

**PSYCHOLOGICAL FACTORS INFLUENCING THE PERFORMANCE OF
FEMALE HANDBALL TRAINEES:
THE CASE OF DESSIE TOWN HANDBALL PROJECT**

BY: GETAHUN KELEMEWORK

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF SCIENCE
IN SPORT SCIENCE**

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ABSTRACT

The purpose of this study was to identify the psychological factors influencing the performance of female handball project trainees in the case of Dessie town. Taking this purpose as a general objective of the study, a descriptive survey research method was employed to investigate the problem. The target population in the study were female students who were participating in the handball project at two centers. Namely, Kidame Gebeya Secondary school and Robit General Elementary school. A comprehensive sample of 60 trainees and two coaches were taken in the study. Using purposive sampling technique two sport experts were included in the investigation who are working in the town's sport office. The data collection instruments designed for the study were questionnaires, interview, observation and document analysis. The questionnaires were prepared for the female trainees and the coaches. Structured interview was conducted for the sport experts. Using a checklist observation was carried on six times during training sessions at the training centers. Some documents were examined, which describe profiles of the female trainees and manuals used to carry out the training. The data collected from fifty (50) female trainees (6 trainees dropped out the training and 4 questionnaires were discarded due to response errors) and two coaches through the questionnaires were organized and analyzed using descriptive statistics, such as tables, frequencies and percentages. The data obtained from the interview, observation and document analysis were qualitatively analyzed in words and were triangulated with the responses of the female trainees and the coaches. In this study it was found that the female trainees are intrinsically motivated. Meanwhile, extrinsic motivation schemes are almost none to enhance the performance of the female handball trainees. In addition, the training is undergoing without short and long term goals and the coaches are not helping the trainees in setting these goals. Finally, it is the coaches' responsibility to provide reward and praise for the trainees' performance to sustain intrinsic motivation. The sport experts should assist the coaches and follow up the training program.

KEY WORDS:-Motivation, Anxiety, Stress, self confidence, team cohesion and Goal setting

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, basic research questions, objective of the study, significance of the study, delimitation of the study, organization of the study and definition of terms.

1.1 Background of the study

The game handball began in Europe. However, the exact place where it started and the person who invented the game is not well known. Germany, Czechoslovakia, and Denmark Claim responsibility for the development of game that closely resemble hand ball (Berhanu et al, 2008)

The game was originally played in the early 1900's, on a large outdoor field. During this time, the game involved as many as twenty two players (eleven players in each team) at one time. In 1928 in Amsterdam, the Amateur handball federation was founded and to have hand ball introduced at the 1936 Olympic Games in Berlin. Due to this reason interest in the sport grew rapidly during these early years, and the international handball federation was formed in 1946, and the rules of the game were formalized. Gradually hand ball evolved in to its present day accepted seven players in each side (Birhanu et al, 2008).

Today, there are over sixty five nations affiliated with the international handball federation. In 1972, handball for men was included in the Munich Olympic Games. Four year later in 1976, the Montreal Olympic game was the first time to introduce women's hand ball. Handball is a game that involves continuous play, high scoring, body contact and graceful skilled movement by the players. It is basically a running sport, and it can provide a large contribution to cardiovascular endurance. Handball is a sport for all age, both sexes and it is now a permanent Olympic game for men and women. Handball employs fundamental motor skill such as running, throwing, catching, dribbling, jumping, defense and offence skill (Birhanu et al, 2008).

The games of handball were introduced to our country during the 1967 via university instructors after few years, participants consisting of members from the police, military forces and various

sections/organs have been provided with the relevant courses on the subject sport, the arrangement of which firstly laid the ground for frequenting the said sport among the country's citizens. The Ethiopian handball federation was established in 1969 one year later, 10 clubs were established in Addis Ababa for the first time, which was followed by the establishment of Addis Ababa handball federation in 1993 under the Addis Ababa sports commission. Then, Ethiopian championship competitions were organized and conducted, in the case of which Ethiopia has been accredited as one of the international handball federation members in 1971 women's clubs were 10 in number from 1975-1982, during which tournaments under such sport had been organized and conducted in Addis Ababa (www.aasc.gov.et).

Men's clubs were 17 in number from 1970-1990, during which tournaments under such sport and enjoyable been organized and conducted. During the reorganization /restructuring of Ethiopia sports in 1982, a single sportsman was allowed to participate in a single sport, the rule of which resulted in the dissolution /disbandment of women's clubs. Ever since 1983, handball sporting was frequently practiced across school. The sport was frequented by five clubs only from 2001-2011, in which case such sporting, which had once been a hotshot, was treated with high frugidity and its popularity was receded in to the period until 2011 and the total number of clubs lowered from 17 to 3(www.aasc.gov.et).

From the beginning of 1997 the Ethiopian sport commission and handball federation opened handball projects throughout the country. The purpose of these projects is to expand handball game and enhance the participation of children and youth at local, regional and national level (Assefa, 2005).

Generally, it is recognized that psychological factors are crucial importance in sport activities and performance. This study focused on the psychological factors influencing the performance of female trainees in handball project. To investigate this issue a number of female handball trainees are taking part in a similar project in Dessie town.

1.2. Statement of the Problem

In the history of Ethiopian sport, females are underrepresented and this tendency has filtered through the educational institutions and the community in general. Handball being a running dribbled game and the game gained popularity and spread all over the world and having a various fundamental skills needs the inclusion of psychological support which relate to the development of health and increase functional capacity of the body and it contributes in the successful performance of fundamental skills in handball.

The investigator of this study was not able to get researches conducted in Ethiopia on how psychological factors influence female participation in handball. However, a number of researches have been conducted abroad regarding females participation in sport making their focus on different factors. Among these empirical evidences, a study conducted by Xhkaza (2005) in South Africa focused on psychosocial factors that influence female sport participation in secondary schools taking youth identity, personality, self-concept, motivation, emotional wellbeing and disordered eating as influencing psychological factors. By contrast, this research seeks to investigate only psychological factors such as motivation, anxiety, stress, self confidence, team cohesion and goal setting.

The researcher was initiated to investigate the problem due to different reasons. He observed that the community does not give recognition to female trainees. As a result it is impossible to run and enhance without recognition of the community and this might have a contribution in affecting the psychological readiness and participation of female trainees.

On the other hand, the researcher witnessed that in local sport competitions mostly females are participating in Athletics and volleyball games. Meanwhile, females' participation in handball is not a common sport activity. This condition clearly affects the participation and performance of female handball trainees.

The aforementioned reasons are the initial points to investigate how far these factors and others affect female handball project trainees in Dessie town administration. There are two handball projects at Kedame Gebeya secondary and Robit general primary schools in the town.

1.3 Basic research questions

The proposed factors that implicitly affect females to participate in physical exercise and outdoor games might be enormous. The researcher outlined the following leading questions parallel to the issue under this study. As a result, the possible explorations were made based on the questions. Hence, the questions are as follow:-

1. What are the motivational factors that influence the performance of female handball trainees?
2. What are the sources of anxiety that affect the performance of female handball trainees?
3. What are the expected stressors that affect the performance of female handball trainees?
4. To what extent self confidence determines the performance of female hand ball trainees?.
5. How far is goal setting effective in enhancing the performance of female handball trainees?
6. How far female handball trainees make team cohesiveness for their performance?

1.4 Objective of the study

1.4.1 General objective

The general objective of the study was to investigate the psychological factors influencing the performance of female handball project trainees in the case of Dessie town.

1.4.2 Specific objectives

The specific objectives of the study were:

- To identify the motivational factors those influence the performance of female handball trainees.
- To explore the expected stressors that affects the performance of female handball trainees.
- To assess the extent of self confidence on the performance of female handball trainees.
- To dig out the role of goal setting on the effectiveness of female handball trainees.
- To find out the effect of anxiety on the performance of female handball trainees.
- To assess the team cohesiveness of female handball trainees on their performance.

1.5 Significance of the study

The significance of the study will be to:

- Provide reliable information for the project coaches and the sport commission experts on the existing psychological influencing factors affecting the female handball trainees.
- Provide possible solution to the psychological factors which affect the performance of female handball trainees.
- Create awareness of female handball trainees on psychological factors which affect their performance.
- Serve as a spring board for other researchers who have interest to conduct researches on similar area.

1.6 Delimitation of the study

This study was delimited in Dessie town Female handball trainees' project, which is centered at Kidamegebya secondary and Robit general primary schools. It investigated the psychological influencing factors on the performance of female trainees.

1.7 Limitation of the study

In conducting this study the researcher has faced the following expected problems which contribute to the limitation of the study.

- Financial constraints.
- Lack of relevant reference books and research works.
- Absence of timely response from study subjects of the study was another challenge, but through negotiations, the researcher could convince the respondents specially the Coaches. .

1.8 Organization of the study

This study is organized in five chapters. The first chapter discussed background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study and definition of terms. The second chapter attempted to forward the review of related literature. The third chapter dealt about research design and methodology of the study, the fourth chapter states the presentation, analysis and interpretation of the data. The final chapter focuses on the summary, conclusion and recommendation of the study. The references and appendices also belong to this chapter.

1.9 Definition of terms

Aggression—is defined as any behavior directed toward intentionally harming or injuring another living being.

Anxiety—is a negative emotional state characterized by nervousness, worry and apprehension and associated with activation or arousal of the body

Arousal—is a general physiological and psychological activation, varying on continuum from deep sleep to intense excitement.

.Attitude—A belief and feeling that predisposes one to respond in particular way to objects, peoples and events.

Emotion—an intense mental state that arise subjectively rather than through conscious effort and is accompanied by physiological changes related to autonomic activation.

Environmental factors—the polices, systems, social contexts, and physical barriers or facilitators that affect a person’s participation in activities

Extrinsic motivation—a desire to perform a behavior due to promised rewards or threats of punishment.

Goal setting—is an extremely powerful technique for enhancing performance.

Imagery—mental picture a powerful aid to effortful processing, especially when combined with semantic encoding.

Intrinsic motivation—refers to people’s impetus to perform an activity for itself and the pleasure and satisfaction derived from participation

Motivation—A need or desire that energized and direct behavior toward a goal.

Performance—is an observable behavior that demonstrates skill

Self-confidence—is the belief that you can successfully perform a desired behavior.

Self efficacy—perception of one’s capability to carry out a behavior with known outcome; expectations of personal mastery regarding initiation and persistence of a behavior

Social factors—factors which are related with a given society.

Stereotype—a generalized belief about a group of people.

Stress—is a process, it occurs when people perceive an imbalance between the physical and psychological demands of them and their ability to respond.

Team cohesion —a dynamic process that is reflected in the tendency for a group of team to stick together and remain united pursuit of goals and objectives.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Psychological Factors

The topics covered here, motivation, anxiety, stress, arousal, self confidence, team cohesion goal setting, aggression and mental preparation have both of academic interest, and applicable to working with athletes who are participating in an organized sport activities.

2.1.1 Motivation

Motivation can be defined as being aroused to action, to directed purposeful behavior although this may not necessarily be either efficient or effective. The study of motivation is important because it seems fairly certain that with the exception of the few champions in sport the majority of young players seldom fulfill their potential. Given the opportunity most young players could do much better. This is true for all sports and not just tennis and arises in the main from motivational problems (Davis, 1989).

In sportsmen as in other spheres of skill acquisition improvements in performance tend to decrease as the limits of ability are approached. This is partly due to the fact that there is a slowing down in the rate at which people are able to continue to improve. At moderate levels of ability progress can readily be seen and is sometimes quite marked. At the higher levels of performance, however, much of the time spent in practice will be spent solely in maintaining these levels. As players continue to improve this tends to be true to a progressively greater extent with more and more of a player's practice time being spent in maintaining standards. Thus at relatively high levels of play it takes more effort, more time to improve further and it becomes increasingly difficult to make progress. Indeed once champion players drop out of any sport for any length of time the old adage: 'They never come back' holds true for most. In so many cases a return to the game is at a lower standard than formerly (Davis, 1989).

For the aspiring player the problem sooner or later becomes largely one of motivation. In many cases there is the belief that further improvement is simply not possible. If a player now perceives that this is also the belief of the coach then it is highly likely that these expectations of his limits will be confirmed. As we have noted earlier, the coach's expectation of performance is a powerful factor determining performance levels and has led to much research outside sport concerning the so-called self-fulfilling prophecy. Generally a person's performance tends to

confirm the expectations of 'significant others' or those who are perceived as having some credibility. Thus an optimistic approach by a coach or teacher tends to arouse higher motivational levels and expectations in the player and a pessimistic approach to result in a lowering of motivational levels and of expectations.(Davis,1989)

Many players experience periods when they become convinced that they have reached the limits of performance and the further improvement is simply not possible. An optimistic, insightful and supportive coach has a crucial role to play in encouraging the player to persist at such times and to tackle difficulties in a positive way. Players can be helped if it is pointed out that temporary halts to progress are not uncommon in the acquisition of skill in sports. The coach can point out that latent learning can be taking place which is not immediately reflected in performance measures (Davis, 1989).

2.1.1.1. Types of Motivation and its Influence in Sport Performance

Intrinsic and extrinsic motivation and a combination of these two are the only forms which motivation can take. Extrinsically motivated people are engaging in a particular activity or sport for the rewards which go with success. They are playing for the status of being in a team or squad or they are playing for the medals, cups or the financial rewards which can be obtained. On the other hand, when a person is intrinsically motivated he/she is engaging in the sport for its own sake, for the satisfaction, for the sheer enjoyment that it brings. Many of the top players in sport get tremendous satisfaction from having complete mastery over a skill and being able to perform it in expert fashion. They are not satisfied with moderate standards and go to great lengths to become perfectionists for the personal satisfaction which this brings. They enjoy the challenge of the pursuit of excellence. Intrinsic motivation is generally associated with greater persistence and greater commitment. For people who are essentially extrinsically motivated to play sport that is, they are concerned mainly with the rewards which greater persistence and greater commitment. For people who are essentially extrinsically motivated to play sport that is, they are concerned mainly with the rewards which accompany achievement, then if the rewards become difficult to achieve or unobtainable they may well lose interest. The real danger also exists that where people are encouraged to play by being offered rewards they may sense that they are being manipulated, that other people are controlling their behavior. It does happen that people who were initially intrinsically motivated lose this interest on being offered rewards and prizes. On the other hand a reward could be perceived by a person as increasing the importance of a particular achievement so that it becomes more prestigious than formerly. With greater feelings of personal competence intrinsic motivation is likely to be enhanced (Davis, 1989).

2.1.2 Anxiety

Anxiety is a negative emotional state characterized by nervousness, worry, and apprehension and associated with activation or arousal of the body. Thus, anxiety has a thought component (e.g. Worry and apprehension) called cognitive anxiety. It also has somatic anxiety component, which is the degree of physical activation perceived (Weinberg, 1999).

2.1.2.1. Anxiety and its Influences

Anxiety can be a major problem for many sports persons, particularly for those engaged in individual sports and for those in 'exposed' or isolated positions in team sports such as goal keepers in hand ball, football and hockey for example (Weinberg, 1999).

In several respects a high level of anxiety is disadvantageous for optimum performance in competitive sport. Anxious people, generally do less well in the important events than they do in the less important ones and in practice situation (Davis, 1989).

It is also the case that anxious sports people are more adversely affected by failure than are people of more stable disposition. Anxious people generally ascribe failure to their lack of ability they alone themselves for defeat. In contrast, people of a robust, stable disposition tend to believe that failure in their case can be put down to lack of effort. Thus, following failure, stable people respond in a positive way with greater effort and commitment as anxious people tend to respond in a very negative way and to spend even more time worrying about their inadequacies (Davis, 1989).

Anxious individuals also do worse than stable people when the need to succeed has been Overemphasized novel, situations such as; a high wind, adulterant surface, an opponent with an unorthodox technique, create problems for the anxious competitor (Davis, 1989).

He takes longer to adjust to become oriented to the demands of the situation. New situation give rise to uncertainty. There can be doubt about knowing what to do, about what is expected, about what is the correct course of action. Thus novelty for the anxious competitor frequently becomes

equated with difficulty. The climate of the particular competitive situation can also operate to depress the performance of the anxious individual (Davis, 1989).

2.1.3. Stress

Stress can be viewed as a way of testing a person to see just “how much he can take’ much in the same way as new machines are tested for power and endurance. In fact stress originally was essentially an engineering term but more recently it is increasingly referred to in the context of the physical and psychological demands which are made upon people. Stress, however, is difficult to define. This is because individuals vary markedly in their reactions to particular situations. Reactions vary because of differences in temperament, abilities, past experience of similar situations and motivation. The prospect of facing any one of the following situations would produce varying reactions among people causing, at the extreme, alarm to some whilst leaving others relatively unconcerned (Davis, 1989):

Climbing a rock face;

An audition;

Making a public speech;

Taking a driving test

Thus it is more helpful to talk in terms of perceived stress. It is how a person interests a particular situation which determines the degree of stress. It is quite possible for example that situation which poses a threat to a person’s self-esteem, prestige, and status can evoke feelings of greater anxiety than situations which involve the risk of actual physical harm. It follows, therefore, that the more importance an individual attaches to an event, and the keener he/she is to succeed the greater is the stress for that person. Competitive situations, such as sporting events, are stressful when they are perceived as posing a threat to an individual’s standing in the game or activity. The position is complicated by the fact that the perception of stress even for the same competitor can vary from one event to another and even over time for one and the same event (Davis, 1989).

Stress can be considered from two standpoints. It can be viewed from an individual’s reaction to stress and it can also be viewed with respect to the source of stress. When the source of stress is referred to, the terms stressor or stress agent are generally used. Stressful agents in sport include

spectators and incentives, such as rewards, which may come in the form of prizes and prestigious recognition at national, county and club level. Increasing the incentive, increasing the importance of the event for the individual increases the stress (Davis, 1989).

In the absence of appropriate preparation, stress reactions are likely to be experienced by individuals for any competition which is seen as challenging and which is clearly going to require much more than ordinary effort. The degree of stress will be closely related to the perceived demand of the match or event and the competitor's assessment of his/her own capabilities. For highly motivated competitors, as distinct from those resigned to the situation, the greater the gap between the perceived demands of the match or event and the competitor's assessment of his/her abilities, the greater will be the anxiety and pressure (Davis, 1989).

2.1.3.1. Effects of Stress

For coaches, trainers and competitors seeking to develop and to employ stress management strategies and techniques, it is helpful in the first instance to make a brief survey of the main physiological, emotional, behavioral and cognitive and attention responses to stress (Davis, 1989).

2.1.3.2. Physiological Effects of Stress

Typical bodily responses to stress include an increase in muscular tension, nausea, headaches, stomach cramps, rapid heart rate, shortness of breath, sweating, trembling hands and shaking legs among others. These are indications that the body is preparing itself for action. Several of these responses can be measured. These include heart rate, blood pressure and sweating and can provide important objective information concerning a person's reaction to particular stressors. There are marked individual variations in bodily reactions to stress which underlines the need to have a battery of objective measures in addition to subjective reports in order to have a reasonably accurate indication of the degree to which an individual is affected. Heart rate for example may rise sharply in some people whilst for others there is only a slight increase. The extent to which people sweat also varies and although breathing is generally rapid and shallow even this response is not universal. However, the important point is that although people vary considerable in their bodily responses to stress the responses for one and the same person are

closely consistent over time to the extent that it is quickly evident to others who know the person well that he/she is worried and apprehensive about the future outcome of the contest (Davis, 1989).

Discomforting bodily symptoms of stress are themselves a source of worry. Excessive muscular tension means that motor tasks are performed less well. People also tire more easily since more energy is dissipated. Physical discomfort is therefore likely to depress performance through a lowering of concentration and through fatigue (Davis, 1989).

2.1.3.3. Behavioral and Emotional Effect of Stress

An individual's perception of a stressful or threatening situation usually results in increased anxiety accompanied by an elevation in physiological indices of arousal. Emotional reactions to stress which exceed an individual's tolerance level are unpleasant. In a competitive sports context, an individual can be beset by a whole variety of discomforting feelings including guilt, remorse, uncertainty and self-doubt, helplessness, insecurity and inadequacy. Feelings of frustration can in turn lead to inward and outward expressions of anger- that is to say the individual becomes angry with himself and angry with other people. In this emotional state concentration inevitably deteriorates with the competing player being distracted from his task by his anger. Energy is dissipated needlessly in a situation in which all a player's efforts should be concentrated on the game in hand. In tennis tournaments, for example, the behavior of some players is such that penalty points have now been introduced in an effort to control outbursts of temper which involve abusive conduct, towards both officials and equipment (Davis, 1989).

Typical behavioral reactions include restlessness, fidgeting, clenching of the jaw and a general tenseness. People can become agitated to the extent that at the extreme there are even feelings of panic (Davis, 1989).

2.1.3.4. The Effect of Stress in Performance

Generally people perform best under intermediate conditions of stress. It is at the two extremes of high and low levels of stress that individuals do least well. This is because the introduction of stress to a learning situation in the form of a more difficult task or of various incentives involves

action of the autonomic nervous system with an increase in the level of arousal. Arousal refers to the degree of intensity of effect or the intensity of emotion. As with anxiety, performance improves as arousal level increases up to an optimum, following which it begins to decline. Performance improves as arousal level increases because the individual becomes more alert and can respond to events more quickly and more accurately. Thus mild stress leads to an improvement in performance. Severe stress on the other hand invariably results in deterioration in performance and in the extreme, people panic and there is a breakdown in learning and retrogression in skilled performance. Actions become confused. There is a lowering of attention and concentration. Reaction time lengthens with the competitor becoming much slower to react than normally. The problem is that under severe stress attention tends to become increasingly internally focused rather than task orientated. Competitors can start thinking about the social consequences of failure, about what spectators such as coaches and selectors might be thinking. Certainly, it is the case that attention can become focused on early mistakes so that the performer is failing to respond to the present situation and is failing to plan ahead. He worries about missed chances and about his “bid luck”. Such self-preoccupation is characterized by doubts and feelings of inadequacy. Competitors sometimes start to engage in negative self-talk (Davis, 1989).

2.1.4 Arousal

When emotionally aroused, you are physically aroused. Some physical responses are so obvious that you easily notice them. Hearing the rumble being you, your muscles tense, and your stomach develops butterflies, your mouth becomes dry (Myers, 1993).

Your body also mobilizes for action in less noticeable ways. To provide energy, your liver pours extra sugar in to your blood stream. To help burn the sugar, your respiration rate increases to supply the needed extra oxygen. Your digestion slows, divorcing blood from your internal organs to your muscles. Your pupil’s dilate, letting in more light. To cool your stirred up body, you perspire more. If wounded, your blood clots more quickly. Think of this after your next emergency without any conscious effort, your body’s response to danger was wonderfully coordinated and adaptive preparing you to fight or flee (Myers, 1993).

Activates arousal by directing the adrenal glands and the kidneys to release the stress hormones epinephrine (adrenaline) and nor epinephrine (noradrenalin). The surge in epinephrine and nor epinephrine triggers increased heart rate, blood pressure, and blood sugar levels. When the emergency passes, the parasympathetic neural centers become active, calming the body even after. The Para sympathetic division inhibits further the release of stress hormones, those already in the blood stream linger a while, so arousal diminishes gradually (Myers, 1993).

As we will see, prolonged arousal, produced by sustained stress, taxes the body yet in many situations arousal is adaptive. Too little arousal (say, sleepiness) can be as disruptive as extremely high levels of arousal when taking an exam; it pays to be moderately arousal alert but not trembling with nervousness. Although performance is usually best when arousal is moderate, the level of arousal for optimal performance varies for different tasks, with easy or well-learned tasks, peak performance comes with relatively high arousal. With more difficult or unrehearsed tasks, the optimal arousal is somewhat less. Thus, runners, who perform a well learned task, usually achieve their peak performances when highly aroused by competition (Myers, 1993).

2.1.5 Self Confidence in Sport

Confidence consistently appears as a key skill possessed by successful athletes, and international level athletes have identified confidence as the most critical mental skill defining mental toughness. Knowing this, athletes have stated that the development and maintenance of confidence is one of their biggest needs in mental training. This is because along with its importance as a mental skill critical to sport performance, another defining characteristic of confidence is its fragility (Brewer, 2009).

Many athletes have admitted that confidence is a fragile psychological state. Indeed, fluctuations in confidence have been identified to account for differences in the best and worst performances in sport competition, and elite athletes have stated that the key to mental toughness is an “unshakable” self confidence that is robust and resilient in the face of obstacles and setbacks (Brewer, 2009).

The fact that confidence in sport is so important, and yet so fragile, makes it an intriguing topic in sport psychology. Most of the sport research on confidence has focused on self confidence, or the belief that one has the internal resources, particularly abilities, to achieve success. Self confidence is rooted in beliefs and expectations, and although there are multiple definitions of self confidence, they all refer to individuals' beliefs about their abilities and/or their expectations about achieving success based on these abilities (Brewer, 2009).

However, the self confidence of athletes is embedded within increasingly broader layers of confidence example; athletes understand that they have their own self confidence and that their team has a collective level of confidence as well. One can have high self confidence, but be part of a team with lower confidence. Confidence is important to consider in terms of its overall effect on athletes. Thus, it is important to have confidence in one's self about fulfilling one's role within the team, in one's partner (e.g. pairs skating beach volleyball), within one's cohort (e.g. ice hockey lines), one's team, one's coach, and one's organization (e.g. Olympic governing body), Highlighting the importance of having confidence in one's partner, which is crucial to the joint performance in many sports, a study of equestrian performance found that riders' self confidence as well as riders' confidence in their horses were both significant predictors of dressage performance (and no, they didn't measure the horse's confidence) (Brewer, 2009).

2.1.5.1 The Influences of Self Confidence on Athletes' Performance

A key question is how self confidence works to influence the way that athletes perform. Self confidence can be thought of as the "mental modifier," because confidence seems to modify how athletes feel about, respond to, and think about everything that happens to them in sport. For example, self confidence has been shown to positively predict athletes' effort and persistence in sport (Brewer, 2009).

Confidence also affects the choices that athletes make about joining and continuing participation in sport. For example, youth wrestlers who have remained in the sport have reported higher self confidence than wrestlers who have dropped out, and runners with higher self confidence have chosen more difficult tasks than those with less self confidence (Brewer, 2009).

Confident athletes have been shown to think better than less confident athletes. Confident athletes cope better, make more productive causal attributions (i.e. Reasons they use to explain why they succeed and fall), set more challenging goals, and are more motivated than less confident athletes. Self confidence is also related to effective concentration and decision making (Brewer, 2009).

Interestingly, self confidence is critical in buffering the negative effects of anxiety on athletes' performance. Self confidence seems to buffer the effects of anxiety on athletes' performance by allowing them to tolerate higher levels of anxiety before experiencing decrements in performance. If athletes feel confident and in control, they maintain positive expectancies of goal attainment and coping abilities, and respond in anxious situations with increased effort, persistence, and performance. However, for athletes who doubt their ability to cope and succeed, anxiety is debilitating because they withdraw efforts based on their beliefs that they cannot control themselves or their environments. These findings emphasize the important point that self confidence is not the absence of anxiety, but rather a facilitative quality that enables athletes to engage in self regulatory responses (e.g. reframing, effort, coping to manage their anxiety in productive ways and perform effectively) (Brewer, 2009).

2.1.5.2 Sources of Self Confidence to Athletes

The most important source of confidence for athletes is performance success. This has been found with youth, high school, collegiate, elite, and master athletes.

Other sources of confidence important to athletes include training and preparation, modeling, leadership, and social influences. Athletes cite both physical and mental preparation as critical to their confidence, and coaches tend to use instruction and drilling in practice to build confidence in their athletes. Mental training techniques such as imagery and self talk have been shown to enhance confidence. Confidence can be enhanced by watching another person performing a skill (modeling), particularly if the model is similar to the athletes themselves or if the model is highly skilled. Similarly, coaches who serve as effective models and/or leaders are important sources of confidence. Typically, multiple sources are used to build confidence. For example, positive feedback is a strong source of confidence when it is provided after performance success, but

considerably weaker as a source by itself. Coaches can demonstrate effective leadership skills and verbally persuade their athletes that they can perform skills successfully (Brewer, 2009).

2.1.6. Team Cohesion

When considering why some teams are more or less successful than others it is often stated that the successful teams are more cohesive and vice versa. Thus the concept of group cohesion has become a widely researched area in group dynamics. There has been much argumentative debate about whether group cohesion helps to create a successful team or whether the fact that a team is initially successful in turn creates cohesion. Certainly there is considerable evidence to support the belief that there is a positive correlation between success and cohesion. Success, particularly early on, leads to greater feelings of self and group satisfaction and thus higher cohesion; however, the individual's perceptions of cohesion have also been shown to lead to greater satisfaction with group structure and organization, although the supporting research is less convincing (Wesson et al, 2005).

Cohesion is now generally defined as a continuously changing (dynamic) process which is shown by the tendency of a group to stay together in order to achieve certain instrumental objectives, targets or goals or for the satisfaction of its members (Carron et al, 1998 as cited in Wesson, et al 2005). Scholars also define cohesion as 'The total field of forces which act on members to remain in a group! Thus individual are seen as being motivated to stay together as a group by either;

1. The attractiveness of the group, i.e. The person wants to be involved in the group and values membership; or
2. The benefits they can gain from it (increased recognition (Fetinger et al, 1950) as cited in Wesson, et al 2005/ cohesion has two categories, the first one is task cohesion which is relates to how well the team works together to achieve common targets or goals. The second is social cohesion which is related to how much the members of the team like each other and integrates socially (interpersonal attraction among members (Wesson, et al, 2005).

2.1.7. Goal Setting

Goal setting is a theory of motivation that effectively energizes athletes to become more productive and effective. Goals set by athletes represent either internal or external motivation, depending on whether or not the goals are internalized and personalized.

Goals serve two general functions in sport settings.

1. They can be used as reference standards for athletes to assess:
 - Performance content and mood;
 - Pre-competition task-difficulty and self-efficacy; and
 - In-competition performances;
2. They also can be used as the focal point for athletes to determine pre competition and competition strategies and content.

Goals influence two important factors in sports. Firstly, how a performance is viewed and how an athlete considers he/she will perform. Their effect is to govern performance efficacy. Thus, despite excellence in physiological conditioning and skill preparation, it is an athlete's appraisal of what is to be done, how well he/she is prepared to do it, and whether he/she thinks it can or cannot be done, that affects the quality of a performance. Goals underlie the majority of performance applications which are made in the training and competitive circumstances. An athlete without goals will lack direction, purpose, and adequate assessment criteria, deficiencies which will degrade the motivational qualities of a sporting experience (Rushall, 1995).

There are numerous types of goals, each being defined by its potential effect on performance and its purpose as a standard of reference. A hierarchy of sporting goals is; i) career goals, ii) relatively long-term goals, iii) performance goals, iv) performance progress goals, v) activity goals, and vi) intermediate goals. Those goals are described below (Rushall, 1995).

2.1.7.1 Career Goals

Career goals stipulate the final major outcome of participation in a sporting career. They are usually established by the athlete and are not likely to be changed by a coach or club official. When these goals are not achieved, the athlete is likely to cease serious participation in the sport.

If they are altered at an important stage in an athlete's career that alternation is likely to be accompanied by some performance deterioration. Examples of career goals are:

- Participating until the Olympic Games in the year 2000;
- Playing the sport until the age of 35 years; and
- Playing at least five years as a professional (Rushall, 1995).

Being long-term goals, career goals have virtually no effect upon immediate performances. The coach should not appeal to career goals in an attempt to alter an athlete's state of enthusiasm or level of performance. Career goals serve as the final reference point for sporting career achievements.

2.1.7.2 Relatively Long-Term Goals

Although these goals are distant, they specify the achievement of some standard or outcome at some defined stage in time. Examples are:

- Being selected for the next Olympic team;
- Performing one's personal best in some international event; and
- Obtaining a player's contract (Rushall, 1995).

These goals can span more than one competitive season but do delineate an exact time period for accomplishment. They are established by the athlete and have a very low potential for being influenced by a coach. If they are not achieved, they will be followed by a period of demotivated participation or the athlete quitting the sport. They may be altered on the basis of performance goals that occur as the athlete progresses. Those changes usually are to increase the standard of the goal (Rushall, 1995).

2.1.7.3 Performance Goals

These are goals which indicate some performance standard or outcome that is to occur at a particular time. They differ from relatively long-term goals in that they relate only to performance. They serve the function of being the performance outcome upon which all training plans and competitive schedules are based. Examples are:

- Breaking a record at the national championships;

- Achieving a certain scoring percentage for a season; and
- Learning a particular repertoire of skills.

These goals are established by the athlete but can be influenced by a coach if he/she performs in the capacity of consultant during the goal formulation period. There is need for the athlete to be able to justify why these goals can be achieved. Those justifications should be reinforced periodically as the athlete progresses to the exact day of goal assessment. Performance goals are not likely to be altered, except to marginally upgrade them. They serve as a standard for appraising on-going performances. A failure to achieve performance goals usually results in an extended period of de-motivation (Rushall, 1995).

2.1.7.4 Performance Progress Goals

These goals function as indicators of training progress towards the achievement of performance goals. They usually contain a specified date for evaluation that will allow the timeliness of progress also to be considered. They should be established by the athlete in consultation with the coach. When they are explicitly determined they serve as a schedule of expected self-improvements and constitute the basis for predicting future performance capacities. These goals need to be expressed in positive terms, such as running a certain time for 200 meters, making a number of tackles, or achieving a particular score in an archery competition. Goals such as not missing the cut, avoiding problems, and performing to not let the side down are unacceptable because of their negative expression and connotations. A failure to achieve performance progress goals leads to emotional reactions, such as frustration, depression, and de-motivation. Corrective steps such as altering the training program, monitoring future progress more closely, and/or conducting an efficiency analysis to locate deficiencies can be made as a response to goal-failure; performance progress goals affect performance in a constant manner over a short period of time (Rushall, 1995).

In this section there are four exercises which focus on establishing the goals which have been discussed above. Since those goals are interrelated, they are best determined in sequence. Thus, the sporting career goals exercise should be completed first, then followed by the relatively long-term goal exercise, the performance goal exercise, and finally, the performance progress goals (Rushall, 1995).

2.1.7.5 Activity Goals

These goals stipulate the factors to be achieved in a specific performance attempt. Champion athletes designate specific goals for every training item and competitive experience. This type of goal serves to focus the attention of an athlete on what is to be done in a single performance.

Examples are:

- To execute a new technique feature in a race;
- To try and alter posture in a training trial; and
- To concentrate on the function of the hand when holding a rifle,

These goals are equally affected by the coach and athlete. Performance information as a consequence of the performance trial is the main ingredient for determining if the goals were or were not achieved. A failure to achieve them usually results in some alternative approach being tried in order to produce the desired outcome (Rushall, 1995).

The procedures for developing activity goals are described in the sixth exercise of this section. They are also described in the first exercise “The establishment of a daily positive focus” in the section that describes the development of commitment. The use of specific goals for competitive performances can be located in the section concerned with establishing competition strategies (Rushall, 1995).

2.1.7.6 Intermediate Goals

These are the appraisals and assessments which occur during a performance which indicate progress towards specific goals. They serve as the goals of activity segments and directly affect the nature of a performance.

The procedures for establishing intermediate goals are described in the sections involved with the formulation of pre competition and competition strategies (Rushall, 1995).

2.1.8 Characteristics of Setting Goals

Since one can rarely do anything about an opponent’s performance in a contest, specific goals should relate to an athlete’s own performance quality. A football player can tackle an opponent

in an attempt to halt progress but it is the quality of the tackle that will determine the outcome. It would be better for a player to focus on performing the skills elements that will result in the best tackle possible rather than attempting to achieve a more general end such as stopping the player. The latter focus does not ensure a desirable result whereas the former does promote the best attempt possible that, if achieved, will produce the outcome (Rushall, 1995).

This is a difficult concept for some coaches and athletes to grasp. It requires concentration on the process of performing sport activities rather than striving for some score or effect. A typical example of this factor often occurs in basketball when players start to look at the scoreboard with increasing frequency as a close game progress in its later stages. Such a behavior suggests that the player is trying to close the score or get ahead. However, that approach does not direct the athlete's play in any particular manner. A better goal-oriented focus would be to perform better in defensive roles and improve offensive skills, maneuvers, and strategies. If those features are attended to in detail then the quality of play should improve which, hopefully, will produce a more desirable balance in scoring. Put simply, if the skills and strategies are in place, the score will look after itself. Goals should focus on what has to be done in the activity, not what will result from it (Rushall, 1995).

There are advantages to having self-control goals; they are listed below.

- It does not matter what the competition is, where it is, or who the competitors are, the athlete only has to complete against him/herself.
- No other athlete can prevent the athlete from reaching his/her goals.
- The athlete knows in advance what needs to be done in the training item or competition. If strategies and knowledge have been developed adequately, uncertainty will be reduced and the athlete will have a high likelihood of reaching the goals.
- Self-control goals direct the content of training and performance and establish a high level of self-efficacy.
- The probability of achieving a self control goal can be calculated.
- The periodic "check-points," which indicate progress towards a performance goal, are self-determined and so are very relevant to the athlete (Rushall, 1995).

With goals that rely on the ability of athletes to control what they do, training and competing become contents between the athlete and stable pre-defined goals. This leads to athletes developing a mastery orientation and having clear purposes behind practice and competitions. A competition or training task should be a challenge to control oneself to achieve a set of defined, self-oriented outcomes. In that context athletes are totally responsible for what they do (Rushall, 1995).

The above description of self-control goals should be contrasted to goals such as “winning” and “making the team.” The major influence that differentiates the two types of goals is the role of external factors in “winning.” A large component of external elements which cannot be controlled produces uncertainty in an athlete. Uncertainty destroys confidence and self-efficacy. The resulting realization that there is not much that can be done to control what others do, decreases the motivation to perform well. One response to this realization is that the athlete “quits” before the contest and performs in an inferior manner. Another is that a desperation contest strategy is developed and usually produces poor results. For goals to be effective, they need to involve practiced features that can be controlled by the athlete (Rushall, 1995).

2.1.9 Steps in Goal-Setting

There are a number of steps that should be followed when setting goals. They are explained briefly below and are included as the steps for setting each goal-type included in this section. These steps were first described by Lars-Eric Unestahl of Sweden.

1. *Goal- awareness.* Former goals which have and have not been achieved should be listed. This leads to better goal-setting skills and establishes a historical framework for developing realistic goals for the individual.
2. *Goal- inventory.* The athlete should establish a list of possible goals. This could be done in consultation with the coach and should include all types of goals including those with a low-probability of attainment. This step defines the range of possible goals.
3. *Goal-analysis.* The goal-inventory should be evaluated with each goal being assessed for its appropriateness and possibility. A hierarchy of possible goals should be established for each classification.

4. *Goal-selection.* The hierarchies of possible goals should be evaluated and the goals selected. The criteria for selection are that they be:
 - As difficult as possible but reachable while erring on the side of being too difficult rather than too easy;
 - Agreed upon by the athlete and coach;
 - Established in priorities when more than one goal exists;
 - Aimed at improving performance, not merely maintaining it or causing it to regress;
 - Related to performance, not vague entities such as pride or aggressiveness; and measurable.
5. *Goal-formulation.* When goals are selected, they should be formulated and analyzed according to the following characteristics;
 - Contain only individual self-control items;
 - Be expressed positively (no negative or avoidance wordings);
 - Be appropriate for the athlete (not restricted to what the coach wants);
 - Have optimal probability (the athlete should be able to justify why each goal can be achieved);
 - Have maximum believability (no doubts, all factors are controllable); and be measurable and observable (Rushall, 1995).

The above characteristics also suggest why “winning” is not an adequate goal. “Winning” is not concrete, for one does not know exactly what has to be done-others influence that. It does not have individual self-control, does not fit optimal probability, is not maximally believable (too many unknowns), and could be restricted to the point that it may not have strong incentive value for the athlete.

6. *Multiple goals-* If possible, there should always be more than one goal established for a classification. The intent of performing should always be to achieve a number of outcomes. The reason for establishing multiple rather than single goals is that the incentive value of goals accumulates. The selection of multiple goals should always ensure that the attainment of the majority of them is highly probable. This will produce a

positive orientation towards performance with high expectations of success. The higher the expectation of success, the better will be the performance (Rushall, 1995).

The setting of goals is not a simple task. It is not purely giving the instruction to “make up some goals” with the coach leaving it at that. It is a series of involved procedures that affects performance and participation in a dramatic way. Because of that it is worthwhile to take the time to establish goals with athletes according to the criteria that have been described above and the procedures indicated below. If that is not done, then goal-setting will be a feature of effective coaching that has been neglected.

The exercises that are included in this section should be completed in order for they are interrelated. These are important exercises and therefore, should not be hurried in any way. There is the possibility that, with time, goals may need to be changed and so athletes should be encouraged to make entries on the various worksheets in pencil. That will allow changes to be made with relative ease at some later stage (Rushall, 1995).

2.1.10 Aggression

It is perhaps easiest to begin by saying what aggression is not. Aggression is not competitiveness, nor is it anger. Competitiveness is an attitude, anger is an emotion. While anger and competitiveness may both contribute to aggression. Aggression itself is a behavior. Aggression by definition involves actively doing something unpleasant to someone. Aggressive behavior may come in many forms, ranging from verbal abuse-designed to cause psychological harm- to physical violence (Jarvis, 1999).

It is generally agreed that all aggression involves the intent to cause harm in some form. Behavior which accidentally hurts someone is not aggression. Putting these factors together, a simple working definition of aggression would look something like this behavior of any kind that is carried out with the intention of harming another person (Jarvis, 1999).

2.1.10.1 Types of Aggression

A. Hostile aggression takes place when the primary intention of the behavior is to harm the other player. This type of aggression is accompanied by anger and the underlying wish is to see the victim suffer.

B. Instrumental aggression: takes place when the behavior is clearly likely to cause harms, but its intention is to achieve a different aim, such as to score a point or prevent the opposition scoring a goal.

C. Assertiveness: involves the type of behavior that might appear aggressive, but which does not result in harming an opponent, in many sports. For example, we might choose at certain times to charge directly towards an opponent, perhaps with accompanying shouting, but without any intention of charging in to them (Jarvis, 1999).

2.1.11 Mental Preparation

Mental preparation is defined as those cognitive, emotional, and behavioral strategies athletes and teams use to arrive at an ideal performance state or condition that is related to optimal psychological states and peak performance for Either competition or practice. Discussion of mental preparation is also limited to purposeful efforts that athletes and coaches use to ready themselves, although it is recognized that many athletes may unknowingly engage in certain preparatory behaviors through force of habit or because those in their sport have always done it that way.(Brewer,2009)

2.1.11.1 Importance of Mental Preparation in Sport

There are a number of mental preparation principles that can be used to guide practice in this important area. these principle include recognizing the importance of mental preparation for competitions and practices, identifying one's zone of optimal functioning, developing emotional management skills, ensuring that mental preparation routines enhance confidence, realizing the importance of focusing on process and performance goals in mental preparation, developing and adhering to competition and practice routines, using simulation training to test and further revise mental preparation routines, and remembering that team mental preparation is just as important as individual mental preparation. The key, however, is to integrate these principles in to mental preparation routines and procedures in to practical and simple strategies that athletes and coaches can employ systematically. The case studies that follow show how these general principles can be used systematically and customized to meet individual needs and the specific performance context (Brewer, 2009).

2.2 Sociological Factors

Socialization in sport does not happen in isolation from the rest of society. There are many groups of people in our society who have unequal access to many opportunities. This type of discrimination also occurs in the sporting context (Laker, 2002).

2.2.1 Socialization

Socialization is the process whereby individuals learn skills, traits, values, attitudes, norms and knowledge associated with the performance of present or anticipated social roles. Sport is a social representation of historical, social and cultural forces, and at the same time it affirms, legitimates and reproduces those very same conditions. In other words, sport reproduces social reality and transmits those aspects of culture that convey meanings about the social, political and the economic order of society, about gender, race and class relations, about the body and physical activity also socialization is the process of learning and adapting to a given social system. Socialization is described as the active process of learning and social development, which occurs as we interact with one another and become acquainted with the social world in which we live (Laker, 2002).

2.2.2 Sociological Factor Influencing In Sport

A. *Gender* : Because of stereo typical assumptions that boys are supposed to be more active than girls, and that sporting activities are more appropriate for boys than girls: Socialization in to sport, influenced by our larger society, is often gender based and the process involved differs for boys and girls. Play style, game and toy selection, and gender labeling of physical activities did exist for boys and girls in society. With boys benefiting from more opportunities and more encouragement to participate in physical activity though peer acceptance is equally important for all children and adolescents. There are a gain differences in the role physical competence plays for males and females. Sport and games were the most important factors young boys used to compare their social standing with their peers boys and girls found it very important to be successful in sports but that it was more important for boys to succeed in a sporting context than for girls. Physical competence was the most important status criterion for adolescent males. It seems as though differing opportunities exist for boys and girls, and that peer has on important influence on an individual's perceptions of competence and success in sport (Laker, 2002).

Both these factors have a direct influence on boys' and girls' continued participation in sport. Clearly providing an uneven social context, this disadvantages the girls.

B. *Social class*: Social class is another factor to consider when we examine opportunities in sport. Obviously the child whose family has a limited income will have fewer opportunities to join the club. People with less money are limited to publically-funded facilities or to those requiring only limited equipment and small participation fees (Laker, 2002).

2.3 Environmental Factors

Environmental factors can help or hinder regular participation in physical activity. These factors include the social environment (e.g., family and peers), the physical environmental (e.g., weather, time, pressure and distance from facilities) and characteristics of the physical activity (e.g. intensity and duration of the exercise bout). Environments that promote increased activity offering easily accessible facilities and removing real and perceived barriers to an exercise routine are probably necessary for the successful maintenance of changes in exercise behavior. For example, adherence to physical activities higher when individual live or work closer to fitness club, receive support from their spouse for the activity, and can manage their time effectively (Weinberg, 1999).

2.3.1 Social Environment

Social support is a key aspect of one's social environment, and such support from family and friends has consistently been linked to physical activity and adherence to structured exercise programs among adults. A spouse has great influence on exercise adherence, for example, and a spouse's attitude can exert even more influence than one's own attitude (Weinberg, 1999).

2.3.2 Physical Environment

A convenient location is important for regular participation in community based exercise programs. Both the perceived convenience and actual proximity to home or work site are consistent factors in whether someone chooses to exercise and adheres to supervised exercise program.

The closer to a person's home or work the exercise setting is, the greater the likelihood of his or her beginning and staying with a program. In recent years various community sites have been explored as potential locales for exercise programs, in addition to the more traditional home and work site settings. These have included such places as primary and secondary schools, senior centers, places of work ship, and recreation centers. These different locations offer potentially effective venues for community based physical activity programs, especially when they are convenient to the participants (Weinberg, 1999).

2.3.3 Physical Activity Characteristics

The success or failure of exercise program can depend on several structural factors. Some of the more important factors are the intensity of the exercise, when the exercise is done in a group or alone, and qualities of the exercise leader (Weinberg, 1999).

Discomfort while exercising certainly affects adherence to a program. High intensity exercise is more stressful on the system than low intensity exercise, especially for people who have been sedentary.

People in walking programs, for example, continue their regimes longer than do people in running programs.

More vigorous physical activity carries a greater risk for injury. In starting an exercise program many people try to do too much the first couple of times out and wind up with sore muscles, injuries to soft tissue, or orthopedic problem. Of course, they find such injury just the excuse they need to quit exercising. The message to give them is that you are much better off doing some moderate exercise, like walking or light aerobics, than trying to shape up in a few weeks by doing too much, too soon (Weinberg, 1999).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on research design, the source of data, population and sample strategies, data collection instruments, data collection procedures and methods of data analysis.

3.1 Research Design

The design employed in this research is descriptive method. Under descriptive research, survey method is also utilized to identify the psychological factors influencing the performance of the female trainees who have been closely observed during training sessions. More importantly, the study applies both quantitative and qualitative methods (mixed approach) to describe and analyze the information that have been obtained using different data collection instruments. Descriptive research is vital to investigate the situations, find out the problems, and recommend specific solutions to the problems that have been identified (Singh, 2006). Survey method is helpful to gather data at a particular point in time with the intention of describing the nature of existing condition, or identifying standards against which existing condition can be compared, or determining the relationship that exist between specific events (Abiy et al.2009). Taking the above concepts into consideration this study has been designed along this line.

3.2 Source of Data

The study employed mainly primary and very sketchy secondary sources.

- Primary data source includes data obtained from trainees, coaches, sport's office experts. The core areas were psychological factors influencing the performance of female handball trainees.
- As a secondary source, trainees' profile and training manual have been used.

3.3 Population and Sampling Strategies

The target populations for this study were female students in different schools who are participating in the female handball project at Kidamegebya secondary and Robit general primary school training centers in Dessie town. In these two handballs training projects there were 60 female trainees and 2 coaches. Among the 60 trainees, 6 of them were withdrawn from the project due to personal reasons and 4 did not return the questionnaires. The remaining 50 female trainees responded (returned) the questionnaires. Trainees, coaches, and 2 sport's office experts had participated in data collection procedures. Hence, the researcher employed

comprehensive sampling technique to take samples of the trainees and the coaches, and purposive sampling technique for taking the sport office experts. Purposive sampling technique was employed because the researcher believed that they are important data sources and are assigned to assist this female handball project by the sport office. Since the number of female hand ball trainees in two projects was 50 and manageable in size, the researcher decided to take all 50 of them (100%) as participants of the study comprehensive sampling technique. Therefore, reliable and overall data can be obtained from the trainees.

3.4 Data Collection Instruments

To gather data the researcher employed four types of data collecting tools. These are questionnaires, interviews, personal observation and a few documents. These instruments were helpful in triangulating the responses obtained from the respondents. Triangulation assumes use of multiple methods to measure the sample phenomena to make sure the validity of findings based on data.

3.4.1 Questionnaires

In order to collect the quantitative data two sets of questionnaires were designed. The first set of questionnaire was prepared for the trainees, which consisted of 27 closed and 2 open-ended queries. The closed questions were presented in a table using a Likert scale ranging from 1=strongly disagree to 4= strongly agree. Likert scale was employed to describe the responses of the closed questions quantitatively. To make the questions clear the questionnaire was translated in to Amharic (Appendix A and C). The second set of questionnaire was prepared for the two coaches, which consisted of 27 closed and 2 open-ended queries. The closed questions were presented in a table using a Likert scale ranging from 1= Never to 5= Always. To make the questions clear the questionnaires were translated to Amharic (Appendix B and D). In the design and translation of the questionnaires the researcher was assisted by English and Amharic language teachers who have experience in research. The draft of the questionnaires was reviewed and commented by the researcher's principal advisor. In both questionnaires the closed questions were grouped into six categories which deal with the impacts of psychological factors influencing the performance of female handball trainees. The questionnaires that have been used for the first time were formulated by the researcher based on the review of secondary sources.

3.4.2 Interview

Structured interview was conducted with two sport's office experts in four different sessions for about 30 minutes in their office out of working hours. The interview was conducted in Amharic to make the communication clear and understandable. The respondents were questioned to get their understanding on the psychological factors influencing the performance of female handball trainees and how they are working with the coaches, and the methods they used to follow up the implementation of their plan with regard to the overall improvement of trainees' performance. The interview guide consisted of seven questions (Appendix F and H). The interview was conducted in Amharic since the respondents were Amharic native speakers and to give freedom for them. Finally, the responses were translated in to English.

3.4.3 Observation

This data collection instrument was used to observe trainees' motivation, self-confidence, team cohesiveness, the ability to overcoming obstacles, and the role of coaches' in helping trainees' psychological problems, and the general capability of the coaches during training sessions. A checklist (Appendix E) that contains these six psychological elements was designed by the researcher based on literature review. Observation was done six times in each training center. The data obtained from the observation are triangulated during analysis of the responses obtained from the questionnaires.

3.4.4 Document Analysis

Document related to female handball trainees' profiles (Appendix G) and training manuals which were available in Dessie town sport office were reviewed. The profile was filled at the beginning of the project by the trainees and their family and it was employed for the study. The training manual was prepared by Amhara National Regional State Sport and Education Bureaus. It consisted of only basic skills, techniques and tactics of handball training.

3.5 Data Collection Procedures

After making the necessary edition the two questionnaires designed for the coaches and the trainees were administered for them in their training locations. The sport experts' interview was conducted in Amharic. The response given for the structured questions were translated to English supported by a colleague English teacher who has M.A degree in English. To conduct the observation a check list containing six items was designed. Using this check list the observation

was done six times in each training location. The necessary materials for the document analysis were collected from the sport office archives.

3.6 Method of Data Analysis

For data analysis both quantitative and qualitative approaches were employed. The data obtained through questionnaires, interview, observation and document analysis were analyzed and interpreted to come up with some new findings and recommendations.

Qualitative method was used to provide a detailed description of the data obtained from the interviews, observations and document analysis. It helps to investigate and find out reliable facts in relation to the research problems that have been stated in chapter one.

The quantitative approach was employed to interpret the data obtained from the questionnaires using descriptive statistics such as tables, frequency and percentage. Finally, the analysis was done using the percentages based on the questions listed in each category.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the presentation, analysis of results and discussion of the data collected through the questionnaires, observation, and interview and document analysis. The demographic profiles of the trainees and the coaches are presented in Table 4.1 and Table 4.2. Mainly the remaining tables are used to describe the responses collected from the trainees' and the coaches' questionnaire followed by analysis of results and discussion. The responses obtained from the other data collection instruments are also integrated in the analysis for the purpose of triangulation.

4.1 Analysis of Data Obtained From Questionnaires

Table 4.1 Demographic Profile of trainees

	Profiles	Category	No.	%
1	Sex	F	50	100%
2	Age	12 – 14	9	18%
		15 – 17	37	74%
		18 – 20	4	8%
3	Educational Level	5 – 8	9	18%
		9– 10	37	74%
		11 – 12	4	8%
4	Experience in the Project	1 year	9	18%
		2 years	20	40%
		3 years	21	42%

Table 4.1 illustrates profiles of the trainees. Since the study targeted female trainees, 100% of the respondents are females. Regarding their age category, 92% are between 12 and 17 years inclusively. Similarly, 92% of the trainees are high school and general primary school students in which the majority are in grades 9 and 10. The majority (82%) of the trainees experience ranges

from two years to three years in the handball project. The remaining 18% have a one year experience in the project.

Table 4.2 Demographic Profile of the Coaches

	Profiles	Category	No.
1	Sex	M	2
2	Age	25 – 35	1
		36 – 45	-
		45 and above	1
3	Educational Level	Certificate	1
		Diploma	-
		Degree	1
4	Experience in the Project	1 year	-
		2 years	-
		3 years	-
		4 years	-
		5 years and above	2

Table 4.2 illustrates both coaches are males. One of the coaches is in the 25 – 35 age category and the other 45 years and above. Concerning the coaches’ qualification, one has a certificate and the other a first degree. Both have 5 years and above coaching experience in handball. In addition, the coach (whose age in the 45 years age category) is a policeman who played handball in clubs at local and regional level for ten years. The other coach is a sport science teacher in one of the high schools in Dessie town. In his informal discussion with the coaches the researcher asked them about their knowledge of sport psychology. Both responded that they do not have any knowledge about sport psychology. Even the teacher had not taken sport psychology as a course in his undergraduate study.

Table 4.3 Trainees Response on Motivational Factors

		Strongly disagree		Disagree		Agree		Strongly agree		Total %
		F	%	F	%	F	%	F	%	
1	I joined the handball project by my own choice and interest, and stay until the end of the project	-	-	2	4%	42	84%	6	12%	100%
2	During the training session the coach praises the trainees	13	26%	31	62%	5	10%	1	2%	100%
3	I get satisfaction and pleasure for being engaged in this training program	2	4%	5	10%	37	74%	6	12%	100%
4	I get a reward if I participate in the training actively and enthusiastically	44	88%	5	10%	1	2%	-	-	100%
5	I am personally ready to cope up with the challenges that occur during the training program	2	4%	4	8%	35	70%	9	18%	100%
6	Without the coach's praise and encouragement I was not able to continue in this project.	30	60%	9	18%	7	14%	4	8%	100%

Table 4.3 depicts trainees' responses on motivational factors that influence their performance. 96% of the trainees confirmed that they are participating in the project by their own choice and interest. They are also optimistic to continue in the training until the end of the project. 88% of the trainees responded that the coaches do not pay tribute to their performance during the training sessions. Meanwhile, 86% of them are still happy for being engaged in this project. Concerning extrinsic motivation schemes 98% of the trainees indicated that the coaches did not use rewards for those trainees who accomplished the training successfully. 88% of the trainees responded that they are committed to withstand the challenges that may happen during the training sessions. On the other hand, 78% the respondents specified that without the praise and encouragement of the coaches they have decided to stay in the project. The remaining 22%

agreed that they stayed in the project by the encouragement of the coaches. When the trainees' responses are reviewed, it can be said that the trainees are intrinsically motivated and are psychologically ready to be engaged in the training.

As indicated in the methodology part, similar questionnaire was designed to the coaches where they responded about psychological factors affecting handball training in a different Likert Scale response. In this motivational factors category the coaches responded that the female trainees were engaged in the project by their choice and interest often and always respectively. These responses are similar to that of female trainees' responses. As the female trainees responded, the coaches also replied they did not employ praising and encouraging words during the training session. Regarding trainees' happiness and satisfaction on the training the coaches replied often and always, which is in agreement with the trainees' response. Concerning extrinsic motivation schemes the coaches confirmed that they seldom and never use these systems. In addition, the coaches replied that the trainees are ready to cope up challenges responding often and always. Finally, the coaches' encouragement and support the trainees continue in this project is done seldom and sometimes. These responses show the coaches are not always supporting the trainees. One can deduce from these responses (the trainees and the coaches), whatever the reason is, the coaches did not employ extrinsic motivation systems.

Someone who is intrinsically motivated doesn't require much external motivation from fans, money and expectations of others. They are focused on their own inner goals that they want to achieve and their personal reasons for being in the sporting situation they are in at that moment.

In this regard Davis (1989) argued that when a person is intrinsically motivated he/she is engaging in the sport for its own sake, for the satisfaction, for the sheer enjoyment that it brings. He added that intrinsic motivation is generally associated with greater persistence and greater commitment. According to Davis (1989) extrinsic motivation could be perceived by a person as increasing the importance of a particular achievement so that it becomes more prestigious than formerly. With greater feelings of personal competence intrinsic motivation is likely to be enhanced.

Table 4.4 Trainees Response on Anxiety

		Strongly disagree		Disagree		Agree		Strongly agree		Total %
		F	%	F	%	F	%	F	%	
7	I am afraid of physical injury during the training session	-	-	5	10%	34	68%	11	22%	100%
8	I always worry before the training session begins	2	4%	5	10%	33	66%	10	20%	100%
9	I am afraid of the coach's reaction for the mistakes I make during the training	-	-	4	8%	29	58%	17	34%	100%
10	I am afraid of the coach's responses for the faults I make after the training	-	-	6	12%	30	60%	14	28%	100%
11	I am afraid of gender stereotyping by the community in participating in the project	4	8%	14	28%	25	50%	7	14%	100%

As described in Table 4.4 90% of the trainees are afraid of physical damage during the training session. The majority of the trainees (86%) responded that they feel worry before the training session begins. On the other hand, 92% and 88% of the trainees fear the comments given by the coaches during and after the training session, respectively. 64% of the trainees agreed on the influence of gender stereotyping by the community for being engaged in the project. The remaining 36% reported that they are free from gender stereotyping.

For this group of questions the coaches replied that the trainees are afraid of physical injury and their apparent fearfulness before, during and after the training sessions most of the time. These feedbacks are in agreement with the trainees responses. Regarding gender stereotyping, the coaches witnessed that this happens seldom and sometimes on the trainees. Meanwhile, the coaches replied the majority of the trainees endure gender influence from their friends and the community for being engaged in the handball project.

When the responses of the trainees and the coaches are assessed one can see that they are afraid of physical damage and are in a state of anxiety in this handball training project. Warm-up activities will help in preventing injuries such as muscle pulls and strains. As with any sport or physical activity, before beginning any strenuous, fast-paced drills, handball players should always warm up with some light stretching and cardiovascular exercises to minimize physical damage. It is generally recognized that psychological factors are of crucial importance in sports. The relation between anxiety and performance has been the subject of many thorough researches (Craft, Magyar, Becker & Feltz, 2003; Parfitt & Pates, 1999; Martens, Vealey & Burton, 1990).

According to Krane (1994) *Cognitive* anxiety is characterized by negative concerns and worries about performance, inability to concentrate, and disrupted attention, and *Somatic* anxiety consists of an individual's perceptions, which are characterized by indications such as sweaty palms and shakiness. In this regard the psychological preparation of these female handball trainees must be taken into serious consideration during the coaching procedure. Professional help and programming of the psychological preparation of the athletes and observation of their emotional condition before and during training is necessary to reduce anxiety and contribute to the high performance of handball players.

Table 4.5 Trainees Responses on Stress

		Strongly disagree		Disagree		Agree		Strongly agree		Total %
		F	%	F	%	F	%	F	%	
12	I always complete the allotted time without interruption during the training session	14	28%	34	68%	2	4%	-	-	100%
13	I am ready to confront any obstacle during the training session	2	4%	15	30%	30	60%	3	6%	100%
14	Sometimes I have a difficulty to concentrate during the training sessions	3	6%	7	14%	35	70%	5	10%	100%

Table 4.5 demonstrates trainees’ responses concerning Stress in the training. As illustrated in the table, 96 % of the trainees have a difficulty to perform the training without interruption and to complete the allotted time for the training sessions. To the contrary 66% of the trainees responded that they are ready to confront any obstacle during the training session meanwhile, 34% replied they are not ready to confront any obstacle during the training session. In addition, 80% of the trainees indicated they have lack of concentration during the training sessions. When these responses are evaluated the responses given for queries (12) and (13) seem conflicting.

Regarding trainees’ performance and completing the allotted time Coach (1) and Coach (2) responded sometimes and seldom respectively. That means, the trainees have a difficulty to perform the training without interruption. Hence, the trainees and the coaches agreed on this issue. Contrary to the majority of the trainees’ responses, Coach (1) and Coach (2) replied the trainees are rarely ready to confront challenges during the training sessions. For the last question in this category, Coach (1) replied trainees often lack concentration during the training sessions. For the same question Coach (2) replied the trainees occasionally have a difficulty in

concentration during the training sessions. These responses reflect response agreement between the coaches and the trainees.

As far as Davis (1989) is concerned the absence of appropriate preparation, stress reactions are likely to be experienced by individuals for any performance, which is seen as challenging and which is clearly going to require much more than ordinary effort. To cope up problems that cause stress Davis (1989) recommends coaches, trainers and trainees seeking to develop and to employ stress management strategies and techniques, it is helpful in the first instance to make a brief survey of the main physiological, emotional, behavioral and cognitive and attention responses to stress.

Table 4.6 Trainees Responses on Self –confidence

		Strongly disagree		Disagree		Agree		Strongly agree		Total %
		F	%	F	%	F	%	F	%	
15	I have acquired the necessary basic skills in handball so that I can perform it in public places without fear	1	2%	31	62%	14	28%	4	8%	100%
16	I am physically prepared to perform the handball drill	15	30%	32	64%	2	4%	1	2%	100%
17	I am confident by the coaches explanation and effective modeling ability	11	22%	29	58%	2	4%	8	16%	100%
18	I can perform any task in each training session equivalent to my team mates	1	2%	26	52%	22	44%	1	2%	100%
19	The coach often try to boost confidence by convincing trainees that the challenge ahead is within their capabilities	8	16%	31	62%	4	8%	7	14%	100%

As shown in Table 4.6, 64% of the trainees responded they have not acquired the necessary basic skills and could not perform in public places. The remaining 36% reported they have got the necessary basic skills and perform in public places in confidence. This shows the majority of the female trainees are not confident by the training. On the other hand, 94% of the trainees replied they are not physically prepared to perform the handball drill. Furthermore, 80% of them are not confident by the coaches' explanation and their modeling ability. Among the trainees 54% indicated they could not perform equivalent to their team mates. The remaining 46% agreed they are performing equivalent to their team mates. This indicates the trainees' performance in this handball project is divergent. Finally, 78% of the trainees replied that the role of the coaches in boosting confidence is found to be not worth mentioning. But, 22% responded they have got a support from the coaches how to cope up challenges. What so ever, the majority of the female trainees are not getting the appropriate psychological support from the coaches and lack confidence.

Regarding trainees' basic skill performance in public places Coach (1) replied the trainees occasionally perform in public places. Coach (2) responded they seldom perform in public places. During the observation, the researcher witnessed that those trainees who are trained by Coach (1) were performing better than the other groups. Concerning trainees' physical readiness, Coach (1) replied they are occasionally ready and Coach (2) replied they are seldom ready. Concerning trainees' confidence on coaches' explanation and modeling ability, Coach (1) responded the trainees often show confidence on him and Coach (2) replied they occasionally manifest confidence on him. These responses show a slight difference between the two coaches on their explanation and effective modeling ability.

According to Coach (1) the trainees occasionally perform equivalent to their teammates. On the other hand Coach (2) responded they seldom perform equivalent to their teammates. These responses seem in accordance with the trainees responses. On the last question in this category Coach (1) and Coach (2) replied that they seldom and occasionally try to boost confidence by convincing trainees that the challenge ahead is within their capabilities. These responses are in agreement with the majority of the trainees' reactions.

As indicated in the literature review, the major components of self confidence are *Performance accomplishments* and *being involved with the success of others*. When someone performs any skill successfully, she will generate confidence and be willing to attempt something slightly more difficult. Skill learning should be organized into a series of tasks that progress gradually and allow her to master each step before progressing on to the next. Personal success breeds confidence, while repeated personal failure diminishes it. Being involved with the success of others can also significantly bolster trainees' confidence, especially if she believes that the performer she is involved with (e.g. a team-mate) closely matches her own qualities or abilities. In effect, it evokes the reaction: 'if they can do it, I can do it'. In this case Brewer (2009) pinpoints coaches who serve as effective models and/or leaders are important sources of confidence. Typically, multiple sources are used to build confidence. For example, positive feedback is a strong source of confidence when it is provided after performance success, but considerably weaker as a source by itself. Coaches can demonstrate effective leadership skills and verbally persuade their athletes that they can perform skills successfully

Table 4.7 Trainees Response on Team Cohesion

		Strongly disagree		Disagree		Agree		Strongly agree		Total %
		F	%	F	%	F	%	F	%	
20	I and my training partners are working together to achieve common goals	2	4%	4	8%	42	84%	2	4%	100%
21	The training group is attractive and values membership	1	2%	6	12%	41	82%	2	4%	100%
22	I have sticky relationship with my team mates and learned a lot from them in the project	-	-	3	6%	41	82%	6	12%	100%

As illustrated in Table 4.7, 88% of the trainees replied they are working together to achieve common goals. In addition, 86% and 94% of the trainees expressed the training group values membership and have close relationship with each other, respectively. During the researcher's observation of the training, he has witnessed the intimacy of the team mates in both groups.

For this category of questions both coaches gave equivalent responses for each item. Coach (1) replied the trainees are always working together, value membership and have sticky relationship with each other. Coach (2) responded the trainees often manifest these issues.

Shaw (1981) discovered that highly cohesive groups are cooperative, friendly and they use a democratic form for the behavior control. In low cohesion groups, members are hostile and aggressive, they are pleased when their colleagues make mistakes and they adopt a decision-making autocratic style. Relationships among teammates are decisive to ensure the group cohesion and the efficiency of a team activity depends on the quality of these relationships.

Table 4.8 Trainees Responses on Goal setting

		Strongly disagree		Disagree		Agree		Strongly agree		Total %
		F	%	F	%	F	%	F	%	
23	After completing this project I have a plan to be engaged in clubs at regional and national level	13	26%	29	58%	5	10%	3	6%	100%
24	The coach assisted me to set both short and long term training goals	5	10%	35	70%	8	16%	2	4%	100%
25	Setting short term and long term goals is a difficult task for me	4	8%	3	6%	35	70%	8	16%	100%
26	After each training session the coach instructs the trainees to demonstrate their daily performance	16	32%	30	60%	3	6%	1	2%	100%
27	I always strive to achieve the short term goals set in each training session	12	24%	30	60%	5	10%	3	6%	100%

As illustrated in Table 4.8, 84% of the trainees do not have future plan to play in clubs at regional and national level. The rest 16% confirmed they have a plan to be engaged in clubs after completing this project. Based on these responses it seems that the majority of the female trainees did not know why they are participating in this handball project. Fundamentally, this project is designed by the Amhara National Regional State (ANRS) sport commission in order to alleviate the shortage of female handball clubs in local and regional level. Regarding coaches support in setting short term and long term goals, 80% responded they are not getting assistance. The remaining 20% replied they have got the necessary assistance. Setting short and long term goals is a crucial issue in any sport project. In this regard, it is the responsibility of the coaches and the town's sport office experts to give awareness and guide the trainees how to set short and long term plans. But this is not the case in this handball project.

Concerning setting short and long term plans, 86% of the trainees confirmed it is a difficult task for them. In implementing the daily training session plans, 92% of the trainees replied that the coaches did not instruct them to demonstrate their performance at the end of each training session. This shows the training was carried on without a daily plan. Regarding trainees' effort to achieve the short term goals 84% responded they are not striving to achieve these goals. Previously the trainees have replied they do not have short term and long term plans. Hence, it seems convincing that in the absence of objectives it is difficult for the majority of the trainees to exert an effort in this handball project. The remaining 16% as they responded for query (23) they are striving to achieve their objectives.

When the coaches' responses on goal setting items are summarized, the training is not carried on based on written plans and objectives. There are no short term and long term plans. They didn't even support the trainees to plan and didn't try to encourage the trainees to demonstrate their daily performance. Both coaches share the trainees' inability to plan short and long term plans. During the observation session the researcher has seen when Coach (1) instructs the trainees to demonstrate their performance once and Coach (2) none. Concerning trainees' effort to achieve their goals Coach (1) replied some of the trainees are trying to achieve the objectives he instructed them some times. Mean while Coach (2) replied the trainees seldom strive to achieve their objectives during the training sessions.

As noted by Locke (1991) one of the recurring problems in sport psychology goal setting research is the spontaneous setting of goals by subjects in control «do your best» conditions. Locke has argued that one of the reasons that this has been a greater problem in sport and exercise settings as opposed to industrial/organizational settings is that feedback is typically provided (either internally or externally) and this feedback is then used to set specific goals.

An important variable mediating the potential effects of goal setting in sport and exercise settings is the goal orientation of the individual. Based upon a theoretical orientation relevant to sport and exercise sport researchers began to investigate goal orientations in sport (Tubbs, 1991). These goal orientations differ to the extent to which individuals perceive success and failure in sport settings.

For the two open ended questions imposed at the end of the questionnaires the trainees spotted the following problems and suggested solutions to each problem.

Problems and shortcomings:

- There is no material, psychological support and follow up from the sport office.
- There is no competition program in which we can demonstrate the skills we acquired from this project.
- The sport office has no controlling and communication mechanism with the coaches.
- There is no room for discussion before and after the training session.
- There are no sufficient materials like balls, shirts and shorts, shoes, incentives etc.
- The sport office did not motivate trainees at the end of the year.
- Sometimes the coaches insult and discourage the trainees.

Trainees' suggestions to alleviate the problems and shortcomings:

- Experts from the sport office should coordinate and observe the training process regularly.
- The sport office should provide materials and incentives, give psychological support for the trainees and follow up the coaches.
- The coaches should use different motivation systems and encourage the trainees during the training sessions.

- The sport office should facilitate and design competition programs with projects held in other nearby towns.
- The sport office should design discussion and evaluation schemes about the project.

Similarly, for the two open-ended questions posed to the coaches at the end of the questionnaire, the coaches indicated the following problems and suggested some solutions to those problems.

Problems and shortcomings:

- There is no material, psychological support and follow up from the sport office.
- Knowledge gap on sport psychology and lack of training manuals from the sport office.
- The payment given by the sport office is not sufficient and is not paid on time.
- There is no scheduled discussion and evaluation forum in a regular basis.

Coaches' suggestions to alleviate the problems and shortcomings:

- The sport office should provide the necessary materials and sufficient incentives to the coaches.
- The sport office experts should provide psychological support for the trainees and follow up the training process.
- The sport office should improve the coaches' payment and provide training manuals.
- The sport office should design discussion and evaluation schemes about the project in a regular basis.

From the above list of problems and suggestions it is evident that this handball project is going on with a lot of constraints and obstacles.

4.2 Analysis of Sport Experts' Interview

To triangulate and get additional information interview was conducted to two sport office experts. Seven structured interview questions were set and the respondents were interviewed similar questions individually in different working days. The questions and their summarized responses are presented below.

1. Do you have any training manual for hand ball project trainees?

Both experts responded that there is no any training manual in their office which is prepared by them. However, they use the training manual which was prepared by in collaboration with the regional state sport commission and education bureau.

The experts' response shows that the project doesn't have any training manual which was prepared by the project office for trainees. Simply they use the regional sate sport commission and educational bureau training manuals.

2. How do you follow up your coaches' plan and implementation on the development of handball trainees' performance?

They replied that they don't have consistence follow-up and do not communicate with the coaches on a regular scheduled program. As discussed in trainees' questionnaire response part the training is carried out without short term and long term goals. This might be due to lack of professional support from these sport experts.

3. What psychological factors affect your female handball trainees during the training?

The experts reacted that since their follow up is inconsistent it is difficult for them to mention the psychological factors that influence the handball trainees. They insisted that they do not have sport psychology knowledge and could not assist the coaches in the project. Furthermore, during the researcher's observation sessions no expert was seen in the training field to support the trainees.

4. Do you think that the coaches understand the psychological factors that influence the performance of female trainees in the project?

They responded that they do not have detailed information about the educational background of the coaches since they are assigned as an expert in the office recently. The researcher inferred from these responses the sport office has no sufficient academic documents that show the profiles of the coaches. Even when he asked them to show him any documents the experts were not volunteers.

5. How is your relationship with the trainees in order to avoid their psychological problems?

They responded that we have poor relationship with the female trainees so that we can't understand their psychological problems. The experts admitted they don't have good relationship with the trainees even if there is a little bit relationship which is not enough to the progress of the project.

6. Do you know how much your coaches use psychological make up for female handball trainees for the development of performance?

The experts explained that they do not have any idea about the coaches how they assist the trainees to develop their psychological makeup for the development of their performance. The responses of the experts again revealed their follow up and support for this project is very poor,

7. What measure should be taken to solve the problems faced in this hand ball training project?

The experts reacted that awareness creation training should be given for them and to the coaches on psychological factors, the sport office should give professional support and follow-up for the project, discussion should be conducted with trainees' family and work in collaboration with the stake holders. In addition, the experts suggested this handball project to be effective sufficient budget and resources should be allotted by the town's administration council and the regional sport office.

4.3 Interpretation of Document Analysis

The researcher planned to see different documents that are used to facilitate and support the handball training such as coaches' profiles, trainees' profiles, discussion minutes, training manuals, incentive regulations, selection criteria, competition programs and checklists in the town's sport office archives. Among these documents only the trainees' profiles that are filled when the trainees begin the project and coaches' payment lists for few months were provided by the sport office. The trainees profile form is annexed in the appendix part of this paper (see Appendix G). Generally, apart from the availability of trainees' profile and training manual in the sport's office, the apparent gaps in the document analysis would have been bridged had there been a well-organized archival section and experienced professionals.

4.4 Analysis of Observation

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

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

- The first item in the observation checklist is concerning motivation of the trainees during training sessions. The trainees' interest to acquire basic handball skills and their intrinsic motivation was good. Coach (1) was observed encouraging and appreciating those trainees who are performing well. Meanwhile, in most of the observation sessions Coach (2) was not using extrinsic motivation schemes at all. He simply gives orders for the trainees to perform a certain task and proceeds to the next task without giving a comment or word of appreciation. Generally, both coaches were not applying different extrinsic motivation systems to encourage and sustain the trainees' intrinsic motivation.
- The second item in the checklist is about self confidence. In each groups there are twenty five trainees who have three years and two years experience in the project, respectively. Except few, most of the trainees' confidence to demonstrate their skills and their level of performing activities was observed to be poor. During the training sessions only Coach (1) was observed assisting few trainees to boost confidence. Coach (2) was observed instructing the trainees aggressively during the examined training sessions. In order to develop confidence on the trainees the Coaches were not observed consulting each trainee during training sessions. All in all during the observation periods the coaches were not exerting their full effort.
- The third item in the checklist was about team cohesion. The researcher witnessed good relationship among the trainees. Though most of them lack the required handball skills they try to perform as a team. During the observation periods the researcher has witnessed friendly relationship among the trainees. Even during training sessions those trainees who are performing well were trying to assist their colleagues who were recently

engaged in the project. In general, during the observed training sessions the team cohesion was found to be good. The coaches were not encouraging the trainees during these observation periods as expected.

- The fourth item in the checklist is concerning trainees' confrontation of obstacles during training sessions. During the observation periods the trainees were seen afraid of physical confrontation and were not able to perform hard drills. The researcher observed some age differences among the trainees. Since the training was given for all age groups together, those trainees who came from elementary schools were not able to cope up the challenges as compared to those who came from high schools. Generally, the observation revealed poor performance in confronting obstacles during training sessions. In this regard the coaches' effort to give the training by age category during the training sessions was not observed.
- Regarding the fifth item in the checklist, the role of the coaches in helping trainees to avoid their psychological problems was found to be poor. Since Coach (1) has professional background, he was observed consulting few trainees at the end of each training session. But Coach (2) did not give any attention for the trainees. He was always complaining about the lack of support from the sport office during and after the training sessions. As indicated in the analysis of the questionnaire the coaches admitted that they are not assisting the trainees in avoiding the psychological problems.
- Concerning the sixth item in the checklist the level and ability of the coaches were fair. The researcher observed two coaches in the two project centers. The coaches were amateur their profession were teacher (Coach 1) and a retired police officer (Coach 2). The teacher has first degree in physical education and first level coaching license, whereas the second coach was certificate holder and has second level coaching license. Based on the observation of the researcher Coach (1) was better than Coach (2) in treating and assisting the trainees during training sessions. For the open ended questions in the questionnaire, the coaches listed out several grievances about this project. This might push the coaches not to exert their maximum effort to transfer their handball ability to the trainees.

Finally, some pictures of the trainees and the coaches taken during the observation are annexed in Appendix I.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to identify the psychological factors influencing the performance of female hand ball project trainees the case of Dessie town. Taking this purpose as a general objective of the study, a descriptive survey research method was employed to investigate the problem. The target populations in the study are female students who were participating in the handball project at two centers. Namely, Kidame Gebeya Secondary school and Robit General Primary school. A comprehensive sample of 60 trainees and two coaches were taken in the study. Using purposive sampling technique two sport experts were included in the investigation who are working in the town's sport office.

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

Finally, the quantitative data collected from fifty (50) female trainees and two coaches through the questionnaires were organized and analyzed using descriptive statistics, such as frequencies and percentages. The data obtained from the interview, observation and document analysis were qualitatively analyzed in words and were triangulated with the responses of the female trainees and the coaches.

In order to explore the psychological factors that influence female handball trainees' performance six basic questions were foreshadowed. From the analysis and discussions done in

Chapter Four the following points describe the findings and results of the study that possibly answered these leading questions.

1. What are the motivational factors that influence the performance of female handball trainees?

To explore the influence of the two major components of motivation six questions were depicted in the questionnaire. Questions (1), (3) and (5) were used to assess the female trainees' intrinsic motivation status. The responses of the trainees indicated that the majority of the female trainees are intrinsically motivated in participating in the handball project. Concerning extrinsic motivation strategies the responses given to questions (2), (4) and (6) by the trainees confirmed that the coaches did not use appropriate external motivation strategies and did not help the trainees in improving their performance. This finding is also supported by the responses of the coaches themselves given to the respective questions indicated above.

2. What are the sources of anxiety that affect the performance of female handball trainees?

In order to identify the major sources of anxiety that influence the female handball trainees' five questions were designed in the trainees and coaches questionnaires. The majority of the trainees responded that the coaches' responses (reactions) to the mistakes they make during the training sessions were the main source of their anxiety followed by their fear of physical damage. The other sources in order were worry of the trainees by the comments of the coaches after the training, their worry before the training session and gender stereotyping by the community in participating in hand ball project.

3. What are the expected stressors that affect the performances of female handball trainees?

To investigate how the female trainees cope up stress during the training sessions three questions were depicted in both questionnaires. Based on the responses of the trainees and the coaches it was found that the majority of the trainees (96%) do not complete the allotted time in each training session. Furthermore 80% of the trainees lack concentration during the training sessions.

These responses are also confirmed by the coaches and revealed that the female trainees have a difficulty to cope up the stress that happens during the training sessions.

4. To what extent self confidence determines the performance of female hand ball trainees?

In order to explore the self confidence of the trainees in the handball project five (5) questions were depicted in both questionnaires. It was found that:

- 94% of the trainees are not confident by their physical fitness to perform handball drills.
- 80% are not confident by the coaches' explanation and their modeling ability.
- 78% of the trainees replied that the role of the coaches in boosting confidence is found to be not worth mentioning.
- 64% of the trainees responded they have not acquired the necessary basic skills and could not perform in public places.

5. How far is goal setting effective in enhancing the performance of female handball trainees?

In order to look at the goal setting of the trainees in the handball project five (5) questions were depicted in both questionnaires. It was found that:

- 84% of the trainees do not have future plan to play in clubs at regional and national level.
- 80% are not getting assistance from the coaches in setting short and long term objectives.
- 92% of the trainees did not demonstrate their performance at the end of each training session due to lack of instruction from the coaches.

6. How far female handball trainees make team cohesiveness for their performance?

- Most (84%) of the trainees replied that they are working together to achieve common goal.
- (94%) of the trainees expressed that the training groups values membership and have close relationship with each other.

5.2 Conclusions

This study has shown that the female trainees in the handball project are participating by their own interest and choice. As the analysis of the collected data revealed the female trainees are intrinsically motivated. In this regard Davis (1989) argued that when a person is intrinsically motivated he/she is engaging in the sport for its own sake, for the satisfaction, for the sheer enjoyment that it brings. Meanwhile, the coaches' role to sustain the intrinsic motivation in this handball project is not as expected. The study has shown that there are no extrinsic motivation strategies and even the training is undertaken without setting short and long term plans. Individuals who are extrinsically motivated still do it for intrinsic reasons such as improving certain skill sets and becoming a better athlete on the pitch because they are motivated to become better because the better they are the better quality the extrinsic factors become.

Furthermore, the sources of anxiety and stress in this handball project are basically related to the coaches and the sport office experts' lack of understanding of the psychological components of a sport activity. According to the findings of this study the female handball trainees self confidence is not as expected. When sportsperson feel confident, they are more readily able to turn sporting potential into superior performance. Conversely, when they feel unsure of themselves, the slightest setback or smallest difficulty can have an unwarranted effect on their performance.

As noted by Locke (1991) one of the recurring problems in sport psychology goal setting research is the spontaneous setting of goals by subjects in control «do your best» conditions. Locke has argued that one of the reasons that this has been a greater problem in sport and exercise settings as opposed to industrial/organizational settings is that feedback is typically provided (either internally or externally) and this feedback is then used to set specific goals. The success of goal setting depends on the interaction between individuals setting the goals. A coach needs to be able to talk to a player to understand their needs and therefore what goals they should set. In both setting goals and evaluating progress, trainees need to be able to give an accurate assessment of their strengths and weaknesses.

In general, lack of sport psychology knowledge and absence of specific planned documents that are helpful to undertake the project resulted in psychological problems up on trainees specially the situation negatively affect the interest of the trainees towards taking training properly.

As the data indicated the female hand ball trainees are working together to achieve common goals. Therefore, they can perform training together. This unity also helps them to improve their performance. The training groups value membership and have close relationship with each other. Hence, they can share experience with peers easily. Then everybody can improve the skill of playing hand ball.

5.3 Recommendations

5.3.1 Coaches

- It is the coaches' responsibility to provide reward and praise for the trainees' performance to sustain intrinsic motivation.
- The coaches should assist the trainees to set their own time based short and long term goals.
- The coaches should avoid unnecessary comments that discourage and frighten the trainees during and after the training sessions.
- Coaches should not have too high expectations, the reason being that if the trainees cannot cope with these expectations, they will simply drop out.
- The coaches should be role models and try to boost confidence on the trainees.
- Coach must be able to identify potential, polish up the skills and direct the player.
- The coaches should provide individualized feedback after each training sessions.
- The coaches should arrange small group discussion and evaluation programmes that involve trainees and sport experts

5.3.2 Sport Experts

- The sport experts should assist the coaches and follow up the training program.
- The sport experts should prepare the necessary training manuals and documents in collaboration with the coaches.

- The sport experts should design awareness creation programs concerning psychological influencing factors in sport activities.
- The sport experts should properly address the resource and material problems that hinder the handball project to Amhara Region Sport Bureau.
- The sport experts should set competition programs so that the female trainees in this project demonstrate their basic skills and improve their performance in public places.

5.3.3 Trainees

- The trainees should attend each training sessions with full concentration.
- The trainees should be willing to participate in handball competitions at local, regional and national level.
- The trainees should make themselves physically fit by making exercises in their spare time so that they can complete the allotted time for the training sessions.

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Appendix A
 ADDIS ABABA UNIVERSITY
 SCHOOL OF GRADUATE STUDY
 SPORT SCIENCE DEPARTMENT

Questionnaire for Trainees

This questionnaire is designed to explore the factors that influence the participation and performance of female handball trainees in Amhara National Regional State handball project, particularly in Dessie town. The researcher kindly reminds you that the responses that you give are used only as an input for the research work. In addition, the researcher would like to thank you for your genuine response in advance.

nl Glrcerinl areneG

No need of writing your name

Part I. Demographic profile of respondents

Direction: Put “✓” sign in the box

1. Age: 12 – 14 15 – 17 18 - 20 Above 20
2. Educational status: Grade 5 – 8 Grade 9- 10 Grade 11 -12
3. Experience in the training project
- 1 year 2 years 3 years 4 years Above 5 years

Part II. Factors influencing handball project female trainees

The following table consists of a listing of factors that might have influence in your participation in the project as a trainee. On a scale of one (1) to four (4), rate each factors influence on your involvement in the handball training project by ticking as:

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

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

	Factors	1	2	3	4
	Motivational				
1	I joined the handball project by my own choice and interest, and stay until the end of the project				
2	During the training session the coach praises the trainees				

3	I get satisfaction and pleasure for being engaged in this training program				
4	I get reward if I participate in the training actively and enthusiastically				
5	I am personally ready to cope up with the challenges that occur during the training program				
6	Without the coach's praise and encouragement I was not able to continue in this project.				
	Anxiety				
7	I am afraid of physical damage during the training session				
8	I always worry before the training session begins				
9	I am afraid of the coach's responses for the mistakes I make during the training				
10	I am afraid of the coach's responses for the faults I make after the training				
11	I am afraid of gender stereotyping by the community in participating in the project				
	Stress				
12	I always complete the allotted time without interruption during the training session				
13	I am ready to confront any obstacle during the training session				
14	Sometimes I have a difficulty to concentrate during the training sessions				
	Self confidence				
15	I have acquired the necessary basic skills in handball so that I can perform it in public places without fear				
16	I am physically prepared to perform the handball drill				
17	I am confident by the coaches explanation and effective modeling ability				
18	I can perform any task in each training session equivalent to my team mates				
19	The coach often try to boost confidence by convincing trainees that the challenge ahead is within their capabilities				
	Team Cohesion				
20	I and my training partners are working together to achieve common goals				
21	The training group is attractive and values membership				
22	I have sticky relationship with my team mates and learned a lot from them in the project				
	Goal setting				

23	After completing this project I have a plan to be engaged in clubs at regional and national level				
24	The coach assisted me to set both short and long term training goals				
25	Setting short term and long term goals is a difficult task for me				
26	After each training session the coach instructs the trainees to demonstrate their daily performance				
27	I always strive to achieve the short term goals set in each training session				

28. What are the problems and challenges you faced in this handball trainees' project?

29. What do you suggest to alleviate the challenges and problems of female handball trainees in this project?

Appendix B
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDY
SPORT SCIENCE DEPARTMENT

Questionnaire for Coaches

This questionnaire is designed to explore the factors that influence the participation and performance of female handball trainees in Amhara National Regional State handball project, particularly in Dessie town. The researcher kindly reminds you that your responses are used only as an input for the research work.

I would like to thank you for your genuine information.

n lGlrç eri rrl aræG

No need of writing your name

Part I. Demographic profile of respondents

Direction: Put “✓” sign in the box

1. Sex Male Female
2. Age 25 – 35 36 – 45 Above 45
3. Educational status Degree Diploma Certificate High school Complete
4. Experience in the training project
 1 year 2 years 3 years 4 years Above 5 years

Part II. Factors influencing handball project female trainees

The following table consists of a listing of psychological factors that might have influence on the female handball project trainees. On a scale of one (1) to four (4), being the coach of the project, rate the extent of each factors influence on the handball training project by ticking as:

1. Never 2. Seldom 3. Occasionally 4. Often 5. Always

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

	Factors	1	2	3	4	5
	Motivational					
1	Do trainees participate in different projects by their choice and interest, including this handball project?					
2	To what extent do you use external motivation techniques during the training?					
3	Are the trainees happy and satisfied after each training session is conducted?					
4	Do you give rewards for those trainees who accomplished each training session successfully?					
5	Are the trainees ready to cope up with the challenges that occur during the training program?					
6	Do you believe that the trainees stayed in this project by your praise and encouragement?					
	Anxiety					
7	Do the trainees afraid of physical damage during the training session?					
8	Do the trainees worry before the training session begins?					
9	Are the trainees afraid of the coach's responses for the mistakes they make during the training?					
10	Are the trainees afraid of the coach's responses for the faults they made after the training?					
11	Are the trainees afraid of gender stereotyping by the community in participating in the project?					
	Stress					
12	Do the trainees complete the allotted time without interruption during the training session?					
13	Are the trainees ready to confront any obstacle during the training session?					
14	Have you seen lack of concentration in the trainees during the training session?					
	Self confidence					
15	Do the trainees show the necessary basic skills					

	in handball so that they can perform it in public places without fear?					
16	Are the trainees physically prepared to perform the handball drill?					
17	Do you use demonstration and modeling ability in each training session?					
18	Do you believe that the trainees capabilities are equivalent?					
19	Do you try to boost confidence by convincing trainees that the challenge ahead is within their capabilities?					
	Team Cohesion					
20	Do the project trainees' work together to achieve common goals?					
21	Is the training group attractive and values membership?					
22	Do the trainees manifest sticky relationship with their team mates and learned a lot from each other in the project?					
	Goal setting					
23	Do the trainees express their future plan to be engaged in clubs at regional and national level?					
24	Do you assist the trainees to set both short and long term training goals?					
25	Do the trainees have difficulties in setting short term and long term goals?					
26	Do you request the trainees to demonstrate their daily performance after each training session?					
27	Do the trainees strive to achieve the short term goals set in each training session?					

28. What were the problems and challenges you encountered during this female handball trainees' project?

29. What kind of solutions do you suggest for the problems that you mentioned?

Appendix C

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የሰውነት ማጎልመሻ ትምህርት ክፍል

ለሰልጣኞች የተዘጋጀ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በአማራ ክልል በተዘረጋው የዕጅ ኬሥ ሥልጠና ፐሮጀክት በተለይም በደሴ ከተማ በሚካሄደው የሴት የዕጅ ኬሥ ፐሮጀክት ሥልጠና በሴት ሠልጣኞች ተሳትፎና የተግባር ዕንቅስቃሴ ላይ ተፅዕኖ የሚያሳድሩ ሥነ-ልቦናዊ ጉዳዮችን በመፈተሽ ለታዩት ችግሮች የመፍትሔ ሀሳብ ለመጠቀም ነው። በዚህም መሠረት አጥኚው ከመጠየቁ ሚቶችን ምላሾች የሚጠቀምባቸው ለጥናት ሥራ ብቻ መሆኑን እየገለፀ መላሾች ለሚያደርጉለት ትብብር በቅድሚያ ክፍተኛ ምስጋና ያቀርባል።

አጠቃላይ ትዕዛዝ:- በመጠየቁ ላይ ሥም መፃፍ አያስፈልግም

ክል 1፣ የመላሾች የግል ሁኔታ

ትዕዛዝ:- ቀጥሎ ለቀረቡት የግል ሁኔታ መግለጫዎች በተሰጠው ሳጥን ውስጥ ይህንን ምልክት

“✓” በማስቀመጥ ምላሻችሁን ስጡ።

- 1 . ዕድሜ: ከ12 – 14ዓመት ከ15 – 17ዓመት
ከ18 - 20ዓመት ከ 20 ዓመት በላይ
- 2. የትምህርት ደረጃ: 5 – 8 ክል 9- 10 ክል 11 -12 ክል
- 3. በሰልጠና ላይ በመሳተክ ቆይታ ቺ
1 ዓመት 2 ዓመት 3 ዓመት 4 ዓመት ከ 5 ዓመት በላይ

ቀጠል 2፣ በሴት የእጅ ኳሥ ሠልጣኞች ላይ ተፅዕኖ የሚያደርሱ የስነ-ልቦና ጉዳዮች ምላሽ

ቀጥሎ በቀረበው ሠንጠረዥ ውስጥ በሴት ሠልጣኞች የዕጅ ኳሥ ሥልጠና ላይ ተፅዕኖ ሊጠቅም ይችላሉ ተብለው የተገመቱ ዝርዝር ጉዳዮች ቀርበዋል። በዚህም መሰረት ለዕቅድ ለዕቅድ ጉዳይ ቀጥሎ በተመለከተው ከ 1 -- 4 ደረጃ መሠረት በቁጥሩ አንፃር ይህንን ምልክት “ ✓ “ በመጠቀም ምላሻችሁን ስጡ።

1. በ□ም አልስማማም 2. አልስማማም 3. እስማማለሁ 4. በ□ም እስማማለሁ

ዝርዝር ጉዳዮች	1	2	3	4
የተነሳሽነት ጉዳዮች				
1				
2				
3				
4				
5				
6				
ከጭንቀት/ፍርሀት ጋር የተያያዙ ጉዳዮች				
7				
8				
9				
10				
11				
ጫናን ከመቋቋም ጋር የተያያዙ ጉዳዮች				
12				
13				
14				

በራስ መተማመን የሚመለከቱ ጉዳዮች				
15	በዚህ ስልጠና ያገኘኋቸውን መሰረታዊ ክህሎቶች በተግባር በተመልካች ፊት በራስ መተማመን መንፈስ ለመፈጸም እችላለሁ።			
16	<input type="checkbox"/> ጅኔ ከሥ ተከታታይ ሥልጠናውን ለማካሄድ ሁልጊዜ በአካል ብቃት ዝግጁ ነኝ።			
17	በአስልጣኙ የማሰልጠን ችሎታና አርያነት (ሞዴልነት) እተማመናለሁ።			
18	በእያንዳንዱ የስልጠና ወቅት ከቡድኑ አባላት እኩል መስራት እችላለሁ።			
19	አስልጣኙ ዘወትር በስልጠና ወቅት በራስ መተማመናችንን ለማሻሻል በስልጠናው ሂደት የሚገጥሙን ችግሮች ከኛ አቅም በላይ እንዳለሆኑ ይገልጻልናል።			
የቡድን አንድነትና ትስስር የተመለከቱ ጉዳዮች				
20	እኔና የቡድን አጋሮቼ የጋራ ግባችንን ለማሳካት አበረን እየሰራን ነው።			
21	በሥልጠና ፕሮጀክቱ ወስጥ ተሳታፊ የሆኑት ሴቶች ጥምረት ሳቢና ለአባልነት ዋጋ የሚሰጥ ነው።			
22	ከቡድን አጋሮቼ ጋር በስልጠና ወቅትም ሆነ በሌላ ወቅት የጠበቀ ግንኙነትና ቀረቤታ አለኝ።			
ግብ ከመጣል ጋር የተያየዙ ጉዳዮች				
23	ይህንን ሥልጠና ካጠናቀኩ በኋላ በክለብ፣ በክልልና በአገር አቀፍ ደረጃ የመጫወት የረጅም ጊዜ ዕቅድ አለኝ።			
24	የረጅምና የአጭር ጊዜ ዕቅዶቼን ሳዘጋጅ የአስልጣኔ ዕገዛ አልተለየኝም።			
25	የአጭርና የረጅም ጊዜ ዕቅድ ማዘጋጀት ላይ ግንዛቤ የለኝም።			
26	አሰልጣኙ በእያንዳንዱ የልምምድ ክፍለጊዜ መጨረሻ እያንዳንዱ ሰልጣኝ ከሥልጠናው ያገኘቸውን ክህሎት በተግባር እንድታሳጁ <input type="checkbox"/> ርፏል።			
27	በእያንዳንዱ የስልጠና ወቅት የተነደፉትን የአጭር ጊዜ ዕቅዶች ለማሳካት የራሴን ጥረት አደርጋለሁ።			

28. በ ህ እጅ ከሥ ፕሮጀክት ሂደት የተመለከተሻቸው/የታዘብሻቸው ችግሮችና ዕጥረቶች ምን ምን ናቸው?

29. በሥልጠናው ሂደት የተመለከተሻቸውን ችግሮችና ዕጥረቶች ለመፍታትና ለማሻሻል ምን የመፍትሄ ሀሳቦችን ትጠቁሚያለሽ?

Appendix D

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

የሰውነት ማጎልመሻ ትምህርት ክፍል

ለአሰልጣኞች የተዘጋጀ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በአማራ ክልል በተዘረጋው የዕጅ ኪሥ ሥልጠና ፐሮጀክት በተለይም በደሴ ከተማ በሚካሄደው የሴት የዕጅ ኪሥ ፐሮጀክት ሥልጠና በሴት ሠልጣኞች ተሳትፎና የተግባር ዕንቅስቃሴ ላይ ተፅዕኖ የሚያሳድሩ ሥነ-ልቦናዊ ጉዳዮችን በመፈተሽ ለታዩት ችግሮች የመፍትሔ ሀሳብ ለመጠቀም ነው። በዚህም መሠረት አጥኚው ከመጠየቁ ሚቶችን ምላሾች የሚጠቀምባቸው ለጥናት ሥራ ብቻ መሆኑን እየገለፀ መላሾች ለሚያደርጉለት ትብብር በቅድሚያ ክፍተኛ ምስጋና ያቀርባል።

አጠቃላይ ትዕዛዝ:- በመጠየቁ ላይ ሥም መጻፍ አያስፈልግም

ክል 1፣ የመላሾች የግል ሁኔታ

ትዕዛዝ:- ቀጥሎ ለቀረቡት የግል ሁኔታ መግለጫዎች በተሰጠው ሳጥን ዉስጥ ይህንን ምልክት

“✓” በማስቀመጥ ምላሻችሁን ስጡ።

- 1. ናታ:- ወንድ ሴት
- 2 . ክትሜ:- ከ25 – 35 ዓመት ከ36 – 45 ዓመት ከ 45 ዓመት በላይ
- 2. የትምህርት ደረጃ:- ቴፅሪ ቴፅሎማ ሰርተፊኬት
- 3. በማሰልጠን ሥራ ላጁ በመሳተክ ቆይታ ቁ፡-
 1 ዓመት 2 ዓመት 3 ዓመት 4 ዓመት ከ 5 ፐመት በላይ

ክል 2፣ በሴት የእጅ ኪሥ ሠልጣኞች ላይ ተፅዕኖ የሚያደርሱ የስነ-ልቦና ጉዳዮች ምላሽ

ቀጥሎ በቀረበው ሠንጠረዥ ዉስጥ በሴት ሠልጣኞች የዕጅ ኪሥ ሥልጠና ላይ ተፅዕኖ ሊጠራ ይችላሉ ተብለው የተገመቱ ዝርዝር ጉዳዮች ቀርበዋል። በዚህም መሰረት ለዕያንዳንዱ ጉዳይ ቀጥሎ በተመለከተው ከ 1 -- 5 ደረጃ መሠረት በቁጥሩ አንጻር ይህንን ምልክት “ ✓ “ በመጠቀም ምላሻችሁን ስጡ።

- 1. በአ ናም 2. እምብም 3. አልፎ አልፎ 4. ብ ቁ 5. ሁል ቁ

	ዝርዝር ጉዳዮች	1	2	3	4	5
	የተነሳሽነት ጉዳዮች					
1	ይህንን ሥልጠና ጨምሮ ሠልጣኞች በፕሮጀክት ሥልጠናዎች የሚሳተፉት በራሳቸው ምርጫና ሙሉ ፍላጎት ነውን?					
2	ምን ያህል ጊዜ ሠልጣኞችን ለማበረታት ወጪያዊ የማነሳሻ ዘዴዎችን ትጠቀማለህ?					
3	ሠልጣኞች ከእያንዳንዱ የሥልጠና ክፍለ ጊዜ በኋላ በሥልጠናው ደስተኝነታቸውንና እርካታቸውን ይገልጻሉን?					
4	በየዕለቱ የሚሰጠውን ሥልጠና በአግባቡ ለፈፀሙ ሠልጣኞች የማበረታቻ ሽልጣኞችን እንዲያገኙ ታደርጋለህን?					
5	ሠልጣኞች በሥልጠናው ሂደት የሚያጋጥማቸውን ችግሮችና መሰናክሎች ለመቋቋም ለማለፍ ቁርጠኛ ናቸውን?					
6	ሠልጣኞቹ በስልጠናው ሂደት እንዲቀጥሉ የአሰልጣኙ ማበረታትና ድጋፍ አስተዋፅዖ አድረጓልን?					
	ከጭንቀት/ፍርሀት ጋር የተያያዙ ጉዳዮች					
7	ሠልጣኞች በልምምድ ወቅት የአካል ጉዳት ይደርስብኛል ብለው ፍርሀት ጁታይባቸዋልን?					
8	ሠልጣኞች ወደ ልምምድ ከመግባታቸው በፊት የፍርሃት ስሜት ይነበብባቸዋልን?					
9	በልምምድ ወቅት ሠልጣኞች በሚፈፀሟቸው ስህተቶች አሰልጣኙ በሚሰጣቸው ምላሾች የጭንቀት ስሜት ይታይባቸዋልን?					
10	ሠልጣኞች ከልምምድ በኋላ በሰረጸቸው ስህተቶች ላይ አሰልጣኙ በሚሰጣቸው ምላሾች የጭንቀት ስሜት ይታይባቸዋልን?					
11	ሠልጣኞች በዚህ የሥልጠና ፕሮጀክት ወሰጥ ተሳታፊ በመሆናቸው ከህብረተሰቡ የተደና ሌሎች ተፅዕኖዎች ይደርሱብናል ብለው ያስባሉን?					
	ጫናን ከመቋቋም ጋር የተያያዙ ጉዳዮች					
12	ሠልጣኞች በየወቅቱ በሚሰጠው የስልጠና ሂደት ላይ የተመደበውን ሰዓት ያለምንም ማቋረጥ ያጠናቅቃሉን?					
13	ሠልጣኞቹ በስልጠናው ሂደት የሚገጥማቸውን ማናቸውንም ዕንቅፋቶች ለመጋፈጥ ዝግጁ ናቸውን?					
14	ሠልጣኞቹ በስልጠናው ሂደት ላይ አልፎ አልፎ ትኩረት የማድረግ ችግር ጁታይመባቸዋልን?					
	በራስ መተማመን የሚመለከቱ ጉዳዮች					
15	ሠልጣኞች በዚህ ስልጠና ያገኟቸውን መሰረታዊ ክህሎቶች በተግባር በተመልካች ፊት በራስ መተማመን መንፈስ ለመፈፀም ጁችላሉን?					
16	ሠልጣኞቹ የዕጅ ኪሥ ተከታታይ ሥልጠናውን ለማካሄድ በአካል ብቃት ዝግጁ ሆነው ይገኛሉን?					

17	ሠልጣኞቹ በአሰልጣኙ የማሰልጠን ችሎታና አርያነት (ሞዴልነት) የመተማመን መንፈስ ይታይባቸዋል?					
18	በእያንዳንዱ የስልጠና ወቅት ሁሉም የቡድኑ አባላት በተመጣጠነ ችሎታ መስራት ይችላሉ?					
19	በስልጠና ወቅት የሰልጣኖችን በራስ የመተማመን ደረጃ ለማሻሻል በስልጠናው ሂደት የሚገጥሟቸውን ችግሮች ከአቅማቸው በላይ እንዳለሆኑ ትገልፅላቸዋለህ?					
	የቡድን አንድነትና ትስስር የተመለከቱ ጉዳዮች					
20	በስልጠናው የሚሳተፉት ሠልጣኞች የጋራ ግባቸውን ለማሳካት አበረው ይሰራሉ?					
21	በሥልጠና ፕሮጀክቱ ወስጥ ተሳታፊ የሆኑት ሴቶች ጥምረት ሳቢና ለአባልነት ዋጋ የሚሰጥ ነው?					
22	ሠልጣኞች ከቡድን አጋሮቻቸው ጋር በስልጠና ወቅትም ሆነ በሌላወቅት የጠበቀ ግንኙነትና ቀረቤታ አላቸው?					
	ግብ ከመጣል ጋር የተያያዙ ጉዳዮች					
23	ሠልጣኞቹ ይህንን ሥልጠና ካጠናቀቁ በኋላ በክለብ፣ በክልልና በአገር አቀፍ ደረጃ የመጫወት የረጅም ጊዜ ዕቅድ አላቸው?					
24	ሠልጣኞች የረጅምና የአጭር ጊዜ ዕቅዶቻቸውን ሲያዘጋጁ በአሰልጣኙ ክቼ ይደረግላቸዋል?					
25	ሠልጣኞቹ የአጭርና የረጅም ጊዜ ዕቅድ የማዘጋጀት የግንዛቤ ችግር ጁታጁባቸዋል?					
26	አሠልጣኙ በእያንዳንዱ የልምምድ ክፍለጊዜ መጨረሻ እያንዳንዱ ሠልጣኝ ከሥልጠናው ያገኘቸውን ክህሎት በተግባር እንድታሳይ ያደርጋል?					
27	ሠልጣኞቹ በእያንዳንዱ የስልጠና ወቅት የተነደፉትን የአጭር ጊዜ ዕቅዶች ለማሳካት የራሳቸውን ጥረት ያደርጋሉ?					

28. በ□ህ □እጅ ኳሥ ፕሮጀክት ሂደት የተመለከትካቸው/የታዘብካቸው ችግሮችና ዕጥረቶች ምን ምን ናቸው?

29. በሥልጠናው ሂደት የተመለከትካቸው/የታዘብካቸው ችግሮችና ዕጥረቶች ለመፍታትና ለማሻሻል ምን ምን የመፍትሄ ሀሳቦችን ትጠቁማለህ?

Appendix E

**Addis Ababa University
School of Graduate Studies
Sport Science Department**

Checklist for observation

Observation time _____

Observation place _____

No	Checklist statement	Observation days	Excellent	V. Good	Good	Fair	Poor
1	Their motivation during training	Day 1					
		Day 2					
		Day 3					
		Day 4					
		Day 5					
		Day 6					
2	Their self confidence on their performance	Day 1					
		Day 2					
		Day 3					
		Day 4					
		Day 5					
		Day 6					
3	Their team cohesion during training	Day 1					
		Day 2					
		Day 3					
		Day 4					
		Day 5					
		Day 6					
4	Trainees confrontation obstacles during training session	Day 1					
		Day 2					
		Day 3					
		Day 4					
		Day 5					
		Day 6					

No	Checklist statement	Observation days	Excellent	V. Good	Good	Fair	Poor
5	The role of coaches in helping trainees to avoid their psychological problem	Day 1					
		Day 2					
		Day 3					
		Day 4					
		Day 5					
		Day 6					
6	The level and ability of the coaches	Day 1					
		Day 2					
		Day 3					
		Day 4					
		Day 5					
		Day 6					

Appendix F
Addis Ababa University
School of Graduate Studies
Sport Science Department

Interview for sport experts

Place _____

Position _____

Date _____

Educational background

1. Do you have any training manual for handball project trainees?
2. How do you follow-up your coaches' plan and implementation on the development of handball trainees' performance?
3. What psychological factors affect your female handball trainees during training?
4. Do you think that the coaches understand the psychological factors that influence the performance of female trainees in the project?
5. How is your relationship with the trainees in order to avoid their psychological problems?
6. Do you know how much your coaches use psychological make-up for female handball trainees for the development of performance?
7. What measure should be taken to solve the problems faced in this handball training project?

Appendix G

የወላጅ
ፎቶ

የሰልጣኝ
ፎቶ

የታዳጊ ወጣቶች ስልጠና ፕሮጀክት የተጨማሪ የተጨማሪ የህይወት ታሪክ ቅጽ

በተመዘጋቢ ተጨማሪ የሚሞላ

1. ሙሉ ስም ከነአያት _____
2. የትውልድ ዘመን _____ ቀን _____ ወር _____ ዓ.ም _____
3. የትውልድ ቦታ _____ ደሴ _____ የትውልድ ዘመን _____
4. የተመዘገበበት የፕ/ጣቢያ ስም _____ የስፖርት ዓይነት _____
5. አሁን ያለው የትምህርት ደረጃ _____ የት/ቤት ስም _____
6. ያቀረበው ሙሉ የጤንነት ምርመራ ማረጋገጫ _____
7. ያቀረበው የልደት የምስክር ወረቀት ከዋናው ጋር የተረጋገጠ ፎቶ ኮፒ _____
8. አድራሻ ክልል _____ ወረዳ _____ ዞን _____
ክ/ከተማ _____ ቀበሌ _____ የቤት ቁጥር _____

እኔ _____ ከዚህ በላይ የሞላሁት ማስረጃ ትክክለኛ ሲሆን ፕሮጀክቱ የሚሰጠኝን ኃላፊነትና ግዴታ ለመወጣት ቃል መግባቴ በፊርማዬ አረጋግጣለሁ።

ስም _____ ፊርማ _____

በወላጅ የሚሞላ

1. የወላጅ/ያሳዳጊ/ ሙሉ ስም _____
2. አድራሻ ክልል _____ ወረዳ _____ ዞን _____
ክ/ከተማ _____ ቀበሌ _____ የቤት ቁጥር _____
የመታወቂያ ቁጥር _____ የሰልክ ቁጥር _____
ልጅ _____ ከዚህ በላይ የሞላው ቅጽ ትክክለኛ ሲሆን በ _____
_____ ፕሮጀክት ጣቢያ አስመዘግቤ ከትምህርቱ ጎን ለጎን

እንዲሳተፍ ፈቃደኛ መሆኔን እያረጋገጥኩኝ በልምምድና በውድድር ወቅት የግሌን ክትትልና ድጋፍ ለማድረግ ቃል መግባቴን በፊርማዬ አረጋግጣለሁ።

የወላጅ /ያሳዳጊ/ ፊርማ _____ ቀን _____

ያረጋገጠው ባለሙያ ስምና ፊርማ _____

Appendix H

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ጽ/ቤት የስፖርት ሳይንስ ትምህርት ክፍል

ስስፖርት ጽ/ቤት ባለሙያዎች የተፃፈ ቃለ መጠይቅ

ቦታ _____
የሥራ ማዕከላዊ _____
ቀን _____
የትምህርት ደረጃ _____

1. በእኛ ካሉ ፕሮጀክት ለታቀፉ ሰልጣኞች የስፖርት ጽ/ቤቱ ያዘጋጀው የስልጠና ማንኛውን አሉ?
2. የእኛ ካሉ ጨዋታ ሰልጣኞችን ብቃት ከፍ ለማድረግ በአሰልጣኞች የስልጠና እቅዶች አፈፃፀም ዙሪያ እንዴት ክትትል እያደረጉ ነው?
3. በእኛ ካሉ ጨዋታ ሰልጠና ወቅት በሴቶች ሰልጣኞች ላይ ተጽዕኖ የሚያደርሱ ስነ-ልቦናዊ ጉዳዮች ምንድን ናቸው ብለው ያምናሉ?
4. የእኛ ካሉ ጨዋታ አሰልጣኞች በፕሮጀክቱ በታቀፉ ሴት ሰልጣኞች ላይ ተጽዕኖ የሚያደርሱ ስነ-ልቦናዊ ጉዳዮችን መረዳት ይችላሉ ብለው ያስባሉ?
5. ተፅዕኖ የሚያደርሱ ስነ-ልቦናዊ ጉዳዮችን ለማስወገድ በፕሮጀክቶቹ ከታቀፉት ሴት ሰልጣኞች ጋር ያለዎትን ሙያዊ ግንኙነት እንዴት ይገልፁታል?
6. የሴት ሰልጣኞችን ብቃት ወደተሻለ ደረጃ ለማድረስ አሰልጣኞች የሚጠቀሙባቸውን የስነ-ልቦናዊ ድጋፍ መንገዶችን ምን ያህል ያውቃሉ?
7. በእኛ ካሉ ሰልጠና ፕሮጀክቶች የሚታዩ ችግሮችን ለመቅረፍ ምን ቢደረግ ይሻላል ይላሉ?

Appendix I





Declaration

Here with I, declare that, this paper prepared for the partial fulfillment of the requirements for M.Sc. Degree in Handball Coaching entitled “**Psychological Factors Influencing the Performance of Female Handball Trainees: The Case of Dessie Town Handball Project**” is prepared with my own effort. I have made it independently with the close advice and guidance of my advisor.

Getahun Kelemwork Gobeze

Signature _____

Date _____

This thesis has been submitted for examination with my approval as university advisor.

Name-----

Sign-----

Date-----