IMPACT OF MOTIVATION ON ATHLETES TRAINING THE CASE OF ATHLETE TIRUNESH DIBABA SPORT TRAINING CENTER

BY

GOSA MOLLA SIME

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN SPORT SCIENCE (ATHLETICS COACHING SPECIALIZATION)

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By

Gosa Molla

Approval by Board of Examiners

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DEDICATION

This dissertation is dedicated to God Almighty the best owner of discerning mind and wisdom. I also dedicate this dissertation to my mother w/ro Dirbwa Gelaw nursing me with warmth and love, my father Ato Molla Sime, Lovely wife Emebet Tilahun, children Bilen Gosa and Feven Gosa and to my everything sister Etaferaw Molla and my brothers for their love, care, support, and devotion throughout this study and throughout my life.
Above all, I praise God for his uncountable concern and for everything he did for me. Everything is possible with him. Without his will, I can do nothing.

Along the way there have been many obstacles that have tested ones' resilience, however, I have been fortunate to be blessed with many people that have helped me along the way.

I would like to thank my Advisor Dr. Beniot Gaudin you have been an inspiration. Thank you for your enthusiasm, encouragement and the time you invested in helping me overcome the endless hurdles. You truly know what the role of advisor is about, which is, making time for your students.

I would like to extend my gratitude to a number of people who have made significant contributions on my way. First, I would like to acknowledge and thank Ato Bizuneh Kebu Director General of the training center, I also wish to express my immense gratefulness to my colleagues for their assistance and moral support they did to me.

Special thanks to my darling wife, Emebet Tilahun, for my children Bilen, Feven and all members of my family, thank you all for your patience, encouragement and persuasion. It is impossible to mention all that contributed in my way, towards the completion of this study. May God reward all of you accordingly.

Finally, I would like to thank athletes respondents who participated in the study for their cooperation and kindness in sharing their opinion.
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ABREVIATIONS

ATDSTC - Athlete Tirunesh Dibaba Sport Training Center
E.C - Ethiopian Calendar
EU - European Union
FEPSAC - European Federation of Sport Psychology
Kms - kilometers
TC - Training Center
ABSTRACT

In addressing this theme, I started from the foundation that motivation is a prerequisite to practicing sport and especially, for obtaining sport performance in the training center. The study aimed to identified the impact of motivation on athletes training in the training center. Some of the main factors of motivation in the training center were: provision of welfare packages, availability of training facility and Equipment, Coaches quality and involvement, family support and Location of training center, and more. In the Athlete Tirunesh Dibaba Sport Training Center, it has been observed that training rely mostly on the physical fitness and skill levels of athletes, whereas little or no attention is given to psychological consideration like motivation. In sport, motivation is extensively accepted as an essential and basic prerequisite in getting athletes to train to their potential in the training center. For this study 50 athletes (n=50) were selected through simple random sampling techniques out of 100 athletes in the training year from all events of athletics department. The method of data collection employed includes a self structured sport motivation questionnaire, interview and observation. Data were collected both from primary and secondary source. The data were analyzed by using simple descriptive statistics such as percentage. Qualitative data were analyzed through interpretation and conceptual generalization. It was discovered that athlete's motivation became diminished as a result of unfulfilled promises. In conclusion the study suggested ways to improve the motivational capacities of athletes in the training center, since motivation is the foundation for all athletes training, effort and success.

Key Terms: Athlete, Athletics, Impact, Motivation, Training, Training center
Chapter One

Introduction

1.1. Background of the Study

Sport has the capacity to transform the lives of individuals. It bolsters physical, psychological, emotional, and social well-being development (McCullough, & Weiss, 2001). At the same time sport plays a significant role in cultures and communities around the world. These factors alone justify the need for investment in sports programming. But there is also a growing understanding that sports programs merit support because they are powerful vehicles for achieving broader goals, particularly in advancing development and peace agendas (Newell, 1985).

Athletics performance enhancement helps athletes to achieve the results they want in the fastest possible time by using advanced methods of training and motivation. Motivation is important for developing and maintaining their athletic performance (Bouffard, 1996 and Cairney, 2005). An athlete’s body greatly affects his or her athletic potential and has much to do with the enjoyment and satisfaction that comes from training and competition. Athletes today are bigger and stronger at younger ages. Particularly at the junior and senior high school levels, the “new model” athletes not only perform better, they demand a higher degree of sophistication and concern in dealing with their protective equipment, training facilities, coaching, refereeing, and even rule changes (Salmoni, Schmidt & Walter, 1984). Sports provide a critical opportunity to acquire much-needed confidence in oneself and in one’s newly developed physique. With so many youth participating in sports, either in training center/school or agency-sponsored programs, it is important to examine the possible benefits of this involvement.
The benefits and detriments of youth sport participation have been a topic of debate within the research and policy literature; however, numerous benefits have been identified. For instance, Seefeldt, Ewing, and Walk (1992) have identified the following possible benefits associated with competition: firstly, learning physical skills. Young athletes learn both fundamental motor skills (e.g., running, jumping and hopping) and sport-specific skills (e.g., how to put a golf ball or shoot a jump shot in basketball) that allow them to stay active. Secondly, appreciation of fitness, Two of the motives for participation identified by children is “to get exercise” and “stay in shape” (Ewing & Seefeldt; 1989); participating in sports offers this benefit. Thirdly, sense of belonging and another strong motive of participation is social interaction. Sports can provide peer interaction through both teammates and healthy competition (Weiss & Stuntz, 2004).

Whether we want to continue in sport or not depends upon the strength of the drive within us. This drive or desire we call motivation. More so, we all vary in our drive to succeed in sport or life in general; that is we all have different levels of motivation. Motivation is a dynamic and multifaceted phenomenon that can be manipulated, to some degree at least, in the pursuit of superior sporting performance.

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 (Alderman, 1974; Straub, 1978 and Singer, 1986). In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potential. However, given its inherently abstract nature, it is a force that is often difficult to exploit fully. Some elite athletes have developed an ability to channel their energies extremely effectively. Indeed, motivation is essentially about the direction of effort over a prolonged period of time.

In Arsi zone, at Assela town there is Athlete Tirunesh Dibaba Sport Training Center that trains athletes for only four years. After an Athletes finished their
training they transfers them to different clubs, so the availability of these training centers plays a very important role so as to encourage the young athletes to be highly interested and motivated on athletics sport training.

Motivation is the foundation for all athletic effort and accomplishment. Without your desire and determination to improve your sports performances, all of the others; mental factors, confidence, intensity, focus, and emotions, are meaningless. To become the best athlete you can be, you must be motivated to do what it takes to maximize your ability and achieve your goals. It is a disposition to strive for success in training and competition with others with some standard of excellence, set by the individual. So the researcher is motivated to study about impact of Motivation on athlete’s training of athletes at Athlete Tirunesh Dibaba sport training center at Asella.

1.2. Statement of the Problem

Athletics training in Ethiopia has its own way and possible outcomes which are dependent on the coaching conditions, motivations, the athlete’s attitude and devotion. Alongside, the performance of athletes of high altitude countries has a significant advantage over low altitude when competing at both low and high altitudes, Athletics is the natural pursuits of human beings. Some of the usual activities like walking, running, jumping and throwing are the movements which we learnt first as small children (Thompson, 2007). Even if track events have been widely practiced sport activities in Ethiopia and famous world class athletes exist in and most of them are originated from Arsi,

In Ethiopian Athletics history most of our famous athletes are originated from particular place called ARSI ZONE. As a result, Most youngsters of the particular area, are seen motivated on practicing athletics sport rather than any other sport.

In some countries, it has been observed that most state governments, sports administrators and coaches at the training and competition rely mostly on the
physical fitness and skill levels of athletes, whereas little or no attention is
given to psychological considerations like motivation. In sport, motivation is
widely accepted as an essential and basic prerequisite in getting athletes to
fulfill their potential. As a result, the researcher as a coach, Athletics
department head and technical vice director, totally six years experience in the
training center is aimed and interested to identify/distinguish the basic impact
of welfare package provision, availability of equipment and facilities, family
support and encouragement, quality and involvement of coaches, and
perception of training center geographical location on athletes motivation on
scientific based research procedures on young athletes in the training center
on athletics sport particularly in Athlete Tirunesh Dibaba sport training
center at Arsi Zone, Asella town.

1.3. Research questions

The study will answer the following research questions:-

1. What type of Welfare packages, have impact on athletes motivation in the
   training center?

2. How the availability of Facilities and Equipment, has impact on athletes
   motivation in the training center?

3. How the quality and involvement of the Coaches, have impact on athletes
   motivation in the training center?

4. How Parental support and encouragement has impact on athletes
   motivation in the training center?

5. How the geographical location of the training center impact athletes
   motivation?
1.4. Significance of Study

The study will identify the impact of welfare package provision, availability of equipment and facilities, quality and involvement of coaches, family support, and perception of training center geographical location on athletes motivation in the Athlete Tirunesh Dibaba sport training centre for athletics sport trainees. To this end, the significance of the study is to provide accurate facts that impact on youth athletes motivation on athletics sport in Athlete Tirunesh Dibaba sport training centre Arsi zone, Asella town. Therefore this study try to:-

1. Identify the Welfare packages, that mostly impact on athletes motivation in athletics sport in the training center.

2. Identify the availability of Facilities and Equipment, has impact on athletes motivation in athletics sport in the training center.

3. Assess the involvement and quality of the Coaches, have impact on athletes motivation in athletics sport in the training center.

4. Assess a Parental support and encouragement has influence on athletes motivation in the training center.

5. Assess the location of the training center has impact on athletes motivation.

6. Serves as stepping-stone for those who are interested in conducting a research on the related area.
1.5. Objective of the study

1.5.1. General Objectives:-

The general objective of the study is to identify the impact of welfare package provision, availability of equipment and facilities, involvement and quality of coaches, family support, and perception of training center geographical location on athletes motivation in Athlete Tirunesh Dibaba sport training center on athletics sport in Arsi zone, Asella town.

1.5.2. Specific objective:-

The specific objectives of this study are to:

- To assess if (or the impact of) the Welfare packages, that mostly impact on athletes motivation in athletics sport in the training center.
- To assess if Facilities and Equipment, has impact on athletes motivation in the training center.
- To assess the involvement and quality of the Coaches, have impact on athletes motivation in the training center.
- To assess a Parental support and encouragement has influence on athletes motivation.
- To assess the location of the training center has impact on athletes motivation.

1.6. Delimitations

This study is delimited to Athletes Tirunesh Dibaba sport training center athletics sport trainees. Generalization of this finding will be delimited to these participants or those who could show to be similar in
composition extensive extrapolation/judgment/opinion beyond this will not be directly supported by this study.

1.7. Limitation of the Study

1. The study was limited by the response given by the athlete Tirunseh Dibaba sport training center athletics trainees.

2. Moreover, local review materials concerning the issues were hardly available which may limit the study.

3. The subject will be Athlete Tirunesh Dibaba Sport Training Center.

1.8. Operational Definition of Terms

**Athlete:** - Someone who has the abilities necessary for participating in physical exercise, especially in competitive games and races or a competitor in track or field events (dictionary of sport and exercise science, 2006)

**Athletics** - sports such as running, jumping, throwing, etc.

**Impact:** - the effect that something or someone has

**Motivation:** - is having a drive to take part and to persist in an activity.

- is the tendency of an individual or team to begin and then carry on with the activities relating to their sport (A sport-specific definition)

**Training:** - is a systematic process with the objective of improving an athlete’s fitness in a selected activity. It is a long term process that is progressive and recognizes the individual athlete’s needs and capabilities. Training programmes use exercise or practice to develop the qualities required for an athlete’s long term development.
Training center: a place where people live temporarily, & learn or develop their skills in a particular athletics discipline

1.9. Organization of the Thesis

This thesis consists of five chapters. The first chapter deals with the background, Statement of the Problem, Research questions, Significance of Study, Objective of the study, Delimitations, Limitation, Operational Definition of Terms, Organization of the study. Chapter two reviews literature related to the research topic. Chapter three Methodology of the Study, Description of the study Area, Sample and Sampling Techniques, Data Sources, Type and Method of Data Collection and Method of Data Analysis. Chapter four deals with result and discussion, Back ground Characteristics of the Respondents, data analysis and discussion. Chapter five Summary, Conclusion and recommendations.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. A brief History of Sport Psychology

Sport psychology has existed in some form for almost as long as psychology itself. The first recorded study in sport psychology took place at the close of the nineteenth century. Norman Triplett (1898) performed what is often cited as the first experiment in social psychology as well as the first in sport psychology. Triplett investigated the phenomenon of social facilitation. He demonstrated that cyclists tended to cycle faster when racing against another cyclist than they could alone. Triplett did not pursue further sport-related research however and it was not until the 1920s that the discipline of sport psychology was formally established. In 1925, Coleman Griffith set up the Athletic Research Laboratory at the University of Illinois. Griffith, who also put sport psychology on the map by establishing a university course, publishing two major textbooks and acting as consultant to professional sports teams, is often called the ‘father of sport psychology’. The early path of sport psychology did not run smoothly however, and the Athletic Research Laboratory closed in 1932 due to lack of funds. Between the 1930s and the 1960s (at least in the Western world) there was little activity in the field of sport psychology. In the Soviet Union, sport psychology emerged as a discipline shortly after the Second World War. It is of course difficult to obtain accurate information about the practice of Soviet psychology during the Cold War, but it is commonly believed that, during the 1960 Melbourne Olympics, Eastern European teams employed sport psychologists (Kremer and Scully 1994). Certainly we know that, by the early 1970s, East German and Russian teams were routinely employing sport psychologists to enhance athletic performance in international events. Sport psychology reappeared in the USA in the 1960s, and was taken up in Britain and the rest of Europe a few years later. The area has since expanded.
worldwide to become one of the fastest growing new academic disciplines. Interestingly, until very recently the study of sport psychology was firmly located in the domain of sport sciences as opposed to within psychology. This may be changing however: in 1986 the American Psychological Association officially recognized sport psychology as a branch of psychology and in 1993 the British Psychological Society formed a Sport and Exercise Psychology Section.

2.2. Sport psychology

Sports psychology is the sport science that seeks to understand psychological and mental factors that affect performance in sports, physical activity and exercise, and apply these to enhance individual and team performance. Sports psychology is now so important to performance at the top level of sport that most elite sporting clubs and individuals employ sports psychologists to work with them.

Because there are many ways in which we can apply psychology to sport and given the wide range of activities that different cultures regard as sport, we need to adopt quite a broad definition of sport psychology. In 1996 the European Federation of Sport Psychology (FEPSAC) produced such a broad definition which, slightly simplified, reads: Sport psychology is the study of the psychological basis, processes and effects of sport. The term ‘sport’ is used, in the FEPSAC definition of sport psychology in the broad sense, including any physical activity for the purposes of competition, recreation, education or health. Psychology can be defined as ‘the science of mind and behavior (Gross 1996).

Sport psychology has played a significant role in the understanding, training and ultimately the use of mental skills for peak performance.
2.3. The concept of motivation

The concept of motivation emerged only in the 20th century. The complexity of the concept of motivation as a psychological phenomenon prompted the interest of researchers in psychology (Mitchell, 1982; Hellriegel et al., 1992; Amici et al., 2009; Maslow, 2007).

According to Mitchell (1982), motivation is all psychological processes that generate the initiation, direction and persistence of voluntary actions aiming to achieve objectives (Mitchell, 1982 cited by Fraţila, 2004).

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

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

2.4. Motivation and sport

Motivation

Motivation is the ability to initiate and persist at a task. It is the foundation of all athletic effort and accomplishment. Without athlete's desire and determination it is difficult to improve his or her sports performance. To become the best, athlete must be motivated to do what it takes to maximize ability and achieve goals. To perform their best, they must want to begin the process of developing as an athlete and they must be willing to maintain their
efforts until they have achieved their goals. Motivation in athletics is so important because one must be willing to work hard in the face of fatigue, boredom, pain and the desire to do other things.

The psychological preparation of the athlete involves, all the strategies and techniques used in training and education to increase the mental ability and personality development of athletes, corresponding to the requirements of an event/sport, in order to achieve superior effects and results in training and competition (Epuran 2008 cited by Mihaiescu & Cucui 2013).

2.5. **Intrinsic and extrinsic motivation**

To become an elite athlete in any sport requires hours upon hours of training. Often this training is rigorous, painful, or injurious. However, the athletes who have reached the pinnacle of their sport have more than likely put in their time to get to achieve that high level of success. To do this, these athletes must have something that motivates them to continually push their bodies, and come back from whatever struggles or setbacks they may experience along the way. This motivation may come intrinsically or extrinsically. Intrinsic motivation is an athletes’ personal drive to achieve their goal. This may be setting a school record, winning a race, or defeating a particular opponent. Extrinsic motivation is the resulting motivation from an outside source such as parents, coaches, or teammates.

An important distinction in types of human motives is between extrinsic and intrinsic motivation. Extrinsic motivation results from external rewards; intrinsic motivation comes from within the person. Both external and intrinsic motives are important in sport and sport psychologists can work with both extrinsic and intrinsic motives to improve the performance of the individual. Intrinsic motives for taking part in sport include excitement, fun, love of action and the chance to demonstrate and improve our skills—in short, all the reasons we enjoy sport. The reason these can be used so effectively to motivate athletes is that they directly affect our intrinsic motivation. Extrinsic motives
can come in the form of trophies, prizes and less tangible rewards such as praise and status.

Generally, we tend to come to sport motivated more by intrinsic than extrinsic factors. However, extrinsic motivators have been used in an attempt to boost intrinsic motivation. The additive principle states that an athlete low in intrinsic motivation can have their motivation boosted by adding some extrinsic motivation. This common-sense approach has, however, not been well supported by research. There are numerous case studies of athletes whose performance has sharply declined as soon as they have received lucrative contracts (Cox 1998). Intensive, stressful competition may also reduce intrinsic motivation. Fortier et al. (1995) compared the intrinsic motivation levels of Canadian athletes who participated for recreation with those involved in collegiate competition. The collegiate athletes, who were highly focused on the goal of winning, showed less intrinsic motivation than those participating for pleasure.

An athlete's initial motivation, whether it be intrinsic (participating in sport for enjoyment) or extrinsic (participating in sport to gain rewards) usually predicts the athletes attendance and adherence to that particular sport (Ryan et al., 1997).

Common sense alone tells us that participation in many sports and physical activities can lead to feelings of autonomy and competence and may produce joy, excitement, thrills, and other satisfying emotions. In that respect it is easy to see that physical activities may be inherently intrinsically motivating. On the other hand, some people say that they would not participate unless there was a material payoff, or unless they were coerced/forced to do. Others declare that attempting physical challenges leaves them feeling incompetent and humiliated, anxious or pressured. Thus, if we wish to help people reap the benefits of participation and avoid the motivational pitfalls, it is necessary to understand the processes that may lead to specific perceptual outcomes.
Persistence at exercise is related to the motivational constructs described above and has research support. For instance, young athletes cite “fun” as a primary reason for participating in sports (Gill, Gross, & Huddleston, 1983; Scanlan & Lewthwaite, 1986). Further examination has shown that this feeling of fun depends on experiencing the intrinsic satisfactions of skill improvement, personal accomplishment, and excitement—rather than being a result of extrinsic factors such as winning, getting rewards, or pleasing others (Wankel & Kreisel, 1985; Wankel & Sefton, 1989). Similar findings have also been related by Gould (1987) in a review of the reasons why children drop out of sports, and by Brustad (1988) from a study of affective outcomes of competitive youth sport.

2.6. Motivation, Arousal and Performance

Motivation is related to the intensity and direction of behavior. That is, the level of arousal and the way in which we behave affect our motivation and hence performance.

Experienced athletes tend to perform better under pressure due to their superior skills and the use of stress management techniques.

![Inverted U principle Arousal and Performance Relationship](image)

**Figure 1. Inverted U principle Arousal and Performance Relationship**

[Adopted from Peter J L Thompson, 2009, p 178]
Motivation will impact everything that influences sports performance: physical conditioning, technical and tactical training, mental preparation, and general lifestyle including sleep, diet, school or work, and relationships.

The reason motivation is so important is that it is the only contributor to sports performance over which you have control. There are three things that affect how well you perform. First, your ability, these include; your physical, technical, tactical, and mental capabilities. Because ability is something you are born with, you can't change your ability so it is outside of your control. Second, the difficulty of the competition influences performance. Contributors to difficulty include the ability of the opponent and external factors such as an "away game" crowd and weather such as temperature, wind, and sun. You have no control over these factors. Finally, motivation will impact performance. It is also the only factor over which you have control. Motivation will directly impact the level of success that you ultimately achieve.

If you are highly motivated to improve your performance, then you will put in the time and effort necessary to raise your game. Motivation will also influence the level of performance when you begin a competition. If they're competing against someone of nearly equal skill, it will not be ability that will determine the outcome. Rather, it will be the athlete who works the hardest, who doesn't give up, and who performs their best when it counts. In other words, the athlete who is most motivated to win.

**Arousal**

Arousal may be defined as ‘a general physiological and psychological activation varying on a continuum from deep sleep to intense excitement’ (Gould & Krane, 1992). When we are bored, relaxed or asleep, we are in a state of low arousal. When excited, angry or anxious, we are in a state of high arousal. You can see from this that being in a state of high or low arousal is not in itself necessarily a pleasant or unpleasant experience. On the other hand, anxiety is by definition an unpleasant sensation. Weinberg and Gould (1995) have offered
the following definition of anxiety: a negative emotional state with feelings of nervousness, worry and apprehension associated with activation or arousal of the body. We can thus think of anxiety as an unpleasant state of high arousal.

**What makes athletes Low Motivated?**

The following are signs of low motivation:

- A lack of desire to practice as much as he/she should.
- Less than 100% effort in training.
- Skipping or shortening training.
- Effort that is inconsistent with their goals.

**Five Ways to motivate Athletes**

When we talk about motivation it is easy to talk about, but difficult to do. If we accept the premise that motivation is a shared responsibility between coach and athlete, exactly what becomes the responsibility of the coach?

- It is to create an environment in which the athlete can motivate himself.
- It is a challenge, one of the basic "little things" that separate the average coach from the outstanding coach, and it has to be dealt with on a daily basis.
- It is predicated upon a feeling of trust between the coach and athlete, a trust based on three positive conceptions.

The five ways in which a coach can create an environment that will stimulate motivation and help elevate athlete's achievement level (A.H.Maslow, 1943).

1. Every on that team must be allowed to participate in decisions involving the team. These can range from such areas as the organization of off-season
practice and strength programs, contributing ideas in how to develop and maintain team spirit, designing the team T-shirts, etc.

2. The coaching staff should invite the athletes to join them in the setting of team goal and, just as importantly, in determining how to move towards these goals on both a daily and weekly basis.

3. Once the team goals are established, the coaching staff must meet with every individual on the team and develop a program that will help achieve both the individual and team goal.

4. Create unique practice session. The uniqueness doesn't have to involve the entire practice session, but at least a part of it. (Do things no other team is doing. Make your team feel that they are doing something different and special).

5. Make responsible officials of the training center meet with the team and develop an image on how they want to be perceived in the training center and community and what they can do to make that image a reality.

2.7. Training Facility and Equipment

Having the right quality and quantity sports facilities and equipments is an integral parts of sports development. To a large extent, this is partly what makes the difference between the sports culture of developed and developing nations. In the developed world, sports facilities and equipment of the appropriate standard are available of promote the athletes performance (Ojeme,2000).In support of this view, Talabi (1998) opined that most developing countries wish to arrive at the level of developed countries over night. While developed countries are putting so much into providing excellent facilities, equipment and conducive environment for athletes, developing countries seems to lag behind in the provision of these amenities and expect their players or athletes to excel in the international arena. Development countries are not
paying enough attention to starting well so, ending up finishing badly or poorly.

Facilities and equipment occupy such available place in all the ramifications of sports administration. Many research works on facilities, equipment and maintenance show that the areas are deficient. The availability of adequate equipment and facilities play a major role in sports development, athletes performance and motivation. It would not be important to achieve satisfactory results from athletes, whose training facilities are inadequate or substandard which in actual fact will not compliment the work of the coach. Good sports programmes can function at full effectiveness only when they are supported with effective equipment in good conditions (Aluko, 1999). Athletes have come to realize that improved performances and development of special skills which can earn them better incentives can be enhanced through better sports facilities and modern equipment.

Ekpe (2011) opined that, it is difficult to separate the standard of sports in a particular country from the standard of facilities available for the training of athletes. In Ethiopia, it is easy to see that the level of facilities available in different sport training centers and clubs and in the country cannot cope with the number of athletes in the training centers, clubs and the country in general. Specially on those sophisticated and more technical events.

Awoma (2005) opined that, provision of adequate facilities and equipment is as important as providing adequate incentive for the athletes. Good sports programme can only functions at full effectiveness when they are supported with sufficient equipment in good conditions. The scarcity sporting facilities and equipment and supplies constitute a big cog in the wheel of successful administration of sports. It is noted that most our athletes lack exposure to modern sophisticated infrastructures and facilities for training. Adisa (2004) opined that sports men and women generally exhibit high sports achievement and encouragement due to the presence of adequate facilities and equipment.
Dankadai (2011) stated that many of our playgrounds have disappeared and most schools have no sporting facilities and equipment as was the case before. Over the years, sports grounds were converted into residential purposes and the few ones that still exist especially in educational institutions are not properly maintained.

According to Pate et al. (1997) it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard.

### 2.8. Coaches Quality and Involvement

When refining variables to foster a sound motivational environment for athletes, many studies focus on ego-oriented mastery, or a task-oriented approach. Four studies focused on this variable in discussing motivational environments or settings (Belaguer, et al., 1999; Miller, et al., 2004; Smith et al., 2005; Hollembeak & Amorose, 2005; Smith, et al. 2007; Le Roux, 2007) and found that a mastery-oriented environment fosters a higher motivational outcome than an ego-oriented setting. The mastery-oriented setting defines success based on the individual’s effort and progress while the ego-orientated setting defines success based on comparison to peers. Hollembeak & Amorose (2005) found that the intrinsic motivation (IM), which is typically described as a person engaging in an activity itself provides, is an important factor in creating a mastery oriented climate within an athlete. They suggest that the coach plays a major role in the athlete’s drive for intrinsic motivation. The coach does this by providing athletes with a behavioral model. The previous studies are consistent in the belief that if coaches give frequent and positive feedback that is specific and informative, the athlete has a higher level of IM. As a result, the athlete has a greater tendency to achieve mastery and motivation (Hollembeak & Amorose, 2005). Athletes who believe that hard work, team spirit and cooperation are valued by their coach will ultimately be more successful in their athletic careers (Miller et al., 2004.)
Another variable which contributes to a positive athletic environment is a coach’s level of training and expertise. Baker et al. (2003), Belaguer, et al. (1999), Gould et al. (2007), Le Roux (2007), argue that coaches who are most successful in creating a motivational climate have optimal training and expertise. Belaguer et al. (1999). maintain that athletes who trained under a coach who had had effectiveness training believed that their coach was a better teacher, used more positive and less negative reinforcement, were more effective in creating a motivational environment and at cultivating a greater desire to play. Some research shows the advantage of having an expert coach who is highly trained in his or her field (Baker et al., 2003). An environment in which an athlete receives the most instruction with optimal learning is key to athletic performance. This type of environment creates the mastery climate for the athlete.

Expert coaches create this type of learning environment in various ways. Many plan practice sessions carefully and thoroughly. Studies of coaches in various sports revealed that over half of practice- time was devoted to “non-active” exercises, and still, the athletes’ collective performances were consistently excellent. These findings emphasize the importance of the coach to have expertise in his area of coaching and in creating the motivational environment that fosters peak performance. Le Roux (2007) investigated more extensive training for the athletic performance. The findings indicated that when the coaches were trained in Sports Psychology and understood the importance of motivation from a Sports-Psychology perspective, athletes performed at a higher levels and the motivational climate increased. When the level of motivation in the athletes is examined by the influential factors, the majority of the research supports the notion that the relationship between the coach and the athlete is one of the key factors in instilling motivation in the athlete to train hard and to do their personal best in any area of their life. When a person
is motivated to perform well in athletics, his or her motivation does not stop on the playing field, but also enhances their engagement in other life-tasks.

It is, however, important to note that the personal values and attributes of elite athletes were found to be higher than the norm, because sports professionals are, by definition, more highly motivated and compensated in all aspects of their lives (Pensgaard & Roberts, 2001). The study also stated that even elite athletes thrived in an accepting and caring climate, or what Pensgaard & Roberts termed a mastery climate. These findings support the notion that a coach is the prime mover in an athlete’s life.

Jowett and Cockerill (2003) found that the athlete-coach relationship is fundamental to instilling motivation in the athlete. The nature of this relationship is very likely to determine the satisfaction of the athlete in his or her performance and his or her self-esteem. Jowett and Cockerill explained that the relationship between the athlete and coach is often reciprocal as well as trusting and genuine. Another important factor in these relationships is their helping character, which often exceeds the mere teaching of skills, athletic techniques and tactics. Research by Poczwardowski, et al. (2006) states that the relationship between the coach and athlete is built on respect, reciprocal trust, and an unspoken contract to reinforce mutual athletic goals and needs. Those building blocks of this relationship are caring. These elements that constitute the caring relationship have been essential to the relationship.

Jowett and Cockerill (2003) emphasize the importance of coaches to concentrate on developing the athlete’s character as well as skill-set. The athlete’s personal development can only occur if athlete and coach have established and agreed upon certain goals, beliefs, values and expectations. After maintaining this frame of reference, it is equally important to sustain it further through open communication. In this way, the coach helps the athlete to
acquire competencies he or she does not have in his or her pursuit of excellence and sustainable motivation.

Poczwardowski et al. (2006) found that, in some instances, when the coach places exclusive focus on athletic performance, there is significant risk the athlete will not secure adequate motivation to perform up to his or her level of competence. Relationships built on trust, communication and respect have been found to impact athletes’ well-being. In turn, this may moderate their levels of satisfaction, motivation and determination (Jowett & Cockerill, 2003).

According to the results, the coach plays a major role in an athlete’s performance. As noted earlier, most research agrees that motivation is a key factor in the performance. Other research findings suggest factors which play major roles in promoting motivation. Some studies indicate that expert coaches can motivate athletes more effectively than untrained coaches. Another variable which impels motivation in athletes is the relationship between the athlete and coach.

The research indicates that without a close, trusting relationship built on respect, it is impossible for an athlete to be motivated to do his or her best. The stress created by coaches has an effect on motivation, as well.

2.9. Sport and Family Outcomes

With the variety of roles the family plays, it is important to understand the different outcomes for both individuals and families related to the sport experience. Individual sport-related outcomes for family members may be positive or negative. Potential positive benefits for the participant may include talent growth, an increase in self-esteem, or the development of persistence (Fraser-Thomas, Cote, & Deakin, 2005). Negative impacts may include an increase in stress and anxiety (O’Rourke et al., 2011) along with a decrease in self-esteem or injury (Fraser-Thomas et al., 2008; Kay, 2000). Kay (2000) found that some athletes experienced emotional highs and lows that were
directly related to their performance in their athletic event. In some instances, athletes undergo high levels of stress, due to parental and coach pressure; they often suffer from burnout and cease participation (Fraser-Thomas et al., 2008). Other athletes suffer injury from too much participation and some studies have shown as high as 21.5 percent of athletes were asked to participate while injured (Engh, 1999). While much work has focused on the inputs and outcomes for sport participants, much less attention has been given to the impact of sport on other family members and the family itself (see also Warner et al., 2015). For other individuals in the family, positive benefits may include an increased sense of pride for the participant’s experience or the addition of more instances of socialization with other individuals. For example, Kay (2000) found that some parents felt a greater sense of pride when their child was successful on the field or court. Dorsch et al. (2009) found that sport can be a powerful vehicle for parent socialization. As parents became more socialized into sport, they began to use the sport context to improve communication, teach life lessons, and enhance their own development as a parent (Dorsch et al., 2015). Negative impacts may include feelings of jealousy, resentment, or a lack of time for other activities (Cote, 1999). Siblings have reported negative impacts of their brother or sister participating. Kay (2000) found that some siblings who did not participate felt jealousy toward the athlete and felt their relationships with their parents were not as strong as the relationship between the athlete and parents. Finally, parents have been shown to engage in lower levels of physical activity as a result of their children’s participation (Dixon, 2009 and Thompson, 1999). In addition to positive or negative outcomes for individual family members, it is plausible that the family unit may also experience positive or negative outcomes. A few studies have indicated the potential positive outcomes for families, which include an increase in family closeness or improved family communication (Zabriskie & McCormick, 2001). Potential negative family impacts include feelings of jealousy or resentment, depletion of resources, or a conflict of family values with the values of the sport league (Cote, 1999). For example, mothers in
Thompson’s (1999) study cited that their entire family suffered burnout-like symptoms from the time demands placed on the family to foster participation in youth sport for one family member. In summation, researchers have examined the relationship of sport and families, yet the majority of these studies have examined the unidirectional relationship of the family to sport, particularly how families can better support the high performance sport participation of children (Green & Chalip, 1997; Hasbrook, 1986; Kay, 2000). The current literature base illuminates a few of the ways that individual family members and the family unit may be impacted by youth sport in general, but does not necessarily identify the components of the sport experience that lead to positive or negative outcomes. Given the initial work in elite youth sport by Kay (2000) and Thompson (1999), it appears that elite youth sport participation may have strong and lasting influence on family members and family systems. As youth sport in the U.S. trends towards more elite, travel-based teams with a focus on skill development, and away from more playful, leisure-type activities, it is crucial to understand what impact (both positive and negative) these particular contexts have on families and how leagues might foster more positive outcomes for families.
CHAPTER THREE

RESEARCH METHODOLOGY

The first section of this chapter describes and illustrates some aspects of the study area. Then it presents the detail of methodology used to conduct the study. These are sample and sampling techniques, method of data collection and data analysis.

3.1. Description of the study Area

The study was conducted in Oromia regional state, Arsi zone, Asella town at Athlete Tirunesh Dibaba sport training centre. ATDSTC is one of governmental high performance sport training centre in the country and is located about 175 Kms south east of the capital Addis Ababa. A training centre have a total of 185 athletes in the training year. There are two training departments in the TC i.e. Athletics department and Football department and in both departments regular scientific training has been carried out.

The training center is found at Arsi high lands at an altitude of 2600m above sea level. The area is known for its best quality elite athletes, which dominates on different international athletic competitions. Since its establishment (October, 2002 E.C) the training center provides more than 100 athletes for the national team.

3.2. Methodology of the study

The methodology employed for the research is basically the descriptive survey method. This is because the descriptive method is used to provide answer for the 'what', 'when', 'where', 'how' type question and is the one often used to conduct such studies.
3.2.1 Sample and Sampling Techniques

For this research, random sampling procedure was employed to select the sample. First ATDSTC was selected purposively from different training centers and clubs. Because, it is one of governmental high sport training center in the country. At the second stage in the training center athletics department is fully functional and successful. Consequently, in collaboration with coaches in the training center lists of athletes were prepared. Finally based on the number of athletes in the athletics department that is 100 athletes in the training year 50% of the reference population (n=50) were randomly selected. Representative (n=50) were selected in terms of specialties.

3.3. Data Sources, Type and Method of Data Collection

Indicators of measuring the motivation of Athletes

An indicator is defined as quantitative measurement to be achieved, a resource mobilized, an output accomplished, an effect obtained or a context variable (economic, social, or environmental). Indicator can be quantitative or qualitative in nature.

Quantitative where we are counting the results in number, Qualitative, where we obtain information on people’s views or opinion (EU, 2005).

The sources of data to be used include both primary and secondary sources. Among the primary data sources, the questionnaire and observation method is extensively used. Randomly selected athletes are questioned to obtain primary data.

The instrument for data collection a self developed modified Likert type questionnaire Which sought information on predictor of athletes motivation in the training center. The scoring mode of the questionnaire is a closed-ended questionnaire on a five point modified Likert scale type in positive form score
thus; strongly Agree 5 points, Agree 4 points, uncertain 3 points disagree 2 point, strongly disagree 1 point and the adopted questionnaire was given to researchers advisor for supervision of content validity. Their comments, criticisms and suggestions are incorporated in the final cop of the questionnaire that was approved by the supervisor before administering it to the respondents.

The questionnaire item where drawn from only the variable contained in the research hypothesis, fifty (50) copies of the questionnaire forms were produced and admitted to the participant used for the study. In order to reach the participants, one research assistants were deployed to administer the questionnaire forms by hand.

These research respondents are thought to be of paramount importance in providing useful data.

Secondary data source include; books, the internet, publications, senior research papers conducted by others on the study area where included.

**Pilot Study**

To evaluate the reliability and validity of the questionnaire as well as the Amharic and Afan Oromo version a pilot study was conducted for 20 athletes of Ethiopian Youth athletes. Pearson correlation result for the interview and questionnaire result indicated a Very good or 0.8 where as 0.89 for the Amharic and Afan Oromo.

These research respondents are thought to be of paramount importance in providing useful data.
3.4. Method of Data Analysis

After collecting the questionnaires that are distributed to the athletes, the results will be analyzed in simple statistical percentage method in order to indicate the number of respondents (n=50) out of the total sample and to observe the percentage values of the results. Interview made with athletes and practical observation of TC also incorporated in the discussion. Thus, the higher values/percentage were indicated that the impact of welfare package provision, availability of equipment and facilities, family support, quality and involvement of coaches, and perception of training center geographical location as a results of athletes motivation in the training center.

3.5. Definition of Dependent and Independent Variables

Dependent Variables

In this study, the dependent variable is motivation of athletes in the training center and it is operationally defined as follow.

Motivation: is expressed by a particular state of psychic tension based on the correlation between perception and thought. The foundation of motivation is represented by all needs and interests of athletic performance. Motivation determines focus and will, and energetically supports the efforts of training and participation in competitions (Mihailescu et al., 2011).

Independent Variables Associated with Motivation of athletes in the training center

The following variables were considered to have a close association or relation with athletes motivation in the training center.
**Welfare packages:** These are different services and/or incentives provided by the training center for athletes. Services like food, dormitory, health, education, provision of sport wears and more.

**Facility and Equipment:** These are different materials such as field training equipments, training area/field, gymnasium and other facility that are necessary for training process. A training center which has fulfilled different standardized internal facilities and field equipments will better motivates athletes for training.

**Quality and Involvement of Coaches:** It is manifested in two ways, over all knowledge of coaching and experience in coaching. So if the coaches are well equipped with knowledge and experience they involve in all aspects to shape the lives of their athletes through teaching, training, instructing and more.

**Family support:** It is the involvement of family on athletes career in different ways. Parents encouragement and support athletes psychologically and materially. And also visit them in the training center.

**Location of Training Center:** It has a place where athletes train different athletics programs. Location of training center has both impact on the trainees and trainers. The training center is located in different land setting and altitudes.
CHAPTER FOUR

RESULT AND DISCUSSION

This chapter comprises the study findings to be discussed under different sections, based on the objectives of the study. Accordingly, the personal demographic characteristics of respondents, the information obtained from respondent through questionnaires are discussed and presented in detail successively.

4.1. Background Characteristics of the Respondents

The following table summarize a short review on background of the respondents to give clear picture on the characteristics of athletes in the study area. The information is obtained from self administered questionnaire. It portrayed the background of the respondents in terms of sex, age category, training year in the training center, academic level/qualification, athletics discipline, and specific event the respondents train.
Table 1. Background Characteristics of Athletes

<table>
<thead>
<tr>
<th>S.N</th>
<th>Variables</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Age category</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-17</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>18-19</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Above 19</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Training age in the center</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First year</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Second year</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Third year</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Fourth year</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Educational level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary school</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Secondary school</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Preparatory</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Athletics Discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long distance</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Middle distance</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Short distance</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Throwing</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Jumping</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 depicts that from the overall athlete respondents 25(50%) are male athletes and 25(50%) of them are females. Regarding the age category of the athletes 32(64%) are in the age category of 16-17, from 18-19 age category 17(34%) of the respondents are males, and also above 19 age category 1(2%) of the respondents are male athletes. The table also depicts the respondents training age in the training center, 15(30%) of the respondents are first year athletes, 6(12%) of the respondents are second year athletes, 21(42%) of the respondents are third year athletes and also 8(16%) of the respondents are fourth year athletes. Concerning the educational level background, 9 of them
(18%) of the respondents were under the category of primary education (grade 1-8), 37 of them (74%) majority of the respondents were under the category of secondary school (grade 9-10), four of them (8%) of the respondents preparatory school (grade 11-12) level. Concerning the respondents training discipline in the training center, 11 of them (22%) are long distance running trainees, 12 of them (24%) are middle distance running trainees, 11 of them (22%) are short distance running trainees, 7 of them (14%) are throwing event trainees, and also 9 of them (18%) of them are jumping event trainees.

4.2. Data analysis and Discussion
The data was analyzed using statistical percentage method. The descriptive analysis of the data where analysed using by percentage.
Table 2 illustrate the opinion of athlete's respondents motivation towards the welfare packages provided for athletes by the training center. It is noticeable from the data in the above table that the respondents have strong positive
agreement on items number 1,3,4 and 5 with 80%, 80%, 92% and 66% opinion respectively. Again the respondents were strong negative disagreement on item number 2 with 82% opinion. When we see respondents according to gender category for males the respondents have positive agreement for items number 1,3,4 and 5 with 88%, 88%, 92% and 72% opinion respectively and also females have positive responses for items number 1,3,4 and 5 with 72%, 72%, 92% and 60% respectively.

For item number 2 males and females respondents have strong negative agreement with 88% and 76% opinion respectively. This indicates the respondents are not motivated by the timely providing of sport wears for training and competition and also reduce the motivation of athletes for training and performance, too.

The above table point up that on average 69.6% positive responses, 21.6% negative responses and 8.8% undecided of boys opinion and also 61.6% positive responses, 30.4% negative responses and 8% undecided of females opinion towards the welfare packages provided by the training center.

But when we see the average score or over all motivation opinion of the athletes towards the welfare packages provided by the training center about 65.6% of them are under the category of positive, 26% of them are under the category of negative and 8.4% of them are unable to decide.
Table 3. Motivation of the Respondents towards the Training Facilities and Equipments Available in the Training Center

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Scales/Attitudes</th>
<th>S</th>
<th>EX</th>
<th>Positive</th>
<th>Undecided</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>The training equipments in the training center motivates athletes for training</td>
<td>M</td>
<td>15</td>
<td>60</td>
<td>9</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>16</td>
<td>64</td>
<td>5</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>31</td>
<td>62</td>
<td>14</td>
<td>28</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>The training center has standardized sport facilities</td>
<td>M</td>
<td>22</td>
<td>88</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>22</td>
<td>88</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>44</td>
<td>88</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>The sport facilities available in the training center motivate athletes for training</td>
<td>M</td>
<td>16</td>
<td>64</td>
<td>9</td>
<td>36</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>19</td>
<td>76</td>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>35</td>
<td>70</td>
<td>11</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td>M</td>
<td>17.7</td>
<td>70.7</td>
<td>6.3</td>
<td>25.3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>19</td>
<td>76</td>
<td>3</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>36.7</td>
<td>73.3</td>
<td>9.3</td>
<td>18.7</td>
<td>4</td>
</tr>
</tbody>
</table>

As can be seen from the above table the motivation of the respondents towards the training facilities and equipments available in the training center. It is apparent from the above table respondents have a positive response to all of the items 1,2 and 3, with 62%, 88%, and 70% response respectively.

Here also when we see respondents according to gender, boys respondents have positive responses for items number 1,2 and 3 with 60%, 88% and 64% opinion respectively. Also female respondents have the same positive responses for the same items with 64%, 88% and 76% opinion respectively. This indicates that the respondents are motivated for training by the facility and equipment available in the training center.
Table 3 indicates on average boys 70.7% positive responses, 4% negative responses and 25.3% unable to decide and also females 76% positive responses, 12% negative responses and 12% unable to decide towards the availability of training facility and equipment as motivation in the training center.

And again when we see the average score or over all motivation of the athletes towards training facilities and equipments available in the training center about 73.3% of them are under the category of positive, 18.7% of them are under the category of negative and 8% of them are unable to decide.

Several studies support the impact of facility and equipment on athletes motivation, Adisa (2004) opined that sports men and women generally exhibit high sports achievement and encouragement due to the presence of adequate facilities and equipment. It would not be important to achieve satisfactory results from athletes, whose training facilities are inadequate or substandard which in actual fact will not compliment the work of the coach. Good sports programmes can function at full effectiveness only when they are supported with effective equipment in good conditions (Aluko, 1999). Athletes have come to realize that improved performances and development of special skills which can earn them better incentives can be enhanced through better sports facilities and modern equipment.
Table 4. Motivation of the Respondents towards Quality and Involvement of Coaches in the Training Center

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Scales/Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1.</td>
<td>Coaches participate athletes in the decision making this enhance athletes motivation</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Training center coaches knowledge and experience motivates athletes to train</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Coaches motivate trainees on every day training session</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T</strong></td>
</tr>
<tr>
<td>4.</td>
<td>The emphasis given by the coaches for the training double my motivation and performance</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T</strong></td>
</tr>
<tr>
<td>5.</td>
<td>Modern and scientific ways of coaching enhance trainee attitude towards the training</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T</strong></td>
</tr>
<tr>
<td>6.</td>
<td>The overall follow up and supervision by the coach has a positive impact on my motivation</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Average</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T</strong></td>
</tr>
</tbody>
</table>

An observation of table 4 reveals that motivation of the respondents towards quality and involvement of coaches in the training center. It is understandable from the above table the respondents have strong positive agreement with all of
the items 1,2,3,4,5 and 6 with 68%, 90%, 94%, 84%, 90% and 90% response from the total population respectively.

If we see respondents response according to gender, boys respondents have strong positive agreement with items number 1,2,3,4,5 and 6 with 56%, 84%, 96%, 80%, 92%, and 92% responses and also females have strong positive harmony with items 1,2,3,4,5 and 6 with 80%, 96%, 92%, 88%, 88%, and 88% responses respectively towards the quality and involvements of coaches in the training center.

And again when we see the average score or over all motivation of the athletes towards coaches quality and involvement in the training center about 86% of them are under the category of positive, 6.33% of them are under the category of negative and 7.66% of them are unable to decide. This indicates that the quality of coaches and their involvements in the training center is acceptable by athletes and this motivates athletes in the training center.

Studies which examine the coach’s role in motivating athletes has demonstrated the many difficulties researchers face in addressing pivotal constructs in a manner suitable to study. Most research supports the notion that the coach plays a major role in an athlete’s perception of control, satisfaction with results, coping strategies, perceived motivational climate and personal development (Gould et al., 2007). All of these variables have an effect on the types and levels of motivation an athlete may develop.
Table 5 Motivation response towards family support and encouragement

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Scales/Attitudes</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Positive</td>
<td>Undecided</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>1.</td>
<td>Family support has its lion share for my motivation and success</td>
<td></td>
<td>M</td>
<td>23</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td>22</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td>45</td>
<td>90</td>
</tr>
<tr>
<td>2.</td>
<td>Regarding to the field I train, I experienced strong resistance and</td>
<td></td>
<td>M</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>challenge from my family</td>
<td></td>
<td>F</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>3.</td>
<td>The strong supervision and follow up from parents helped me to focus</td>
<td></td>
<td>M</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>on my training</td>
<td></td>
<td>F</td>
<td>23</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td></td>
<td>M</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T</td>
<td>31</td>
<td>62</td>
</tr>
</tbody>
</table>

Table 5 illustrates the response of respondents towards family support and encouragement. It is clear from the above table the respondents have strong positive agreement with items number 1 and 3, with 90%, and 78% response from the total population respectively. Again the respondents were strong negative disagreement on item number 2 with 74% opinion. From this responses we can understand that there is strong positive support regarding to the field athletes train. If we see athletes responses in terms of sex, in this case boys responses positively with item numbers 1 and 3 with 92% and 64% opinion respectively, and boys responses negatively with item number 2 with 76% opinion this indicates there is a good support regarding the event athlete train. Females responses again positively with item number 1 and 3 with 88% and 92%
opinion respectively, and also females responses negatively with item number 2 with 72% opinion this shows there is a support from the family.

And again when we see the average score or over all motivation of the athletes towards family support and encouragement for athletes in the training center about 62% of them are under the category of positive, 30% of them are under the category of negative and 8% of them are unable to decide.

In line with this findings, (Lagace-Seguin & Case, 2010) marked that Positive parental involvement affects the athlete's overall welfare and self-value. Authoritative parenting style is what both mothers and fathers should attempt to accomplish. This is the most equal, encouraging, and reassuring of the styles (Baumrind, 1991). These parents will establish rules to follow and will accommodate any needs that might arise after listening to concerns (Baumrind, 1991). Parents should strive to provide reinforcement, support, encouragement, understanding, and minimal negative pressure when influencing athletes to participate in athletics.
Table 6. Motivation Response of Respondents' towards the location of the Training Center

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>SEX</th>
<th>Positive</th>
<th>Undecided</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The location of the training center is a motivation by itself</td>
<td>M</td>
<td>20</td>
<td>80</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>21</td>
<td>84</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>41</td>
<td>82</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>The geographical location and weather condition of the environment is</td>
<td>M</td>
<td>21</td>
<td>84</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>comfortable for training</td>
<td>F</td>
<td>19</td>
<td>76</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>40</td>
<td>80</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>The training center is filled with different gifts of nature which</td>
<td>M</td>
<td>19</td>
<td>76</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>is an additive for my motivation</td>
<td>F</td>
<td>17</td>
<td>68</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>36</td>
<td>72</td>
<td>10</td>
</tr>
</tbody>
</table>

Average: M 20 80 3.3 13.3 1.7 6.7
         F 19 76  3 12  3 12
         T 39 78 6.3 12.7 4.7 9.3

Table 6 manifest the response of respondents towards the location of the training center as motivation. It is clear from the above table the respondents have strong positive agreement with all items 1, 2, and 3, with 82%, 80% and 78% response from the total population respectively.

Here also if we see respondents response according to sex, boys response positively with all items 1, 2, and 3, with 80%, 84% and 76% opinion respectively. Females also response positively with items number 1, 2, and 3 with 84%, 76% and 68% opinion respectively.

And again when we see the average score or over all motivation of the athletes towards the location of the training center about 78% of them are under the
category of positive, 9.3% of them are under the category of negative and 12.7% of them are unable to decide.

In addition to the above athletes responses, (Johns, 1996, cited by Preda, 2006) said, motivation is the result, the consequence of the interaction between the individual, the task to be fulfilled, and the organizational environment. It is “the extent to which persistent effort is directed towards the achievement of a goal”.

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CHAPTE FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary
The overall purpose of this study was to assess the impact of welfare package provision, availability of equipment and facilities, family support, involvement and quality of coaches, and perception of training center geographical location on athletes motivation in sport training centers: in the case of ATDSTC. To this effect the following basic questions were formulated to carry out the study.

1. What type of Welfare packages, have impact on athletes motivation in the training center?
2. How the availability of Facilities and Equipment, has impact on athletes motivation in the training center?
3. How the involvement and quality of the Coaches, have impact on athletes motivation in the training center?
4. How Parental support and encouragement has influence on athletes motivation in the training center?
5. How the geographical location of the training center impact athletes motivation?

The study was carried out to identify the type welfare packages provided for athletes, and assess the available facility and equipment in training center, and assess the involvement and quality of coaches in the training center, and also assess parental support and encouragement of athletes for their training and also finally try to assess the training center geographical location perception of athletes. In order to deal with the above basic questions, related literature was properly reviewed, quantitative data gathering instrument were designed. Hence, for quantitative data gathering instruments self administered questionnaire and attitude scale were prepared.

The researcher has also collected a lot of information through interview and observation of the training center.
5.2. Conclusions

On the basis of the data gathering instruments and the statistical method employed, the following result were obtained.

1. Concerning the welfare packages provided for athletes, depending on the budget allocated by the government, the training center provided proper sport wears for all athletes without any discrimination and reference, And training center provide proper food based on a well designed menu and, also they are living in a well equipped dormitory, 4 in one room, the above all motivates athletes in the training center. But the time sport wears are supplied/given for athletes is not the right time for using it for training, athletes are not motivated by the time of sport wear given.

2. Regarding availability of training facilities and equipments, various types of equipments and adequate facilities make coaching more interesting and effective, the training center have best standardized facility like synthetic athletic track with jumping and throwing fields, and also standardized throwing field outside the main stadium, jumping field inside gymnasium and fitness center/gymnasium. There are also different training equipments in the training center these motivates athletes for training.

3. Since each athlete is unique and will respond differently to various motivational methods and coaches should be taught the different types of motivational approaches, so that they identified the approach most suitable for each athlete.

4. The role of the family in children’s sport involvement is a complex phenomenon because of the diversity of the family context. Family support and encouragement influence the athletes motivation in a number of ways. As athletes get older, family members' tangible support, and informational support become increasingly important, although emotional support always remains a fundamental psychosocial need for young athletes. Positive parental involvement affects the athlete's overall welfare and self-value.
5. The impact of the environment and location on the motives, attitudes towards sport and others, all these results should be viewed in abroad context on athletes motivation towards training.

5.3. **Recommendation**

Based on the findings of this study, the following issues are forwarded as recommendation that assist to improve/enhance the motivation of athletes in the training center.

- One of the major thing that athletes are not motivated was the time of sport wear supply/distribution for athletes. So by giving due attention for this the concerned bodies should provide sport wears timely for athletes, because it is impossible to talk about training without proper sport wears.

- One thing that, the researcher observes less motivate athletes in the training center was lack of event specific menu. Therefore since each events demand different diet as much as the budget is determined the training center should try all the best to provide event specific diet both in quality and quantity to achieve its target in all discipline.

- The training center concerning bodies should be taught the importance of combining physical skills training and motivation in order to improve athlete’s performance. Since each athlete is unique and will respond differently to various motivational methods, the training center and coaches should be taught the different types of motivational approaches, so that they identified the approach most suitable for each athlete.

- One of the issues raised by female athletes during interview was lack of female athletics coaches in the training center. So the center should employee female coach to overcome this problem.

- To conclude, the researcher believes if the training center known that motivation factors like provision of Welfare package, availability of Facilities and Equipment, Coaches, Parental Care, location, and others will enhance athletes good physical and most of all attain their height in their career.
BIBLIOGRAPHY


Appendices
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by Athletes train in ATDSTC

The purpose of this questionnaire is to obtain information on impact of motivation on athletes training in the training center.

The information you provide through the questionnaire and attitude scale will be used for academic purpose only. Any information that you give will be kept confidential. Hence your cooperation in giving genuine information is highly valuable for the accomplishment of the study.

**N.B**

- ✔ Read the instruction carefully.
- ✔ There is no need of writing your name on the questionnaire.
- ✔ Please respond all questions.
- ✔ If necessary, please feel free to answer in Afan Oromo or in Amharic language.
- ✔ While responding if there is unclear item ask for explanation.

**Thank you in advance for your cooperation!**

**Athlete General Information**

Please fill in the blank space with appropriate response regarding your personal information.

1. **Sex**  
   - M ☐  
   - F ☐

2. **Age**___________
3. **Training year in the training center**
   - One year
   - Two year
   - Three year
   - Four year

4. **Educational level**
   - 1 to 4 level
   - 5 to 8 level
   - 9 to 10 level
   - 11 to 12 level
   - If any other, specify ________________________

5. **Discipline**
   - Long distance
   - Middle distance
   - Short distance
   - Throwing
   - Jumping

6. **Event you train**

**DIRECTION:** The following are statements referring to impact of motivation on athletes training. Five point scale (from strongly agree to strongly disagree) are given corresponding to each statement. Please read the statement carefully and put 'X' mark for one of the scale which best describes your assessment of each statement.
<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sport wears provided by the training center motivate trainees for training.</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uncertain (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>2</td>
<td>The training center timely supplies the sport wears for training this motivate athletes.</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uncertain (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>3</td>
<td>Doing training with standard sport wears enhance motivation as well as performance</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uncertain (3)</td>
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<tr>
<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>4</td>
<td>The well equipped dormitory service motivates athletes.</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uncertain (3)</td>
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<tr>
<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>5</td>
<td>A well designed menu and food supplies provided by the training center enhance motivation of athlete.</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uncertain (3)</td>
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<tr>
<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>6</td>
<td>The training equipments in the training center motivates athletes for training</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
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<td></td>
<td></td>
<td>Uncertain (3)</td>
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<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>7</td>
<td>The training center has standardized sport facilities</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uncertain (3)</td>
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<td></td>
<td></td>
<td>Disagree (2)</td>
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<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>8</td>
<td>The sport facilities available in the training center motivate athletes for training</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
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<td></td>
<td></td>
<td>Uncertain (3)</td>
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<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>9</td>
<td>Coaches participate athletes in the decision making this enhance athletes motivation</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
</tr>
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<td></td>
<td></td>
<td>Uncertain (3)</td>
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<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>10</td>
<td>Training center coaches knowledge and experience motivates athletes to train</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uncertain (3)</td>
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<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>11</td>
<td>Coaches motivate trainees on every day training session</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
</tr>
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<td></td>
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<td>Uncertain (3)</td>
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<td></td>
<td></td>
<td>Disagree (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td>12</td>
<td>The emphasis given by the coaches for the</td>
<td>Strongly Agree (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree (4)</td>
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<td></td>
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<td>Uncertain (3)</td>
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<td></td>
<td></td>
<td>Disagree (2)</td>
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<tr>
<td></td>
<td></td>
<td>Strongly Disagree (1)</td>
</tr>
<tr>
<td></td>
<td>Training double my motivation and performance</td>
<td>13. Modern and scientific ways of coaching enhance trainee attitude towards the training</td>
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</tbody>
</table>
**Declaration**

I, the undersigned declared that this thesis is my original work, has not been presented for a degree in any other university and that all the sources of the materials used for the thesis has been duly acknowledged.

**Name:**       Gosa Molla

**Signature:**   ____________________

**Place:**       Department of  Sport Science  
 Addis Ababa University  
 School of Graduate studies

**Date:**       ___________________________

As Thesis Research Advisor, I hereby certify that I have read and evaluate this thesis prepared under my guidance, by **Gosa Molla Sime**, Entitled: Impact of motivation on Athletes Training: The case of Athlete Tirunesh Dibaba Sport Training Center, Asela, Arsi, Ethiopia.

_______________________________

Dr. Beniot

Date: ________________