercise, diet, and smoking.

For example, beneficial Information plays a major role in health behaviors related to health-risk situation in that exercise members could provide people with information medical services, food, and risk factors for health ding appropriate program son acculturation stress 23 Recently, Lox et al. (2006) examined social influence on exercise. Their work focused on four sources of support-family members including parents, exercise partners, exercise class leaders, and physicians, and particular five types of support- instrumental, emotional, informational, companionship, and validation support. This study indicated that different sources of support differently influence behaviors of exercisers. And physical activity 23 Recently, Lox et al.(2006) examined social influence on exercise. Their work focused on four sources of support-family members including parents.

### **2.3.2. Instrumental support**

Involves tangible and practical assistances (e.g. spotting equipment at the gym, driving to exercise class, or babysitting). Emotional support provides exercisers with encouragement, comfort, and praise to enhance the levels of physical activity. Informational support involves appropriate program suggestions, directions, and advice from family members, friends, fitness experts or health practitioners. Companionship support provides exercisers with the availability of people such as family, friends, or exercise members. Validation involves the evaluation of exercise process which confirms feelings, experiences problems, and health status compared with other exercisers. Robbins, Stommel, and Hamel (2008) investigated the relationship between social support and physical activity with regard to age and gender differences in a sample of 105 boys and 101 girls. This study was also focused on different sources of support (e.g. family members, peers, gym teachers, coaches) and forms of support (e.g. encouragement and transportation). The findings showed that boys and girls receive different supports from family members according to age and gender.

### **2.3.4. Social Support and Acculturative Stress**

The importance of social support has been emphasized with respect to the sources of social support as well as different types of social support. Schaefer et al. (1981) investigated three types of perceived social support such as emotional, informational, and tangible support related to stressful life events in a sample of 100 men and women 45-64 years old. The findings showed that emotional and tangible supports have to reduce depression and informational support is related to positive morale. Alvan, Belgrave, and Zea (1996) examined the types or sources of social support related to stress in a sample of 77 Latino College students.

The finding revealed that emotional support from friends is more helpful than family when they have difficulties in academic adjustment and face racism. Choi (1997) investigated the relationship between four types of social support (e.g. belonging, emotional, tangible, and self-esteem) and five types of acculturative stress (e.g. family/cultural, immigration, marital, occupational/economic, and parental) in a sample of 271 Korean immigrants. The finding support buffers acculturative stress and decreases depressive symptoms both in men and women. Also, it showed that tangible and self-esteem support help reduce acculturative stress for women.



Finch and Vega (2003) explained the relationship between acculturative stress and social support on physical health in a sample of 3012 Mexican-origin adults.

They found that both instrumental and religious types of social support owed that s. moderate the level of discrimination as acculturative stress on self-rated health. Lee, Koeske, and Sales (2004) investigated the role of sources and types social support on both acculturative stress and mental health. They concluded that family as a source of social support does not serve as a buffer compared with friendship, but both emotional and practical types of social support play a major role in stressful symptoms. Ye (2006) surveyed the relationship between acculturative stress and interpersonal social support related to online use in ethnic social groups with a sample of 112 Chinese international students. The study disclosed that these students with high amounts of emotional and informational support from online ethnic groups have less acculturative stress such as negative feelings, perceived discrimination, and hatred excluding fear social in notabilities

### **2.3.5. Family and Peer Support**

For adolescents, family support is the most important element in their lives. As part of their growth experience, adolescents usually expect a lot of things from their parents. Inadequate support from the parents will likely increase the chance of getting depression among adolescents who get into unfortunate situation with their parents. This occurs because adolescent usually become confused when they expect to get plenty of help and positive reinforcement from their parents, but it does not happen (Stice, Ragan, & Randall, 2004).

Beside family support, peer support also is very important factor for adolescents. Children can expect a lot from their friends. Peer support can be considered as an alternate method of getting social support if the adolescents receive inadequate attention from their parents.

This social support method is not as reliable as family support because young children could easily with draw from their own friends if they become depressed. Another problem arises in this area, when the depressed students isolate themselves from public gatherings. This would prevent those suffering adolescents from getting any social support at all (Stice et al., 2004). Receiving social support is very essential for adolescents to become successful with them and achieve a satisfactory level at school.

### **2.3.6. Gifted Adolescents**

Gifted adolescents also can encounter plenty of problems if they do not get adequate social support. In some cases, intelligent students are sent to residential schools that offer special programming for students who are gifted in math and science. Oftentimes, the family support would be severely limited for those adolescents, because the residential school usually lies far away from home. This kind of schooling is a totally new experience for gifted students, because they are living in the dormitory. Normally, students would experience the dormitory living for the first time when they go to college. At those ages, students are looking forward to seeking independence from their parents. This usually leaves a hole for those adolescents with reduced social support, whereas they have to rely on some people from the residential school (Dunn, Putallaz, Sheppard, & Lindstrom, 1987).

Gifted adolescents usually have to rely on counselors and peers at the school. The counselors usually help those students to ease the transition from home to a residential living situation. In contrast to students who attend regular school, there is a better chance for those gifted students to experience emotional well-being, be in a good physical health, and have a good immune system as long as adequate social support can be provided at the school to prevent or lessen the chance for those people from getting depressed (Dunn et al. 1987)

### **2.3.7. Middle Aged Adults**

The importance of social support continues well into adulthood for everyone. It would benefit a person's general health and immune systems, regardless of whether or not they have a lot of stress. For example, the cardiovascular system would function much better in those adults who have better social support (Uchino, Cacioppo, & Kiecolt-Glaser, 1996). The social contact, familial support, and involvement with leisure activities have significantly demonstrated a relationship with lowering of blood pressure. Contact among family members is the best method of relieving stress. The fellowship among friends is adequate, but not as powerful as family. Strangers have a negative effect on reducing blood pressure. In one study cited in Uchino's article, the individual with many siblings and experiencing low stress was found to be the best possible combination for lower.

## **2.4. Environmental Factors**

### **2.4.1. Environment condition and training**

Weather is the one omnipresent variable in sport. From unexpected windstorms in a cycling race, to a malfunction air conditioning system that renders a basketball gymnasium insufferable, athlete in every sport must train and compete in less-than-desirable environmental condition, success in completion will often depend on how seamlessly the athlete was able to incorporate anticipated climate and other factors in to every day training Routines.

Climate, weather, and the environment condition are term commonly used in describing various external impacts on sporting events and athlete, each word has a distinct and separate meaning from the others. Climate is the recoding and tabulation of weather data over a period of this time. This factor is used to determine the climatic regions of earth, that place that are said to share a common pattern of weather. Weather is the state of atmosphere at a given place of earth at particular time weather includes the temperature, the moisture (both as a percentage in the air and as the type and severity of rain) wind, cloud cover, the presence of phenomena such as storms, and barometric pressure readings. Weather by its nature is an indication of present atmospheric event so forecasted events in the short time.

**Environment condition is the term with broadest meaning in a sport context.**

The environment may be any outdoor or indoor condition that potentially impacts on performance. Environment will include prevailing on conditions, the physical nature of the venue, such as topography or altitude, as well as man-made such as pollution, traffic that impacts on event such as cycling, or noise, such as stadium noise as America marathoner Alberto Salazar humorous observed prior to the 1984 Los. Angeles Olympic race, he varied his training from his training from his usual 100 mi (160 km) Per weeks or more on the roads, to running in place in his garage with his automobile engine running the door closed to better initiate the famous los Angeles smog the runners would encounter on the Olympic race course.

The ability of an Athlete to overcome environment conditions is closely tied to the training concept of acclimatization which requires a focused training approach concerning a specific condition that an athlete accepts to face in an upcoming competition or event. Acclimatization is

rooted in the inherited ability of the human body adapt to its surroundings over time in all circumstances.

Environmental conditions involve one or more different circumstances, as a condition to be faced in regular training or as an anticipated condition that will be encountered at a future time. There are general training principle to be employed to compensate or to overcome each of these environment conditions; some factors are present in only certain types of sports and therefore demand specialized approaches to their resolution environment conditions include warm weather cold weather, cold weather, high altitude, rugged, topography, manmade impacts on air quality, wind speed, rain, time zone changes, in door atmospheric conditions and crowd noise.

Warm weather which is often accompanied by high humidity, is likely the most common adverse environment factor encountered by athletes. Warm weather and humidity are also readily adapted through a gradual introduction of the body to the unaccustomed heat, both day-to-day living in the warmer conditions as well as training. Most heat acclimatization programs suggest training at approximately 50% capacity for the first four to seven days of the program. Most athletes will achieve 75% heat acclimatization within 10 days of commencement, with 100% tolerance within 21 days. All heat training requires a careful attention to hydration (the average adult requires a minimum of 1qt (1l) of fluid replacement per hour in temperature that exceed 75% (24oC) ; heat and humidity will increase the body's production of sweat released as cardiovascular system brings blood closer to the surface of the skin for cooling. Cold weather may be accompanied by snow. Unlike hot weather, which requires the gradual immersion of the athlete into the hostile environment, cold weather conditions require the creation of protective clothing barriers that keep the environment out layered clothing with in an inner polypropylene layer that will wick or direct perspiration away from the skin the lesser the thermal (warming) quality of the skin and the clothing next to it. Training in cold weather is less important to the acclimatization of the body man tan is warm weather work ,cold weather can also present hydration problems as energy generated in the activity and fluid lost to perspiration are less apparent but equally impacts the body.

High altitude is technically any altitude where the oxygen available to the body is less than at sea level; altitudes in excess of 6,500ft (2,000m) are generally considered to present a significant challenge to peak athlete performance. At this altitude, the body is forced to produce a greater

number of erythrocytes (red blood cells) to transport oxygen, to attempt to address the oxygen deficit. Many athletes over a three –month period will develop the physiological capacity to achieve a greater oxygen capacity than they could attain at sea level. High altitude training benefits will be retained by the athlete, in decreasing levels for between one to three month after the cessation of the high-level training.

Hilly or rugged topography runners and cyclists especially those who are accustomed to terrain – will require specific training Hill training is often accomplished through a combination of interval work or the use of stationary exercise machines that permit the athlete to adjust the grade and resistance of the workout. Manmade impacts on air quality, sometimes in concert with high humidity are likely impossible to replicate. Training in heat and humidity is believed to be the safest alternative.[Copyright@2015TheGaleGroup, In call rights reserved].

#### **2.4.2. Exposure Injuries**

Exposure Injuries arise in extreme environmental condition. The exposure of the human body to cold weather is commonly defined as air temperature, either alone or in combination with wind, immersion in cold water or the existences of snow and ice is the mechanism for the commonly understood exposure injuries of frostbite and hypothermia. Exposure to warm temperatures, often in combination significant humidity, can cause heat injuries, including hyperthermia, which has three progressive components: heat cramps, heat cause sun body, a condition arise more commonly, but not exclusively in warm weather environments.

Cold weather is commonly defined as an air temperature off 40oF (4oC) or below, cold weather exposure injuries in athlete usually occur in circumstances when there is a prolonged exposure to the effects of the element in sports such as cross –country skilling or mountain climbing. In these instance even when the participant has taken the precautions as proper clothing and elements. In cold weather conditions, the athlete will be required to produce energy for sport as well as the body generating sufficient energy to remain warm. When the athlete becomes dehydrated due to exertion, or when the thermal (warming) qualities of protective clothing are reduced due to the accumulation of respiration next to the skin, the body will not function at its optimal level. In response to the treat of the cold, the blood vessels constrict and body heat is lost. In such circumstances, when the body temperature falls from its normal 98.6of (37o C) to less than 95oF

the body enters into the condition known as hypothermia when it is unable to warm itself, if a victim is not provided immediate care hypothermia is fatal condition, External factors that may contributed to onset of hypothermia are a previous exposure to cold injury, as well as the if alcohol in the cardio vascular system.

Hypothermal may be also occur in circumstance when the air temperature is not within the cold weather range. When sailor is subjected to spray from the water, and often more quickly if the victim if the victim is fatigued.

Air temperatures in cold weather must be further considered with respect to the wind chill factor, the relationship between wind velocity and actual impact upon the human skin. As a general proposition, the greater the wind velocity, the more pronounced the effect of cold on exposed skin. Exposure of inadequately protect skin to cold air or clod made more pronounced in its effect due To wind may lead to frost bite, which is free zing of out arks in and the two subcutaneous layers.

The most typical body parts to be injured though frostbite are the extremities including nose, ears, cheeks , fingers and toes.

When the caught at an early stage and the body parts gently warmed in protected environment the affected areas can be restored; in severe cases, cell death in the tissue (or limb) must be removed.

The mechanism of hyperthermia and its components are tied directly to effects of dehydration on cardiovascular system .when the fluid levels of the blood stream are correspondingly reduced. Lower blood volumes lead in eve it ably to an in ability of the body to generate energy in response to performance or training requirements in its early stages which are manifested through the symptoms of heat and muscle cramping represents potentially fatal consequences. Sunburn is perhaps the most common exposure injury. It is caused overexposure to their ultraviolet rays that form a part of sunlight. Individual susceptibility to sunburn is varied; factors such as skin pigmentation, age genetics all play a role. Mild cases of sunburn are generally not believed to be serious by themselves; there is significant scientific study in support of the theory that effects of sunburn are cumulative; prolonged exposure of un protected skin to the sun is proven cause of skin cancer. Exposed to direct sunlight sun is proved cause of skin cancer. Athletes who complete in disciplines where they are often exposed to direct sunlight irrespective of temperature, and so are effects are often deceptive when the air temperature is low.

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## **2.5. Psychological factor**

Areas such as motivation, confidence, concentration and the will to win all play apart in winning or losing games. A poorly motivated player may underachieve whereas an over motivated player can become a weak link due to poor discipline and self- control. Finding the right balance is important. Strong psychological skills may be the difference between two teams equal in physical and tactical ability. An analysis of the character traits of players may be useful.

The budding field of sport psychology has led to multiple studies on the effect of emotions or mood on athletic performance. An athlete may experience a wide range of emotions prior to completion that can affect his or her performance. A well- known pregame emotion is anxiety. Anxiety among an Athlete is a felling of perceived imbalance in his or her abilities and the demands placed upon them (Craft, Magyar, Becker, & Feltz, 2003). While moderate levels of anxiety about an approaching competition can actually improve skills and abilities, too much may comprise performance (Mottram, 2005). In anion-depth study of anxiety in fifteen ballet dancers, the dancers agreed that a certain amount of anxiety was important to increase concentration and energy, Furthermore, the dancers interviewed believed there an anxiety threshold, above which anxietywouldnegativelyimpactperformance.The dancer'salsonutritionalfactor.

### **2.5.1Mental Training**

What would you be thinking? Imagine you have been leading the Olympic triathlon since the start of the race, only to find another athlete arriving at your shoulder 5 km from the finish. This situation could stimulate two possible lines of thought that would result in quite different outcomes in the race. Clearly, the athlete who thinks, “This year I really thought I had it. I have worked so hard and now I have blown it. I really am a loser . . .” will drop off the pace and fall back. However, there is a far greater chance of success for the athlete who thinks, “Well, here she is. The woman they call the best athlete ever. And she has only been able to catch me with 5 km to go. I will just tuck in behind the soon to be ‘ex-number one’, let her do the work for a change, and see if I can break her later. After all, my 10 km time is as good as hers, and in a close finish I will have the crowds behind me as they always back the underdog.” It is in

situations such as this that sports psychology becomes so important. Champion athletes commonly exhibit a high degree of: motivation, commitment, positive thinking, focus, and mental toughness, among other factors (Gould, 2001). Background Psychology is the study of how we think and behave. Sport psychology is a science in which the principles of psychology are applied in a sport setting (Cox, 1990). Issues Sport Psychologists are interested in include, but are not limited to; what motivates an athlete, how athletes regulate their thoughts, feelings and emotions, and how they manage anxiety and arousal states in order to maximize performance (Parker, 2000). The principles involved in Sport Psychology are usually applied to enhance performance. The field embraces many concerns and concepts, such as motivation, arousal, reinforcement, psychological preparation, attitudes, attention, emotional health, and stress management (Davies, 1989) . Rushall, 1995, proposed that sport psychology could assist athletes in the following ways: a) The actual words an athlete uses in self-talk have an effect on the quality of performance, b) It is possible to increase performance levels in elite athletes through thought processes alone, c) Mental imagery is important for enhancing performance. Sport Psychologists assist people by helping them to develop the skills necessary to become mentally strong, and prevent them from choking in key situations.

### **2.5.2. Motivation**

Motivation is a particularly relevant issue in the field of Sport Psychology. Motivation can be defined as being aroused to action, to directed purposeful behavior, although this may not always be either efficient or effective (Davies, 1989). Coaches often complain that some athletes would be great if only they were motivated. The players are seen to have all of the physiological and skill components necessary for great performance, yet lack motivation, i.e. regularly show up late, do not try very hard during training etc (Parker, 2000). The study of motivation is important because it seems fairly certain that, with the exception of the small number of sporting champions, the majority of young athletes rarely reach their potential. Given the opportunity, most young athletes could do much better. This is true for all sports, and mainly arises from motivational problems. Quite often, as athlete's progress in their sports, the improvements become gradually smaller. It then becomes harder for athletes to make significant improvements, and often results in a loss of motivation (Davies, 1989). An appropriate level of motivation will not only improve physical performance, it will also assist in the learning of physical skills, which



in turn, will affect the quality of performance (Parker, 2000). Motivation essentially comes in two forms: Intrinsic and Extrinsic. If an athlete is motivated to perform an activity for its own sake, they are said to be intrinsically motivated. These motives are said to be determined by the internal desire to achieve a high level of skill in sport. When an athlete performs an activity solely to obtain some external reward, they are extrinsically motivated (Parker, 2000). Intrinsic motivation is often seen as the preferred type, as it is generally associated with greater persistence and greater commitment (Davies, 1989). To improve the level of motivation in athletes the following methods could be used: d) Avoid using winning or performance outcomes, from competitive events as the measure of success. These are out of the direct control of the athlete, and so if a loss occurs, motivation will decrease. Instead use individual comparisons (based on fitness and skill tests) that are in the athlete's control. e) Give Praise. All athletes need positive, honest feedback about their performances. Feelings of contribution to team success by their individual efforts, improves intrinsic motivation. f) Vary the content, venue and sequence of training sessions. Boredom will lead to staleness and/or burnout and will result in not only a reduction in motivation, but individuals may also drop out of the sport (Parker, 2000). g) Have the athletes fill in a self-reinforcement worksheet (Rushall, 1995). This exercise will increase the effectiveness of reinforcing self-talk, an important factor in increasing motivation. h) Set Goals based on the S.M.A.R.T.E.R principle. Goals should be specific, measurable, affirmative, realistic, time based, evaluated, and recorded. They should also be short-term, intermediate, and long term. When athletes set realistic, achievable goals, and they are reached, a feeling of successes experienced. This will improve motivation. Sport Psychologists regularly encourage athletes to use imagery to enhance motivation (Martin et al, 1999). If a team was lacking in motivation, the following strategies could be employed: a) Set Goals. Each training session have the team fill out a daily goal-setting sheet, and develop some team goals that are short-term, intermediate, and long term. The goals should be based on the S.M.A.R.T.E.R principle. By setting goals, the team will be motivated to achieve them, and even more motivated to achieve further once initial goals have been reached. It is important that the goals are under the athlete's control, and the emphasis is on achieving these goals, not on winning (Rushall, 1995). b) Use Mental Imagery.

### **2.5.3. Mental Imagery and Visualization**

Mental Imagery is a technique in which the athlete employs as many senses as possible (sight, sound, taste, feel, smell), to recreate a sporting experience in their mind (Castella, 1996). Imagery is often regarded as preferable to visualization, which implies a restriction to the sense of vision (Parker, 2000). Mental Imagery helps reinforce a good competition strategy, and reinforces the nerve pathways that will be used during training and competition (Castillo, 1996). Mental Imagery can aid performance by enhancing the learning and execution of physical skills. This would be useful if an individual or team is not very skilled. The use of word triggers is an important component of imagery. Golfers, for example, may use the word, to program the image of a slow back swing, and a vigorous downswing. Imagery can also be used to aid beginners in learning skills by helping to develop the appropriate mental blueprint of the skill (Parker, 2000). Imagery can also aid performance by enhancing perceptual skills. It can assist in the learning of new strategies and tactics. Soccer players can use imagery before competition to go through the options in a previously learned defensive strategy. It can also be used to solve perceptual problems such as analyzing why a certain strategy is not working (Parker, 2000).

Imagery may strengthen muscle memory, for a task, by having the muscles fire in the correct sequence for a movement, without actually executing that movement (Martin et al, 1999). This would be particularly useful for beginners that have not yet developed the coordination to perform some movements. Mental Imagery can improve athletic performance without any physical activity (Castella, 1996). Mental Imagery will enhance performance if used regularly. It is seen as effective because the brain sends messages to the muscles in the body that would be used in a movement, even though the body does not actually move (Castella, 1996). Imagery will also help a team with low confidence. If a team rarely wins a game, for example, they may be lacking confidence. Imagery can be a powerful means of developing confidence (Davies, 1989). Imagery can sometimes be more effective than actual practice, because the player/s can visualize him/herself playing in a competitive situation, and this to an extent, is more realistic and valuable (Davies, 1989). During mental rehearsal, the player imagines positive outcomes, and this creates a feeling of success, which in turn builds confidence (Davies, 1989).

#### **2.5.4. Confidence**

Confidence is in effect, a belief, or self-assurance in ones own abilities. It is essentially a feeling of having an expectation of success (Davies, 1989). To assist in the development of confidence, and improve self-belief, athletes can: a) Use positive self-talk. Using positive self-talk such as “I am going to do well”, or “I have done the work”, will improve self-confidence. Athletes could also use the Self reinforcement worksheet developed by Rushall,1995,to aid them in the process of self-talk. b) Use the Thought Stop ping procedure. Each time a negative thought comes into the athlete’s head, he/she immediately says STOP and follows up with something positive. c) Confidence Modeling. Watch videos of yourself or others performing something well to boost confidence’s) Imagery. Imagine performing a skill confidently and correctly to boost confidence.

#### **2.5.5. Concentration**

As stated in my previous article, concentration is one aspect under the broad term of attention. It relates to the ability to exert deliberate mental effort in a given situation. For example a rugby kicker would focus on picking a spot either a few feet in front of them or between the posts to aim at when kicking a penalty or conversion. Exerting mental effort in a given situation means that concentration doesn’t extend beyond that situation. In other words the rugby kicker would maintain his/her focus for the period before and during the kick, but not after. It’s important to remember that in order to avoid fatigue; athletes need to be able to switch their focus on when it’s needed and off when it isn’t.

Much research has been conducted detailing the benefits of a mental skills programmed (including concentration techniques) on athletes’ performance. Sheard & Golby (2011) studied the effects of a psychological skills training (PST) program on young swimmers performances and positive psychological development. Thirty six national level swimmers followed a 7 week long PST program which involved learning skills such as visualization, relaxation and concentration among others for 45 minutes per week. A significant improvement was found in swimming strokes and the swimmers post intervention psychological profiles which demonstrates how beneficial a brief period of PST once a week can have on physical and psychological performance.

Although it's always a good idea to have these strategies in your game plan sometimes other aspects of competition can interfere (positively or negatively) with confidence levels as Vast, Young & Thomas (2010) found during their study on the perceived effects of emotion on concentration, attention and performance. They examined how both positive and negative emotions impacted on concentration and found positive emotions like excitement and happiness were more likely to lead to performance related concentration than negative emotions such as anxiety and danger. They also reported that the more intense the emotion, the greater the link. [Sports Psychology How Mental Training Can Improve Your Performance. P. Mauro, 2005. www.trainingsmartonline.com]

### **2.5.6. Sleep**

It is no secret that the body needs sleep in order to function at its highest level. Athletes tend to be especially limited on sleep time due to competition schedules, prolonged training days, and work demands (Fischer, Nagai, & Teixeira, 2008). It is during the period of sleep that the body discards unnecessary information from the brain, heals, and gains energy for the next day's activities. A good night's sleep is imperative to enhancing performance (Willis, 2009).

The central nervous system controls every aspect of athletic performance, from firing the correct sequence of muscle contraction to reflexes and reaction, exact biomechanical movements to function of skills (Underwood, 2010). When athletes do not receive a full night of sleep, athletic performance decreases due to sleepiness.

Researchers that studied ballet dancers found that health also deteriorated when sleep deprivation patterns were continuous (Fietze et al., 2009). In another study, after thirty hours of sleep deprivation, running performance during a five-mile run on a treadmill was reduced. An interesting finding during this same study was that the perceived effort remained the same; athletes ran a shorter distance because the perceived effort was the same as that for five miles. The deleterious effect of thirty hours of sleep deprivation impaired performance as much as nine percent. Thus, loss of sleep may result in a significant reduction in aerobic performance (Oliver, Costa, Laing, Bilzon, & Walsh, 2009).

Athletes in particular require more sleep than the average relatively sedentary individual (Davenne, 2009). Researchers who performed a study in 2005 found that when athletes were

allowed to sleep as much as they could, players experienced enhanced performances, better moods, and a decrease in fatigue compared to when customary sleeping habits were instilled (Dement, 2005). This data is consistent with Dement's later study that found that the first factors to decline in performance are mood, cognitive function, and the ability of the brain to perform motor skills (Davenne, 2009). According to Underwood (2010), the muscles need an appropriate amount of sleep in order to meet the demands of reflex and reaction impulses. Evaluative tasks, visual tracking, and focus also depend on adequate rest. Lack of sleep also reduces blood flow to the brain resulting in confusion and physical inabilities seen in individuals who are sleep deprived (Underwood, 2010). Additionally, these symptoms peak during the mid-afternoon, predisposing athletes to poor performance in games performed at this time or later that evening (Fietze et al., 2009).

It is not only the amount of time spent sleeping that affects performance. The quality of sleep received is also paramount to an athlete's ability to perform well. Deep sleep is essential for the release of growth hormones, which allow for the growth and repair of muscles, fat burning, and bone strengthening. The release and consequential effects of this hormone allow for an athlete to recuperate after an intense workout or competition and continue working toward better results. Sleep and physical activity have direct influences on each other (Davenne, 2009)

### **2.5.7. Anxiety**

The budding field of sport psychology has led to multiple studies on the effect of emotions or mood on athletic performance. An athlete may experience a wide range of emotions prior to competition that can affect his or her performance. A well-known pregame emotion is anxiety. Anxiety among an athlete is a feeling of perceived imbalance in his or her abilities and the demands placed upon them (Craft, Magyar, Becker, & Feltz, 2003). While moderate levels of anxiety about an approaching competition can actually improve skills and abilities, too much may compromise performance (Mottram, 2005). In an in-depth study of anxiety in fifteen ballet dancers, the dancers agreed that a certain amount of anxiety was important to increase concentration and energy. Furthermore, the dancers interviewed believed there was an anxiety threshold, above which anxiety would negatively impact performance. The dancers also believed that cognitive anxiety, the mental component of anxiety, had a greater effect on performance than the physiological somatic component (Walker & Nordin-Bates, 2010).

In sports where interactions with the opponent before competition are greater, anxiety is believed to grow and become more detrimental (Craft et al.2003). In a study focusing on penalty kicks in soccer, anxiety tended to cause the athlete to focus on the opposing goalkeeper. Results confirmed that a more centrally located fixation point led to a more centralized shot, making it easier for the goalkeeper to block (Wilson, Wood, & Vine, 2009). Anxiety may also be exacerbated from other sources such as feeling underprepared, the size or type of audiences, fighting to maintain or win a position, or receiving negative criticism (Walker & Nordin-Bates, 2010).

### **2.5.8. Anger**

Anger is usually thought of as a post-performance emotion for circumstances such as performing poorly and/or losing a game. However, anger may also influence an athlete before performance and carry over into competition. A 2004 literature review on mood responses in sport concluded that negative emotions, such as anger, associated themselves with poor performance. The lower an athlete's level of anger, the better they tended to perform (Lane et al.2004). However, there is an argument that depending on the task, anger may actually enhance performance. Utilizing the cognitive-motivational relational theory, Wood man et al. (2009) correctly hypothesized that anger would increase performance on a physical task. The study suggested that because anger's action tendency is to lash out, there was a greater peak muscle performance for angry subjects than happy subjects, whose action tendency is to do nothing in order to maintain satiation. These results lead to the conclusion that while anger is typically recognized as an unfavorable emotion before performance, if the task demands relate to the action tendency performance may actually be enriched.

## **2.6 The Skill of Coaches**

Athletes will feel more competent and successful working with others of similar skill levels. Experienced athletes can be used at the front of each small group as an example of how the drill should be done. Athletes should be arranged in flights of no more than three so the coach can effectively observe and critique them. As athletes begin to master the skill, they should be encouraged to help teammates who are having difficulty. Athletes should always try to identify the specific skills they need to practice on their own. They should be challenged to take on the responsibility themselves for mastering their events.

As indicated above, one important consequence of the relative age effect is that targeted athletes often get access to better resources, including better instruction. Research is starting to show the distinct advantages of having access to an expert coach. A coach normally constructs a high percentage –in some cases 100 percent -of an athlete’s practice time (Vosset al, 1983).

Early studies focusing on the specific requirements of working with younger and less technically proficient athletes Bloom, 1985; Smith et al, 1979 proposed that in the early stages of development athletes require primarily technical instruction to develop proper fundamentals, along with a high degree of support and praise to encourage continuing participation in the sport. They described an important part of the coach’s role in the early years as being kind, cheerful, and caring. Only when athletes were older and more highly skilled would a coach require sophisticated knowledge and advanced qualifications.

“Recent work by Côté et al, 2002 supported these assertions and suggested that while advanced coaching qualifications were deemed necessary in the later stages of development, coaches working with children at the initial involvement stage needed enthusiasm and facilitation skills above and beyond any technical expertise in the sport. Clearly, both the practice structure and the domain-specific knowledge of Nurturing sport expertise coaches are highly relevant to the progression and development of athletes in sport.” Training shoes can significantly alter adolescent runners’ biomechanics Mullen et al., 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 probation control or amount of cushioning (Richards et al, 2009).

As Enke et al, 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 et al, 2012).

Athletes should wear what feels comfortable for them, not what costs more. Clinghan et al, 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. As Forrest et al, 2012 found that these versions differed sharply in their composition and kinematic effects, even among the same size, and recommended using the adult version when available.

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 et al, 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 Ten Broek et al, 2013, and can pose a risk for bone injury (Ridge et al, 2013).

According to a review of the literature by Goble et al, 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”. As suggested by Nigg et al, 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”. In some cases, customized shoe or those may improve the comfort levels of athletes with chronic injuries (Hirschmüller et al, 2011).

## **2.7. Factors That Affect Coaches’ Learning**

Coaches play critical and diverse roles in athletes’ development. The coach’s influence is better understood when viewed within a conceptual model of coaching that includes ambient and behavioral components.

Due to the complex interaction of these components of coaching, the learning environment of effective coaches needs to be consistently revisited and adapted. From a limited number of studies on coaching development, it can be suggested that competence occurs when a threshold of coaching experiences is obtained.

Formal and informal education, including experience as an athlete and coach, may be additives and contribute to the activation of the threshold. By focusing on the coach as learner, the papers



in this series have provided valuable insight into the sources of coaching knowledge. Nevertheless, more longitudinal data on the activities and context that lead to successful coaching at the recreational, developmental, and elite levels are needed.

The common thread that links the papers in this special issue is that effective coaches are lifelong learners committed to personal growth and that their development extends far beyond any formal training program

## **2.8 Facilities**

### **2.8.1 Use of facilities**

General Sport's facilities for Track and Field athletics are generally used for daily training as well as for staging regional or local competitions. The staging of competitions at higher levels normally entails more extensive requirements for the sports facility, particularly in respect of the infrastructure.

### **2.8.2 Uniform sports facilities**

In order to ensure equal conditions for all athletes, uniform facilities are necessary particularly since competitions are held in many different venues.

Furthermore, the athletes need the same conditions for training that they will find in competition. This manual is subdivided into different competition categories (1.3) and construction categories (1.5) on the basis of competition requirements. For training in high-performance training centers, for example, it is possible to deviate from a particular Construction Category by providing additional opportunities for training such as a special throwing field, two sprint tracks, and a special landing mat for High Jump or more individual facilities.

## **2.9. Athletics Facility Safety**

It is incumbent on all contractors, facility owners and facility users to ensure that the facility and its equipment are safe and fit for purpose. To this end apart from building regulations a number of codes of practice and recommendations exist which should apply both to outdoor athletic tracks and also to halls where athletic activities take place. *IAAF Track and Field Facilities Manual (2008)*

### **2.9.1 Outdoor Tracks**

Particular attention needs to be paid to the following:-

The location of the throwing and jumping facility, The proximity of boundary fences, Hard surfaces around pole vault and high jump facilities, Run outs for sprints, long and triple jumps, Throwing cages, Tripping and slipping hazards and Location of floodlights.

If throwing training or competition is to be held outside the central area of the track then specialist advice will be required.

### **2.9.2 Indoor Facilities**

Indoor athletics poses its particular safety problems. Heights of ceilings and any hangings, Projections from walls, Nearness of walls to event locations, Throwing nets, Run outs for sprints, long and triple jump sand Tripping and slipping hazards. Needed by coaches are: Access to sufficient resource personal such as assistants, managers, and medical specialists.

To access facilities and services for all, such as teaching and weight training areas and equipment.

### **2.10 Appropriate Equipment and Facilities**

In order to perform better and to learn perfectly any sports skill, there should be provision of appropriate equipment and facilities recommended and required for learning the particular sports skills. Lack of proper and appropriate equipment and facilities results in mishap and injuries while practicing or learning any sport skills or the course of competition. So, there should always be a provision of appropriate equipment and facilities required for learning particular sports skill (. Srinivasaraju, 2012).

### **2.11 Resources**

Financial resources:- every organization needs financial support in order to deliver its programs and projects. Adequate financial support ensures that the organization can fulfill its aspiration. In light of this no one seriously believe that athletes can be competitive in high performance sport without some form of financial support. In spite of this now a trend towards professionalism, as defined both in monetary and full time training terms. Coaches administrators and at the highest levels of competition are essentially full time, with various support from governments, their

association, sponsors, and from employment as athletes. Human resources:- every organizations mainly athletics training center depends on peoples to fill the roles of organizers, administrators, fund raisers, planners, official's, coaches, athletes and sport medicine specialist. In line with this human resource since early 1970s has become an increasingly important in organizational success as panted out by Mills (1975).

Material resources: - these are the items you acquire to ensure effective and efficient administration practices in your organization. Even though sport in all countries is changing with times, but not uniformly for all. The gap in resources between wealthy and poorer countries is growing. Even once powerful nation states who strongly promoted sport have seen sport success erode with decade. There is no question that the availability of quality facilities is necessary for proper training and where these do not exist, is becomes more difficult to excel.

In Ethiopia, the focus placed - by all involved institutions - on the top level is now been disputed. Grass roots athletics has not yet received the due attention from officials, despite years and decades of international sporting success. It can be argued that Ethiopian athletics does not really need grass-root training structures in order to win medals in international competitions and to challenge neighboring Kenya in the road-race circuit, but the lack of any formally structured grass-root training is a serious handicap for the local sports authorities in their ambition to diversify the areas of sports excellence beyond solely distance running discipline (Bezabeh,2017)

As Ethiopia is a poor country, sport is not really a priority in the budget of the federal government. Thus, even if athletics is the only medal providing sport, the Ethiopian Athletics Federation is hardly funded by the public sector and depends heavily on private sponsors. As little as it can be, this public support is even poised to be further reduced, as the Federal Sport Commission, through its Sport Policy, stated that sport should be gradually 'released from government subsidy.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

This section of the thesis was research design, data source, population, sampling technique. It is also present the instrument of data collection and methods of data analysis

#### 3.1. Study Area

The study area for this study depends on the location of the selected clubs in Oromia. The location of these clubs is Asella town, Sebata town and legatafo. The two clubs are taken from Asella town which is the capital of Arsi zone where many athletes are originated the altitude of 2400-2600 distance from sea level . The remaining two are taken from Oromia special zone around Finfinne the capital of Ethiopia namely from Sebata and Legatafo. The altitude of the remain two from 2200m-2500m distance from sea level



#### 3.2. Research Design

The Main purpose of this study is to investigate factors affecting field event athletes' performance in Oromia region athletics club .Therefore; this study used both qualitative and quantitative methods of investigation. The methodology design to conduct this research is cross sectional survey.

### 3.3. Target population and Study population

The total populations of the study were 60 field event athletes represent 4, coaches ,and 4,clubs mangers in selected athletics clubs in oromia region found in there were fifty (15) athletics clubs in oromia region. For these of convenience and effectiveness of data collection, the researcher had chosen to use as source of sample unit using purposive and random sampling method. The study populations of this study were 8 athletes, 1 Coaches and 1 clubs managers selected from each athletics club randomly. From the four(4) purposively selected clubs from (15) clubs found in oromia proportionally.

Table 3. 1: Sample selected form some oromia region athletics clubs field event trainee athletes coaches and club managers.

No	Name of clubs	Population									Sample size			Sample technique
		No club manager			No of field event coach			No of field event represent athlete from each clubs						
		M	F	Total	M	F	Tota	M	F	Tota	M	F	total	
1	Asella athletics club	1	-	1	1	-	1	11	4	15	6	4	10	Randomly
2	L/tafo athletics club	1	-	1	1	-	1	10	6	16	7	3	10	
3	Adama city athletics club	1	-	1	2	-	2	13	9	22	7	3	10	
4	Sebata athletics club	1	-	1	2	-	2	10	7	17	6	4	10	
	Grand total	4	-	4	6	-	6	44	26	70	26	14	40	

Source: Some selected from oromia athletics clubs (2019).

Remark: of the population of trainee athletes 32(80%), coach and clubs manager 8(20%) represent in the study.

### 3.4. Source of Data

The primary major source of data for this study is (32) Athletes, (8)Coaches and club managers from four selected club in Oromia. These are from Asella athletics club, Legatafo athletics club, Adama city athletics club and Sebata athletics club. Generally (8 ) athletes field event represent , 1 field event coach ,and 1club manager selected from each four clubs.

### **3.5. Sampling Procedure**

Four clubs were selected from (15) athletics club, in Oromia purposively, and (32) athletes,( 8 Coaches and club managers were selected randomly from the four selected clubs proportionally and totally questionnaire has been distributed to selected 40 respondents for filled event represents.

### **3.6. Data Gathering Instruments**

In order to collect the data, the researcher used questionnaire and interview as instrument to collect data used for this study.

#### **Questionnaires**

Questionnaires were used to collect information from athletes. Closed-ended questions were distributed and collected from the respondents. Out of the total questionnaires distributed to the target population 40 (100%) from trainees were returned. The analysis was made using the response of trainees.

#### **Interview**

In this domain the research have used purposive and random sampling techniques to determine Representative samples, (administrators and coach) for the interview. So the researcher has selected 1 coach and 1 club manager from each athletics clubs.

Selected by using the above techniques.

### **3.7. Procedure of Data Collection**

After designing the research instrument, questionnaires. And interview the research site and participant were identified. Then, the observation of the social relationship took the first step-in data collection; this was because the firsthand information was the method and character of coach during the training session. Secondly data and time of contact were determined.

Then the questionnaire was revised depending upon the suggestions collected during the tryout and administer the concerned respondents so that they would fill and return them back.

In administering the questionnaire research assistants had the necessary orientation on how to distribute and collect questionnaires.

### **3.8. Methods of Data Analysis**

The method used to this research is descriptive statistics like percentages, count and descriptive statements in order to reach to the conclusion of the findings using SPSS version 22.

Mainly, mean and standard deviation are used in order to analyze the major factor affecting filed event, performance related to coaches' skill as well as to determine all liability of equipment and facilities. This will be supplemented by descriptive narration.

## CHAPTER FOUR

### ANALYSIS, AND INTERPRETATION OF DATA

This part of the study deals with the analysis and interpretation of data gathered through questionnaire, interview. And it presented in tables. The percentage was used to analyze the characteristics of respondents Such as age, sex, educational qualification, experience, agree, disagree, strongly, disagree and undecided questionnaires. Mean, standard deviation calculated through the help of Statistical Package for Social Sciences (SPSS version 16)

#### 4.1. Analysis of back ground information of Respondent

The background information of field event athletes by age, sex, Educational back ground, marital status and Work experience analyzed and interpreted in the following table.

Table .2 : Number of athletes participated in the research

No	Variables	Alternatives	Frequency	Percentages
1	Gender	Male	26	65
		Female	14	35
		Total	40	100
		17-20	25	62.5
		>20	15	37.5
3	Educational back ground	Elementary school	20	50
		Secondary school	10	25
		Diploma holder	5	12.5
		First degree	5	12.5
		Second degree	-	-
4	Work experience	1-5	30	75
		6-11	7	17.5
		11-15	2	5
		>15	1	2.5
5	Marital status	Single	30	75
		Married	10	25

As can be seen from table 1 above, requests the age sex, Educational back ground, marital status and Work experience, composition of field event athletes trainer ' respondents. Accordingly distribution are both male and female are represented in each club.



## 4.2. Analysis of the respondents respond on training methodology

Table. 3

No	Items	Options									
		s/disagree		Disagree		Undecided		Agree		Str/agree	
		fre	%	Fre	%	Fre	%	fre	%	fre	%
1	Do you agree that methodology affect athletes?	0	0	2	5.0	1	2.5	31	77.5	6	15.0
2	The coaches change methodology depending on the situation?	0	0	1	2.5	1	2.5	31	77.5	7	17.5
3	Do you agree that the methodology and practical activities can be matched?	0	0	2	5.0	2	5.0	32	80.0	4	10.0
4	Do you agree that the flow of instruction implement during training clearly?	4	10.0	7	17.5	2	5.0	20	50.0	7	17.5
5	you agree that coaches have methodology knowledge and skill of coaches?	6	15.0	8	20.0	0	0	18	45.0	8	20.0
6	Leadership and coaching style of the coach is attractive	5	12.5	13	32.5	2	5.0	17	42.5	3	7.5
7	Do you agree coaching style based on the situation and considered participant	4	10.0	16	40.0	2	5.0	17	42.5	1	2.5
8	Coaching style bring athletes improvement	4	10.0	10	25.0	3	7.5	20	50.0	3	7.5
9	There is continuous evaluation to identify your current performance	2	5.0	7	17.5	4	10.0	18	45.0	9	22.5
10	Do you agree coaches use performance test to select athletes	0	0	9	22.5	2	5.0	22	55.0	7	17.5
	Average	2.5	6.25	67	21	2	4.75	22.6	56	5.5	13.5

The table above indicates that the majority of the respondents agree that the training methodology affects the performance of the athlete. This takes about 69.5% of respondents agree and strongly agree with this idea. And 27.25 % disagree and strongly disagree with the indicated idea. the remain 4.75% of respondents undecided with the idea.

### 4.3 Analysis of the Respondent respond on athletes integration

Table . 4

No	Items	Options									
		s/disagree		disagree		Undecided		Agree		Str/agree	
		Fre	%	fre	%	Fre	%	Fre	%	fre	%
1	Would you agree that the extent of relationship between coach and athletes are high?	1	2.5	14	35.0	5	12.5	16	40.0	4	10.0
2	Would you agree that the extent of relationship between coach and families are high?	9	22.5	20	50.0	6	15.0	4	10.0	1	2.5
3	Would you agree that the extent of relationship between families and athletes are high?	9	22.5	20	50.0	2	5.0	9	22.5	0	0
4	Would you agree that the strength of your sport office is good when practice with peer?	9	22.5	18	45.0	3	7.5	10	25.0	0	0
5	Would you agree that the lack of job integration between coach, administration body and federation	2	5.0	13	32.5	1	2.5	24	60.0		
6	Would you agree for the training days in a week?	3	7.5	14	35.0	2	5.0	20	50.0	1	2.5
7	Do you agree for the relationship between athlete to athlete strongly?	6	15.0	14	35.0	3	7.5	15	37.5	2	5.0
8	Would you agree that discipline of athlete very good during training	3	7.5	15	37.5	5	12.5	15	37.5	2	5.0
9	Do you agree the relationship between athletes and	5	12.5	11	27.5	19	47.5	5	12.5		
10	Do you agree the relationship between athletes and sport supervisors is very high?	5	12.5	22	55.0	1	2.5	12	30.0		
	Average	5.2	13	16.1	40.25	4.7	11.75	13	32.5	1	2.5

The table above indicates that the majority of the respondents disagree that the methodology affects the performance of the athlete.

This takes about 53.25% of respondents disagree and strongly disagree with this idea. And 35% respondent agree and strongly agree with the indicated idea .the remain 11.75%of respondents undecided with the idea.

#### 4.4 Analysis of the Respondent respond on facility and equipment's

Table .5

No	Items	Options									
		s/disagree		disagree		Undecided		Agree		Str/agree	
		fre	%	fre	%	fre	%	Fre	%	fre	%
1	would you agree the facility and equipment are sufficient	8	20.0	25	62.5	1	2.5	5	12.5	1	2.5
2	Would you agree that the use of facility and equipment in a safe way?	14	35.0	17	42.5	1	2.5	8	20.0		
3	Would you agree that of lack facility and equipment are effects athletes' performance?	7	17.5	16	40.0	2	5.0	9	22.5	6	15.0
4	Would you agree that Participation of community is important to compensate the scarcities of material	4	10.0	21	52.5	3	7.5	10	25.0	2	5.0
5	Would you agree that Participation of participant is important to fulfill the material?	6	15.0	20	50.0	6	15.0	7	17.5	1	2.5
6	Would you agree appropriate facilities and equipment in your clubs for field event?	7	17.5	20	50.0	2	5.0	10	25.0	1	2.5
7	Do you agree the standard weight of throwing materials is safe?	7	17.5	25	62.5	0	0	7	17.5	1	2.5
8	Do you agree the materials for jumping event are sufficient?	12	30.0	17	42.5	1	2.5	10	25.0	0	0
9	Do you agree without equipment the field event athlete successful	16	40.0	16	40.0	2	5.0	6	15.0	1	2.5
10	Do you agree during training and computation the sport wearing is wheel?	18	45.0	16	40.0	0	0	5	12.5	1	2.5
	Average	10	24.75	19.3	48.25	18	4.5	8.5	21.75	1.4	3.5

The table above indicates that the majority of the respondents disagree that the facility and equipment's affects the performance of the athlete. This takes about 73% of respondents disagree and strongly disagree with this idea. And 25.25 % agree and strongly agree with the indicated idea .the remain 4.5%of respondents undecided with the idea.

## **CHAPTER FIVE**

### **SUMMERY CONCLUSION AND RECOMMSNDATIONS**

#### **5.1 Summary**

The purpose of this study was to identify factors affecting field event athlete's performance in oromia region athletics clubs In order to answer the questions; the cross section research method was employed. The relevant data to the study were gathered through questionnaires, and interview. In generally, 40 participants were involved in the study. These are 32 athletes, 4 coaches, and 2 club managers participated in the questionnaire, also 2 club Managers are involved in the personal interview.

#### **5.2. Conclusion**

Based on discussion and result obtained the researcher made the following conclusions

The majority of the respondents agree that the methodology affects the performance of the athlete. This takes about 92% of respondents agree and strongly agree with this idea. The remaining 5%disagree and strongly disagree with the indicated idea. Concerning the relationship between methodology and practical activity, 90% of respondents agree that practical activities and methodology are related. From these results the researcher made the following conclusion:

- Methodology of training, implementation of instruction during training, leadership, coaching style and lack of facilities and equipment's are identified as major factors affecting field event athletes' performance in Oromia athletics clubs.
- less participatory coaching style which do not bring improvement on athletes performance at standardized manor, less continuous evaluation to identify current performance of athlete and luck of job integration between coach and athlete and administrative body are major problems exist in the process of coaching.
- The availability of facilities and equipment's like sport wearing, jumping materials, and throwing materials are inappropriate, unsafe and insufficient for clubs in Oromia.

### **5.3. Recommendation**

From the conclusions made above the researcher made the following recommendations:

- ✓ To make athletes performance better the coach, sport offices and federation are recommended to work cooperatively so that the major problems of athletes' performance can be solved. And the family and members of family support the athletes financially, morally and socially to continue enhance the athletics sport in the country.
- ✓ The coaches are recommended to make coaching style more participatory which may bring improvement on athletes' performance at standardized and use continuous evaluation to identify current performance of athlete.
- ✓ The coach should co-ordinate the trainees with experience and non experience athlete to share their own experience each other. The concern body of the project administrative officials, especially the coach should try to know each individual behavior and push the trainees to reflect their idea freely.

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## Appendix –A

Backgrounds of the questioner (Demography)

Gender: Male FemaleAge: 12-16 17-20 above \_\_\_\_\_ Grade\_\_\_\_\_,Education

Background , \_\_\_\_\_Work Experience\_\_\_\_\_,Marital Status

Research Questioners

Instruction Put a“✓” mark in the boxes when the correct answer is found.

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

I	Methodology Aspect	1	2	3	4	5
1	Do you agree that methodology affect athletes?					
2	The coaches change methodology depending on the situation?					
3	Do you agree that the methodology and practical activities can be matched?					
4	Do you agree that the flow of instruction implement during training clearly?					
5	Do you agree that coaches have methodology knowledge and skill of coaches?					
6	Leadership and coaching style of the coach is attractive					
7	Do you agree coaching style based on the situation and considered participant					
8	Coaching style bring athletes improvement					
9	There is continuous evaluation to identify your current performance					
10	Do you agree coaches use performance test to select athletes					
II	Athletes Integration					
1	Would you agree that the extent of relationship between coach and athletes are high?					
2	Would you agree that the extent of relationship between coach and families are high?					
3	Would you agree that the extent of relationship between families and athletes are high?					
4	Would you agree that the strength of your sport office is good when practice with peer?					

5	Would you agree that the lack of job integration between coach, administration body and federation	1	2	3	4	5
6	Would you agree for the training days in a week?					
7	Do you agree for the relationship between athlete to athlete strongly?					
8	Would you agree that discipline of athlete very good during training?					
9	Do you agree the relationship between athletes and other					
10	Do you agree the relationship between athletes and sport supervisors is very high?					
III	FACILITY AND EQUIPMENT					
1	would you agree the facility and equipment are sufficient					
2	Would you agree that the use of facility and equipment in a safe way?					
3	Would you agree that of lack facility and equipment are effects athletes' performance?					
4	Would you agree that Participation of community is important to compensate the scarcities of material					
5	Would you agree that Participation of participant is important to fulfill the material?					
6	Would you agree appropriate facilities and equipment in your project for field event?					
7	Do you agree the standard weight of throwing materials is safe?					
8	Do you agree the materials for jumping event are sufficient?					
9	Do you agree without equipment the field event athlete successful					
10	Do you agree during training and computation the sport wearing is wheel?					

## **Appendix –B**

### **Interview**

1. In your opinion is the factor affecting filed event athletics
2. In your prospective is the problems related to coaches' coaching methodology and skills
3. In your understanding, to what level sport equipment and facility are available