



**SPORT ACADEMY**

**DEPARTMENT OF SPORT SCIENCE**

**IMPACT OF MOTIVATION AND SELF-CONFIDENCE ON  
PERFORMANCE OF LONG-DISTANCE RUNNERS IN SELECTED THE  
FIRST DIVISION ATHLETICS CLUB OF ADDIS ABABA CITY  
ADMINISTRATION**

**PREPARED BY: YONAS EMIRU**

**A THESIS SUBMITTED TO JIMMA UNIVERSITY SPORT ACADEMY  
DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE MASTER'S DEGREE IN ATHLETICS  
COACHING.**

**JUNE 2024**

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APPROVED SHEET

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THE RESEARCH THESIS AUTHORIZED AS “IMPACT OF MOTIVATION AND SELF-CONFIDENCE ON PERFORMANCE OF LONG-DISTANCE RUNNERS IN SELECTED FIRST DIVISION ATHLETICS CLUB OF ADDIS ABABA CITY ADMINISTRATION.” WAS APPROVED BY THE DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF THE MASTER'S DEGREE IN ATHLETICS COACHING

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## DECLARATION

I hereby declared that entitled, "impact of motivation and self-confidence on performance of long-distance runners in selected the first division athletics club of Addis Ababa city administration". This thesis is original and has not been submitted for the award of in any Other University, or institutions.

By my signature below, I declaration and confirm that this thesis was my work.

**Name: Yonas Emiru**

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Table of Contents

DECLARATION.....	II
LIST OF FIGURE.....	VI
LIST OF TABLE.....	VII
BACK GROUND OF AUTHOR.....	VIII
ACKNOWLEDGEMENT .....	IX
ABSTRACT.....	X
CHAPTER ONE.....	1
1. INTRODUCTION .....	1
1.2. Statement of the Problem.....	3
1.2.1. Research Question .....	4
1.3. Objectives of the study.....	5
1.3.1. General Objective .....	5
1.3.2. Specific Objective.....	5
1.4. Significance of the Study .....	5
1.5. Delimitation of the Study.....	6
1.6. Definitions of Terms .....	6
CHAPTER-TWO.....	7
2. LITERATURE REVIEW .....	7
2.1. Athlete Motivation .....	7
2.1.1. Concept of Motivation .....	7
2.1.2. Athletics Motivation Relation Ships with Coach Leaders .....	8
2.1.3. Motivation of Long-Distance Elite Runners.....	9
2.1.4. Types of Motivation .....	9
2.1.5. Intrinsic Motivation of Long- Distance Elite Runners .....	10
2.1.6. Athletes' Motivation Effect on Performance .....	11
2.2. Self-confidence .....	11
2.2.1. Concept of Self-confidence.....	11
2.2.2. Performance Self-Confidence: .....	11
2.2.3. Self-Confidence in Long-Distance Running:.....	11
2.2.4. Importance of self-confidence in the performance of long-distance Runners. ....	12
2.2.5. Impact of self-confidence on the performance of long-distance runners. ....	13

2.2.6. Motivation and self-confidence .....	14
2.2.7. Impact of Motivation and Self-Confidence on Performance:.....	14
2.3. Long-distance running in Ethiopia.....	15
2.3.1. Concept of Long distance .....	15
2.3.2. Relationship between long distance running aerobic, stamina, strength and intelligence.....	15
2.3.3. Long-distance running in Ethiopia Training and Coaching .....	15
2.3.4. Talent Identification and Development of runners .....	16
2.4. Empirical Literature .....	17
2.5. Conceptual frame work of the study.....	19
CHAPTER THREE .....	20
3. METHODS AND MATERIALS .....	20
3.1. Study area.....	20
3.2. Study design.....	20
3.3. Population of the study .....	21
3.4. Target population .....	21
3.5. Sample of the study.....	21
3.6. Instrument of data collection .....	23
3.6. 1. Sources of data collection .....	23
3.6.2. Reliability of the instrument .....	23
3.6.3. Pilot test .....	24
3.7. Subject of the study.....	25
3.8. Methods of data analysis.....	25
3.9. Ethical Considerations .....	26
CHAPTER FOUR.....	27
4. RESULT AND DISCUSSIONS.....	27
4.1. Demographic information of respondents' .....	27
4.2. Motivation of an athletes' .....	31
4.3. Self-Confidence Of An athletes' .....	34
4.4. The impact of motivation and self-confidence on the performance of long-distance runners in selected first-division athletics clubs of Addis Ababa city administration. ....	38
4.5. Discussions .....	43
CHAPTER FIVE: .....	45

5. SUMMARY, CONCLUSION, AND RECOMMENDATIONS .....	45
5.1. Summary .....	45
5.2. Conclusion .....	46
5.3. Recommendations.....	47
<i>REFERENCE;</i> .....	49
APPENDIX -I.....	54
APPENDIX -II.....	58
APPENDIX -III .....	62
APPENDIX -IV.....	66

## List of figure

Figure 1: Conceptual frame work .....	19
Figure 2: Map of the study area (source: GIS, ARC MAP version 10.8) January 2024.....	20
Figure 3: Histogram .....	39
Figure 4: Q-Q Plot .....	40

## List of Table

Table 1: Description of population, target population and sample size for Athletes: .....	22
Table 2: Description of population, target population and sample size for coaches.....	22
Table 3: Reliability of the questionnaire for study.....	24
Table 4: Demographic characteristics of respondents (Athletes) .....	27
Table 5: Demographic characteristics of respondents (Coaches) .....	29
Table 6: Implications of the motivation categories in relation to the research question.....	31
Table 7: Implications of the Self Confidence categories in relation to the research question .....	34
Table 8: Data normality tests the impact of motivation and self-confidence on the performance of long-distance runners in selected first-division athletics clubs of Addis Ababa city administration. ....	38
Table 9: The dependent Variable was the (10,000) m athletes' performance .....	40

## **BACK GROUND OF AUTHOR**

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In 1997, I entered Dongoro Dissi Primary School and in 2005, I sat for the 8th grade examination, 2007 for the 10th grade examination, and 2009 for the 12th grade examination; I started his undergraduate studies in 2010 join departement sport sceince at Dambi Dollo University.

A research entitled The Impact of Motivation and Self-Confidence on Athletes' Performance I conducted on the athletes of the Addis Ababa Division 1 club who participated in the 10,000m races.

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## ABSTRACT

*The research study investigated impact of motivation and self-confidence on performance of long-distance runners in a selected first division athletic club in Addis Ababa city administration. The study used a mixed design research methodology, which combined both quantitative and qualitative data collection and analysis methods. The study population consisted of 86 athletes and 6 coaches from long-distance runners in selected first division athletics club of Addis Ababa city administration, and purposive sampling techniques were used to select the participants. The instrument of data collection used for this study was standard questionnaires and semi-structured interviews. The data was analyzed using SPSS version 26, and descriptive statistics such as mean, frequency, and percentage were used to analyze the current existing athlete's motivational and self-confidence levels. The study found that motivation and self-confidence have a significant effect on the performance of long-distance runners, with motivation  $\chi^2(85) = 294.94, p = 0.00$ , and self-confidence  $\chi^2(85) = 297.94, p = 0.00$ . The study also found that the majority of athletes were male, young adults, and had a lower level of education, while the majority of coaches were male, with a functional physiological age, and sufficient coaching experience. The study emphasizes the importance of motivation and self-confidence in the performance of long-distance runners and provides practical strategies for coaches and athletes to improve these factors. In generally, the study found that motivation and self-confidence have a significant effect on performance, and emphasizes the importance of these factors in improving the performance of long-distance runners in a selected first division athletic club in Addis Ababa city administration.*

***Keywords: Impact, Motivation, self-confidence, Athletes, and performance***

# CHAPTER ONE

## 1. INTRODUCTION

Long-distance running is a physically demanding sport that requires a high level of physical fitness, endurance, and mental toughness. Among the various psychological factors that can influence an athlete's performance, motivation and self-confidence are two of the most significant.

Motivation refers to the driving force that initiates and sustains behavior, while self-confidence refers to an individual's belief in their ability to perform a duty. A study by (Lemyre et al., 2007) found that motivation and self-confidence are important factors in the performance of elite athletes.

### 1.1. Background of the Study

In the world of athletics, long-distance running is a challenging and demanding sport that requires physical endurance, mental strength, and determination (Popov et al., 2019).

In Ethiopia, long distance was introduced in the year 1946. Since 1990s, the globe observes the rise of north and east African runners in long distance events which witnessed the birth of a new rising space in the field of long distance running (Jayaraman, 2016). Long distance running requires not only physical training but, also psychological components that are central to an athlete's success in performing at top level.

Among these psychological elements, motivation and self-confidence are well-known to be important predictors of success in a range of sports. Athletes, coaches, and trainers can therefore benefit greatly from knowing how motivation and self-confidence affect long-distance runners' performance to improve their training regimens and reach their full potential.

Many factors affect long-distance runners' performance and motivation is one of the most important ones (Demlie, 2012). In the context of the First Division of Addis Ababa Athletics Clubs, understanding the impact of motivation on the performance of long-distance runners is of highest importance for both athletes and coaches.

Long distance running is a physically and mentally demanding sport, requiring a high level of endurance, physical fitness and mental stamina (Maruo et al., 2018). A long-distance runner's

running economy is their steady state requirement for oxygen at specific speeds and helps explain differences in performance for runners with very similar aerobic capacities. Long-distance runners in particular have demonstrated that two psychological components motivation and self-confidence—have a significant impact on how well they perform (Ita et al., 2022). Long distance running requires a high level of physical fitness, mental toughness, endurance and the motivation to push yourself (Maruo et al., 2018).

Motivation can be defined as the internal and external factors that initiate, sustain, and direct an individual's behavior toward specific goals (Rogaleva et al., 2018a). In the context of long-distance running, motivated athletes are more likely to consistently engage in rigorous training, maintain focus, and strive for continuous improvement. They exhibit the determination and resilience necessary to overcome physical and mental challenges encountered during races.

Performance in most sports requires integrated functioning of the different systems in the body. However, it is useful to compartmentalize these systems in order to gain a better understanding of how the athlete has developed and which aspects of their fitness need to be further developed.

Self-confidence, defined as an athlete's belief in their own abilities, plays a crucial role in shaping their mindset, motivation, and overall performance (Singh & Singh, 2018). Understanding this relationship through research is essential for optimizing the performance and success of long-distance runners in this competitive context. Previous research has shown that motivation significantly influences athletic performance in various sports disciplines. Studies have demonstrated that high levels of motivation are associated with better performance outcomes, as motivated athletes tend to set challenging goals, persist in the face of setbacks, and exhibit a higher level of effort and dedication (Rosario, 2023).

However, it is important to consider that motivation is a multifaceted construct. Different types of motivation, such as intrinsic and extrinsic motivation, can have varying effects on an athlete's performance (Ryan & Deci, 2000).

Intrinsic motivation, which stems from internal factors such as enjoyment, personal satisfaction, and the inherent value of the activity itself, is particularly beneficial for long-distance runners (Espinol et al., 2020). When athletes are intrinsically motivated, they are more likely to be fanatical, committed, and fully engaged in their training and competitions.

The First Division of Addis Ababa Athletics Clubs provides a unique context to investigate the impact of motivation on the performance of long-distance runners. Factors such as the competitive environment, training programs, coaching quality, and support systems within the clubs can influence the motivation levels of athletes. Understanding how these factors interact with individual athletes' motivation and subsequently affect their performance is essential for developing effective training strategies and support systems tailored to the needs of long-distance runners in this specific situation.

Therefore, this study aims to examine the impact of motivation on the performance of long distance runners in the First Division of Addis Ababa Athletics Clubs. By exploring different motivational factors and their relationship with performance outcomes, this research will contribute to the existing body of knowledge on sports psychology and provide valuable insights for coaches, athletes, and sports organizations involved in long-distance running. The findings of this study can inform the development of targeted interventions and strategies to enhance motivation levels and optimize the performance of long-distance runners in this competitive setting.

## **1.2. Statement of the Problem**

The 10,000-metre run is a common long-distance track running event. The event is part of the athletics program at the Olympic Games and the World Athletics Championships, and is common at championship level events.

The race consists of 25 laps around an Olympic-sized track. It is less commonly held at track and field meetings, due to its duration. The 10,000-metre track race is usually famous from its road running counterpart, the 10,000-metre run, by its reference to the distance in meters rather than kilometers. The 10,000 meters is the longest standard track event.

The international long-distance is approximately 6.2137 miles (or approximately 32,808.4 feet). Most of those running such races also compete in road races and cross country events. Official records are kept for outdoor 10,000-metre track events.

Motivating competency refers to the evaluation by athletes of their coach's ability to influence their mood and psychological skills. To achieve peak performance in sports competitions,

coaches and athletes should not base their views on physical training on sports skills alone, but must integrate both mental and physical aspects (Mu'ammal et al., 2022).

Self-confidence refers to the belief that one is talented of performing the actions necessary to overcome difficult situations and succeed in sports. Self-confidence is frequently cited as an important part of successful sport performance and has been shown to influence behaviors, attitudes, and sporting attainment (Cox, Shannon, McGuire, & McBride, 2010).

Self-confidence is a quality found in many aspects of society (Perry, 2011). High motivation and self-confidence in long-distance runners lead to challenging objectives, efficient training, perseverance, and reaching their full potential. Motivation shows a significant role in determining an athlete's motivation, effort, and persistence in training and competition (Kunvarsing, 2019).

Long-distance running requires significant physical and mental endurance, and factors such as motivation and self-confidence are believed to performance crucial roles in determining the success and performance outcomes of athletes in this sport. Most of the existing studies have focused on the relationship between motivation and performance in sports (Rogaleva et al., 2018b), but there is limited research on the specific role of self-confidence in this relationship. Since, a high self-confidence, increases in symptoms were reported to lead to positive perceptions of control and facilitative interpretations (Hanton et al., 2004), hence, it is essential to investigate the role of self-confidence on the performance of long distance runners. The study was contributed to the existing nonfiction on the topic by providing new insights into the relationship between motivation, self-confidence, and performance among long-distance runners (10,000)m.

### **1.2.1. Research Question**

**The researcher attempted to answer the following research questions in an empirical manner.**

1. What is the motivation level of long-distance runners in selected first division athletics club of Addis Ababa city administration?
2. What is the current existing the self-confidence level of long-distance runners in selected first division athletics club of Addis Ababa city administration?
3. What is the impact of motivation and self-confidence on the performance of long-distance runners in selected first-division athletics clubs of Addis Ababa city administration?

### **1.3. Objectives of the study**

#### **1.3.1. General Objective**

The purpose of this study was to investigate the impact of motivation and self-confidence on performance of long distance runners in selected first division athletics club of Addis Ababa city administrations.

#### **1.3.2. Specific Objective**

**The Specific Objectives of the study were:**

1. To find the motivation level of long-distance runners in selected first division athletics club of Addis Ababa city administration.
2. To identify the self-confidence level of long-distance runners in selected first division athletics club of Addis Ababa city administration.
3. To investigate the impact of motivation and self-confidence on performance of long-distance runners in selected first-division athletics clubs of Addis Ababa city administration.

### **1.4. Significance of the Study**

This research has been of great importance to the researcher and the research setting.

And, to all the people involved in this study, study was conducted to determine the level of motivation and self-confidence for all subjects in the study, to investigate the effect of motivation and self-confidence on the performance of selected long distance runners of division one athletic clubs. According to the results, Athletes' motivation significantly affected long-distance runners' performance,  $\chi^2 (85) = 294.94, p = 0.00$ . Athlete self-esteem significantly affected long-distance runners' performance,  $\chi^2 (85) = 297.94, p = 0.00$ .

This study investigated the effects of motivation and self-confidence on performance of long-distance runners.

- ❖ Task performance was found to be significantly influenced by athletes' motivation and self-confidence.
- ✓ The study has been able to provide insights into the psychological factors that contribute to success in sports.
- ✓ The findings may help coaches and athletics develop effective strategies to increase motivation and confidence in long-distance runners.

- ✓ It may add knowledge in to the existing sport psychology by providing empirical evidence on the relationship between motivation, self-confidence, and athletic performance in long-distance running.
- ✓ It could help Coaches and athletics professionals to use the study's findings to developing strategies for boosting their motivation and self-confidence, leading to improved performance.

### **1.5. Delimitation of the Study**

The research was conducted by focusing on the results of motivation and self-confidence of the efficient qualifications for performance of long-distance runners in a selected first division athletic club in Addis Ababa city administration.

The 6 clubs of Addis Ababa City Administration of long-distance runners (10,000) m of the first division was focused in this study.

Those clubs are Mechal sports club, the Federal Maremiya Sports Club, Ecosiko Sports Club, Ethio-Electric Sports Club, CBE Sports Club, and the Federal Police (Omeda) Sports Club.

### **1.6. Definitions of Terms**

**Athletics;** Athletics sport has significant economic change on Ethiopian athletes' life and their families (Gebregiorgis, 2022).

**Extrinsic;** extrinsic motivation comes from the external rewards of the performer wherein it falls into two groups (Q. Tablizo et al., 2018).

**Intrinsic;** intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence (Deci & Ryan, 2008).

**Motivation;** Motivation can be defined as the reason why an athlete performs or completes an action (Type, 2022).

**Self-confidence;** Self-confidence has intuitive appeal as a contributor to successful sport performance (Lochbaum et al., 2022).

## CHAPTER-TWO

### 2. Literature Review

#### 2.1. Athlete Motivation

##### 2.1.1. Concept of Motivation

Motivation is an internal energy force that determines all aspects of our behavior; it also impacts on how we think, feel and interact with others. In sport, high motivation is commonly accepted as an essential prerequisite in getting athletes to full fill their potential (Rosario, 2023). Therefore motivation is also important for athletes who run long distances

The level of achievement of athletes and the efficacy of sports activities are dependent upon motivation. Not only is motivation a crucial aspect of an athlete's character, but it also determines how successful their athletic endeavors are and how successful they can be. One factor contributing to athletes' decreased motivation was their involvement in sports, which made it difficult for them to complete training tasks properly and increased risk of injury (Liudmila et al., 2018).

Sports profession is a long-term process, during which there are significant changes in the motivation of athletes. At the same time, even though the lack of unified motivation theory, it is practically important to know peculiarity of athletes' motivation with regard to specific kind of sports and the stages of the sports career (Liudmila et al., 2018). One essential component needed for athletes to succeed in their particular events is motivation. However, as motivation has a direct impact on an athlete's performance, it can either be beneficial or detrimental to them (Rosario, 2023).

According to (Banerjee & Halder, 2021), say that, there are seven types of motivation: motivation external regulation, introverted regulation, identified regulation, and intrinsic motivation to know, to accomplish, and to experience stimulation.

Motivation is essential for perseverance, success in sports, and orientation toward sports (Tiryaki, 2000; Kucukibis and Gul, 2019). Deci and Ryan's (1985) self-determination theory identifies the important facets of motivated behavior in humans. According to this theory, motivation should not be viewed from a one-dimensional perspective. Instead, three dimensions

of motivation need to be examined: intrinsic and extrinsic motivation, and a motivation (Liudmila et al., 2018).

According to Anshel, (2003); Gould et al, 2004) Motivation to practice is an important point, as the existing research supports the significant role of practice in athletic development. without proper intrinsic motivation, athletes are less like to commit to sport and continue participation (Liudmila et al., 2018).

### **2.1.2. Athletics Motivation Relation Ships with Coach Leaders**

In order to keep athletes motivated, which is what propels them to perform well in games; coaches play a crucial role in the lives of athletes. It takes good skills that align with their coaching qualities for coaches to inspire players.

When athletes evaluate their coach's power to affect their mood and psychological makeup, this is referred to as motivational competency. These conditions imply that the psychological influence of athletes is advantageous to their performance, including long-distance runners (Liudmila et al., 2018). The coach's responsibility is to develop athlete coaching programs and improve athlete performance (Gould et al., 2007). Motivating competency refers to the evaluation by athletes of their coach's ability to influence their mood and psychological skills (Mu'ammal et al., 2022).

A coach's role is to effectively encourage athletes and communicate the values of the sport, according to Trevor and Vidya (2021). For this reason, it's critical to possess a complete and accurate understanding of the best motivating technique. Instructors have the ability to create a supportive and pleasurable environment for players, offer articulate advice regarding chances for skill development, and naturally encourage players to continue participating in sports (Liudmila et al., 2018). Athletes will be motivated and encouraged to achieve to the best of their abilities if coaches adopt a positive and holistic approach as a means of fostering positive relationships (Bloom et al., 2014). Essentially, improving attitudes and creating constructive thought patterns that enhance the athlete's own talents are the keys to increasing athlete motivation (Mu'ammal et al., 2022).

The motivation level of an athlete or team is greatly influenced by a coach who serves as a leader in the sports world. Coaches must educate their athletes about game strategies and recognize that

sometimes athletes may defy expectations or regulations in order to foster both intrinsic and extrinsic motivation, which are driven by the athletes themselves (Mu'ammal et al., 2022).

Athletes need motivation to succeed, and poor interpersonal interactions might result in subpar performance. Coaches need to figure out how to inspire their players, as this affects workout intensity and participation in sports. It's normal practice to employ strategies like goal-setting, cognitive restructuring, and imagination. Training in psychology is crucial to inspiring athletes. The relationship between athletes' motivation and coach competence is moderated, hence affecting athletes' motivation (Mu'ammal et al., 2022).

### **2.1.3. Motivation of Long-Distance Elite Runners**

Galloway (2016) listed the challenges faced by an elite long-distance runner, including the time and resources required for training, the facilities required, and the psychological and physiological effects. Even when they are hurt, long-distance runners train seven days a week. Bazilchuk (2016) noted that even if these elite runners cover 120–260 kilometers in a week, they train slowly and for a long time.

According to (Maruo et al., 2018).say that When training for a race, a long-distance elite runner has to carefully examine the right amount of distance to cover each session, the workout plan, and the amount of energy to expend. An athlete must include rest intervals in their training regimen if they plan to compete in any kind of marathon. While beginner runners need to take two days off per week, expert runners just need to take one day off (Kemboi, 2018). Coaches and runners can create plans to boost motivation and boost performance by understanding motivation and the variables that affect it. An athlete's motivation affects their degree of effort, perseverance, and overall success, making it a crucial component of their performance.

Long distance runners may find it challenging to reach their full ability and to sustain that performance in the absence of motivation. There are several ways that long distance runners can be inspired to run: by themselves, by their coach, by the team they represent, or by the rewards or advantages they will eventually experience (Jayaraman, 2016).

### **2.1.4. Types of Motivation**

Employee motivation is characterized by the zeal, vigor, dedication, and inventiveness that each person consistently contributes to the company. The key to motivating employees is their sense

of empowerment and engagement with the organization's objectives. There are two categories of motivation: Both extrinsic and intrinsic motivation (Donald et al., 2020).

Intrinsic motivation: (Deci & Ryan, 2000) state that the term "intrinsic" refers to motivation derived from an individual's own intrinsic actions on behavior, performance, and positive influence on health. Put differently, this kind of motivation arises naturally when someone is organically driven, but they also aim to fulfill three basic psychological needs: relatedness, competence, and autonomy (Type, 2022).

According to (Demlie, 2012) state that says The following elements affect intrinsic motivation: freedom of action, opportunities to use and develop skills and abilities, interesting and demanding work, opportunities for advancement, and responsibility (believing the work is great and having control over one's resources ).yes this comment is fair but it would be nice if it was on the impact of motivation and self-confidence on performance to get more value.

Extrinsic Motivation: Extrinsic motivation in athletics refers to participating in sports or athletic activities to attain external rewards, such as trophies, medals, recognition, scholarships, or financial incentives. It involves engaging in the sport with the primary focus on external outcomes rather than personal enjoyment or inherent satisfaction (Donald et al., 2020).

Extrinsic motivation plays a significant role in the field of athletics as it often involves external rewards and incentives that can influence athletes' behavior, performance, and commitment to training. While intrinsic motivation, which is driven by personal enjoyment and satisfaction, is considered to be a more powerful and sustainable form of motivation, extrinsic motivation can still have important implications for athletes (Rosario, 2023).

### **2.1.5. Intrinsic Motivation of Long- Distance Elite Runners**

There is a certain level in life as a human being where the only way to push through some aspect in life is through motivation, and motivation has been the key factor when it comes to sports (jamaica-gleaner.com, 2016).

Developing habits of achieving success, enjoy and feel proud in performing the skill, and repeat their goal setting for them to maintain their motivation. In a study of Filippin and van ours (2012), they stated that individual incentives are mostly driven by intrinsic motivations, and

intrinsic motivations are an effective way to drive improving performances (Jordalen and Lemyre, 2015).

Sports psychologists have increasingly adopted an interaction approach, viewing athletes' behavior as the product of personal characteristics and situational factors (Weinberg and Gould, 2014). To follow that path of sports psychology, the present study will help to assess the Pakistan tan long distance runners' psychological approach by measuring psychological determinants (Yousaf et al., 2017).

### **2.1.6. Athletes' Motivation Effect on Performance**

According to (Mageau & Vallerand, 2003) the coach-athlete relationship is not simply one of the most important influences on athlete motivation; it is also one of the most important influences on athlete performance as well (Type, 2022).

## **2.2. Self-confidence**

### **2.2.1. Concept of Self-confidence**

Self-confidence is having the belief in oneself to be able to handle most situations in your life. It is about trusting you and having a sense of self- reliance. Self-Confidence is much more than just a positive feeling - it's an attitude and an approach to life that leads to success, motivation and new possibilities. Self-confidence is frequently cited as an important part of successful sport performance and has been shown to influence behaviors, attitudes, and sporting attainment (Beaumont et al., 2015).

### **2.2.2. Performance Self-Confidence:**

Self-confidence is both a personality characteristic (i.e., “a relatively stable predisposition and a psychological state) i.e., “a transitory emotional condition”. This means that some athletes, by nature, will tend to be more confident than others (Lochbaum et al., 2022).

### **2.2.3. Self-Confidence in Long-Distance Running:**

In long-distance running, self-confidence plays a crucial role in shaping an athlete's expectations, effort and persistence. Factors that contribute to self-confidence in this context include (Beaumont et al., 2015). Self-confidence, also known as self-efficacy, is an individual's belief in their abilities to successfully perform a specific task or achieve a desired outcome.

#### **2.2.4. Importance of self-confidence in the performance of long-distance Runners.**

Self-confidence, which refers to an individual's overall evaluation and perception of their self-worth, can play a significant role in the performance of long-distance runners. Self-confidence is important in their performance:

**I. Psychological Well-being:** Self-Confidence is closely linked to psychological well-being. Long distance runners with higher levels of self-confidence incline to experience greater satisfaction, happiness, and overall mental health. This positive psychological state can contribute to a more positive mindset, increased motivation, and a greater sense of enjoyment in their running, all of which can enhance their performance (Kunvarsing, 2019).

**II. Confidence and Self-belief:** Self-confidence is closely related to self-confidence and self-belief. Runners with higher levels of self-confidence tend to have greater confidence in their abilities and a stronger belief in their capacity to perform well. This confidence and self-belief can positively impact their motivation, focus, and ability to push through challenges during long-distance races (Espinol et al., 2020).

**III. Resilience and Coping:** In long-distance runners, self-confidence plays a role in resilience and useful coping mechanisms (Harter, 1999). Higher self-confidence makes a runner more resilient to failures, setbacks, and the mental and physical strains of long-distance running. They are more likely to overcome setbacks, keep an optimistic outlook, and keep up their training and competition efforts. Self-confidence, which is regarded as being similar to self-regard, self-confidence, and self-worth, is the evaluative and emotional component of the self-concept (Mann et al., 2004).

**IV. Goal Setting and Achievement:** Self-confidence is associated with goal setting and achievement. Long-distance runners with higher self-confidence are more likely to set challenging yet attainable goals for themselves and work diligently towards achieving them. Their positive self-perception and belief in their abilities contribute to their ability to set and pursue ambitious performance goals.

**V. Mindset and Performance Execution:** Self-confidence can influence the mindset and performance execution of long-distance runners. Runners with higher self-esteem tend to have a

more positive and optimistic mindset, which can lead to enhanced focus, concentration, and the ability to effectively execute skills and strategies during races.

### **2.2.5. Impact of self-confidence on the performance of long-distance runners.**

Mental toughness; mental toughness, or self-confidence, is crucial for long-distance runners to overcome competition and adversity. Training methods like and visualization can increase mental toughness. Mentally strong athletes have a high sense of faith, resilience, and effective coping strategies (Neha & Jp, 2019). Mental skills training has developed from the necessity of the athlete to learn more about their individual mental life to allow a degree of control in coordinating effective movement through various psychological states of performance (Singh & Singh, 2018).

#### **Self-confidence can have a significant impact on the performance of long-distance runners**

**A. Increased Motivation and Persistence;** Long-distance runners that are self-assured are usually more driven and tenacious in their training. Their self-belief in their potential to succeed drives them to persevere through difficult training sessions and uphold consistency. Long-distance race performance may benefit from this heightened drive and perseverance (Youssef et al., 2017).

**B. Enhanced Mental Toughness:** Self-confidence contributes to mental toughness among long-distance runners. Mental toughness involves the ability to stay focused, maintain positive thoughts, and cope effectively with physical and mental fatigue during long-distance races. Self-confident runners are more likely to exhibit mental toughness, which helps them persevere and perform at a high level (Neha & Jp, 2019).

**C. Improved Race Strategy and Pacing:** Self-confident long-distance runners are more likely to develop effective race strategies and pacing plans. They trust their training and have confidence in their ability to execute their race plan. This enables them to make strategic decisions, manage their energy levels, and maintain an optimal pace throughout the race, leading to improved performance (Tolemariam et al., 2013).

**D. Positive Mindset and Resilience:** Self-confidence contributes to a positive mindset among long-distance runners. They believe in their ability to overcome challenges, setbacks, and the discomfort associated with long-duration efforts. This positive mindset enhances their mental

resilience, enabling them to maintain focus, manage fatigue, and keep pushing through difficult moments during the race (Yousaf et al., 2017).

**E. Increased Self-confidence:** Self-confidence is closely related to self-efficacy, which is the belief in one's ability to successfully execute specific tasks or performances. High self-efficacy among long-distance runners leads to increased confidence in their ability to complete the race and achieve their desired performance outcomes. This belief in their capabilities can positively influence their performance (Espinol et al., 2020).

### **2.2.6. Motivation and self-confidence**

Motivation and self-confidence are interconnected, with motivation fostering purpose, self-belief, and self-confidence, which in turn boosts self-efficacy and motivation. High motivation and self-confidence in long-distance runners lead to challenging objectives, efficient training, perseverance, and reaching their full potential (Ita et al., 2022). Research shows that these factors are mutually supportive

### **2.2.7. Impact of Motivation and Self-Confidence on Performance:**

The combined influence of motivation and self-confidence on performance in long-distance running has been well-documented. Studies have found that athletes with high levels of both motivation and self-confidence are more likely to:

**Set Challenging Goals:** They set ambitious yet realistic goals for themselves, which can drive their training and performance.

**Engage in Deliberate Practice:** They engage in focused and purposeful training sessions, maximizing their potential for improvement.

**Continue in the Face of Challenges:** They demonstrate greater resilience and persistence when faced with setbacks or difficult conditions during races.

**Achieve Higher Levels of Performance:** High motivation and self-confidence are linked to improved performance in long-distance running. Self-confidence, or self-efficacy, can either enhance or hinder performance. Self-talk, either positive or negative, can improve confidence. Positive self-talk is beneficial for all levels of performers, helping control situations and build confidence before and during tasks.

## **2.3. Long-distance running in Ethiopia**

### **2.3.1. Concept of Long distance**

Long distance running is a type of continuous running of at least 3 km (1.9 mi). It is predominantly aerobic in nature and requires stamina as well as mental strength. Long distance running includes a foot race starting at 3,000 meters up to the marathon, which is 42,195 meters (26 miles 385 yards).

### **2.3.2. Relationship between long distance running aerobic, stamina, strength and intelligence**

Ethiopia, known for its long-distance running, has a rich history of producing world-class athletes. High-altitude training locations, such as the Ethiopian Highlands, stimulate red blood cell production, enhancing endurance and athletic performance.

The culture and tradition of running are deeply embedded within Ethiopian society, with many young Ethiopians viewing it as a way of life and a means of escaping poverty (Holst et al., 2013). Aerobic training enhances cardiovascular function, reduces body fat, and allows for efficient low-power extended efforts. Ethiopian runners' natural talent and dedication contribute to their impressive achievements in long-distance running (Kebede Legesse & Mersha Melaku, 2022).

### **2.3.3. Long-distance running in Ethiopia Training and Coaching**

Ethiopian long-distance runners undergo high-volume training, which is a key aspect of their training regimen. They cover extensive distances on a daily basis to build endurance and improve cardiovascular fitness. This training method is believed to contribute to their success in long distance running (Education & Bu, 2010). Training in challenging terrains is another crucial element of Ethiopian long-distance running. Many Ethiopian athletes train in mountainous regions and hilly landscapes, which provide natural resistance and demand greater effort from the runners. This type of training helps enhance the athletes' strength, stamina, and mental toughness (Gebregiorgis, 2022).

Altitude training plays a significant role in Ethiopian long-distance running. The country's high-altitude regions, such as the Ethiopian Highlands, offer lower oxygen levels, which stimulates

the production of red blood cells and enhances endurance capacity. This natural advantage contributes to the success of Ethiopian athletes in long-distance events (TOLA, 2018). Group training allows athletes to push each other, share experiences, and learn from one another, contributing to their overall development and performance (Haddera, 2016). Coaching plays a crucial role in the success of Ethiopian long-distance runners. Coaches provide guidance, expertise, and individualized training plans to athletes. They focus on improving technique, race strategy, mental preparation, and overall performance. The relationship between athletes and coaches is built on trust and mutual understanding, contributing to the athletes' development (Wilber & Pitsiladis, 2012).

#### **2.3.4. Talent Identification and Development of runners**

Talent identification and development play a significant role in the success of Ethiopian long distance runners. Ethiopia has a rich tradition of producing world-class athletes, and various strategies are employed to identify and nurture talented individuals. Here are some key aspects of talent identification and development in Ethiopian running (Beaumont et al., 2015).

**School-based Athletics Programs:** Ethiopian schools play a crucial role in talent identification and development. Athletics programs are integrated into the curriculum, providing opportunities for young athletes to participate in organized competitions. School competitions serve as platforms for talent scouts and coaches to identify promising athletes who demonstrate exceptional speed, endurance, or racing potential. Promising athletes are often invited to training camps or Specialize training centers. These camps provide a structured and focused training environment, with access to experienced coaches, proper facilities, and resources. Athletes receive personalized training plans, nutritional guidance, and mentor ship to enhance their skills and nurture their potential (Rogaleva et al., 2018a).

**Mentor ship and Role Models:** Established Ethiopian athletes, who have achieved international success, serve as role models and mentors for, aspiring young runners. These mentors provide guidance, encouragement, and inspiration to the next generation of athletes. They share their experiences, training insights, and strategies for success, helping to shape the development of talented individuals.

Grassroots Participation: Ethiopian athletics often begins at the grassroots level, with children and young athletes engaging in running as a natural part of their daily lives. Many athletes are introduced to running through informal running clubs or school programs. Ethiopian Athletics Federation (EAF) and other governing bodies have talent identification and programs in development place. These programs involve national trials, selection camps, and specialize, training for selected athletes. The selected athletes receive support, financial assistance, and opportunities to compete at national and international levels, which further aid their development.

Long-Term Development Approach: Ethiopian talent development focuses on long-term athlete development rather than short-term results. Coaches and trainers emphasize gradual progress, holistic development, and injury prevention. This approach allows athletes to mature physically and mentally, ensuring sustainable success in the long run (KebedeLegesse&Mersha Melaku, 2022).

#### **2.4. Empirical Literature**

According to (Gebregiorgis, 2022) was studied on sociological and economical determinants of Ethiopian long and middle distance athletes' success. The study used mixed methods research designs and questionnaire-based survey research method. study population was 1500 athletics sport families and as a target sample 83 well known athletes, 83 coaches, sport commission officials, athletics federation employees, referees, different universities sport science department instructors totally 166 target sample population were selected with purposive sampling technique. The researchers have been used both primary and secondary sources of data. The questionnaire was used as instrument distributed a 5-point LIKERT SCALE from strongly disagree to strongly agree with assigned number 1-5 to collect the necessary data. As he said(Results) (Gebregiorgis, 2022) Low socio-economic status has a positive impact on the running performance of Ethiopian athletes.

Self-confidence refers to the belief that one is capable of performing the actions necessary to overcome difficult situations and succeed in sports (Jekauc et al., 2023). As he used in his research, thirty-one studies with 52 samples published between 2002 and 2021 were found. The results suggest that there is a significant linear relationship between self-confidence and performance, with an overall  $r = 0.30$  (95% CI [0.21; 0.37]). The study suggests a moderately

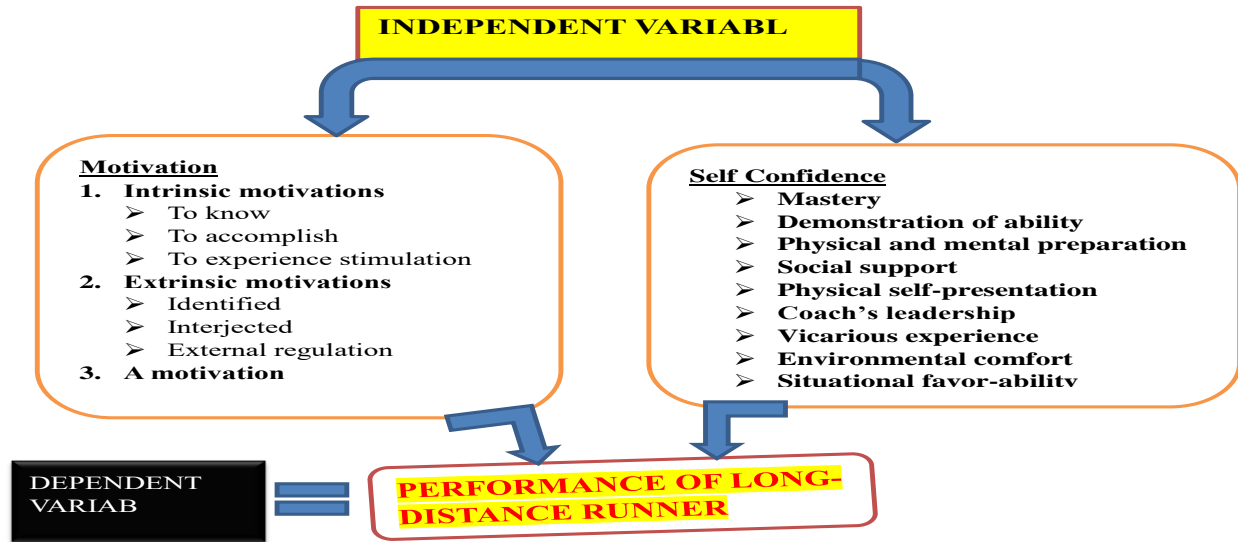
influenced relationship between self-confidence and athletic competition performance, possibly partially curvilinear, influenced by pressure, coping strategies, and physiological mechanisms.

According to (Jembere et al., 2020) was conducted research to investigate the relationship between coaches' leadership style and athlete Motivation among middle and long distance runners in the second division of athletics clubs in Addis Ababa municipality. A cross-sectional study design was employed. The study population was selected from fifteen (n=15) clubs 8 athletes from each club for a total of 120 and 30 coaches. SPSS version 23 was used for the statistical analysis of the data. Types of coaches' leadership styles have a significant relationship with motivation however; authoritarian and laissez-faire leadership styles of coaches have no significant relationship with athletes' motivation.

As research (Kebede Legesse & Mersha Melaku, 2022) shows examines the relationship between self-confidence, aggression, and athletic performance at TDATC. A triangulation mixed method design was used, with 61 athletes selected from the 123 available. The results showed a low average self-confidence score of  $10.91 \pm 2.57$ , with female athletes scoring  $10.96 \pm 1.49$  and male athletes scoring  $10.9 \pm 2.38$ . The study found no significant difference in scores between male and female athletes, suggesting low self-confidence and aggression levels. Female athletes scored highest in 800m events, while male athletes scored lowest in 1500m events. Self-confidence and aggression scores had no significant relation with event best performance for short distance athletes. However, middle-distance athletes had a higher correlation with self-confidence scores and aggression scores. No significant relationship was found between 1500 event best performance and self-confidence or aggression scores for long distance athletes.

Most studies on the performance of long-distance runners have been conducted with a variety of variables. And despite the richness of research on motivation no research has been conducted linking variables such as motivation, self-esteem, and performance; my study differs from those reviewed above in that there is no study on the effects of motivation and self-confidence on the performance of long distance runners.

## 2.5. Conceptual frame work of the study



**Figure 1: Conceptual frame work**

The Conceptual frame work drawn above shows that the variable of the study by dividing in to independent variable which was the athlete motivation and self-confidence effects on performance of long-distance runners and dependent variable which was performance of long distance runners. On the frame work the researcher to categorize the motivation levels in to Intrinsic motivations-to know, Intrinsic motivations-to accomplish, Intrinsic motivations-to experience, extrinsic motivations-identified, Extrinsic motivations-interjection, Extrinsic motivations-external regulation, and A motivation. Also self-confidence is divided in to Mastery, Demonstration of ability, Physical and mental preparation, Physical self-presentation, Social support, Coach's leadership, vicarious experience, Environmental, and Situational favor-ability.

The conceptual frame work was depended on specific objective of the research. That means specific objective is to investigating the impact of motivation and self-confidence on performance of long distance runners in selected first division athletics club of Addis Ababa city administration.

To identify the currently existing supposed the athlete motivation was effect on performance of long distance runners' combination of intrinsic and extrinsic factors, with somewhat higher motivation for extrinsic factors Addis Ababa city administration long-distance runners participant, and their will to learn and grow is reflected in their ability to adapt to new situations and challenges.

# CHAPTER THREE

## 3. Methods and Materials

### 3.1. Study area

This study was impact of motivation and self-confidence in long distance runners in selected the first division athletics club of Addis Ababa city administration. Addis Ababa is the capital city of Ethiopia.

Addis Ababa areas are subdivided in to 11 sub cities named; Addis Ketema, Akaki Kaliti, Arada, Bole, Gullele, Kirkos, Kolfe Keranio, Ledeta, Nifas Silk Lafto, Yeka and the recently added Lemi Kura. Aug 24, 2023. The study was conducted on a first division athletic club in the city of Addis Ababa. Addis Ababa is the capital of Ethiopia.

The regions of Addis Ababa are divided into 11 sub-cities namely; Addis Ketema, Akaki Kaliti, Village, Bole, Gullele, Kirkos, Kolfe Keranio, Ledeta, Nifas Silk Lafto, Yeka and the most recent addition, Lemi Kura. August 24.

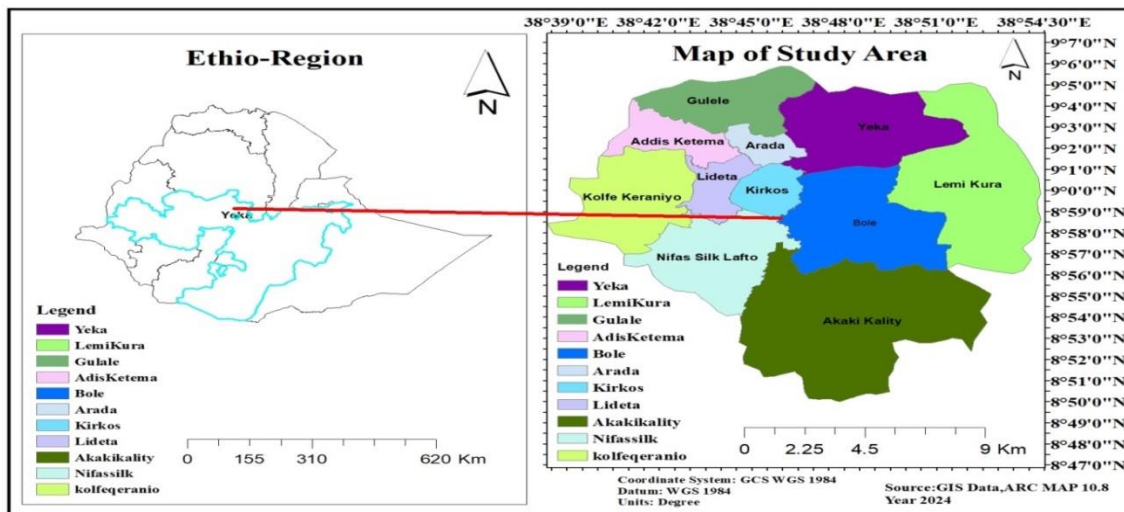


Figure 2: Map of the study area (source: GIS, ARC MAP version 10.8) January 2024

### 3.2. Study design

The research design was mixed study (qualitative and quantitative).

The research was done investigating effect of motivation and self-confidence on performance of long distance runners in selected the first division athletics club of Addis Ababa city

administration. Data collection included standard questionnaires distributed for athletics by both sex, interview for coaches focused on impact of motivation and self-confidence on performance of long-distance runner's athletics, and also ethical considerations were considered.

### **3.3. Population of the study**

Population of the study was done from six (6) clubs in selected the first division athletics club of Addis Ababa city administration, with 86 athletics and 6 coaching.

The study was to examine impact of motivation and self-confidence on performance of long-distance (10,000) m runners in first division athletics clubs in Addis Ababa City Administration. The population includes active competitive runners, participating in training and competition. The study population was taken from six (6) clubs in selected the first division athletics club of Addis Ababa city administration. Those are, Mechal Sport club, Federal Maremiya Sport club, Ecosiko Sport club, Ethiopian electric contraction Sport clubs, Ethiopia Nigid Bank Sport club, and Federal Police Sport club.

### **3.4. Target population**

The Target study population was consists of six (6) clubs in selected the first division athletics club of Addis Ababa city administration a total of 59 males and 27 females; a total of 86 athletes, 4 males and 2 females and a total of 6 coaches. The total population of the study was 63 males and 29 females.

### **3.5. Sample of the study**

Sample of the study was selected 63 males, 29 females' 92 population from six (6) clubs in selected the first division athletics club of Addis Ababa city administration. And also total sample of the study is (92).

**Table 1: Description of population, target population and sample size for Athletes:**

No	1st division Clubs	Number of athletes			Number of Target population.			Number of sample population.			Sampling techniques
		Total population	M	F	T	M	F	T	M	F	
1	Machal	9	6	15	9	6	15	9	6	15	Purposive
2	F/ Maremiya	8	4	12	8	4	12	8	4	12	
3	ECC/Ecosiko/	14	3	17	14	3	17	14	3	17	
4	Ethio-Electric	14	5	19	14	5	19	14	5	19	
5	CBE	5	5	10	5	5	10	5	5	10	
6	Federal police	9	4	13	9	4	13	9	4	13	
	Total	59	27	86	59	27	86	59	27	86	

The table presents data on the number of 10,000m runner's athletes in first division Addis Ababa city administration sport clubs in a specific area, focusing on male and female athletes, and the total number of athletes in each club. In terms of gender distribution, there are more male athletes (59) than female athletes (27) in the area.

**Table 2: Description of population, target population and sample size for coaches**

No	1st division Clubs	Total population			Target population			sample			Sampling techniques
		M	F	T	M	F	T	M	F	T	
1	Mechal	1	-	1	1	-	1	1	-	1	Purposive
2	CBE	1	-	1	1	-	1	1	-	1	
3	Federal Police	-	1	1	-	1	1	-	1	1	
4	ECC	1	-	1	1	-	1	1	-	1	
5	F/ Maremiya	-	1	1	-	1	1	-	1	1	
6	Ethio-Electric	1	-	1	1	-	1	1	-	1	
	Total	4	2	6	4	2	6	4	2	6	

The table presents data on the number of 10,000m runner's coaching in first division Addis Ababa city administration sport clubs in a specific area, focusing on male and female athletes, and the total number of athletes in each club. In terms of gender distribution, there are more male athletes (59) than female athletes (27) in the area.

### **3.6. Instrument of data collection**

The instrument for this study is standard questionnaire distribution for athlete runners 10,000m and interview for coach. Sport motivation scale questionnaire developed by Luc, et al., 1995 using the same scale to identify athletes' motivation and Sources of sport confidence Questionnaire.

#### **3.6. 1. Sources of data collection**

Both primary and secondary sources of data was used for this study the primary data was collected through standardized sport motivation scale questionnaire developed by L,uc, et al., 1995 and Sport-Confidence Questionnaire to examine impact of motivation and self-confidence on performance athlete in Addis Ababa city administration first division athlete clubs using likers scale standards Questioners.

The secondary source of data was collected from different materials or sources like books, journals, internet, different researches, and others materials related to the study. The combination of the primary and secondary information from different sources or employing multiple instruments of data collection techniques was increased the credibility of the research findings and minimize the risk of erroneous conclusion.

#### **3.6.2. Reliability of the instrument**

Reliability is a measure of consistency, ensuring consistent responses from participants (Asrat, 2018). Since the aim of my research is to answer some questions on the impact of motivation and self-confidence on runners' performance, I was focus on using reliability in my research to assess the responses of the participants.

As the (Bornstein, 2018) shows Reliability refers to the consistency or stability of a measure, ensuring that consistent scores are obtained on repeated tests. However, absolute reliability is rare because mistakes can affect the chance of assessment. The test aims to minimize this error.

### 3.6.3. Pilot test

A pilot test is a small-scale trial run of research study to assess the feasibility, validity, and reliability of research instruments and procedures. It allows identifying any potential issues or areas for improvement before conducting the full-scale study.

The researcher was employed Cronbach's Alpha for the reliability standard questionnaires' used in study such as motivation scale (SMS=28) and Sources of Sport-Confidence Questionnaire Scale (SCQ) can to be checking the instrument of the data collection. This is initial assessment aims to evaluate the clarity, relevance, and effectiveness of the scales within the specific context of 10,000m runners in Laga Xafo athletics clubs providing valuable insights to refine the instruments for future data collection.

Accordingly, pilot study was conducted on Laga Xafo Long Distance Runners athletics club athletes (N =12), and their cronbach's alpha reliability was reported was acceptable as shown in the below table.

**Table 3: Reliability of the questionnaire for study**

Variable	Cronbach's Alpha	Cronbach's Alpha Based on sandardized Items	N of Items
Motivation	.909	.884	28
Self-confidence	.790	.774	44

The table demonstrates the internal consistency reliability of the Motivation and Self-confidence scales. Both motivation and self-confidence show acceptable levels of reliability, these reliability coefficients indicate that the items within each scale are measuring their respective constructs consistently and reliably.

The Cronbach's Alpha coefficient for Motivation is .909. This suggests a high level of internal consistency among the 28 items measuring motivation. It indicates that the items in the motivation scale are strongly related to each other, providing reliable measurement of motivation as a construct. The Cronbach's Alpha coefficient for Self-confidence is .790. This value indicates a good level of internal consistency among the 44 items measuring self-confidence. It suggests

that the items in the self-confidence scale are moderately related to each other, providing reasonably reliable measurement of self-confidence as a concept. The number of items included in each variable's scale, Motivation consists of 28 items, although Self-confidence contains 44 items.

### **3.7. Subject of the study**

The participants of this study were the first division athletics clubs of Addis Ababa. The study population consisted of 59 (68.60%) males and 27 (31.39%) females, a total of 86 (100%) athletes from six athletic clubs in Addis Ababa and 4 (66.66%) male and 2(33.33%) female coaches. The total income of the study population was 63(68.47%) males and 29 (31.52%) females total 92 (100%) is sum of coach and athlete. This means that the number of males in the study is higher than the number of females in the study. While female participation is low, male participation is high.

### **3.8. Methods of data analysis**

Data analysis for the research "impact of motivation and self-confidence on performance of long-distance runners in selected first division Athletics clubs of Addis Ababa City Administration," several statistical technique was used.

The methods used for data analysis were selected based on their appropriateness for addressing the research objectives and answering the research questions. Data collected to be analyzed using appropriate statistical techniques SPSS version: 26.

**Descriptive statistics** were used to determine the motivation and self-confidence levels of the long-distance runners such as **mean** and **standard deviation** was calculated to summarize the data and provide an overview of the participant.

**Correlation** analysis was conducted to examine the relationship between motivation, self-confidence, and performance outcomes of the long-distance runners. This analysis helps to understand the strength and direction of the relationship between motivation, self-confidence, and performance outcomes of the long-distance runners.

**Multiple linear regression** analysis was employed to investigate effect of motivation and self-confidence on performance of long-distance runners this statistical technique allows the identification and quantification of the relationship between predictor motivation and self-

confidence and performance. This analysis helps to identify any variations between groups and provides insights into potential factors influencing performance. Qualitative data obtained from interviews were analyzed using thematic analysis this approach involves identifying patterns, themes, and categories within the qualitative data to gain a deeper understanding of the participants' experiences and perspectives.

### **3.9. Ethical Considerations**

This study respects the ethical guide lines of Jimma University Sport Academy, and protects the confidentiality of the participants. Foreword Written permission is obtained from the Ethiopian Athletics Federation, the Addis Ababa Athletics Federation, and the clubs. Written informed questionnaire consent was obtained from each participant. Anyone who is not interested in participating has the right to decide out.

## CHAPTER FOUR

### 4. RESULT AND DISCUSSIONS

This chapter discusses about the findings of the research and interpretation and discussions of the findings of the study. Findings and interpretation of data /results obtained from long distance (10,000) m runners athletes, and 10,000m coaches interpreted as follows.

#### 4.1. Demographic information of respondents'

**Table 4: Demographic characteristics of respondents (Athletes)**

	Variable	Category	Frequency	Percentage
1.	Sex	Male	59	68.60%
		Female	27	31.39%
		Total	86	99.99%
2.	Age	18-24	56	65.1%
		25-34	28	32.6%
		<35	2	2.3%
		Total	86	100%
3.	Educational level	Primary school	30	34.9%
		Secondary school	24	27.9%
		Diploma	12	14.0%
		Degree	16	18.6%
		Masters	4	4.7%
		Total	86	100.0
4.	Experience	0-1	23	26.7
		2-3	42	48.8
		4-5	15	17.4
		6-7	1	1.2
		<8	5	5.8
		Total	86	100.0

As shown in the table, 4 Category 1 indicates that; 59 (68.60%) male and 27(31.39%) female 10,000 meter long distance runners athletes participated in the questionnaire. table, 4 Category 1 implies that both male and female athletes made great efforts to answer the questions given to them.

Table, 4 Category 2, provides information about the ages of athletes, those are in the 18-24 age, 56 (65.1%), the second largest age group is the 25-34 age, with 28 (32.6%) and the smallest age group is the <35 age, with 2 (2.3%). Table, 4 Category 2, implies, majority of the sampled athletes are young adults, with the largest age group being the 18-24 age groups. This is followed by the 25-34 age group, and then the <35 age group.

Table, 4 Category 3, shows that distribution of education levels among the respondents. The primary school has 30 (34.9%), the secondary school 24 (27.9%), Diploma 12 (14.0%), Degree 16 (18.8%), and Master's degree 4 (4.7%). Table, 4 Category 3 suggest that majority of respondents have a lower level of education, with a smaller percentage having higher levels of education. This may indicate a need for additional education and training programs to support the development of the respondents.

Table, 4 Category 4, shows the distribution of training years (experience) among the respondents. The majority of respondents, the 2-3 years group has the highest 42 (48.8%), the 0-1 years group 23 (26.7%). the 6-7 years group 15 (1.2%). Table, 4 Category 4, suggests that the majority of respondents have relatively limited experience in their field, with a smaller percentage having more experience. Table, 4 Category 4, may indicate a need for further training and development programs to support the growth of the respondents.

**Table 5: Demographic characteristics of respondents (Coaches)**

	Variables	Category	Frequency	Percentage
1.	Sex	Male	4	66.66%
		Female	2	33.33%
		Total	6	99.99%
2.	Age	24-29	1	16.66%
		30-35	2	33.33%
		36-40	1	16.66%
		40-45	2	33.33%
		Total	6	99.98%
3	Educational level	12 grade complete	-	-
		Certificate	1	16.66%
		first degree	1	16.66%
		Masters	3	50%
		PhD	1	16.66%
		Total	6	99.98%
4.	Experience	3-5	2	33.33%
		6-9	3	50%
		10 and above	1	16.66%
		Total	6	99.99%
5.	License Level	first level	3	50%
		second level	1	16.66%
		third level	2	33.33%
		Total		99.99%

The table 5, category 1, describing; male 4(66.66%) and female 2(33.33%) 10,000 m long distance coaches participated in the study. According to table 5, category 1, suggests that more than twice as many male coaches as female coaches made great efforts to participate in study.

The table 5, category 2, describing; the age group 24-29, 1 (16.66%) coaches, 30-35, 4 (33.33%), and 40-45, 2(33.33%), and the age group 36-40 also contributes about 16.66%. The table 5, category 2 result had the implication of more than half of coaches were ranges from 30-35 years old. They could mean that coaches were found under more functional age.

Table 5, category 3, shows that out of educational levels; Certificate: There is 1(16.66%) coach who holds a certificate, First degree: 1 (16.66%) coach in the study has a first degree, Masters: 3 (50%) coaches hold a Master's degree, and PhD: 1 (16.66%) coach with a PhD, accounting for of the total sample. Table 5, category 3, provides to improve the educational diversity of the group, it may be helpful to actively seek out and include participants with different levels of educational attainment., indicating a diverse range of educational backgrounds, including certificates, first degrees, Masters Degrees, and a PhD.

Table 5, category 4, show that, the experience levels of coaches in the study 3-5 years: There are 2 (33.33%), 6-9 years: 3 (50%), and also, 10 and above years: 1(16.66%) coach with 10 or more. In total, representing 99.99% of the total sample, Table 5, category 4, implies that the group has a mix of experienced and less experienced individuals, with a slight majority in the 6-9 years of experience range. To improve the experience diversity of the group, it may be helpful to actively seek out and include participants with a wider range of experience levels.

Table 5, category 5, shows the distribution of license levels among coaches. The majorities of coaches (50%) have a first level license; followed by those with a second level license (16.66%) and a third level license (33.33%), Table 5, category 5, suggests that the majority of coaches have a relatively low level of licensure, with a smaller percentage having higher levels of licensure, this may indicate a need for further training and development programs to support the growth of coaches.

#### 4.2. Motivation of an athletes'

**Table 6: Implications of the motivation categories in relation to the research question**

Sn	Motivation Category	Mean	Standard division (SD)
	Intrinsic motivations - to know	3.36	1.16
	Intrinsic motivations - to accomplish	3.48	1.14
	Intrinsic motivations - to experience	3.40	1.24
	Extrinsic motivations – identified	3.48	1.16
	Extrinsic motivations – interjection	3.44	1.14
	Extrinsic motivations - external regulation	3.63	1.12
	A motivation	3.00	1.40

1= Does not correspond at all, 2 = Corresponds a little, 3 = Corresponds Moderately,

4 = Corresponds a lot, 5= Corresponds Exactly.

Table 6, Category 1= Intrinsic motivations-to know is Mean 3.36(SD=1.16), Table 6, Category 2= Intrinsic motivations-to accomplish is Mean 3.48(SD=1.14), Table 6, Category 3= Intrinsic motivations-to experience is 3.40(SD=1.24), Table 6, Category 4= Extrinsic motivations-identified is 3.48(SD=1.16), Table 6, Category 5= Extrinsic motivations-interjection is 3.44(SD=1.14), Table 6, Category 6= Extrinsic motivations-external regulation is 3.63(SD=1.12), and Table 6, Category 7= A motivation is 3.00(SD=1.40).

As indicated in Table 6, The 1st Category is intrinsic motivations-to know Mean is 3.36(SD=1.16), which indicates that long-distance runners in selected first division athletics clubs of Addis Ababa city administration have a moderate level of intrinsic motivation. This suggests that they are motivated by factors such as the need to know and accomplish, but may not be as motivated by external factors such as money or recognition.

Table 6, the 2nd Category is intrinsic motivations - to accomplish Mean is 3.48(SD=1.14), this is refers to the motivation to involve in an activity for the sake of achieving a goal or accomplishing something. The mean for intrinsic motivations - to accomplish is 3.48, which indicates that the respondents tend to be moderately motivated by this factor.

Table 6, the 3rd Category is intrinsic motivations - to experience is Mean 3.40(SD=1.24), this is refers to the motivation to involve in an activity for the sake of experiencing pleasure or enjoyment. This indicates that the respondents tend to be moderately motivated by this factor.

Table 6, the 4th Category is extrinsic motivations- to identified Mean is 3.48(SD=1.16), this states to the motivation to involve in an activity because it is supposed as important or valuable by others. The mean for extrinsic motivations- to identified Mean is 3.48, which indicates that the respondents incline to be moderately motivated by extrinsic motivations- to identify.

Table 6, the 5th Category is extrinsic motivations – interjection Mean is 3.44(SD=1.14), this category refers to the motivation to engage in an activity because it is supposed as important or valuable by others, but with a sense of external pressure or obligation. The mean extrinsic motivations – interjection is 3.44, which indicates that the respondents tend to be moderately motivated by this factor.

Table 6, the 6th Category is extrinsic motivations - external regulation Mean is 3.63(SD=1.12), Extrinsic motivations-external regulation refers to the motivation to engage in an activity because it is required or expected by external factors, such as social norms or institutional policies. The mean for extrinsic motivations-external regulation is 3.63, which indicates that the respondents tend to be highly motivated by this factor and,

Table 6, the 7th Category is A motivation Mean is 3.00(SD=1.40), A motivation is refers to the motivation to engage in an activity for other reasons, such as personal interests or enjoyment. The mean for a motivation is 3.00, which indicates that the respondents tend to be moderately motivated by a motivation.

The study indicates that respondents are moderately motivated by a combination of intrinsic and extrinsic factors, with somewhat higher motivation for extrinsic factors. The respondents are influenced by their ability to adapt to the changes in Addis Ababa city administration long-

distance runners participant, and their will to learn and grow is reflected in their ability to adapt to new situations and challenges.

### **Interviews with coaches of athletes participating in the 10,000m distance.**

#### **Q1. What is the current level or motivation of athletes in 10,000m distance runners?**

##### ***One of the esteemed interviewee said that,***

*...The level of motivation among athletes at the 10,000m distance is currently especially high. Athletes always show a strong drive for excellence and constantly push themselves to achieve their goals. The club points the high motivation to the athletes' passion for the sport, their commitment to training and their desire to succeed at the highest level.*

##### ***The 2nd of the interviewees said;***

*...Expressed similar sentiments regarding the motivation of athletes in 10,000-meter distance runners, they believe the current motivation level of their athletes is very high. Athletes are driven by their personal goals, being competitive and pursuing competitive performance. The club stresses the importance of creating a supportive and encouraging environment to maintain and develop this motivation.*

##### ***3rd of the interviewees said;***

*...The level of motivation of the athletes in the 10,000m distance is obviously high. The athletes in their club always show a strong sense of commitment and dedication to their training. They are motivated by personal ambition and the desire to represent their club and country in prestigious competitions. The Club emphasizes the role of effective coaching and structured training programs in developing and sustaining this initiative.*

*The 4th of the respected interview said that;*

*...The athletes are highly motivated because the managers and coach provide everything the athletes need such as sports equipment, medical treatment, and full training consultants. Another reason for their motivation is that long distance runners are trained by sports leaders. Athlete training is facilitated by leadership or responsibility of athletes; this plays an important role in motivating athletes.*

### 4.3. Self-Confidence Of An athletes'

**Table 7: Implications of the Self Confidence categories in relation to the research question**

Sn	Self Confidence Category	Mean	Standard division (SD)
	Mastery	3.58	1.14
	Demonstration of ability	3.51	1.14
	Physical and mental preparation	3.45	1.21
	Physical self-presentation	3.40	1.12
	Social support	3.45	1.13
	Coach's leadership	3.61	1.12
	Vicarious experience	3.61	1.09
	Environmental comfort	3.38	1.17
	Situational favor-ability	3.32	1.17

1=It is not necessary at all 2=It is a little necessary 3=It is somewhat important

4=It is very important 5=It is exactly necessary

Table 7, Category 1: Mastery is Mean 3.58(SD=1.14), Table 13, Category 2: Demonstration of ability is Mean 3.51(SD=1.14), Table 7, Category 3: Physical and mental preparation is Mean

3.45(SD=1.21), Table 7, Category 4: Physical self-presentation is Mean 3.40(SD=1.12), Table 7, Category 5: Social support is Mean 3.45(SD=1.13), Table 7, Category 6: Coach's leadership is Mean 3.61(SD=1.12), Table 7, Category 7: Vicarious experience is Mean 3.61(SD=1.09), Table 7, Category 8: Environmental comfort is Mean 3.38(SD=1.17), and Table 13, Category 9: Situational favor-ability is Mean 3.32(SD=1.17).

Table 7, Category 1: Mastery is Mean 3.58(SD=1.14), which advises that long distance runners in selected first division athletic clubs in Addis Ababa city administration have a moderate level of mastery in their sport. Table 7, Category 2: Demonstration of ability is Mean 3.51(SD=1.14), which is similar to the mean score for Table 7, Category 1. This suggests that long distance runners in selected first division athletic clubs in Addis Ababa city administration have a moderate level of ability in their sport.

Table 7, Category 3: Physical and mental preparation is Mean 3.45(SD=1.21), which is slightly lower than the mean scores for Mastery 3.58(SD=1.14) and Demonstration of ability 3.51(SD=1.14). This suggests that long distance runners in selected first division athletic clubs in Addis Ababa city administration may need to improve their physical and mental preparation in order to perform at their best.

Table 7, Category 4: Physical self-presentation is Mean 3.40(SD=1.12), which is lower than the mean scores for Categories 1-3. This mentions that long distance runners in selected first division athletic clubs in Addis Ababa city administration may need to improve their physical self-presentation in order to perform at their best.

Table 7, Category 5: Social support is Mean 3.45(SD=1.13), which is similar to the mean scores for Categories 1-4. This suggests that long distance runners in selected first division athletic clubs in Addis Ababa city administration have a moderate level of social support, which can be beneficial for their performance. Table 7, Category 6: Coach's leadership is Mean 3.61(SD=1.12), which is higher than the mean scores for Categories 1-5. This suggests that long distance runners in selected first division athletic clubs in Addis Ababa city administration have a high level of confidence in their coach's leadership and management.

Table 7, Category 7: Vicarious experience is Mean 3.61(SD=1.09), which is similar to the mean score for Category 6. This suggests that long distance runners in selected first division athletic

clubs in Addis Ababa municipality have a high level of vicarious experience, which can be beneficial for their performance.

Table 7, Category 8: Environmental comfort is Mean 3.38(SD=1.17), which is lower than the mean scores for Categories 1-7. This suggests that long distance runners in selected first division athletic clubs in Addis Ababa municipality may need to improve their environmental comfort in order to perform at their best and, Table 7, Category 9: Situational favor-ability is Mean 3.32(SD=1.17) which is lower than the mean scores for Categories 1-8. This suggests that long distance runners in selected first division athletic clubs in Addis Ababa city administration may need to improve their situational favorability in order to perform at their best.

The study tells that long distance runners in first division athletic clubs in Addis Ababa have moderate mastery, ability, and social support. However, they need to improve their physical and mental preparation, self-presentation, and environmental comfort to perform at their best.

They have high self-confidence in their coach's leadership and have a high level of vicarious experience, which can benefit their performance. The respondents value their coach's leadership and social support highly, with the highest mean score for their leadership and the support they receive from their social networks. However, the lowest mean score is for environmental comfort, possibly due to the focus on physical performance in long-distance running.

### **Interviews with coaches of athletes participating in the 10,000m distance.**

#### **Q2. What about their self-confidence? Are your athletes confident during competition?**

##### **One of the respected questions said;**

...Athletes are confident in their sports participation. The main reason for self-confidence is that the physical and mental training of athletes is adequate. This is because when athletes are talented and physically developed, their self-esteem develops, and coaches are actively working on these athletes.

##### **The 2nd interviewee said;**

...the level of self-confidence of athletes in the 10,000m distance is high mainly because when training is during this training period

and all the necessary preparations are available and they are confident in everything they do that right and duty who knows we have that right and duty.

**A 3rd of the interviewees said;**

...But the 3rd respondent would have suggested that runners lose confidence in the 10,000 meter distance. They are also particularly impressed with the wins from the tournament, how we won; because they believe other athletes are better than us but not confident. They don't believe in themselves. However, confidence is crucial for athletes and if they participate in training during training.

**The 4th of these distinguished interviewees said;**

*...Many athletes, especially those with experience in the 10,000-meter distance, recognize that running confidence plays a crucial role for long distances during competitions. It expresses an interest in identifying factors that may influence self-esteem levels and how these factors can be managed and improved. A thorough understanding of athletes' confidence levels is targeted support and guidance.*

*When athletes are confident, relationships between athletes are great and as athletes develop confidence, they develop a willingness and ability to work with coaches. Therefore, knowing that it is good to have confidence, we encourage the coaches to develop confidence in the athletes and also encourage the athletes to have confidence in themselves, when asked what the confidence of the athletes at the moment is individual coaching and mentoring should be provided to athletes to boost their confidence.*

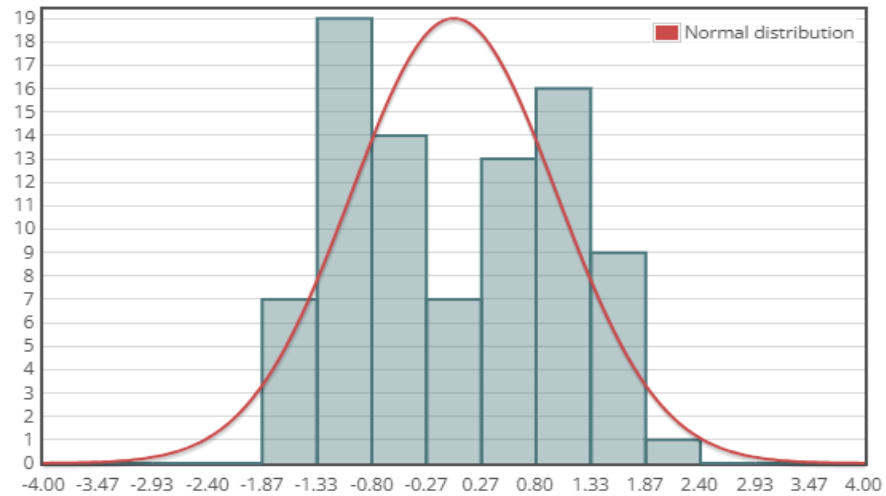
**4.4. The impact of motivation and self-confidence on the performance of long-distance runners in selected first-division athletics clubs of Addis Ababa city administration.**

**Table 8: Data normality tests the impact of motivation and self-confidence on the performance of long-distance runners in selected first-division athletics clubs of Addis Ababa city administration.**

Tests	Description	Appears normal
Skewness	Population skewness (unbiased) = 0.153, with a standard error of 0.260. The (asymptotic) z-value is 0.606 and p-value = 0.544. Therefore, this distribution has similar skew as a normal distribution.	Normal
Kurtosis	Population excess kurtosis (unbiased) = -1.282, with a standard error of 0.514. The (asymptotic) z-value is -6.194 and p-value < 0.001. Therefore, this distribution does not have similar kurtosis as a normal distribution.	Not Normal
Kolmogorov-Smirnov	The two-sided Kolmogorov-Smirnov statistic (the maximum absolute difference) $D(86) = 0.135$ , Lilliefors p-value < 0.001. Since the p-value is less than 0.05, the data does not appear to be normally distributed.	Not Normal
Shapiro-Wilk	The Shapiro-Wilk test statistic $W = 0.942$ , p-value < 0.001. Since the p-value is less than 0.05, the data does not appear to be normally distributed.	Not Normal

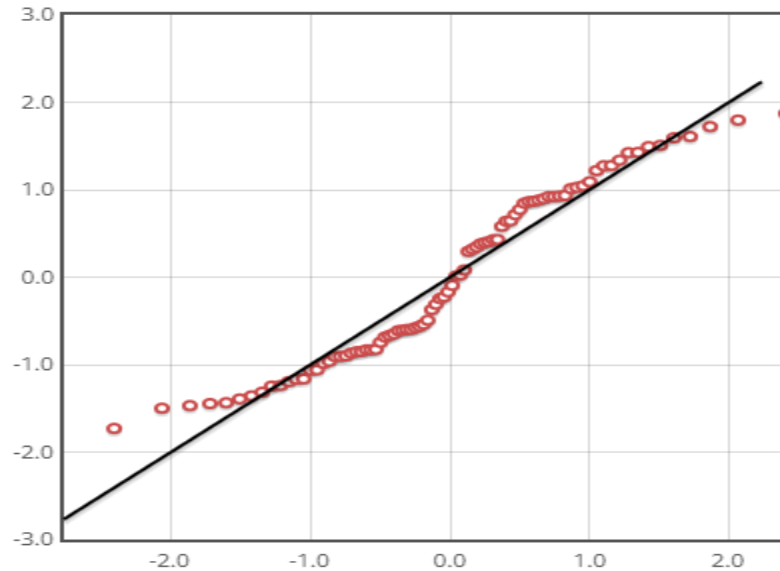
The above table shows that the data set's distribution is not normal. The population's skewness, as determined by the skewness test, is 0.153, which is relatively close to the skewness of zero for the normal distribution. The population excess kurtosis, on the other hand, is -1.282, according to the kurtosis test, which differs significantly from the kurtosis of 0 for the normal distribution. This suggests that the dataset's distribution is not normal, with a p-value of less than 0.001, the Kolmogorov-Smirnov test indicates that the data do not seem to be regularly distributed. Finally,

the data do not seem to be regularly distributed, as indicated by the Shapiro-Wilk test statistic  $W = 0.942$ ,  $p\text{-value} < 0.001$ .



**Figure 3: Histogram**

The above graph shows both a histogram of the data and the most likely normal distribution for the data. If histogram and normal distribution have a similar shape, it is likely that the underlying population is approximately normal.



**Figure 4: Q-Q Plot**

In the graph above, the red points represent the numbers in your data set. If these points are located relatively close to the black line, your data is approximately normally distributed.

**Table 9: The dependent Variable was the (10,000) m athletes' performance**

Variables	N	X2	Df	Sign.
Athletes' motivation	86	294.94	85	.00
Self-confidence	86	297.23	85	.00

Note that; N=number of sample size, X2 =representative of independent variables, Df=degree of freedom, sign. =significance level of the analysis.

According to Table 9, Both Athletes motivation and self-confidence ( $\chi^2 (85) = 294.94, p = 0.00$ ,  $\chi^2 (85) = 297.94, p = 0.00$ ) significantly affected the performance long distance runners,

The study examined effects of motivation and self-confidence on long-distance runners' performance. Performance was found to be highly impacted by athletes' motivation and self-confidence. The 10,000 m race was attained by competitors who were motivated and taken a high level of self-confidence, according to the results.

At  $\chi^2 (85) = 294.94$ ,  $p = 0.00$ , the study's statistical significance for the association between motivation, self-confidence and performance. According to the study, long-distance runners' performance is significantly influenced by their motivation and sense of self-confidence. The findings suggest that motivated athletes with high levels of confidence in themselves are more likely to do well in competition.

### **Interviews with coaches of athletes participating in the 10,000m distance.**

#### ***Q3. How does their motivation and confidence affect their performance?***

***One of the esteemed interviewee said that,***

*...It is highly influential in that athletes aim for the best results for themselves, the club and their country during training and competition; so they need to be motivated and confident. In the absence of motivation, self-confidence is low and in the absence of self-confidence, positive outcomes may be low in the absence of motivation. Therefore, Motivation and self-confidence have a significant impact on athletes' performance. When athletes are motivated and confident, athletes' performances increases step by steps.*

***The 2nd of the interviewees said;***

*...The self-confidence and motivation of athletes is greatly affected by performance in the 10,000 meters. This impact can be positive or negative. When they achieve good results based on their motivation and self-confidence, the percentage of motivation and self-confidence they have is positive. Athletes can reach their full physical potential when they have good self-confidence, which reduces fear and insecurity.*

*It is also a time when athletes' motivation and self-confidence as individuals and as a club is low and their performance scores are*

*low. At times like this, the pressure of motivation and self-esteem is negative.*

***A 3rd of the interviewees said;***

*...Motivation and confidence are key factors in an athlete's performance. When an athlete is motivated, they have a strong desire to succeed and are more likely to put in the effort required to achieve their goals. Confidence, on the other hand, is essential for an athlete to perform at their best. When an athlete is confident, they believe in their ability to succeed and are more likely to take risks and push themselves to their limits."*

***The 4th of the respected interview said that;***

*...Motivation and confidence can have a huge impact on an athlete's performance. When an athlete is motivated, they have a clear goal in mind and are willing to do whatever it takes to achieve it. Confidence, on the other hand, allows an athlete to execute their skills and perform at their best. When an athlete is confident, they are more likely to take risks and push themselves to their limits, which can lead to better performance.*

#### 4.5. Discussions

The finding of the study shows athletes motivation and self-confidence affected performance of long-distance runners in selected first-division athletics clubs of Addis Ababa city administration.

- ❖ Some studies are agreement to athletes' motivation affected on performance of long-distance runners.

According to (Rosario, 2023) study say that, as motivation has a direct impact on an athlete's performance, it can either be beneficial or detrimental to them.

(Jekauc et al., 2023) suggested that the motivation of athletes show a central role in their performance in long-distance running.

In sport, high motivation is widely accepted as an essential requirement in getting athletes to fulfill their potential (Kunvarsing, 2019).

As indicated by stated (TOLA, 2018) say that; Game strategy competency, technique competency, and character building competency has positive effects on athlete motivation, this research contributes to increasing scientific knowledge among coaches and athletes about the importance of competence for the motivational aspect.

- ❖ And also, some studies are agreement to athletes' self-confidence affected on performance of long-distance runners.

According to, (Yousaf et al., 2017) stated that, Self-confidence refers to the belief that one is capable of performing the actions necessary to overcome difficult situations and succeed in sports, and although self-confidence has a positive effect on sports performances.

According to (Kebede Legesse & Mersha Melaku, 2022) studies say that; athletes who were highly strong sense of self-confidence exhibited better results in their performance, when technique, tactics and physical preparation are noticeably equal among competitors, what will succeed and differentiate them during competition is precisely the level of self-confidence presented.

Self-confidence is frequently cited as an important part of successful sport performance and has been shown to influence behaviors, attitudes, and sporting attainment (Beaumont et al., 2015).

Self-confident runners are more likely to exhibit mental toughness, which helps them continue and perform at a high level (Neha & Jp, 2019).

The Athletes motivation significantly affected on performance long distance runners and Athletes self-confidence significantly affected on performance long distance runners, this showed that motivation and confidence are serious factors to be considered in the training and development of long distance runners.

In disagreement to this finding, another study conducted by (Demlie, 2012) suggested that while motivation and self-confidence are important factors, they may not be the individual determinants of on performance of long-distance runners.

(Kebede Legesse & Mersha Melaku, 2022) said that factors such as training techniques, physical fitness, and external support systems also significantly contribute to the performance of athletes.

## Chapter Five:

### 5. Summary, conclusion, and recommendations

#### 5.1. Summary

The primary purpose of this study was to examine impact of motivation and self-confidence on performance of long-distance runners in selected first-division athletics clubs of Addis Ababa city administration.

- ❖ Some of the focuses of the research focused on to answer the research questions including what was the current the level of motivation and self-confidence, and also to investigate impact of motivation and self-confidence on performance of long distance runner's athletes of the Addis Ababa city administration.

The conceptual framework offers a comprehensive understanding of motivation, self-confidence, and performance in long-distance running, supporting coaches, trainers, and athletes in that can optimize performance and achieving goals.

- ✓ The study used a quantitative and qualitative research design.
- ✓ The data was analyzed several statistical technique was used.
- ✓ The methods used for data analysis were selected based on their appropriateness for addressing the research objectives and answering the research questions.
- ✓ Data collected to be analyzed using appropriate statistical techniques SPSS version: 26.

The results showed that athletes' motivation and self-confidence significantly affected their performance.

The study found that long-distance runners' performance is significantly influenced by their motivation and self-confidence. Both intrinsic and extrinsic factors contribute to motivation, with extrinsic factors having a higher motivation and self-confidence level. The study also found that athletes' motivation and self-confidence significantly impact their performance, indicating a strong correlation between these factors.

The results indicated that both motivation and self-confidence significantly affected the performance of long-distance runners in selected first-division athletics clubs of Addis Ababa city administration.

## 5.2. Conclusion

This study was design to examine impact of motivation and self-confidence on performance of long-distance runners in Addis Ababa city administration first division athletics clubs.

- ✓ The demographic result of the study indicated that almost more than half of the athletes were male, half of athletes were long-distance runners participating in this study, with a higher percentage of male athletes compared to female athletes,
- ✓ Majority of the sampled athletes are young adults, have a lower level of education, with a smaller percentage having higher levels of education, athletes have experience of how their coach leads them and can easily understand how coaches also motivate them, and most of the athletes who want to train on their motivation and self-confidence are students from the first grade athletes there were a handful of elementary to high school and third grade students, and very few athletes with diplomas and degrees.

The coaches' demography shows that almost all club coaches were male, majority of coaches were found in a functional physiological age, majority of coaches who were coaching at the first division athletics clubs of Addis Ababa city administration had sufficient coaching experience, Majority of coaches educational status were first, second degree coaches and diploma holders. Majority of athletics clubs coaches coaching license was sufficient for caching first division athletics clubs.

The analysis revealed that athletes' motivation significantly affected the performance of long-distance runners; this implies that athletes who displayed higher levels of motivation were more likely to perform better in the long-distance (10,000) m race.

Motivation show a central role in driving athletes to set challenging goals, maintains consistent training, and persevere through the demands of the sport. The study confirms that athletes were extrinsically motivated because it was one of the best ways to meet people, to develop other aspects of themselves, to learn lots of things which could be useful to them in other areas of their life and the best ways to maintain good relationships with their friends, to run in order to keep their shape, to feel better, they feel bad when they stop training, they highly motivated to do sport regularly.

Study exposes that majority of athletes were intrinsically motivated while mastering certain difficult training techniques, improving some of their motivation.

The analysis also showed a significant result of self-confidence on performance of long-distance runners. Athletes who exhibited higher levels of self-confidence were more likely to achieve better performance outcomes. Self-confidence is a belief in one's abilities to overcome challenges and succeed, and it influences an athlete's behaviors, attitudes, and overall performance.

The study reports that athlete self-confidence standard questionnaire (9 categories, 44 questions) had shown significant relationship with performance of in long-distance athlete participant athlete in Addis Ababa city administration sport clubs.

### **5.3. Recommendations**

The study suggests two recommendations to improve the motivation and self-confidence of long-distance runners.

#### **1. Motivation:**

According to the results of the study, the motivation of athletes has had a significant impact on the experiences of long distances and motivation is essential for athletes' performance.

**Therefore for athletics recommend able;**

- ✓ Educated by coaches and psychologists to work closely,
- ✓ Advised, and have as well as the psychological coaches to be employed or assigned.

Additionally, the athletes were also involved in the inspiration of internal-insults, internal motivation, and internal motivation, an experience-incident, external motivation-interjection, external inspiration, inspiration, inspiration. Thought, Money, favorable conditions are critical to the motivation of the athletes. This makes it possible to increase the efficiency of the athletes.

#### **2. Self-confidence:**

Research shows that self-confidence has had a significant impact on the efficiency of the athletes on long distances.

**Some of the methods of self-confidence in athletes better;**

- ✓ Advice, and attain self-confidence.
- ✓ Taught by coaches and psychologists to work closely,
- ✓ They should also be assigned by the Psychologist.

The findings of the study show that motivation and self-confidence is crucial for the long distance runners. Coaches and coaches should provide prizes and respect, create good training, and put them there and develop strategies that can improve motivation.

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**APPENDIX -I**  
**JIMMA UNIVERSITY**  
**DEPARTMENT OF SPORT SCIENCE**  
**UNIVERSITY OF JIMMA**  
**SPORTS ACADEMY**

The purpose of the study to investigate the influence of motivation and self-confidence in long distance athletes, we focus on the first division athletics club of Addis Ababa city administration.

**PART ONE**

**Please give us the correct evidence by putting an “X” in the box on the questions that apply to you.**

1. Name of the club \_\_\_\_\_
2. Principal \_\_\_\_\_
3. Gender. A. Male  B. Female
4. Age is A. 18-24  B. 25-34  C. 35 and above
5. How many years have you trained at your current club? A. 0-1 years  B. 2-3 years   
 C. 4-5 years  D. 6-7 years  E. More than 8 years
6. Level of education. A. Primary school  B. Secondary school  C. Diploma   
 D. Bachelor's Degree  E. Master's Degree (M.Sc.)
7. How many years were you at a 1st division athletics club? \_\_\_\_\_

**PART TWO**

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

1= Does not correspond at all	2= Corresponds a little	3= Corresponds Moderately
4= Corresponds a lot	5= Corresponds Exactly	

**Why do you practice your sport?**

1.	An exciting experience for me to be happy to live.					
2.	Something To make me happy knowing more about the sport I practice.					
3.	I used to have good reasons for doing sports, but now I’m wondering if I should continue.					
4.	Excited to discover new training techniques					

5.	I don't know anymore; I feel that I am not capable of succeeding in this sport.					
6.	Because it allows me to be seen as good by people I know.					
7.	Because, in my opinion, it's a great way to meet people.					
8.	Because I would feel a lot of personal satisfaction if I could master some of the more difficult training techniques.					
9.	Because if one wants to stay in shape, one must do sports.					
10	For athletic respects					
11	Because it's one of the best ways I've chosen to develop other aspects of myself.					
12	Because I feel happy when I improve on some of my weaknesses.					
13	Because the joy I feel when I participate in the activity.					
14	Because I feel good and I have to work out.					
15	Because I get satisfaction from my whole profession.					
16	Because I think it's important for people around me to be in shape.					
17	Because it's a great way to learn a lot of things that will benefit me in my life.					
18	I feel strongly about doing the sport I love.					
19	It is no longer clear to me; I don't really think my place is in sports.					
20	For the joy I feel when I perform some heavy activity.					
21	Because if I didn't take the time to do it, I would feel terrible.					
22	To show others that I am good at my sport.					
23	For the joy of learning training techniques I have never tried before.					
24	Because it's the best way to maintain good relationships with my friends.					
25	Because I like the feeling of being completely deep in that movement.					
26	Because I have to do sports all the time.					
27	To find joy in discovering new ways of performing.					
28	I often ask myself; I can't seem to accomplish the goals I set for myself.					

### PART THREE

Using the scale below, indicate when you usually feel self-confidence in your sport.

1, It is not necessary at all 2, It is a little necessary 3, It is somewhat important
4, It is very important 5, It is exactly necessary

**I usually gain self-confidence in my sport when I . . .**

1.	It's time to master new skills in my sport.				
2.	When I improve my performance on a skill.				
3.	Time to improve my skills.				
4.	Time increases the number of skills I can perform.				
5.	When I acquire new skills and improve.				
6.	When I win.				
7.	Time to show that I am better than others.				
8.	It's time to show talent by winning or placing.				
9.	When I know I can do it better than others.				
10.	When I prove myself that I am better than the opponents.				
11.	Time to show that I am one of the best.				
12.	When I keep my focus on the task.				
13.	It's time to think above myself.				
14.	When I knew I was mentally prepared.				
15.	It's when I stay focused on my goals.				
16.	It's time to prepare myself physically and mentally.				
17.	It's when I believe in my ability to put forth great effort.				
18.	It is a time when I feel good about my weight.				
19.	I feel good when I look good.				
20.	It's when I feel like my body looks good.				
21.	It's when I get positive feedback from my teammates.				
22.	When I know I have support from others.				
23.	Other people believe me when I am told.				
24.	Coaches and families are encouraged times.				

25.	It's when I get positive feedback from the coaches.					
26.	It is a time of support and encouragement.					
27.	It's when I believe in my coach's abilities.					
28.	It's when I know the coach is making good decisions.					
29.	When I know the coach is a good leader.					
30.	When I trust the coach's decisions.					
31.	It is when I feel that the coach provides good leadership.					
32.	It's when I see a successful performance.					
33.	When another athlete performs well.					
34.	When a teammate performs well.					
35.	When a friend of mine successfully demonstrated.					
36.	It's when I look at my teammates at my level.					
37.	When I perform in my favorite environment.					
38.	Some rituals are followed over time.					
39.	It's when I feel comfortable in an environment.					
40.	It's my favorite environment to perform in.					
41.	It's time to take a break from executives.					
42.	When I see a break going my way.					
43.	When I feel like things are going right.					
44.	Self-conceived sources self-conceived sources:					

**APPENDIX -II**

**የጅም ዩኒቨርሲቲ**

**በስፖርት አካዳሚ**

የጥናቱ ዓላማ; በአዲስ አበባ ከተማ አስተዳደር በተመረጡ አንደኛ ዲቪዥን አትሌቲክስ ክለብ የረጅም ርቀት ሯጮች አፈፃፀም ላይ ያለው ተነሳሽነት እና በራስ መተማመን ተፅእኖ።

**ክፍል አንድ**

እባክዎን እርስዎን በሚመለከቱ ጥያቄዎች ላይ “X”ን በሳጥኑ ውስጥ በማስቀመጥ ትክክለኛውን ማስረጃ ይስጡን።

1. የክለቡ ሙሉ ስም \_\_\_\_\_
2. የሩጫው ዓይነት \_\_\_\_\_
3. ጾታ. A. ወንድ  B. ሴት
4. እድሜ A. 18-24  B. 25-34  C. 35
5. አሁን ባለብት ክለብ ስንት አመት ሰልጥነዎል? A. 0-1  B. 2-3  C. 4-5   
D. 6-7  E. ከ 8 ዓመት በላይ
6. የትምህርት ደረጃ. A. የመጀመሪያ ደረጃ  B. ሁለተኛ ደረጃ  C. ዲፕሎማ   
D. የመጀመሪያ ዲግሪ  E. የማስተርስ ጥናት(M.Sc)
7. በ1ኛ ዲቪዥን አትሌቲክስ ክለብ ስንት አመት ነበርክ? \_\_\_\_\_

**ክፍል ሁለት! የተነሳሽነት መዲቅ**

ከዚህ በታች ያለውን ሚዛን/ስክል/በመጠቀም፣ እባካችሁ እያንዳንዱ የሚከተሉትን ጥያቄዎች አሁን ስፖርታችሁን እየተለማመዱበት ካሉት ምክንያቶች አንዱን ምን ያህል እንደሚዛመድ ያመልክቱ።

1=በፍፁም ወጥነት የለውም 2= በትንሹ ወጥነት ያለው 3 = በመጠኑ የተያያዘ
4= በጣም ተዛማጅ 5= በትክክል ይስማማል።

**ስፖርትህን ለምን ትለማመዳለህ?**

1	ለመኖር ደስተኛ ለመሆን ለእኔ አስደሳች ተሞክሮ።					
2	ስለምለማመደው ስፖርት የበለጠ በማወቁ ደስተኛ እንድሆን የሚያደርግ ነገር።					
3	ስፖርት ለመስራት ጥሩ ምክንያቶች ነበሩኝ, አሁን ግን መቀጠል እንዳለብኝ					

	እያሰብኩ ነው.					
4	አዳዲስ የሥልጠና ቴክኒኮችን በማግኘት ደስ ብሎኛል።					
5	እኔ ከእንግዲህ አላውቅም; በዚህ ስፖርት ውስጥ ስኬታማ ለመሆን እንደማልችል ይሰማኛል.					
6	ምክንያቱም በማውቃቸው ሰዎች ዘንድ ጥሩ ሆኜ እንድታይ ያስችለኛል።					
7	ምክንያቱም በእኔ አስተያየት ከሰዎች ጋር ለመገናኘት ጥሩ መንገድ ነው.					
8	ምክንያቱም አንዳንድ በጣም አስቸጋሪ የሆኑትን የስልጠና ቴክኒኮችን መቆጣጠር ከቻልኩ ብዙ የግል እርካታ ይሰማኛል።					
9	ምክንያቱም አንድ ሰው በቅርጹ ላይ መቆየት ከፈለገ ስፖርት ማድረግ አለበት.					
10	ለአትሌቲክስ ክብር					
11	ምክንያቱም እኔ የራሴን ሌሎች ገጽታዎች ለማዳበር ከመረጥኳቸው ምርጥ መንገዶች አንዱ ነው.					
12	ምክንያቱም አንዳንድ ድክመቶቼን ሳሻሽል ደስተኛ ነኝ።					
13	ምክንያቱም በእንቅስቃሴው ውስጥ ስላተፍ የሚሰማኝ ደስታ ነው።					
14	ምክንያቱም ጥሩ ስሜት ስለሚሰማኝ እና መስራት አለብኝ.					
15	ምክንያቱም ከሙሉ ሙያዬ እርካታ አገኛለሁ።					
16	ምክንያቱም እኔ በዙሪያዬ ያሉ ሰዎች ቅርጽ መሆን አስፈላጊ ነው ብዬ አስባለሁ.					
17	ምክንያቱም በህይወቴ የሚጠቅሙኝን ብዙ ነገሮችን ለመማር ጥሩ መንገድ ነው።					
18	የምወደውን ስፖርት ለመስራት በጣም ይሰማኛል.					
19	ከእንግዲህ ለእኔ ግልጽ አይደለም; እኔ በእርግጥ የእኔ ቦታ በስፖርት ውስጥ አይመስለኝም.					
20	አንዳንድ ከባድ እንቅስቃሴዎችን ሳደርግ ለሚሰማኝ ደስታ።					
21	ምክንያቱም ይህን ለማድረግ ጊዜ ካልወሰድኩ አስፈሪ ስሜት ይሰማኛል.					
22	በስፖርቴ ጎበዝ መሆኔን ለሌሎች ለማሳየት።					
23	የስልጠና ቴክኒኮችን ለመማር ደስታ ከዚህ በፊት ሞክራ አላውቅም።					
24	ምክንያቱም ከጓደኞቼ ጋር ጥሩ ግንኙነትን ለመጠበቅ ምርጡ መንገድ ነው.					
25	ምክንያቱም በዚህ እንቅስቃሴ ውስጥ ሙሉ በሙሉ ጥልቅ የመሆን ስሜትን እወዳለሁ።					

26	ምክንያቱም ሁል ጊዜ ስፖርት መሥራት አለብኝ።						
27	አዳዲስ የአሰራር ዘዴዎችን በማግኘት ደስታን ለማግኘት።						
28	ብዙ ጊዜ እራሴን እጠይቃለሁ; ለራሴ ያቀድኳቸውን ግቦች ማሳካት የማልችል አይመስለኝም።						

**ክፍል ሶስት ፣ በራስ የመተማመን ጥያቄዎች**

ከዚህ በታች ያለውን ሚዛን በመጠቀም በስፖርትዎ ላይ በራስ የመተማመን ስሜት የሚሰማዎትን ጊዜ ያመልክቱ።

1, በጭራሽ አያስፈልግም 2, ትንሽ አስፈላጊ ነው 3, በመጠኑ አስፈላጊ ነው
4, በጣም አስፈላጊ ነው 5, በትክክል አስፈላጊ ነው

**ብዙውን ጊዜ በስፖርቱ ላይ በራስ የመተማመን ስሜቴን እጨምራለሁ. . .**

1	በስፖርቱ ውስጥ አዳዲስ ክህሎቶችን ለመቆጣጠር ጊዜው አሁን ነው።						
2	በችሎታ ላይ የእኔን አፈፃፀም ሳሻሽል.						
3	ችሎታዬን ለማሻሻል ጊዜው አሁን ነው።						
4	ጊዜ እኔ ማከናወን የምችለውን ችሎታዎች ቁጥር ይጨምራል.						
5	አዳዲስ ክህሎቶችን ሳገኝ እና ሳሻሽል.						
6	ሳሻንፍ።						
7	እኔ ከሌሎች የተሻለኩ መሆኔን የምናሳይበት ጊዜ ነው።						
8	በማሸነፍ ወይም በማስቀመጥ ችሎታን ለማሳየት ጊዜው አሁን ነው።						
9	ከሌሎች በተሻለ ሁኔታ ማድረግ እንደምችል ሳውቅ.						
10	እኔ ከተቃዋሚዎች የተሻለ መሆኔን ራሴን ሳረጋግጥ።						
11	እኔ ከምርጫዎቼ አንዱ መሆኔን ለማሳየት ጊዜው አሁን ነው።						
12	ትኩረቴን በተግባሩ ላይ ስቆይ.						
13	ከራሴ በላይ ለማሰብ ጊዜው አሁን ነው.						
14	በአእምሮ ገግጁ መሆኔን ሳውቅ።						
15	በግቦቼ ላይ አተኩራ የምቆይበት ጊዜ ነው።						
16	ራሴን በአካል እና በአእምሮ ለማዘጋጀት ጊዜው አሁን ነው።						

17	ከፍተኛ ጥረት ለማድረግ ባለኝ ችሎታ ሳምን ነው።						
18	በክብደቱ ጥሩ ስሜት የሚሰማኝ ጊዜ ነው።						
19	ጥሩ መስሎ ስታይ ጥሩ ስሜት ይሰማኛል።						
20	ሰውነቴ ጥሩ መስሎ ሲሰማኝ ነው።						
21	ከቡድን ጓደኞቼ አዎንታዊ አስተያየት ሳገኝ ነው።						
22	ከሌሎች ድጋፍ እንዳለኝ ሳውቅ።						
23	ሌሎች ሰዎች ሲነገሩኝ ያምኑኛል።						
24	አሰልጣኞች እና ቤተሰቦች የሚበረታቱበት ጊዜ ነው።						
25	ከአሰልጣኞች አዎንታዊ አስተያየት ሳገኝ ነው።						
26	የድጋፍ እና የማበረታቻ ጊዜ ነው።						
27	በአሰልጣኝ ችሎታ የማምንበት ጊዜ ነው።						
28	አሰልጣኙ ጥሩ ውሳኔዎችን እንደሚያደርግ ሳውቅ ነው።						
29	አሰልጣኙ ጥሩ መሪ መሆኑን ሳውቅ።						
30	የአሰልጣኙን ውሳኔ ሳምን.						
31	አሰልጣኙ ጥሩ አመራር እንደሚሰጥ ሲሰማኝ ነው።						
32	የተሳካ አፈጻጸም ሳይ ነው።						
33	ሌላ አትሌት ጥሩ እንቅስቃሴ ሲያደርግ.						
34	የቡድን ጓደኛ ጥሩ ሲሰራ.						
35	አንድ ጓደኛዬ በተሳካ ሁኔታ አሳይቷል.						
36	በእኔ ደረጃ የቡድን ጓደኞቼን ስመለከት ነው.						
37	በምወደው አካባቢ ውስጥ ስሰራ።						
38	አንዳንድ የአምልኮ ሥርዓቶች በጊዜ ሂደት ይከተላሉ.						
39	በአካባቢው ውስጥ ምቹት ሲሰማኝ ነው.						
40	ውስጥ ለማከናወን የምወደው አካባቢ ነው።						
41	ከአስፈጻሚዎች እረፍት ለመውሰድ ጊዜው ነው.						
42	በመንገዴ የሚሄድ እረፍት ሳይ።						
43	ነገሮች በትክክል እየሄዱ እንደሆነ ሲሰማኝ.						
44	በራሳቸው የሚታሰቡ ምንጮች በራሳቸው የሚታሰቡ ምንጮች፡-						

## APPENDIX -III

### Yuunivarsiitii Jimmaa

### Akkaadaamii Ispoortii

### Mume Isporti Saayisii

Kaayyoon qoorannicha; Dhiibbaa kaka'umsaa fi ofitti amanamummaan ga'umsa fiigdota fageenya dheeraa irratti qabu kilabii atileetiksii diviziyoonii tokkoffaa bulchiinsa magaalaa Addis Ababaa keessatti.

### KUTAA TOKKOFFA

I. Gaaffiilee isin ilaallatan irratti mallattoo "X" saanduqa keessa galchuun raga sirrii nuuf kennaa.

1. Maqaa guutuu kilabichaa \_\_\_\_\_
2. Muummee \_\_\_\_\_
3. Saala.        A. Dhiira                              B. Dhalaa
4. Umurii.        A. 18-24                              B. 25-34                C. 35 ol
5. kilabii amma keessa jirtu keessatti waggaa meeqa leenjite? A. Waggaa 0-1   
B. agгаа 2-3     C. Waggaa 4-5     D. Waggaa 6-7     E. Waggaa 8 ol
6. Sadarkaan barnootaa.    A. Sadarkaa 1ffaa         B. sadarkaa 2ffaa   
C. Diplomaa         D. Digirii                       E. Masters (M.Sc)
7. Kilaba Athletics Addis Ababaa diviziyona 1ffaa keessa waggaa hagam turtee? \_\_\_\_\_

### KUTAA 2FFAA! KAKA'UMSA

<b>Safartuu Gaffile kaka'umsa</b>	
1=Tasumaa wal hin simne	2=Xiqqoo wal-simu    3 = Hamma tokko walitti dhufeenya qaba
4=Baay'ee wal qabata	5=Sirritti Wal sima

### Ispoortii Kee Maaliif Shaakalta?

1	Muuxannoo gammachiisaa jiraachuuf gammachuu natti dhaga'amuuf.					
2	Waan Waa'ee ispoortii ani shaakalu kanaa caalaatti beekuun gammachuu naaf argamsiisuuf.					
3	Duraan ispoortii hojjechuuf sababa gaarii qaba ture, amma garuu itti fufuu qabaa jedhee of gaafachaa jira.					
4	Gammachuu tooftalee leenjii haaraa argachuuf					

5	Kana booda hin beeku; Ispoortii kanaan milkaa'uuf dandeettii akkan hin qabne natti dhaga'ama.					
6	Sababni isaas namoota ani beeku biratti akka gaariitti akkan ilaalamu naaf hayyama.					
7	Sababni isaas, akka yaada kiyyaatti, namoota waliin wal baruuf karaa gaarii ta'eedha.					
8	Sababni isaas, tooftaalee leenjii rakkisaa ta'an tokko tokko osoon of danda'ee itti quufinsi dhuunfaa baay'een natti dhaga'ama.					
9	Sababni isaas namni tokko boca gaarii qabaachuu yoo barbaade ispoortii hojjechuun dirqama waan ta'eef.					
10	Kabaja atileetiksiif					
11	Sababni isaas, karaalee gaarii ani gama ofii kootiin kaneen biroo guddisuuf filadhe keessaa isa tokko waan ta'eef.					
12	Yeroon qabxiwwan dadhabina koo ta'aan tokko tokko fooyyessuu gammachuun waan natti dhaga'amuuf.					
13	Gammachuun sochii sana irratti yeroon hirmaadhu waan natti dhaga'amuuf.					
14	Sababni isaas miirii gaariin waan natti dhaga'amuuf ispoortii hojjechuu qaba.					
15	Itti quufinsa ogummaa koo guutuu irraa waanan argadhuuf.					
16	Sababni isaas namoonni naannoo koo jiran boca gaarii qabaachuun barbaachisaa natti fakkaata.					
17	Jireenya koo keessatti wantoota naa fayyadu hedduu barachuuf karaa gaarii waan ta'eef.					
18	Miira cimaadhaan ispoortiin jaalladhu hojjechuun natti dhagahama.					
19	Kana booda naaf ifa miti; Dhuguma bakki koo ispoortii keessa natti hin fakkaatu.					
20	Gammachuu yeroon sochii ulfaataa tokko tokko raawwadhu natti dhaga'amuuf.					
21	Sababni isaas osoon yeroon fudhadhee hojjechuu baadhee miira hamaatu natti dhagahama ture.					
22	Ispoortii koo irratti akkan ga'umsa qabu namoota birootti agarsiisuuf.					
23	Gammachuu tooftaalee leenjii kanaan dura yaalee hin beekne barachuun natti dhaga'amuuf.					
24	Hiriyyoota koo wajjin hariiroo gaarii qabaachuuf karaa hunda caalu waan ta'eef.					
25	Sababni isaas miira sochii sana keessatti guutummaatti gad fageenyaan jiraachuu natti tola.					

26	Yeroo hunda ispoortii hojjechuu waanan qabuuf.						
27	Akkaataa raawwii haaraa argachuu keessatti gammachuu argachuuf.						
28	Yeroo baay'ee of gaafadha; Kaayyoo ofii kootiif kaa'e galmaan gahuu waanan hin dandeenye natti fakkaata.						

### **Kutaa 3ffaa ; Gaaffilee ofitti amanamummaa**

Iskeelii armaan gadii fayyadamuun yeroo baay'ee ispoortii kee irratti ofitti amanamummaa yoom akka sitti dhaga'amu agarsiisi.

1, Tasumaa barbaachisaa miti 2, Xiqqoo barbaachisaadha 3, Hamma tokko barbaachisaa dha
4, Baay'ee barbaachisaa dha 5, Sirriitti barbaachisaa dha

### **Yeroo baay'ee ispoortii koo irratti ofitti amanamummaa kanan argadhu.....**

1	Yeroon ogummaa haaraa ispoortii koo irratti master godhudha.						
2	Yeroon ogummaa tokko irratti raawwii koo fooyyessu.						
3	Yeroon dandeettii koo fooyyessu.						
4	Yeroon baay'ina ogummaawwan ani raawwachuu danda'u guddisu.						
5	Yeroon ogummaa haaraa horadhee fooyya'u.						
6	Yeroon injifadhu.						
7	Yeroon warra kaan caalaa akkan ta'e agarsiisu.						
8	Yeroon injifachuun ykn kaa'uudhaan dandeettii agarsiisu.						
9	Yeroon warra kaan caala akkan danda'u beeku.						
10	Morkattoota caalaa akkan ta'e yeroon of mirkaneessu.						
11	Yeroon ani warra hunda caalan keessaa tokko ta'uu koo agarsiisu.						
12	Yeroon xiyyeeffannoo koo hojii sana irratti eegu.						
13	Yeroon waa'ee ofii koo olitti yaadudha.						
14	Yeroon sammudhaan qophaa'uu koo beeku.						
15	Galma koo irratti xiyyeeffadhee yeroon turudha.						
16	Qaamaa fi sammudhaan yeroon of qopheessudha.						
17	Dandeettii carraaqqii guddaa gochuu kootti yeroon amanudha.						
18	Yeroo ulfaatina kootiif miira gaarii natti dhaga'amudha.						
19	Yeroon gaarii fakkaadhu natti dhaga'ama.						

20	Qaamni koo gaarii akka fakkaatu yeroo natti dhaga'amudha.						
21	Yeroon hiriyyoota garee koo irraa yaada gaarii argadhudha.						
22	Namoota biroo irraa deeggarsa akkan qabu yeroon beeku.						
23	Namoonni kaan natti amanu yeroo natti himamudha.						
24	Leenjistootaa fi maatiin yeroon jajjabeeffamudha.						
25	Leenjistoota irraa yaada gaarii yeroon argadhudha.						
26	Yeroo deggersaafi jajjabina argadhudha.						
27	Dandeettii leenjisa kootti yeroon amanudha.						
28	Leenjisaan murtoo gaarii akka murteessu yeroon beekudha.						
29	Leenjisaan geggeessaa gaarii ta'uu isaa yeroon beeku.						
30	Murtoo leenjisa irratti yeroon amanadhu.						
31	Leenjisaan hoggansa gaarii akka kennu yeroo natti dhaga'amudha.						
32	Yeroon ga'umsa milkaa'aa argudha.						
33	Yeroon atileet biraat ga'umsa gaarii agarsiisu.						
34	Yeroon hiriyyaan garee koo tokko ga'umsa gaarii agarsiisu.						
35	Yeroon hiriyyaan koo tokko milkaa'inaan agarsiisu.						
36	Yeroon hiriyyoota garee koo sadarkaa koo jiran ilaaludha.						
37	Naannoo ani jaalladhu keessatti yeroon ga'umsa godhu.						
38	Sirnoota tokko tokko yeroon hordofudha.						
39	Naannoo tokko keessatti mijataa ta'uun yeroon natti dhaga'amudha.						
40	Naannoon ani keessatti ga'umsa agarsiisu yeroon jaalladhudha.						
41	Yeroon hoji gaggeessitoota irraa boqonnaa argadhudha.						
42	Yeroon boqonnaa karaa koo deemaa jiru argu.						
43	Yeroon wanti hundi sirritti akka deemu natti dhaga'ama.						
44	Madda ofiin yaadamemadda ofiin yaadame:						

## **Appendix –IV**

JIMMA UNIVERSITY  
DEPARTMENT OF SPORT SCIENCE  
UNIVERSITY OF JIMMA  
SPORTS ACADEMY

### **INTERVIEWS WITH ATHLETES' COACHES**

Name \_\_\_\_\_

Sex \_\_\_\_\_

Age \_\_\_\_\_

Level of education \_\_\_\_\_

Years' Experience \_\_\_\_\_

What is the current level or motivation of athletes in 10,000m distance runners?

What about their athlete self-confidence? Are your athletes confident during competition?

How does their motivation and confidence affect their performance of athlete?