

**CHALLENGES THAT HAMPER THE SUSTAINABILITY OF ELITE
LONG DISTANCE RUNNERS' ATHLETIC PERFORMANCE:
CASE FROM THREE SELECTED ATHLETICS
CLUBS IN ADDIS ABABA**

**BY
HELEN GEBREMICHAEL**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT
OF THE REQUIRMENTS FOR THE DEGREE OF
MASTERS IN SPORT SCINCE**

**JULY 2016
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APPROVAL SHEET

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BY: HELEN GEBREMICHAEL

ADVISOR: WONDMU TADESSE (ASSITANCE PROFESSOR)

Approved by the board of examiners

**Chairman, Head Department of
Graduate Committee**

Signature

Date

Advisor's name

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

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Table of contents

	Pages
Acknowledgement	i
Table of Contents	ii
List of Tables	vi
Abstract	vii
CHAPTER ONE.....	1
INTRODUCTION	11
1.1. Background of the study	11
1.2. Statement of the problem	14
1.3. Research Questions:	14
1.4. Objective of the study:	15
1.5 Significance of the study	15
1.6. Delimitation of the study	16
1.7. Limitation of the study	16
1.8. Operational definition of terms.....	7
1.9. Organization of the study.....	7
CHAPTER TWO	
REVIEW OF RELATED LITRATURES	18
2.1 Factors that affect performance of athletes	8
2.1. 1. Administration and organizational structure of sport clubs	18
2.1.2. The Sport Organization’s risks and responsibilities	19
2.2. Leadership	20
2.2.1. Leader’s qualities:.....	20

2.2.2. Sport club leadership style.....	21
2.2.3. Responsibility of club officers.....	22
2.2.4. Responsibility of Coach.....	22
2.3. Coach.....	23
2.3.1. Functions of a coach:.....	24
2.3.2. The Role of coach.....	24
2.3.3. Objectives of coaching:.....	24
2.3.4. The Major Coaches Responsibilities:.....	25
2.3.5. What coaches and participants can do to build cohesion?.....	26
2.3.6. What Group members can do:.....	26
2.4. Over training.....	26
2.4.1 Definition of over training.....	26
2.4.2 Signs and symptoms of overtraining.....	28
2.4.3. Prevention and Treatment of over training syndromes.....	29
2.5. Injuries.....	31
2.5.1. Acute Injuries.....	33
2.5.2 Overuse Injuries.....	33
2.6. Sleep.....	34
2.7. Psychological factors.....	35
2.7.1. Emotions and Anxiety.....	35
2.7.2. Anger.....	36
2.7.3. Hope and Happiness.....	37
2.7.4. Stereotypes and Pressure.....	37
2.7.5. Stress.....	38

2.7.6. Team Environment	39
2.7.7. Mental Toughness.....	39
2.7.8. Player Cohesion	40
2.7.9. Pre-game Speeches	40
2.8. Aging:.....	41
CHAPTER THREE	43
RESEARCH DESIGN AND METHODOLOGY	43
3.1. Research Design.....	43
3.2. Source of Data.....	44
3.3. Samples and sampling techniques.....	44
3.4. Data collection instruments.....	45
3.4.1. Questionnaire.....	46
3.4.2. Interview	47
3.4.3. Document Analysis.....	47
3.5. Data collecting procedures	48
3.6. Data analysis techniques	48
CHAPTER FOUR.....	49
DATA ANALYSIS, PRESENTATION AND INTERPRETATION	49
4.1.1 Demographic profile of respondents (coaches).....	49
4.1.2 Demographic information of respondents (Athletes)	41
4.2.1 Informants own personal response on the topic of the problem (coaches)	42
4.2.2 Informants own personal response on the topic of the problem(Athletes)	53
4.3. Results of Document Analysis:	69
4.4. Major Findings from Interview	69

CHAPTER FIVE	72
SUMMARY, CONCLUSION AND RECOMMENDATION	72
5.1. Summary	72
5.2. Conclusion.....	73
5.3. Recommendations	74

List of Tables

Table 1: Demographic information of coaches	40
Table 2: Demographic information of athletes'	41
Table 3: Their training center's organizational training capacity.....	42
Table 4: The main limitations of the training centers in the capacity of the training	43
Table 5: Coaches approach to his/her athletes	44
Table 6: Participation of athletes in making decision	45
Table 7: Re-examining of training days, sessions and time spent in training.....	45
Table 8: Prior objective of the training centers.....	46
Table 9: Relevance of the objective of the clubs to current Ethiopian athletics situation.....	47
Table 10: Athletes made an extra training beyond the planned session.....	48
Table 11: Awareness about negative impact of overtraining on athlete's performance.....	50
Table 12: Effort made by club administrative regarding the consequences' of overtraining	50
Table 13: Motivation of rewards on performance of athletes	51
Table 14: Selection criteria for competitions in regard to reasonable qualifying procedures	52
Table 15: Experience before they joined their current club	53
Table 16: Selection methods to be an athlete of the athletics clubs	54
Table 17: Relationship of athletes with club members.....	54
Table 18: Equipping of clubs with professionals and necessary logistics required in the field.....	55
Table 19: Problems which are observed in overall elite long distance athletes' performance	55

Abstract

The purpose of this research was to assess and reflect the current challenges which contribute to the sustainability of Ethiopian elite long distance runners' athletic performance. This study was used a cross-sectional descriptive study method which incorporated both quantitative and qualitative components in order to investigate the variables deeply. Three athletics clubs were selected purposely from the six first division athletics clubs of Addis Ababa for this study. Fifty two subjects were randomly selected out of a total population of one hundred fifty four individuals of the three athletics clubs. Questionnaire, interview and document analysis were used to collect data. The data that the researcher gathered was analyzed and presented through percentage, tabulation and appropriate interpretation. Talented long distance runners of these three athletics clubs were faced with the tough choice of whether to put primary focus on lower income track and field success or higher income road and marathon circuit success. However, this leads to a variety of physiological, psychological, social and economic crises. The findings reveal ways in which awareness of the risks of over training, overuse injuries, psychological factors and aging may impact performance of elite long distance runners.

Key words: elite athlete, aging, over training, overuse injuries, psychological considerations

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Long-distance running is a form of continuous running over distances of at least three kilometers. Physiologically, it is largely aerobic in nature and requires stamina as well as mental strength.

In modern human society, long-distance running has multiple purposes: people may engage in it for physical exercise, for recreation, as a means of travel, for economic reasons, or for cultural reasons. Long distance running can also be used as a means to improve cardiovascular health. Running improves aerobic fitness by increasing the activity of enzymes and hormones that stimulate the muscles and the heart to work more efficiently (endurance running and human evolution, 2013).

The 5 km, 10 km, half-marathon, and marathon races are all classified as long distance running events. They require athletes to run at their predetermined paces with the minimum expenditure of energy at the same time. At higher levels of competitions, athletes should also be able to accelerate and vary their speeds according to the race situations. Sound running techniques and proper distribution of efforts throughout the race are undoubtedly important for outstanding performance in these running events. On the whole, performance of such events is the combined results of technical, physical, mental, and nutritional preparation. (<http://www.hkpe.net>)

Since the late 1980s, Ethiopian runners have dominated in the long-distance competitions of international multi-sport events. Their spectacular landscape, their gene and specific training methods they utilize would play a great role in making them winners.

“Athletics occupies a very special place in Ethiopia, ever since the days of the great Olympian Abebe Bikila and the other athletes that come after him. But in recent times, it seems like

Ethiopia is losing its foothold in some of its traditional disciplines. The most recent world athletics championships held in Moscow, bears, testimonies to this fact; the athletics teams lost gold medals in both the male and female marathon categories. In addition to the men's 5000 and 10000 meter disciplines which were among the traditional Ethiopian distances for years.” (Dereje tegenaw, 2013)

The level of training involved in long distance running and preparation for events is clearly beyond what is necessary to acquire the basic health benefits of regular exercise (Ogles and Masters, 2003) of many cases observations and interviews indicated that work, meal, family and social schedules are often organized (or re-organized) to accommodate the activity. Ogles and Masters suggest that few human activities have the magnitude of potential costs of distance running (fatigue, illness, injury, poor performance etc) with such uncertain outcomes from the events.

Repetitive overuse injuries, coaching styles, psychological factors and aging could affect athlete's performance.

- **Repetitive overuse injuries:** Repetitive overuse injuries are perhaps the most common type of injury experienced by distance runners (including things like plantar fasciitis, Achilles tendonitis, shin splints, stress fractures, etc.). Repetitive overuse injuries occur when repeated stresses are placed upon a structure, none of which individually causes acute damage, but the sum of which leads to a progressive degeneration of that structure. Peter Larson (2010)
- **Coaching style:** "Training has to be not only good training that creates the adaptations and the improvement in physical performance, but it has to be part of a sustainable program that you can adhere to week after week," says Craig Alexander (2014). The science of what you want to achieve is the same, but implementing it in a practical sense for different kinds of athletes with different physiologies and with different time demands is part of the skill of coaching. It's about putting in place a good framework (Coates, 2015).

- **Psychological considerations:** When it comes to running or any other endurance sport – your mind can be your biggest asset or your worst enemy. Enjoying your training and achieving your best performance is not simply down to physical conditioning: your mental states and, particularly, the thoughts that run through your mind can affect the way you feel during exercise.

An elite athlete is a rare combination of talent, hard work and the right psychological profile. In sports today, everyone knows the best training methods, has access to the best facilities and most nutritional foods. Often the difference between the good and the elite is the mental qualities of the athletes. Michael young (psychological characteristics of elite athletes)

- **Aging:** Aging leads to a decline in muscle mass. Whether you are an Olympic champ or a mid-pack runner, your aerobic capacity falls with age. For a healthy, trained athlete, it's not your heart's stroke volume or your ability to extract oxygen from blood that changes with age, says Sandra Hunter, an exercise scientist at Marquette University in the USA. "It's that your maximum heart rate declines and no one can change that. It just plummets." Training can slow the process, but it won't end it." The atrophy seems to pick up about age 60, and hits fast-twitch muscle fibers hardest. That's why speed falls off before endurance. Usually, the age related change that runners notice first is a drop in their ability to recover from training (Christie, 2009)

With this information as background, the overall purpose of this research is to assess and reflect on the current challenges which contribute to the sustainability of Ethiopian elite long distance runners' athletic performance.

1.2. Statement of the problem

Currently, the science behind athletic performance has progressed significantly with the advancement of technology and research of sport science. The current literature review examines further the effects of several external factors on athletic performance. Factors will deem external if they involved either variables out of the athlete's control or an athlete's conscious decision. Overuse injuries, guiding by many coaches, a variety of emotions, aging and team environment contributes to a better understanding of the wide variety of factors that may influence Ethiopian elite long distance runners' athletic performance.

There are wide and pertinent gaps in the athletics field that hamper its development. In the preliminary assessment, the researcher identified the major problems in line with the long distance running athletic performance. Among these, lack of professionals in the field; lack of awareness works to boost the physiological, psychological and emotional wellbeing of the athletes; overuse injuries as a result of multiplicity of competitions; problems in athletes selection criteria; lack of standard training centers; the use of prohibited performance enhancing drugs and the like are to mention a few. Having this in mind, the researcher managed to assess the degree to which these and other possible problems pose threat on the Ethiopian elite long distance runners' athletic performance.

1.3. Research Questions:

In order to adequately address the challenges of this study, attempt was made to answer the following specific questions.

- What are the challenges which impede the achievement of sustainability of elite long distance runners' athletic performance?
- Why is elite long distance runners injured repeatedly?
- Are those athletes of the selected athletics clubs trained by the same coach?
- To what extent are the athletes knowledgeable about the effect of psychological factors on their performance?
- How do aging factors affect the performance of athletes?

1.4. Objective of the study:

The general objective of this study was to investigate the challenges of sustainability of elite long distance runners' athletic performance.

The specific objectives of this study include:-

- To identify the cause of the problem which impede the sustainability of elite long distance runners' athletic performance,
- To investigate the possible ways of maintaining elite long distance runners' peak performance,
- To identify the importance of sufficient training for athletes,
- To determine the availability of enough well experienced coaches, sport psychologists and sport nutritionists,
- To assess the awareness of athletes about the negative impacts of aging on athlete's performance.

1.5 Significance of the study

This study will provide essential contributions to the intended athletics clubs.

- The findings of this study could inform young elite long distance athletes; make them to undertake fact based decisions about their career choice in order to sustain their peak performance as much as possible;
- It will help the athletics clubs and concerned bodies to avoid extraneous trainings which cause overuse injuries;
- It will help coaches to know the structure of the training plan, the knowledge of how that athlete reacts to training and competition and the careful scheduling of competitions to help the athlete's development;
- Even though the study is narrow in its scope due to some limitations, it will be used as a base for other researchers to work on this topic.

1.6. Delimitation of the study

This study was delimited to Defense Athletics Club, Commercial Bank of Ethiopia Athletics Club and Federal Crime Investigation Athletics Club on the topic of challenges that hamper the sustainability of elite long distance runner's athletic performance. In which all these athletics clubs are located in Addis Ababa.

1.7. Limitation of the study

Although the researcher tries to design this best research as properly as possible, there were many external factors that limit the strength of the study:

A major limitation of this study could be a low-response rate. Several factors could cause this, such as the timing of request,

- Perhaps that athletics club is in seasonal or the differently placement of their training center and an overlapped training program of these clubs;
- Because of the unusual training time for managers there was not sufficient time for athletes to respond.
- Or perhaps there is a general lack of interest in the subject. Furthermore, it seems that a low response rate could lead to sampling problems. Such as the majority of the responses coming from only one club or clubs which are similar in terms of organizing their athletes, dormitory or budgeting system. This would again impede the generalization of the data.
- the second serious problem was lack of relevant reference materials,
- Time constraint to seek the intended data as properly as possible, and
- Inadequate finance and transportation problem to collect the necessary information.

1.8. Operational definition of terms

Elite athlete: - in this study the term elite athlete refers to an athlete competing on national or international level.

Training: Training is a systematic process of preparing athletes for the highest level of performance.

Performance: describes a discrete event where a performer (or performers) showcases a specific set of developed knowledge, skills, and abilities.

Sustainability: is the long-term maintenance of well being, which has environmental, economic, and social dimensions, and encompasses the concept of stewardship, the responsible management of resource.

Ageing: it is an age related change which causes a decline in muscle mass.

Over training: occurs due to an imbalance between stress and recovery during intense trainings and competitions.

Coaching style: a variety of styles, skills and techniques in order to, improve the performance of athletes.

1.9 Organization of the study

The background of the study, statement of the problem, research questions, objectives of the study, significance of the study, limitation of the study, delimitation of the study and operational definition of terms to be undertaken for this study are presented in this chapter. Chapter two consists of a complete literature review of the current research concerning to challenges that hamper the Sustainability of elite long distance runners athletic performance. The methodology designed and utilized for the research study is expounded upon in chapter three with findings reported in chapter four. Finally, a summary, conclusion of the results, and possible recommendations concluded the study.

CHAPTER TWO

REVIEW OF RELATED LITRATURES

2.1. Factors that affect performance of athletes

A performance is the actual or optimum ability of an athlete. Several internal and external factors could affect the performance of elite long distance runners' athletic performance.

2.1. 1. Administration and organizational structure of sport clubs

Various authors define the term administration in different ways but with identical conceptual frame work. Administration is as guidance of leadership and control of the efforts of a group or individuals toward same common goal. It commonly implies the arrangement of human and material resources and programs available for the process. (Bucher, 1983)

Administration in health education consists of similar process and function as in other aspects of education for successful and effective administration. Jess and Brownell (1946) as quoted by Frost, et al (1995) forwarded the following suggestion: good personality, e.g.: Friendly, open, creative, supportive and fairness is expected from administrators.

Regular performance, follow-up and evaluation should be employed to improve what is being done within the organization. More emphasis needs to be placed on the development of personnel. Needs and interests of personnel need to be accessed and responded to in accordance with existing situation.

The some document also states that factors contributing to successful and effective leadership, thus the function of at least three complex elements. The leader, the followers and conditions of the immediate environment affects the administration situation in a given organization. These are: experience, technical competence, style, control position, in organization and personal qualities. Added to this, a full understanding of leadership behavior requires that, the needs of followers be considered. Some of those are:

- Need to affiliate
- Preferred rewards
- Need to achieve - Acceptance of authority
- Need for independence - Tolerance of ambiguity

The relationship between the characteristics of followers and the effectiveness of the leader is partially due to the fact that certain types of individuals will respond to certain leadership success and effectiveness which the situation that a potential leader faces.

Nature of the task, degree of stress, clarity of role, size of group, time constraints and task dependence. Gorma (1982) on his part state that the primary responsibility of leader has to be managing the human resources of the group in light of the situational constraints. This obviously requires sound communication and conducive climate of honesty and trust. He also further describe that the leader must also be aware of his personal qualities and of his group members; adding to this motivating group members becomes a prime objective.

2.1.2. The Sport Organization's risks and responsibilities

From the perspective of risk management, there are three important areas of responsibility for the sport organization:

- The sport organization's first responsibility is **to provide a safe environment** for participants. This means having policies and standards that promote safe programs in safe facilities, overseen by qualified personnel and trained volunteers.
- The sport organization's second responsibility is **to make decisions fairly**, especially decisions that affect members. This means having and following proper policies and procedures when making important decisions and handling disputes among members.
- The sport organization's third responsibility is **to properly care for and protect its assets and resources**, including money, equipment, facilities and intangible property such as data, corporate image and marketing rights (Rachel, 2002)

Failing to meet any one of these responsibilities can lead to unwanted consequences, some of which have a legal aspect:

- **An injury to a participant** can lead to a lawsuit that will cost the organization money and time and very possibly higher future insurance costs.
- **Poor conflict management** can lead to lawsuits that will take an emotional toll on individuals as well as cost money and take time. Even if legal action isn't the result of bad decisions, these disputes will harm important relationships, burn out volunteers and tarnish an organization's goodwill and public image.
- Finally, **failure to take care of assets** (whether tangible assets such as physical property or intangible assets such as intellectual property) is simply bad business management, and this in turn can have harmful financial and legal consequences (Rachel, 2002)

2.2. Leadership

According to Barrow (1977) leadership is defined as: It is the behavioral process of influencing individuals and groups towards set goals. This definition is important because it places emphasis on the vision of a leader (i.e. goals, objectives) while also highlighting the necessary interaction between the leader and group members. Effective leadership will encompass an understanding of motivation and is likely to minimize any loss of productivity through the development of both task and group cohesion, allowing a group to operate at, or close to its potential. Indeed, Carron and Chelladurai (1981) found that cohesion was dependent upon athlete and coach relationships. Loehr (2005) stressed that the common theme of effective leadership is the "positive impact that individuals can have on group dynamics relative to a team objective". The act of leadership attempt to influence and convert others into 'followers' (Tannenbaum, Weschler, & Massarik, 1961) and may be achieved through a variety of mechanisms such as coercion, persuasion and manipulation. Leadership requires an understanding or respect for the power dynamic between the influencer and the influenced.

2.2.1. Leader's qualities: According to Bill Belichick (1995) in his recent book (finding away to win), successful football coach and winner of two super Bowls, discusses what he believes to be the keys to successful leadership.

1. Integrity- A leader's philosophy must have a sound structure be rooted in his basic values, be communicated and accepted through our organization, be resistant to outside pressure, and it must remain in place long enough to allow for success.
2. Flexibility - Traditions are made to be broken. If you are doing something just because it's always been done that way, then you may be missing on opportunity to do better.
3. Loyalty- the first task of leadership is to promote and enforce collective loyalty, also known as teamwork.
4. Confidence- if you want to build confidence in your players and coaching staff, give them responsibility and decision-making capabilities and support them in their attempts.
5. Accountability - Accountability starts at the top you can't build an accountable organization without leaders who take full responsibility.
6. Condor- when sending a message it's not enough to be honest and accurate. The impact of the message will hinge on who's receiving it and what they are willing to take in at the time.
7. Preparedness – Well prepared leaders plan ahead for all contingencies, including the ones they consider unlikely or distasteful.
8. Resourcefulness- at its most basic level, resourcefulness is simply resilience, a refusal to quit or give in even when all seems bleak.
9. Self-discipline – There is always to compete, even against superior forces, but it requires strict adherence to a calculated plan.
10. Patience- patience rarest and most valuable when an organization is performing poorly. It's not enough to know what changes must be made; its equally important to decide when to make them.

2.2.2. Sport club leadership style

Responsibility, leadership, and direction are a few of the benefits that a sport club can offer to its members. Sport club members are responsible for writing and implementing the sport club's constitution, recruiting new members, establishing club dues, developing a financial plan, planning and publicizing the club's upcoming activities, and overseeing the club's activities in a manner consistent with regions requirements. The activity of each registered Sport club is

monitored by the leadership from each of the sport clubs, the port club coordinator and the regional sport commission. These individuals should collaborate and communicate regularly to ensure the overall success of each club.

2.2.3. Responsibility of club officers

Writing, obtaining approval for, and implementing the club's constitution, recruiting new members, establishing club dues and collecting dues from members, developing a financial plan, ensuring all club and individual club member paperwork is completed and submitted, planning and publicizing the club's upcoming activities,

Initiating substantial member support in the area of fund raising, all officers and selected club leaders are required to attend a Leadership Retreat at the beginning of the plan of the club.

Ensuring risk management policies are followed by participants and coaches. Sport club leaders play an important role not only in the organization of each club, but also by communicating directly with the clubs members.

These leaders are responsible for dispersing information regarding club policies and procedures, club rules, and basic club information to their club membership. Regional sport officer communicates only with athletes' club representatives concerning Club business to insure a proper channel of communication. The club leadership should be prepared to devote time and energy in the development of their organizations. howie (2006)

2.2.4. Responsibility of Coach

The quality of coaching and the athletes-coach relationship are the essential features of athlete development. The quality of coaching determines the quality of training environment. Athletes will not improve much without high quality coaches creating and directing an intelligent training plan. The coach's commitment to excellence and fixing of realistic goals set the tone of training. The time a coach has available is important for establishing adequate training. The time available often depends on the extent to which coaches can be paid for their coaching activities.

The number of athletes a coach must train influences the quality of the training, the fewer athletes, and the better for those being coached. (Mc Mahon et al, 2010)

According to Starr J. (2010) the most essential requirement in developing top level athletes is the availability of a world class coach. While the coach may be many things to the athletes: Teacher, trainer, manager, scientist, friend, and so on. If coaching is highly knowledgeable, motivated, intense, sensitive, to individual needs and successful in solving problems the training environment should generate much success for athletes. However, if the coach has poor technical or theoretical knowledge lacks experience is unable to direct a comprehensive program, or is not motivated, or cannot spend their necessary time, the athlete will not reach his or her potential. From the above notion one can conclude that the coach has a significant importance for an athlete in order to achieve his or her dream.

Considering their expertise and ability in training and practical techniques, tactics, and strategies, coaches must skillfully try to use the appropriate leadership style and increase team spirit and group cohesion among the sport teams. In addition, a coach must enhance his recognition of his athletes' characters, support them socially and emotionally, showing affection to them and at appropriate times admires their contributions and efforts. In addition, he/she should employ his/her skills and knowledge to train and exercise techniques, tactics, and professional strategies, so that he/she could optimize individual and team performance and generate satisfaction in athletes as well. (Research Journal of International Studies - Issue 16 (September, 2010).

2.3. Coach

Coaching is a process that enables learning and development to occur and thus performance to improve. To be a successful a coach requires knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place (Parsole, 1999)

2.3.1. Functions of a coach: are developments of personality, social function and sport training function-work (Arnold J. 2009)

▪ **Development of personality:-**

This task is very important in the coaches' work. The most important task of a coach is not only to teach a young man to play but also to develop a right and trained athlete. In the development work the following aspects should be done:-

1. Molding of character (from psychological point of view.)
2. Courage strong wills persistence.
3. Kindness moral qualities of the personality- honesty.
4. Responsibility being of principal devotion
5. Collectivism qualities of the personality
6. Patriotism, fight for peace, internationalism and social skills

▪ **Social function:** There are competitions and fans involved in sport.

▪ **Sport training function-works:** Training is the most important function of the coach's work. The teams result is a true measure of the coaches' success.

2.3.2. The Role of coach: A coach should do everything possible to tap his/her players' potential in training whose ultimate aim is to win in competition. The following are important roles of a coach:

- Evolving technical skills
- Cultivating technical skills and
- Achieving the final results.

2.3.3. Objectives of coaching: - If you ask coaches what they want out of coaching the answer usually include:

1. Winning
2. Fun
3. Athlete development

According to Downey M. (2003), an athlete development is affected by the importance placed on winning or losing. Striving to win is always important. A “win at all costs” attitude, however, ignores the development of the athlete. It is an attitude frequently used by those coaches who judge themselves by how well their athletes finish. By contrast, the view taken by many successful and experienced coaches is to place the development of the athlete as the single most important consideration. An emphasis on the development of the athlete is more likely to produce better performance, greater consistency and more satisfaction for the athlete and coach than an over emphasis on winning. Competition becomes merely a challenging and satisfying way of measuring personal development. This philosophy has been expressed many times as: “Athlete First winning second” It Means:

- Athletics is seen as one aspect of a person’s life not his/her whole life.
- There is respect and appreciation of the coach and his/her work.
- Athletes decide with the coach the importance of performance and strive to meet their joint expectations.
- There is respect for the laws and spirit of fair competition.
- Athletes reaching their potential seen as success.
- There is respect for both opponents and officials.

2.3.4. The Major Coaches Responsibilities:

1. A coach is a teacher and educator (this is true for a coach who is working with children and junior teams.)
2. A coach is a person with a great knowledge of life. Players need advice and support in life situations.
3. A coach is a sport specialist.
4. A coach is an organizer.
5. He/she works on the development of his/her sport in club/school.
6. One of the main duties in coordinating the work of all his/her assistance is being in touch with the management.

2.3.5. What coaches and participants can do to build cohesion?

1. Explain individual roles in team success
2. Develop pride within subunits
3. Set challenging group goals
4. Encourage group identity
5. Avoid formation of social cliques
6. Avoid excessive turnover
7. Conduct periodic team meetings
8. Know the team climate
9. Know something personal about each group member

2.3.6. What Group members can do: According to psychologists guidelines group members have been targeted at coaches and leaders. Also group members promote team cohesion.

1. Get to know members of the group.
2. Help group members whenever possible.
3. Give group members positive reinforcement.
4. Be responsible
5. Communicate honestly and openly with the coach or leader.
6. Resolve conflicts immediately
7. Give 100% effort at all times.

2.4. Over training

2.4.1 Definition of over training

According to Budgett (1998) “the overtraining syndrome is a fatigue and low performance condition, frequently associated with infections and depression situations during intense training and competitions, where the symptoms do not cease in two weeks of rest, and do not present an identifiable clinic cause”. Several researchers call the phenomenon or the overtraining syndrome differently: chronic or persistent fatigue (over fatigue), physical fatigue (staleness), emotional exhaustion (burnout), excessive use (overuse – terminology also used for sports lesions with

micro traumatic characteristic) and excessive work. For others, such lack of terminology standardization causes confusion and difficulty when diagnosis is needed.

According to Lehmann (1993) et al, the overtraining occurs due to an imbalance between stress and recovery, that is, great stress factors combined with little recovery. However, the findings by Lehmann (1993) observed that the stress sources may be found not only in training and competition situations, but also in those derived from extra training and extra competition. Therefore, social, educational, occupational, economic and nutritional aspects, as well as trips not chosen by the athlete and monotony act in the risk increase of developing overtraining

Kreider, Fry and O'Toole (2002) differed short term (overreaching) and long term overtraining (overtraining), observing their distinctions in order to understand the relation between sports training and performance. Short term overtraining is described as being the decrease in the athletic performance in a short period of time, where the normal performance can return from a few days to two weeks of recovery. At this moment, a performance improvement is observed through the super compensation or ideal training. Long term overtraining on the other hand, is characterized by a persistent decrease of the athletic performance, usually accompanied by biochemical, physiological and psychological changes, with time reversion of the situation occurring from some weeks to months of recovery.

According to Andrew C. Fry (2007) one common problem when prescribing resistance exercise is determining the appropriate combination of training volume and intensity. Excessive volume or intensity may produce less than optimal results, and may actually create a situation where performance is impaired. If physical performance is depressed for extended periods of time, and requires long recovery periods, overtraining has occurred. This situation may result in a decreased desire to exercise, and can also increase the risk of illness or injury. Such a situation can be avoided through proper prescription of volume and intensity. It must be noted that increasing training volume or intensity is not necessarily bad. There may even be phases of training where an individual experiences short-term performance decrements that are easily recovered from with several days of decreased exercise stress. This is called overreaching, and when carefully prescribed can contribute to long-term progress.

2.4.2 Signs and symptoms of overtraining

Stone, M (1991). States that overtraining can cause negative changes in the immune system which is suggested to arise from the physiological stress on the body. A study conducted at the University of Wisconsin in Milwaukee on overtraining and cycling also showed signs of physiological danger in the participants such as increased resting heart rate, decreased maximum heart rate and a decline in the body's ability to deliver oxygen to its muscles. Listed below are some of the common effects and cited signs of overtraining. Not all of the following effects will occur. The presence of any of these symptoms does not imply that an individual is over trained.

Physiological

- Excessive weight loss
- Excessive loss of body fat
- Increased resting heart rate
- Decreased muscular strength
- Increased sub maximal heart rate
- Inability to complete workouts
- Chronic muscle soreness
- Fatigue
- Increased incidence of injury
- Depressed immune system
- Constipation or diarrhea
- Absence of menstruation
- Frequent minor infections/colds
- Heart palpitations
- Lower testosterone levels
- Higher cholesterol levels

Psychological

- Depression
- Loss of appetite
- Mood disturbance

- Irritability
- Loss of motivation
- Loss of enthusiasm
- Loss of competitive drive
- Insomnia
- Difficulty concentrating

Performance

- Early onset of fatigue
- Decreased aerobic capacity
- Poor physical performance
- Inability to complete workouts
- Delayed recovery

It is also important to remember that the effect of overtraining is not isolated only to affecting the athlete's athletic ability but it can have implications on other areas of life such as performance in studies or the work force. An over trained athlete who is suffering from physical and or psychological symptoms could also have trouble socializing with friends and family, studying for an exam or prepping for work.

2.4.3. Prevention and Treatment of over training syndromes

Recognizing overtraining syndrome may be vital to its prevention; however, recognition is only a first step. Treating the syndrome involves attenuation of both physical and psychological symptoms. Physical symptoms should be dealt with first. This may involve a reduction or layoff from training to allow adequate recovery from ailments such as stress fractures or lingering illnesses. It does not mean the athlete cannot maintain general fitness with alternative training. Research suggests that increases in fitness from retraining are similar to initial training, but that the gains are perceived by the athlete as easier and more rapid. This may be because of familiarity with the training process, a lack of fear, and/or confidence in the outcome. Observable signs of overtraining syndrome can be used as guides for a gradual return to the athlete's previous training levels. Psychological overtraining is more difficult to address. The

most effective way to treat it involves psychological reprogramming. In mild cases, this may be accomplished by a change in workouts or training routines. Henschen (1990) suggests alterations in training to reduce staleness, including:

- 1) Scheduling of time-out from training, even during the competitive season;
- 2) Allowing the athlete to make some decisions and control outcomes;
- 3) Planning mental practice periods as breaks from physical practice
- 4) Devising a way to handle post- competition tension. With severe psychological staleness, complete abstention from training may be necessary.

Overtraining syndrome is a complex condition with no two cases exhibiting exactly the same symptoms. Although elite athletes who train heavily are the most likely to experience the syndrome, recreational athletes can also over train by doing too much too soon, by failing to get adequate rest between exercise bouts, or by ignoring early indications of overuse injuries.

Five changes commonly appear in over trained athletes:

- 1) An increase in morning (resting) heart rate;
- 2) Unexplained weight loss
- 3) Prolonged excessive thirst;
- 4) An alteration in sleep habits
- 5) Psychological malaise.

Because each athlete has a different threshold for overtraining, each will respond differently. A training program that pushes one athlete into severe overtraining syndrome may produce record-breaking performances in another. The athletic trainer's role always has been, first and foremost, the prevention of injury. The athletic trainer can play an effective role in the prevention of overtraining syndrome through the education of coaches and by early recognition of the signs and symptoms in athletes. This will allow each athlete to achieve optimal performance.

2.5. Injuries

It is estimated that in the U.K. alone there are 29 million sports injuries each year (Sperryn, 1994). Therefore, there is clear need for research to identify the antecedents of sports injury. The identification and control of antecedents in training and competition could enable athletes and those responsible for their welfare to develop strategies to reduce the risk of injury occurring. In reviewing the sports injury literature, it is evident there's little research that considers those pleasant and unpleasant psychological states that may be associated with injury, with the majority of research investigating emotional states following injury (Brewer, 1994;1998).

As injury may occur during competition, it is logical to explore relationships between psychological states assessed before competition and resulting sport performance (Beedie et al.,2000; Jones, 1995; Hanin, 2000). Sport performance is typically assessed through an outcome measure with examples including win / loss, or race time depending on the sport under investigation. Hanin (1997; 2000) urged researchers to consider relationships amongst performance states across a range of situations including best, worst, average performance and more recently injury. Given research that shows psychological states assessed before competition relate significantly with performance, it is logical to suggest that such states would relate to a performance that led to injury.

Studies that have investigated the association between psychological states that precede injury tend to emphasize life-stress and daily hassles (Andersen and Williams, 1999). The research completed to date tends to suggest that negative states are associated with injury (Kolt and Kirby, 1994; Fawkner et al., 1999). For example, in a study of 115 gymnasts, Kolt and Kirby (1994) found that feeling anxious and tired preceded injury. Kolt and Kirby argued that the mechanism through which affect led to injury could be attributed to its influence on concentration.

Daily hassles are described as minor daily problems, irritations or changed individual encounters (Andersen and Williams, 1998). Athletes exposed to such stressors are thought to be at an increased risk of injury, again suggesting an association with negative psychological states and

injury. Researchers have argued that life stress (a major life event e.g. bereavement, marriage) is cumulative in its effects, enhancing the likelihood of injury by disrupting concentration (Andersen and Williams, 1998). A recent study assessed hassles experienced on a weekly basis over the course of a competitive season (Fawkner et al., 1999). Fawkner et al. found that athletes were more likely to incur an injury when they experienced significant increases in daily hassles the week prior to injury. Comparatively, there were no significant changes in daily hassles for the non-injured athletes.

The relationships between psychological states and risk taking behavior could offer an alternative explanation for the antecedents of a performance induced injury. Evidence suggests that psychological states as assessed by the Profile of Mood States (McNair et al., 1971) are associated with risk-taking behavior (Hockey et al., 2000).

In contrast to the notion that negative psychological state profile are associated with injury, Hanin (2000) emphasized that injury might be associated with a range of positive and negative psychological states. This assumption was based on ample empirical research indicating that success related emotions include not only pleasant but also strong unpleasant experiences; similarly poor performance is often accompanied not only by unpleasant experiences but by pleasant emotions. Moreover, success may result in complacency, producing states such as satisfied, content and pleasant. These emotional states could be associated with a reduction in alertness that might in turn lead to diminished motivation. Following success, the illusion of being “too ready” for a task may prevent the effective recruitment and utilization of all available resources. It is also possible that over-motivation could result whereby athletes may try harder, ignoring or underestimating (“forgetting”) the role of preparation and sound performance routines. Based on anecdotal evidence and numerous observations of athletes, Hanin suggested that the Individual Zones of Optimal Functioning (IZOF) approach could be used to identify those performance states associated with injury, in addition to successful and unsuccessful performance outcomes.

Collectively, there is a great deal of evidence linking emotional states with performance in terms of success/failure, but relatively little research investigating emotional states and performances

leading to injuries. Injuries resulting from performances could be associated with negative emotional profiles as suggested by Kolt and Kirby (1994), or associated also with a positive profile as suggested by Hanin (2000).

Types of injuries

2.5.1. Acute Injuries

Acute injuries are relatively rare in the triathlon and most injuries that occur are minor. Contusions/abrasions, blisters, and muscle strains are amongst the most common race injuries (Gosling, 2010). The lower limb muscle strains or foot lacerations occur during water or beach exit in the swim leg or running in transition area. The most serious acute injuries are due to falls during running in competition or training. Many falls are consequence of technical errors of the athlete or of accidental factors.

2.5.2 Overuse Injuries

Overuse injuries occur due to repetitive sub maximal loading of the musculoskeletal system when rest is not adequate to allow for structural adaptation to take place. Injury can involve the muscle-tendon unit, bone, bursa, neurovascular structures, and the physic.

80-85% of injuries in triathlon are expression of functional overuse (Ireland et al., 1987). Approximately three times as many athletes appear to be affected by overuse as are affected by acute injuries (Massimino et al., 1988; O'Toole et al., 1987; Wilk et al., 1995). One of the reasons for athletes to practice the triathlon is the lower risk of injuries as compared to endurance running. According to Levi et al (1986) the incidence of injuries in triathletes is less than runners but higher than seen in swimmers and cyclists. The redistribution of stress over several parts of the body and correction of muscle imbalance are cited as reasons for the reduction in injury occurrence (O'Toole et al., 1987). Injury risk was greatest in Elite competitors, in the youngest age categories, and in those competing in the greater distances, especially while running. Running has been the most commonly reported action associated with injuries in triathletes (Collins et al., 1989) following by cycling and then swimming. Cycle and run training may exert cumulative stress influence on the risk of lower back injury (Massimino et al., 1988).

Some authors have suggested that the transition cycle-run (T2) is a period of particular risk for both lower back and knee injury (Migliorini, 1991, 2000; O'Toole et al., 2001; Vleck, 2003). The knee, the ankle/foot and the lower back are the anatomic site most at risk of injuries.

2.6. Sleep

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

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

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

Athletes in particular require more sleep than the average relatively sedentary individual (Davenne, 2009). Researchers who performed a study in 2005 found that when athletes were allowed to sleep as much as they could, players experienced enhanced performances, better moods, and a decrease in fatigue compared to when customary sleeping habits were instilled (Dement, 2005). This data is consistent with Dement's later study that found that the first factors to decline in performance are mood, cognitive function, and the ability of the brain to perform motor skills (Davenne, 2009). According to Underwood (2010), the muscles need an appropriate amount of sleep in order to meet the demands of reflex and reaction impulses. Evaluative tasks,

visual tracking, and focus also depend on adequate rest. Lack of sleep also reduces blood flow to the brain resulting in confusion and physical inabilities seen in individuals who are sleep deprived (Underwood, 2010). Additionally, these symptoms peak during the mid-afternoon, predisposing athletes to poor performance in games performed at this time or later that evening (Fietze et al., 2009).

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

Long-distance running can be as much a mental challenge as it is a physical test of strength and fitness. Some runners find that their body is willing to run longer, but it's too hard mentally to keep going. Follow these tips to help win the mental battle while running:

2.7. Psychological factors

2.7.1. Emotions and Anxiety

The budding field of sport psychology has led to multiple studies on the effect of emotions or mood on athletic performance. An athlete may experience a wide range of emotions prior to competition that can affect his or her performance. A well-known pregame emotion is anxiety. Anxiety among an athlete is a feeling of perceived imbalance in his or her abilities and the demands placed upon them (Craft, Magyar, Becker, & Feltz, 2003).

Anxiety is defined by Worchel and Goethals (1989) as the uncertainty in how to cope with stress. That is, when one feels that she or he does not have the capacity to deal with stress or that the stress is overwhelming. Components of anxiety include fear, anger, increased heart and perspiration rate, trembling, and being mentally off balance, each of which is directly involved with the autonomic nervous system creating arousal (Worchel & Goethals, 1989). Therefore,

anxiety is experienced when approaching or perceiving stress which is rooted in an increased state of arousal. This anxiety (arousal) may produce a positive or a negative effect, including drive, fear, motivation, pressure, excitement, exhilaration, etc.

While moderate levels of anxiety about an approaching competition can actually improve skills and abilities, too much may comprise performance (Mottram, 2005). In an in-depth study of anxiety in fifteen ballet dancers, the dancers agreed that a certain amount of anxiety was important to increase concentration and energy. Furthermore, the dancers interviewed believed there an anxiety threshold, above which anxiety would negatively impact performance. The dancers also believed that cognitive anxiety, the mental component of anxiety, had a greater effect on performance than the physiological somatic component (Walker & Nordin-Bates, 2010).

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

2.7.2. Anger

Anger is usually thought of as a post-performance emotion for circumstances such as performing poorly and/or losing a game. However, anger may also influence an athlete before performance and carry over into competition. A 2004 literature review on mood responses in sport concluded that negative emotions, such as anger, associated themselves with poor performance. The lower an athlete's level of anger, the better they tended to perform (Lane et al., 2004). However, there is an argument that depending on the task, anger may actually enhance performance. Utilizing the cognitive-motivational relational theory, Woodman et al. (2009) correctly hypothesized that anger would increase performance on a physical task. The study suggested that because anger's

action tendency is to lash out, there was a greater peak muscle performance for angry subjects than happy subjects, whose action tendency is to do nothing in order to maintain satiation. These results lead to the conclusion that while anger is typically recognized as an unfavorable emotion before performance, if the task demands relate to the action tendency performance may actually be enriched.

2.7.3. Hope and Happiness

In two studies (Lane et al., 2010; Woodman et al., 2009), the positive emotions of hope and happiness were placed against performance results. In the Lane et al. (2010) study, the emotions of vigor, calmness, and happiness were associated with successful performance. Pleasant emotional states correlated to the attainment of performance goals.

The Woodman et al. (2009) study found that both effort and performance for soccer related reaction time tasks increased under the emotion of hope. Strong emotional intelligence, as well as a player's ability to determine and feel the correct emotion for the task at hand, suggests that acquiring the most beneficial emotions for a specific task lead to enhanced performance (Lane et al., 2010).

2.7.4. Stereotypes and Pressure

During major competitions such as the Olympics, Super Bowl, World Cup, or even local championship games, the pressure on the players to perform well is excessively high. Part of this pressure can come from widely held ideas about the expectations of the player. If the player feels expected to perform well, he or she experiences a positive stereotype. Conversely, if a player feels expected to perform poorly, he or she experiences a negative stereotype. Going into a game with a positive stereotype, will help an athlete to perform better; however a study found that once under observer pressure, performance decreased for those acknowledging positive stereotypes.

In contrast, athletes primed with negative stereotypes performed worse both with and without pressure from observers (Krendl, Gainsburg, & Ambady, 2012). Stereotyping may cause a player to play better or worse in a self-fulfilling prophecy based on the stereotypes that pertain to

him or her. The pressure to rise to a positive stereotype may cause an athlete to over think rudimentary concepts and thus not be able to devote his or her full attention to the unpredictable aspects of competition (Beilock & McConnell, 2004). As observed by Otten (2009), one way to decrease the chances of an athlete choking under pressure is to introduce pressure scenarios in order to increase confidence.

Coaches need to know that the players can handle the pressure and still perform at optimal levels.

2.7.5. Stress

Stress comes in many forms, not all of which are directly related to competition performance. Many of the stressors an elite athlete faces do not come from the competition but rather come from the organization of the team he or she plays for (Mellalieu, Neil, Hanton, & Fletcher, 2009). This could be due to the possibility that athletes are acquainted with stressors that come within competition and because those stressors remain fairly constant. Organizational stressors, however, can vary and remain inconsistent to both type and timing (Hanton, Wagstaff, & Fletcher, 2012). Mellalieu et al. (2009) concluded that multiple organizational stressors affected athletes. One of the major stressors involved the playing environment and the organization of that environment. The athlete's role within the organization of the team and the cohesiveness among players were also revealed to be stressors. In addition, the level of involvement from team management was found to add to an athlete's perceived stress (Mellalieu et al., 2009). Even though organizational stressors may not continually worsen, they are regularly present and affect the athlete (Hanton et al., 2012). Mellalieu et al. (2009) also investigated the competition stressors faced by athletes. These included stressors such as being adequately physically prepared, internal and external expectations, an athlete's image, and the current opponents. Sustaining an injury was also a stressor to athletes as they have expressed concern over incurring a new injury, worsening an existing one, or feeling unstable at the site of an injury (Walker & Nordin-Bates, 2010).

2.7.6. Team Environment

Coaching

In regards to performance stressors, coaches can play a critical role in preparing athletes with the ability to overcome mental obstacles. Coaches have the greatest amount of influence and responsibility for every aspect of the athletic program (Johnson et al., 2011). Differences among coaching styles through the characteristics of personality, knowledge, experience, communication skills, team leadership, and motivation methodology, can directly influence the same characteristics in the athletes (Bari & Bucik, 2009). Coaches who show sufficient knowledge in the technical skills of sport movements are better able to teach athletes correctly and decrease the amount of injuries from improper form and technique (Johnson et al., 2011). Another important factor in overall team performance is the ability of the coach to communicate. Coaches who do not communicate with the players, or who demonstrate poor communication skills, are more likely to mold athletes who feel less competent on the playing field. The athletes of these coaches also tend to maintain a business relationship rather than growing a personal, dynamic relationship with the coach (Bari & Bucik, 2009). Supporting and assisting with mental preparedness for game time is essential to the success of the team. An area of great interest concerning mental preparation is how a coach's leadership style influences self-talk in athletes. A 2010 study (Zourbanos, Hatzigeorgiadis, Tsiakaras, Chroni, & Theodorakis) found that positive coaching environments correlated positively with positive self-talk. Positive self-talk is known to incorporate confidence, anxiety control, and competency. Positive self-talk—cultivated by positive coaching relationships—also correlates with improved individual performance. As leaders, coaches are the primary facilitator in enhancing program effectiveness, team relations, and group and personal performance.

2.7.7. Mental Toughness

When teams may be quantitatively matched in performance abilities, the deciding factor in winning a game may come down the mental toughness of the players. Research has shown that the team with the greater mental toughness triumphs more often compared to a mentally weak team (Gucciardi, Gordon, & Dimmock, 2008). Coaches have a direct ability either to catalyze or thwart the development of mental toughness among athletes. A coach can positively develop

mental toughness in many ways including, “developing and maintaining positive coach–athlete relationship, creating training environments that continuously challenge and expose players to various challenge and employing specific techniques that include coaching behaviors and game awareness” (Gucciardi, Gordon, Dimmock , & Mallett, 2009). When emphasis is placed on performance or criticizing players’ weaknesses, the coach has a debilitating effect on mental toughness (Gucciardi et al., 2009). A 2010 study (Butt & Culp) found that athletes believed practicing physically difficult or challenging situations among a positive practice environment helped to increase mental toughness. This is consistent with results that showed a proportional relationship between physical condition and mental toughness.

2.7.8. Player Cohesion

The support of teammates is not only integral to gaining mental toughness but is also essential to performing well (Butt & Culp, 2010). Group cohesion and performance are found to be positively correlated (Evans & Dion, 2012). Further, team cohesiveness influences player mood, which then influences individual performance and could affect group performance as well (Lowther & Lane, 2002). Thus teams with positive player and team mood in regards to team cohesiveness are also predicted to be more successful.

Improved group cohesion is found in teams who set goals and work to attain the goals together (Johnson et al., 2011). Often for one player to reach his or her performance goals, he or she relies on the contribution of other players on the team. When multiple individual goals are being met, the team is cohesively working together and improving performance (Lowther & Lane, 2002).

2.7.9. Pre-game Speeches

Sports movies such as *Miracle* bring the audience into the locker room and provide even non-athletic viewers the chance to experience that emotionally driven moment before the underdog steps out onto the playing field and wins it all. Pre-game speeches are not just for movies, however; they are for real game situations as well. More than half of the players on the soccer team studied reckoned that the team’s performance was positively affected by the pre-game speech. These speeches can incorporate a wide range of information deemed necessary by the

coach to optimize performance. Most speeches contain either strategic information concerning plays or the opposing team's strengths and weaknesses and/or emotionally charged messages aimed at motivating the players. However, the timing and content of a coach's advice to his or her team can significantly alter the performance of the team. The effectiveness of these speeches also depends on the personality of the player and what motivates him or her Vargas & Short,(2011).

In Vargas-Tonsing & Bartholomew's (2006) study, it was revealed that athletes in an imaginary championship game situation were more motivated by the passionate, inspirational pre-game speech than by the informative speech. When the same study was taken to the field, the question "Did the speech your coach gave immediately prior to the game impact your performance?" was posed to the players. The results of the questionnaire showed that 65.5% of athletes responded in support of the pre-game speech because the speech facilitated effort, influenced mental condition, and supplied game knowledge. Therefore, pre-game speeches may be essential in pumping players up and giving them the information they need in order to improve performance.

2.8. Aging:

Aging, like injuries, is one of those things most of our athletes prefer to deny. Aging also leads to a decline in muscle mass, as neurons supplying the muscles begin to die. "If neurons die, the muscle fibers die." Says Hunter (2009) "sometimes they get regenerated by new neurons, but as you age you can't keep pace with cell death. Training can slow the process, but it won't end it." The atrophy seems to pick up about age 60, and hits fast-twitch muscle fibers hardest. That's why speed falls before endurance.

Usually the age related change that runners notice first is a drop in their ability to recover from training. Muscles store glycogen, so when you lose muscle mass with age, you also lose some of your glycogen reserves- and this means it takes longer to replenish these stores after a hard effort. Aschwanden,(2009).

Age related hardening of the arteries also cuts blood flow to your tissues, which means it takes longer for stressed muscle fiber to receive the materials they need to rebuild. In addition, with

age your cells and their power-generating components (called mitochondria) begin to accumulate oxidative damage as by product of normal metabolism, and as a result they operate less efficiently. Adding insult to injury, levels of testosterone and growth hormones that aid recovery also fall with age, says exercise physiologist jonathan Dugas, co-author of the blog of science of sport.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. Note that your research problem determines the type of design you should use, not the other way around! Trochim, William M.K. Research Methods Knowledge Base (2006)

This study was designed to assess the challenges that hamper the sustainability of elite long distance runners' athletic performance in the cases of Defense Athletics Club, Commercial Bank of Ethiopia Athletics Club and Federal Crime Investigation Athletics Club. For this study the researcher has used a descriptive survey method design to depict the participants in an accurate way.

The method of research which concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationships or trends invariably is termed as “descriptive survey study”. According to Aggarwal (2008) descriptive research is devoted to the gathering of data about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships

This study used a cross sectional descriptive study method which incorporated both quantitative and qualitative components. Cross-sectional research involves using a range of participants with different backgrounds, ages and genders from the overall population. For example, if you want to look at preferences for team sports or individual sports in people in the UK, cross-sectional research would be useful. This would allow you to obtain opinions from a range of people. (Research methods for sport and exercise sciences)

- Quantitative research is a formal, objective and systematic process in which numerical data is used to obtain information.
- Qualitative research is generally subjective and involves words rather than numbers. It looks at feelings, opinions and emotions and is concerned with trying to explain why rather than what or how many. It tends to be inductive, which means a hypothesis can be developed through the research. It tries to explain differences, relationships or causality. Qualitative data can also produce quantitative data, for example, you may record how many people said that they like playing sport because they can spend time with their friends. (Research methods for sport and exercise sciences)

3.2. Source of Data

Both primary and secondary source of data were used in conducting this research. For the primary, questionnaires and interview was administered to the selected subjects as sample and relevant books, journals and websites were used to obtain secondary data.

3.3. Samples and sampling techniques

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is chosen and analyzed in order to find out something about the entire population from which it was chosen. Sampling procedures provides generalizations on the basis of relatively small preparations of the population. According to Francis G. Cornell (1960), “Sampling is a technical and statistical problem of importance in most questionnaire investigations and in many other descriptive-survey studies.”

A purposive sampling strategy was employed for this study. The participants were selected 3 out of the 6 first division athletics clubs of Addis Ababa city: Defense Athletics Club, Commercial Bank of Ethiopia Athletics Club and Federal Crime Investigation Athletics Club were targeted.

The researcher purposely selected these three clubs from Addis Ababa by using criteria. The criteria used were:

- All the three clubs have been producing competent and famous athletes in Ethiopia
- In terms of time they are accessible to the researcher
- All the three clubs have well educated experienced and better sports men under their auspices in compare to the other clubs.

Therefore, the population of the research consisted of all long distance runners in the athletics clubs, coaches, assistance coaches, administrative units and technical directors in the athletics clubs. Which are a total of 138 athletes, 6 coaches, 4 assistance coaches, and from the administration committee 3 administrative units and 3 technical directors; a sum of 154 of individuals will be the total population for this study.

This study was conducted in the above mentioned athletics clubs of Addis Ababa. A sample of 40 athletes, 4 coaches, 2 assistance coaches, 3 technical directors and 3 managers of the clubs; a total of 52 subjects participated in this study.

The researcher used simple random sampling technique to recruit the subjects of the study and gather information from these selected athletics clubs. Of all the total population of the clubs; 6 or 11.5% were selected purposely for interview while the remaining 46 or 88.5% participated through questionnaire.

3.4. Data collection instruments

In order to triangulate the main instruments, the researcher used questionnaire, interview and document analysis. Triangulation refers to using different data collection methods in the same study.

3.4.1. Questionnaire

The researcher used a validated, self developed and structured questionnaire to generate data for the study. The questionnaire used both closed ended and open ended questions.

Closed Questions: Questions for which the answer choices are either given to the respondent or understood by the respondent, closed questions limit the breadth of information that a respondent has to offer.

Open Questions: Questions that allow the respondent to answer without presented or implied choices.

The researcher prepared two sections of questionnaire with the first section ‘A’ containing items designed to elicit demographic information from the respondents. The second section labeled as section ‘B’ contained items concerned with the topic of the study designed in modified liken format with the first response option. The researcher constructed the questionnaires originally in English and translated in to Amharic.

Validity and Reliability:

- **Validity:** validity is essential in research because it relates to whether you are actually measuring what you planned to measure. In terms of validity, the researcher tries her level best to check sources one against the other. The questionnaires were examined by her advisor, sport experts and skilled sports men in the athletics field before she distributed to the respondents. Then, the researcher went in person to all the 3 clubs and gathered data as primary source directly from athletes and coaches selected for the study. In addition, the questionnaire sought their idea through open ended and closed ended questions to give them freedom of expression. In line with this, the respondents were clearly informed about the confidentiality of their responses. On top of that, the friendly approach that the researcher used, while conducting the study has its own positive contribution for the validity of the research. As a result of these contributions, finally the researcher applied the results of the study to the real world.

- **Reliability:** it is the repeatability of a set of results. The researcher was distributing the same validated questionnaire on the same individual on a number of occasions and got the same or similar results. Therefore the questionnaire is reliable because the researcher has received the same answers.

3.4.2. Interview

Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. According to McNamara, 1999

- Interviews are particularly useful for getting the story behind a participant's experiences.
- The interviewer can pursue in-depth information around the topic.
- Interviews may be useful as follow-up to certain respondents.

In order to collect the relevant data from the informants, the researcher arranged an interview for the concerned bodies of the athletics clubs using structured and unstructured system of interviews.

- **Structured interview:** it is a set of interview guide that you adhere to without making any changes in light of the participant's responses.
- **Unstructured interview:** this type of interview has a start question and then the conversation goes from there. You must be skilled at focusing your conversation to get a lot out of this type of interview. (Research methods for sport and exercise sciences)

3.4.3. Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed. A rubric can also be used to grade or score a document. <https://www.studentvoice.com/app/wiki/>

The document analysis carried out in advance to every instrument to know whether the site is appropriate in getting a clear picture of what is being practiced, and factors hindering athletes' performance being informed about the issues through distribution of questionnaire and interview

items. Documentary sources in the clubs were analyzed to see whether or not the managers appropriately control the athletes in a continuous manner. Information about the athletics clubs and documented data about the coaches and athletes was collected and analyzed with the permission of the concerned bodies.

3.5. Data collecting procedures

The researcher distributed 46 copies of the questionnaires to each of the sample and collect 40 or 90% of them back. Because of, the turned back rate of questionnaires is beyond 75% of the total number of questionnaires, it is possible to say the results are valid. Therefore, the researcher can draw the conclusion based on the result of the data which she gathered from the three instruments.

3.6. Data analysis techniques

After gathering the data the researcher used a qualitative method of research. Because the verbal data gathered through interview are mainly qualitative in nature. This data indicates what informants said in their own words. The data that the researcher gathered was analyzed and presented through percentage, tabulation and appropriate interpretation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This chapter contains the analysis and interpretation of data which obtain from the distributed questionnaire and interview. A total of 46 athletes and coaches participated in the survey. Only 40 of whom completed both part I: demographic questions and part II: your experience as an elite long distance runner or/ coach regarding to the sustainability of athletes' performance. Those 40 responses are used as the data for this study.

A questionnaire involves two parts in which section 'A' requested profile of respondents and section 'B' involves questions which are directly related to the topic of the study in question i.e. "Factors which contribute the sustainability of elite long distance runners' athletic performance focusing on some athletics clubs of Addis Ababa" was prepared for coaches and athletes of the clubs.

The questionnaire had both closed ended and open ended questions in which the closed ended were presented using tabulation and percentage while the open ended were presented qualitatively in descriptive way.

The questionnaires were distributed to 40 randomly selected athletes, 4 coaches and 2 assistance coaches of the selected clubs in which a total of 40 questionnaires are properly filled and turned back. In the following description, the answers filled by the informants were presented in the form of tabulation and an illustration under it is followed.

4.1. Demographic profile of respondents (coaches)

The first part of the questionnaire as mentioned above, asked the subjects of basic information about themselves which includes sex, age, educational background and years of experience in the profession. Their answer is summarized as follows.

Table 1: demographic information of coaches

No	Item	Alternatives	Responses'	
			Frequency	Percentage (%)
1	Sex	Male	6	100
		Female	0	0
		Total	6	100
2	Educational Background	Certificate	1	16.67
		Diploma	1	16.67
		Degree	2	33.33
		Masters	2	33.33
		P.H.D	0	0
		Total	6	100
3	Level of Coaching	Second Level Local	1	16.67
		Second Level IAAF	2	33.33
		Third Level IAAF	1	16.67
		Fourth Level IAAF	2	33.33
		Total	6	100
4	Current work position	Main coach	4	66.67
		Assistance coach	2	33.33
		Supervisor	0	0
		Total	6	100
4	Experience in the Profession	Less than a year	0	0
		1-5 years	0	0
		6-10 years	2	33.33
		Above 11 years	4	66.67
		Total	6	100

As the above table tells us all (100%) of the respondents are males. Regarding their educational background 1 or (16.67%) of the respondents has certificate. On the same way 1 or (16.67%) also had diploma. Two or (33.33%) of them had earned degree while the rest 2 (33.33%) of the respondents had got a masters degree in athletics coaching. The next item No 3 shows us only 16.67% of the informants had earned second local coaching level, while 33.3% of them were on the next step which is the second level IAAF coaching. In the same way only one or (16.67%) of the respondents had earned third IAAF coaching level consequently, the remaining (33.33%) of the respondents had got the highest level which is the fourth level IAAF coaching qualification.

Of those coaches who responded to the survey, 4 or (66.67%) have been coaching for more than ten years while 2 or (33.33%) assistance coaches have been in their position for more than five years.

4.1.2 Demographic information of respondents (Athletes)

This part consists of questions about athletes' age, sex, educational level, experience in the field and event they specialize as the following.

Table 2: Demographic information of athletes'

No	Item	Alternatives	Responses	
			Frequency	Percentage (%)
1	Sex	Male	23	67.65
		Female	11	32.35
		Total	34	100
2	Age	17-20 years	8	23.52
		21-24 years	14	41.17
		25-28 years	12	35.29
		Above 29 years	0	0
		Total	34	100
3	Educational background	Up to Grade 6	2	5.88
		7-8 Grade	7	20.58
		9-12 Grade	19	55.88
		Diploma	3	8.82
		Degree	3	8.82
		Total	34	100
4	Event Specialization	3000m	9	26.47
		5000 and 10,000m	19	55.88
		Half Marathon and Marathon	6	17.65
		Total	34	100
5	Experience in the field	Up to 2 years	10	29.41
		3-5 years	13	38.23
		6-9 years	11	32.35
		Above 10 years	0	0
		Total	34	100

The above table states that, the number of respondents based on sex, age, educational level and experience in the specific event. In terms of percentage, the first item tells us male 23 or (67.65%) and female 11 or (32.35%).

When we see the majority of the respondents, which is 14 or (41.17%), goes to the second age interval which are 21-24 years old. And 12 or (35.29%) of the respondents fall in the third age group i.e. 25-28 years old, while the rest 8 or (23.52%) goes to the first age interval which is 17-20 years.

The third item of the table shows that 19 or (55.88%) of the respondents are in the 9th -12th grade, 7 or (20.58%) of them are lying on 7th-8th grader. Only 3 or (8.82%) the respondents had got diploma and in the same means only 3 (8.82%) had earned the first degree. 2 or (5.88%) of the athletes are falling in the primary education level which is up to grade 6.

From the above data, it is plausible that enhancing the educational level of the athletes should be given due attention.

4.2.1 Informants own personal response on the topic of the problem (coaches

Under this section of the questionnaire, 20 questions which are related with the main concern of the topic are going to be presented. Closed ended and open ended questions are designed to elicit quantitative and qualitative responses regarding the individuals' opinions on the challenges that hamper the sustainability of Ethiopian elite long distance runners' athletic performance.

Table 3: Their training center's organizational training capacity

Item	Alternatives	Responses	
		Frequency	Percentage (%)
How do you measure the training center's organizational training capacity?	Very good	1	16.67
	Good	2	33.33
	Moderate	2	33.33
	Poor	1	16.67
	Very poor	0	0

For the above question that asked about the training center's organizational capacity, only 1 or (16.67%) of the informants said very good. Two or (33.33%) the respondents said that their

training center's organizational capacity is good. Similarly, 2 or (33.33%) the respondents said that it is moderate. And 16.67% of them said that their clubs' organization training capacity is poor.

From the above data, therefore, it seems that training center's organizational capacity were at medium level. Hence, improving their capacity needs serious attention.

Table 4: The main limitations of the training centers in the capacity of the training

No	Items	Rates					
		High	%	Moderate	%	Low	%
1	Qualified and enough equipments	2	33.33	3	50	1	16.67
2	Adequate and balanced diet	2	33.33	2	33.33	2	33.33
3	Organized and planned session	4	66.67	2	33.33	0	0
4	Number of coaches	5	83.33	1	16.67	0	0
5	Availability of standard training centers	0	0	4	66.67	2	33.33

As table 4 indicates that, from the first item 2 or (33.33%) of the respondents believed that there is a high availability of qualified and enough equipment. Since 3 or (50%) of them said its average only 1 or (16.67%) respondent says there are poor qualified equipments. In the second item, the respondents had given an equal distribution for the three rating scales. That is, 2 or (33.33%) said the availability of adequate and balanced diet is high, while 2 or (33.33%) said it is moderate, the rest 2 or (33.33%) of the respondents believed that there is a low balanced diet. The majority of the respondents, which are 4 or (66.67%) the respondents believed that their athletics clubs have a high well organized and planned session. 2 or (33.33%) of them answered that there is a moderately organized and planned session. 5 or (83.33%) of the respondents agreed with there is an adequate number of coaches and the rest 1 or (16.67%) of them testifies that, there was a moderate number of coaches in his club. In contrast to this almost all the respondents believed that the availability of standardized training centers were not sufficient.

In addition to the above question, (table 4) there are other limitations within the athletics clubs' overall activities. To cite classic example out of multiple limitations, the federation was not offering trainings for coaches so as to enable them to build their competence.

As a result:

- Lack of adequate man power in the federation
- Imbalance between the interests of the sports society as compared to the lesser areas of sport fields/centers is wider. Thus, responsible bodies have to work hard to alleviate this crucial problem. That is sport fields are real necessities to build the capacity of the athletes in the overall endeavors.

Table 5: Coaches approach to his/her athletes

Item	Alternatives	Responses	
		Frequency	Percentage (%)
How is your approach with your athletes when they feel like to ask or to give suggestion on your training method?	Very good	6	100
	Good	0	0
	Average	0	0
	Poor	0	0
	Very poor	0	0

As table 5 reveals all of the respondents which is 100% of them testify that coaches had a very good relationship with their athletes.

The quality of coaching and the athletes-coach relationship are the essential features of athlete development. The most essential requirement in developing top level athletes is the availability of a world class coach. While the coach may be many things to the athletes: - Teacher, trainer, manager, scientist, friend, and so on. If coaching is highly knowledgeable, motivated, intense, sensitive to individual needs and successful in solving problems the training environment should generate much success for athletes.

Table 6: Participation of athletes in making decision

Item	Alternatives	Responses	
		Frequency	Percentage (%)
To what extent athletes are participated in making decisions concerned to the club's overall activities?	Always	0	0
	Often	3	50
	Occasionally	3	50
	Seldom	0	0
	Never	0	0

Table 6 shows that, 3 or (50%) of the respondents revealed that athletes often participate in making decisions concerning to the club's overall activities similarly 3 or (50%) of them stated that athletes participate occasionally in making decisions.

Thus, participation of athletes in decision making seems at medium level. Hence, coaches are obliged in participate athletes in making decision.

Table 7: Re-examining of training days, sessions and time spent in training

Item	Alternatives	Responses	
		Frequency	Percentage (%)
To what extent does your training center re-examine the training days, sessions and time spent in training.	Regularly	3	50
	Occasionally	3	50
	Never	0	0

The above table shows that 3 or (50%) of the respondents said that their training center re-examine the training days, sessions and time spent in training regularly while the rest 3 or (50%) of them says occasionally.

From the above data, it was vivid that re-examining training routines was at moderate level. So, this activity seeks concentration of all clubs in the work under discussion.

Table 8: Prior objective of the training centers

Item	Alternatives	Responses	
		Frequency	Percentage (%)
Which objective has great priority on your training center?	Placing the sole emphasis on winning	2	33.33
	By first laying the necessary foundation for success	4	66.67

As can be seen from the above table 8, the majority of the respondents i.e. 4 or (66.67%) of the respondents believed that the objective which is by first laying the necessary foundation for success has priority than placing the sole emphasis on winning, while the rest 2 or (33.33%) respondents agreed inversely.

This showed us that the attitude of the majority went in line with science that explicates success. However, still quarter of the respondents appreciated winning at the expense of laying foundations for success. Hence, awareness schemes have to be mandatory for all sports' family to bring about desired attitudinal change.

Objectives of coaching include: An athlete development is affected by the importance placed on winning or losing. Striving to win is always important. A “win at all costs” attitude, however, ignores the development of the athlete. It is an attitude frequently used by those coaches who judge themselves by how well their athletes finish. By contrast, the view taken by many successful and experienced coaches is to place the development of the athlete as the single most important consideration. An emphasis on the development of the athlete is more likely to produce better performance greater consistency and more satisfaction for the athlete and coach than an over emphasis on winning. Competition becomes merely a challenging and satisfying way of measuring personal development. This philosophy has been expressed many times as: “Athlete First winning second “It Means:

- Athletics is seen as one aspect of a person’s life not his/her whole life.
- There is respect and appreciation of the coach and his work.

- Athletes decide with the coach the importance of performance and strive to meet their joint expectations.
- There is respect for the laws and spirit of fair competition.
- Athletes reaching their potential seen as success.
- There is respect for both opponents and officials.

Table 9: Relevance of the objective of the clubs to current Ethiopian athletics situation

Item	Alternatives	Responses	
		Frequency	Percentage (%)
How do you rate the relevance of the objective of the training center to current situation of athletes' sustainability development in Ethiopia?	High	2	33.33
	Average	4	83.33
	Low	0	0

The above table shows that 4 or (83.33%) the respondents said the role of their club's objective is average in relevance to current situation of long distance athletes' sustainability in Ethiopia. While 2 or (33.33%) of them said it plays a higher role.

This shows that, the training centers were not in a good status as compared to required level. So, attention is needed to upgrade the objective of the training centers' in line with the current situation of athletes' sustainability development in Ethiopia.

Q. With how many athletes did you start coaching in this club? And how many of them are present now?

From this question the researcher understands, the majority of the athletes left their clubs due to several reasons; only a few athletes are still present in their clubs.

Q. What are the major reasons and causes for athletes to leave or/ to drop out from the club?

In this regard the following opinions were obtained from coaches:

- Training under several coaches, deterioration in competence, lack of interest on the athletics field they are working in, injury and related health problems;
- Lack of consistent and continuous as well as effective training required to the level;
- Pregnancy (Female Athletes);
- Discipline problem (disrespect for the sport discipline);
- Reduction in competence of the athletes due to aging;
- Lack of self confidence and satisfaction with minimum result;
- Unnecessary shift from middle level race (5000 and 10000) directly to marathon race without having enough strength and out of their talent,
- Although the science allowed marathon competition only three times annually (in a year), some compete more than three times in a year for the sake of money and
- Using performance enhancing drugs

Table 10: Athletes made an extra training beyond the planned session

Item	Alternatives	Responses			
		Frequency		Percentage (%)	
		coaches	athletes	coaches	athletes
Do you think that your athletes may make an extra training out of your planned session?	Yes	6	26	100	76.47
	No	0	8	0	23.53
	I have no idea	0	0	0	0

As shown in table 10, all the respondents (coaches) which are 6 or (100%) of the subjects agreed with those athletes who make an extra training out of their planned session. And 26 or (76.47%) of the informants (athletes) said that they made an extra training out of their regular training session. The rest 8 or (23.53%) of them argued that they did not take extra trainings out of the normal schedule. In connection with table10: respondents further elaborated that, athletes engage in additional training beyond their performance for several reasons. (Coaches)

- Lack of trust on the ability of their respective coaches;

Since the time and the sport itself have high acquaintance (relationship) with money, the majority tend to participate abroad. Besides, the training given from the clubs manager in his/her

own program and overburden some of training programs would have negative effect on the trainees.

For open ended question, if your answer for the above question is ‘Yes’, please explain the reasoning for choosing this.

The respondents forwarded the following opinions: Yes, they made additional trainings because:

- They perform their level best out of the clubs training program because it gives them better experience and effectiveness.
- They work with managers and they would facilitate international competitions for them.
- Trainings given by coaches may not be convenient for them or it might be minimal.
- Performing all activities effectively, gives an opportunity to them for having additional training and strength accordingly.
- There was a problem and ineffectiveness in training. As it is only for three days per week, they had to perform through their own effort.
- To re-dress the gaps during training session and to be competent, they would undertake personal trainings.
- An athlete will be successful not only through training under trainers but also through personal efforts.
- The training at the club level is minimal. Hence, personal training would have its contribution to their effective performance.
- In line with their clubs program, they perform their activities with their manager by consulting a trainer.
- Unless they perform in extra time, there would never be a change.

These and related tendencies showed that athletes undertook extra trainings.

Table 11: Awareness about negative impact of overtraining on athlete’s performance

Item	Alternatives	Responses			
		Frequency		Percentage (%)	
		coaches	athletes	coaches	athletes
Do you believe that an over training will cause a negative impact on athletes’ performance?	Yes	6	28	100	82.35
	No	0	6	0	17.65
	I have no idea	0	0	0	0

As the above table tells us the whole respondents (coaches) agreed to that, an overtraining will cause a negative impact on athletes’ performance. And the majority of the respondents (athletes), 28 or (82.35%) of the subjects believed that an overtraining can cause a negative impact on athletes’ performance and 6 or (17.65%) of them believed that it had no a negative impact on their performance.

Table 12: Effort made by club administrative regarding the consequences’ of overtraining

Item	Alternatives	Responses			
		Frequency		Percentage (%)	
		coaches	athletes	coaches	Athletes
How is the effort made by your club administration in giving awareness for athletes about the risk of the mental and physical consequences of over training?	Very good	1	5	16.67	14.71
	Good	3	13	50	38.24
	Average	1	12	16.67	35.29
	Poor	1	3	16.67	8.82
	Very poor	0	1	0	2.94

As table 12 shows us, 1 or (16.67%) of the respondents said that effort made by their club administration was very good. And 3 or (50%) believed that the effort was good. While 1 or (16.67%) were not as satisfied as it should be but it didn’t put you in danger, which means it is average; and 1 or (16.67%) of the respondents believed that with the statement poor.

And in the athletes column, only 1 or (2.94%) of the respondents said that the effort made by their club administration measured it as very poor and 3 or (8.82%) of the respondents agreed with the statement poor. While 12 or (35.29%) not as satisfied as it should be but it didn't put you in danger, which means it is average. While 13 or (38.24%) of the respondents believed it as good. Surprisingly, only 5 or (14.71%) of the respondents measured the statement as very good.

Table 13: Motivation of rewards on performance of athletes

Item	Alternatives	Responses			
		Frequency		Percentage (%)	
		coaches	athletes	coaches	athletes
When athletes win a game, do the rewards are strong enough to encourage you to do their best?	Yes	3	22	50	64.71
	No	3	12	50	35.29
	I have no idea	0	0	0	0

In the below illustration (C= coaches A= athletes)

As shown in table 13, half or C= 3 or (50%) and A= 22 or (64.71) of the total respondents support the statement which is 'the trophies which are rewarded for winner athletes at national level are strong enough to motivate them highly, in order to maintain their performance in the club as long as possible. Symmetrically 3 or C= (50%) and A= 12 or (35.29) of the respondents reject the question raised above.

To further the issue an open ended that sought their idea was forwarded.

Q. If your Answer for the above question is 'No', what do you think about the cause of the problem? Please explain the reason for your answer.

The response of the respondents was summarized as follows:

- When athletes participate at local/national level the amount of payment is minimal as compared to the competition abroad. Hence, they prefer to participate abroad so as to get grand trophies.

Table 14: selection criteria for competitions in regard to reasonable qualifying procedures

Item	Alternatives	Responses			
		Frequency		Percentage (%)	
		Coaches	athletes	coaches	athletes
How do you rate the athletes' selection criteria for national and international competitions in regard to reasonable qualifying procedures?	Completely satisfied	0	14	0	41.18
	Fairly satisfied	5	13	83.33	38.24
	Less satisfied	1	6	16.67	17.65
	Fairly dissatisfied	0	1	0	2.94
	Completely dissatisfied	0	0	0	0

As table 14 reveals the majority which were 5 or (83.33%) of the respondents (**coaches**) attested that, they were fairly satisfied with athletes' selection criteria for national and international competitions in regard to reasonable qualifying procedures while the rest 1 or (16.67%) of the subjects were less satisfied.

And in the **athletes** column 14 or (41.18%) of the respondents they were completely satisfied with the athletes' selection criteria for national and international competitions in regard to reasonable qualifying procedures, while 13 or (38.24%) of them were fairly satisfied. When 6 or (17.65%) of the respondents replied that, the selection criteria procedures' were less satisfactory and only 1 or (2.94%) completely dissatisfied.

This shows that the majority of the respondents were not properly satisfied by the selection criteria of athletes for national or international competition. Thus, athletes' selection criteria ought to be fair and transparent. Officials also held to be responsible for the failure in selecting effective and competent athletes without bias and alleged corruption cases.

4.2.2 Informants own personal response on the topic of the problem (Athletes)

Table 15: experience before they joined their current club

Item	Alternatives	Responses	
		Frequency	Percentage (%)
Have you had experience of training before you join this club?	Yes	15	44.12
	No	19	55.88

Table 16, explains that 15 or (44.12%) of the informants forwarded their answer stating that, they had an experience before they join their current's club, while 19 or (55.88%) of the respondents said that they have no any previous experience in other club.

Q. If your answer for the above question is 'Yes' how do you your current club in contrast to your previous one?

The answer from the respondents was, yes there is a difference. Then their responses were summarized as follow:

Their current club is by far better than the former ones as a result of the following factors.

- They get diet and rest properly and timely basis.
- In contrast to the previous club, the newer one has modest sport equipments
- The trainings were by far better in the current club than the former one. In addition, coaches had the experience and ability to guide them.
- The safety, security, logistics supply as well as medical treatment was efficient.
- Although the training in their previous club was tough and disappointing, it make them strong and serves as foundation to their recent efficiency (personality)

Since their clubs were regional ones, there were fewer competitors and hence their initiative was not that much invigorating in former clubs. In their current clubs, there are effective competitors that in a way improve their performance.

Table 16: Selection methods to be an athlete of the athletics clubs

Item	Alternatives	Responses	
		Frequency	Percentage (%)
How did you join your recent club as an athlete?	By resolute one competition	21	61.76
	By taking previous year's average performance	11	32.35
	By interest	2	5.88

As shown in table 17; the majority of the respondents which were 21 or (61.76%) were selected by resolute in one competition. And 11 or (32.35%) of them were selected by taking previous year's average performance while only 2 or (5.88%) of them were being an athlete of their current club by interest.

Table 17: Relationship of athletes with club members

Item	Alternatives	Responses	
		Frequency	Percentage (%)
Do you have a good relationship with members of your training center?	Yes	34	100
	No	0	0

As table 17 indicates, each of the respondents agreed to the statement "I have a good relationship with members of my training center".

Table 18: Equipping of clubs with professionals and necessary logistics required in the field

Item	Alternatives	Responses	
		Frequency	Percentage (%)
To what extent your club is equipped with competent man power, professional coaches, adequate and balanced diet, facilities and equipments?	Completely satisfied	11	32.35
	Fairly satisfied	9	26.47
	Less satisfied	10	29.41
	Fairly dissatisfied	2	5.88
	Completely dissatisfied	2	5.88

As can be seen from the above table 11 or (32.35%) of the respondents were completely satisfied, and 9 or (26.47%) of them were fairly satisfied with their club's man power, coaches, and the availability of adequate and balanced diet as well as facility and equipment supply. When 10 or (29.41%) were less satisfied and 2 or (5.88%) are fairly satisfied, similarly the last 2 or (5.88%) were completely dissatisfied with the statement.

From the above table, therefore, it is apparent that clubs were not equipped with professionals and necessarily logistics required in the field. Thus, clubs ought to lend due emphasis to upgrade their overall facilities and skilled man power.

Table 19: Problems which are observed in overall elite long distance athletes' performance

Items	Responses			
	Frequency		Percentage (%)	
	Coaches	Athletes	Coaches	Athletes
Lack of competent man power	3	14	50	41.18
Insufficient of annual budget	4	13	66.67	38.24
Lack of adequate and standard facilities	4	22	66.67	64.70
Lack of appropriate management system	4	12	66.67	35.29
Over training	5	29	83.33	85.30

In the illustration below (C = coaches and A= athletes)

As table 19, table shows us, A= 14 or (41.18%) and C= 3 or (50%) of the respondents believed that there is lack of competent man power in their Athletics club, While A= 13 or (38.24%) and C= 4 or (66.67%) of them replied for the presence of insufficient of annual budget. The majority of the respondents A= 22 or (64.70%) and C= 4 or (66.67%) were agreed to the statement lack of adequate and standard facilities is normal in their training center, while the other A= 12 or (35.29%) and C= 4 or (66.67%) of them are vulnerable for inappropriate management system. The last item explains that A= 29 or (85.30%) and C= 5 or (83.33%) of the respondents answered the problem of over training takes a highest place in over all elite long distance athletes' performance.

In addition to the above question in table 19: respondents elaborated further the following problems as seen in overall elite athletes' performance:

Athletes compute by a sort of agreement with their manager especially in a very cumbersome marathon race would highly diminish their caliber. Thus they were unable to get the desired result in international competition by which they represent their country. As indicated above their performance is declined as a result of series of competitions.

- There were skill gaps in all sport professionals including athletes:
- They only appreciate you when you become successful, otherwise they discourage by degrading words.
- Losing their potential through running for several purposes, lack of experienced trainers in the field and reluctance to hire trainers.
- As indicated above trainers and administrative bodies encouraged you and pay (gave) attention to you in as long as you win the race. Otherwise, they totally marginalized us in case of failure. They were bothered for their sake rather than the countries benefit.
- Athletes do not perform consistent and continuous training in one center due to lack of trust on the coach. Thus, it has negative impact on the result.
- Athletes prefer to train on managers than on clubs or other coaches.

- Instead of giving chance to the young and effective athletes, they tend to give chance to the already famous athletes on the basis of their reputation fame.
- Training in both clubs coaches and managers simultaneously affect the athletes at greater rate and lead to injury, fatigue and related problems

In line to this the following question was forwarded.

Q. What are the actions taken to minimize the factors that hinder elite long distance runners' athletic performance?

Then, the responses of the respondents were summarized as follow:

- There was an attempt to give chance for the athlete to train either under the manager or in a club.
- If it was a medium level race (5-10Km's) there is strict control in denying access not to participate in marathon race.
- Some athletes tend to train exclusively under managers for the sake of getting money and engage in several competitions the federation ought to launch continuous follow up and strict control.
- Athletes should get continuous and consistent training under skilled coaches.
- Awareness works on sports discipline and general routines ought to be compulsory. Increasing psychological awareness of athletes.
- Nothing is done! To create healthy and efficient sportsmen continuous follow up and effort seem mandatory.

Q. If you have any additional thoughts or feelings that you would like to share; are there any other questions that you wished you were asked?

The above question was forwarded to the respondents and the following points were summarized:

- Improving diet (Feeding habit) of athletes in scientific method

- Prohibited performance enhancing substances usage would affect the reputation of both athletes and our country. Hence, awareness creation works shall be included in the general plan.
- Athletes ought to be strong in both physical fitness and psychological strength.
- Athletes must avoid overburden of competitions and have to get enough rest.
- The trainer should have to know the type of training relevant to the trainee.
- There should be enough supply of sport materials and equipments.
- Athletes and coaches should have been knowledgeable about the scientific methods of diet.
- Lack of modest rest time as a result of multiple problems. Stress and deep thought reduces the performance of athletes.
- Lack of attention to the field of athletics is another problem. Thus, creating awareness to the community might alleviate the problem from its source.
- There were no clubs formed even the clubs yet formed are not in a good shape/ standard and lacks enough budget.
- Athletics change their citizenship for the sake of income. Thus the government and the federation ought to set plans to solve problems.
- As there is lack of skilled manpower in the field, accommodating professionals who specialize in the field is vital.
- Working together, giving several training in various fields and assigning qualified coaches are mandatory.
- Train athletes with only one coach.
- Scarcity of food and problem of inconvenience of training.
- There are individuals who pose threat on the area of athletics field as a result of their narrow outlook and sort of ethnicity.
- Partiality, for instance they select an athlete with low performance for competition while degrading the winners.
- We need a platform to discuss on the current situation of athletics at the national level.
- A coach and trainee should work together through mutual understanding and in a way they can alleviate problems in line with inputs.

- Shortage of knowledge on scientific way of nourishment as well as lack of sport physiologists is wide and pertinent.
- First, organizing competent manpower and avoiding overburden of races for athletes is compulsory.
- Please give priority for action than more talking.

4.3. Results of Document Analysis:

As far as document analysis needs direct involvement of the researcher, the researcher involve herself in the athletics clubs and she checks documents about drop out athletes and their causes to leave the clubs was analyzed and summarized as the following.

Athletes leave their clubs due to: discipline problem, pregnancy in female athletes, injury, and athletes retire from competition through aging matters, diseases, lack of consistency of training and lose of performance were common factors to interrupt the sustainability of athletes' performance.

4.4. Major Findings from Interview

1. What are the reasons for athletes to engage in overtraining beyond their optimal performance?

-Athletes were overburdened by multiplicity of trainings beyond their maximum potential among these getting trainings under managers, national and club coaches were to mention a few.

-To make it explicit, when athletes undertake trainings under different coaches the following would happen: reduction in performance; unnecessary comparison between different coaches and uncertainty to decide on who was better and they lack confidence on their own coach. Finally, it would reduce their mental and physical fitness.

2. What are the major limitations which impede the sustainability of Ethiopian elite long distance runners?

-Most of Ethiopian coaches lack the scientific knowledge how to train in the athletics field (they are amateurs). Since they are not professional in the field, they lack knowledge in the proper

training procedures, on how to build the endurance of athletes, on how to allocate time budget and leisure time to athletes; and on the feeding habit and/or proper menu of athletes.

-In addition there are no skilled professionals vividly knowing proper nourishment needed for athletes. Rather, they dictate athletes to consume extra amount of food that even crates complexity in athletes' life.

-In case when athletes face injury either in the trainings or during competition, they need both medication and psychological treatment. The ultimate reason is that, the first and for most elements that encourage athletes to perform is their brain than the physical legs and hands.

-So, they recommend athletes to have effective psychological guidance as a top priority in their career. Although there are world class athletes that attest their top performance in international competitions, our country lacks sport psychologists and psychiatrist needed in the field under discussion. Finally, the following three requirements are compulsory to produce effective, competent and well equipped athletes. These are: Professional coaches, professional dietaries and professional psychologists as well as psychiatrists.

3. What are the major causes for athletes to leave their clubs and the athletics field as a whole?

- Lack of discipline in the athletics field;
- Pregnancy
- aging (this is inverse relationship between the age and the performance of the athletes) as a result athletes left the club, while their performance is deteriorating;
- In most cases athletes come from rural areas and are uneducated. Hence, they are unable to cope up with existing situations and tend to abandon the athletics. This in turn has its own negative impact on the field. They don't look at the athletics as life time career and have great fear of security in future life endeavor if they leave the athletics. Thus, they want to engage in other fields.

4. If you have any additional thoughts or feelings that you would like to share? Are there any other questions that you wished you were asked?

-The federation has serious limitations in offering trainings. For instance, it allows competent athletes to be trained under the managers. The reason could be:

- Athletes would get modest money when they perform at individual basis;
- The amount of money that an athlete gets as a reward would have huge income for the country as a result of its exchange rate.

-Competent athletes are allowed to participate at international level for the sake of respect and patriotic feeling of the country.

- Athletes participate for national competition. Although the benefit at this level is lesser it would give chance for athletes to get honor as well as manager. When they show higher courage and /or result their value shall increase proportionally. This in turn gives chance to them to engage in several competitions.
- Athletes are forced to run for their respective club at national level. Though the income from such competitions are not that much rewarding, they have to respect the rules and regulations of their clubs.

-Regarding criteria for selecting athletes the following points are identified: Sometimes the federation dictates clubs and coaches to participate athletes out of the already established criteria. For instance they participates individuals above age 20, while the competition requires below 20 just for the sake of result.

-Sometimes there is an overlap of competition on the program of managers and coaches. Thus, high performer athletes would suffer from burdens. In such instance, athletes prefer to compete in a competition where they incur maximum income than the scheduled race. As a result, the country loses the honor and the respect expected to get at each competition.

-Generally, to alleviate the problem young athletes (on their peak time of performance) athletes should get proper training, diet, psychological treatment and the like to effectively utilize their maximum potential. Athletes ought to have the awareness on the lack of potential with the increasing age. Because they will become effective in so long as athletes use their natural growth and performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

Based on the result of the data the major findings of the study are the following.

- Some athletes tend to train exclusively under managers for the sake of getting money and engage in several competitions the federation ought to launch continuous follow up and strict control.
- Prohibited performance enhancing substances usage would affect the reputation of both athletes and our country. Hence, awareness creation works shall be included in the general plan.
- Athletes, in line with their clubs program, they perform their activities with their managers by consulting a trainer. And the managers would facilitate international competitions for them.
- Training under several coaches, deterioration in competence, injury and related health problems, lack of interest on the athletics field they are working in and reduction in competence of the athletes due to aging were seen in over all elite long distance athletes.
- Concerning to the negative impact of overtraining, above half of the total subjects are knowledgably about the mental, physical and social consequences of overtraining.
- It could be said that with proper availability of competent man power, professional coaches, sport psychologist and sport nutritionist, adequate and balanced diet and

standardized and qualified sport equipments can avoid the factors which contribute long distance runners' athletic performance.

- More research in to the role of over training and the risk of overuse injuries needs to be undertaken.

5.2. Conclusion

Consequent upon the findings of this study, the researcher come up to a conclusion of the following points:

- Majority of the respondents were less satisfied to their clubs' management system, the annual budget allowance, and the availability of standard sport equipments.
- Eighty percent of the informants believed that as athletes made an extra training out of their regular training session.
- Above 85% of the subjects believed that an overtraining can cause a negative impact on athletes' performance.
- Only 45% of the respondents said that effort made by their club administration for athletes about the risk of the mental and physical consequences of overtraining was under the requirement.
- When athletes participate at local/national level the amount of payment is minimal as compared to the competition abroad. Hence, they prefer to participate abroad so as to get grand trophies.
- There are individuals who pose threat on the area of athletics field as a result of their narrow outlook and sort of ethnicity.

- Nothing is done! To create healthy and efficient sportsmen continuous follow up and effort seem mandatory.

5.3. Recommendations

In view of the findings of this study, the following recommendations are therefore deemed apt.

- First, organizing competent man power and avoiding excessive races for athletes through annual adequate planning is compulsory.
- It is plausible that enhancing the educational level of the athletes should be given due attention
- Participation of athletes in decision making seems at medium level. Hence, coaches are obliged in participate athletes in making decision.
- It was vivid that re-examining training routines was at moderate level. So, this activity seeks concentration of all clubs in the work under discussion.
- All sport professionals ought to go hand in hand and work together for a common goal. Besides research works on current status of Ethiopian athletics is important.
- Athletes ought to get continuous and consistent training under skilled managers or coaches. And coaches could also consider that, the athletes have different levels of ability and tolerance to the training load;
- Athletes ought to be aware of the mental and physical consequences of overtraining and encourage the development of psychological and social ability through the maintenance

of good health and physical conditioning, with control of the stress factors, diet and balanced training;

- The impact of dietary behaviors and habits on the incidence of injuries particularly in needs to be undermined and athletes need to be aware of their nutritional goals and of how they can select an eating strategy to meet those goals.
- Information (awareness) about reducing loads of overtraining, preventing injuries, developing psychological states and disseminated widely through education for optimal performance.
- Athletes ought to have the awareness on the lack of potential with the increasing age. Because they will become effective in so long as athletes use their natural growth and performance.
- Establish realistic and attractive goals to the training and competitions, encouraging the fulfillment of these goals and creating an effective working behavior in order to overcome the problem on the sustainability of Ethiopian elite long distance runners.

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ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

A Questionnaire to Be Filled By Coaches

Dear Respondents!

This is a study in athletics coaching that is being conducted by Helen G/Michael, a candidate for a master's degree at Addis Ababa University. The main objective of this data collection format is to gather information regarding to the "Factors which contribute to the sustainability of elite long distance runners; with specific reference to Ethiopian Commercial Bank's Athletics Club, Defense Sport Club and Prisoners Administration Sport Club". Your willingness, cooperation and genuine response have a great value to overcome the problem. Your responses will be kept completely confidential. Hence, I kindly request to give me your response freely and confidently; I would like to extend my cordial gratitude for your cooperation to fill out the questionnaire frankly.

NOTICE:

- ✓ It is not required to write your name
- ✓ Encircle the option you choose to answer
- ✓ Write briefly answer for the question which requires a short explanation on the space provided
- ✓ You can support one or more idea

Part I- Demographic information of respondents

An instruction for personal data; please put an “X” mark in the space provided and write shortly for items that require you written responses.

A. Age_____

B. Sex **Male** **Female**

C. Educational background

Qualification

Below 12thgrade Certificate Diploma

Degree Masters PHD

E. Level of coaching you have

First level local Second level IAAF Fourth level IAAF

Second level local Third level IAAF

F. Name of your club _____

G. Type of event you are coaching /particularly the distance is_____

H. Current work position

- Main coach
- Assistance coach
- Supervisor

I. Experience in the profession

- Less than a year
- 1-5 years
- 6-10 years
- Above 10 years

Part II- informants own personal response on factors which contribute elite long distance runners' athletic performance

1. How do you measure the training center's organizational training capacity?
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
 - e. Very poor
2. What are the main limitations of the center in the capacity of the training?

No	Items	Rates			
		High	Average	Low	Other
1	Qualified and enough equipments				
2	Adequate and balanced diet				
3	Organized planned session				
4	Other specify				

3. How is your approach with your athletes when they feel like to ask or to give suggestion on your training method?

- a. Very good
- b. Good
- c. Average
- d. Low
- e. Very low

4. If your answer for question number 2 is Low or Very low please explain the reason or the purpose for choosing this. _____

5. To what extent athletes are participated in making decisions concerned to the club's overall activities.

- a. Usually
- b. Normally
- c. Occasionally
- d. Never

6. To what extent does your training center re-examine the training days, sessions and time spent in training.

- a. Regularly
- b. Occasionally
- c. I have no idea

7. Which objective has great priority on your training center?

- a. Placing the sole emphasis on winning
- b. By first laying the necessary foundation for success
- c. Other Specify

8. How do you rate the relevance of the objective of the training center to current situation of athletes' sustainability development in Ethiopia?

- a. High
- b. Average
- c. Low

9. With how many athletes did you start coaching in this club? _____

And how many of them are present now? _____.

10. What are the major reasons and causes for athletes to leave or/ to drop out from the club?

- _____
- _____
- _____
- _____

11. Do you think that your athletes may make an extra training out of your planned session?

- a. Yes
- b. No
- c. I have no idea

12. If your response for question number 11 is 'Yes' please explain the reasoning for your answer.

13. Do you believe that an over training will cause a negative impact on athletes' performance?

- a. Yes b. No c. I have no idea

14. How is the effort made by your club administration in giving awareness for athletes about the risk of the mental and physical consequences of over training?

- a. Very good c. Moderate d. Poor
b. Good e. Very poor

15. Do you believe that the trophies which are rewarded for winner athletes are strong enough to motivate them highly, in order to maintain their performance in the club as long as possible?

- a. Yes b. No c. I don't know

16. If your Answer for question number 15 is 'No', what do you think about the cause of the problem? Please explain the reason for your answer. _____

17. How do you rate the athletes' selection criteria for national and international competitions in regard to reasonable qualifying procedures?

Completely satisfied	
Fairly satisfied	
Less satisfied	
Fairly dissatisfied	
Completely dissatisfied	

18. What problems are observed in overall elite long distance athletes' performance?

For example:

Lack of competent man power

Insufficient of annual budget

Lack of adequate and standard facilities

Lack of appropriate management system

Over training

Other specify _____

19. What are the actions taken to minimize the factors which hinder elite long distance runners' athletic performance?

- _____
- _____
- _____
- _____

20. If you have any additional thoughts or feelings that you would like to share? Are there any other questions that you wished you were asked? _____

Thank you for your cooperation!

ስዲስ ስበባ ዩኒቨርሲቲ

የተረፎ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

በ ስራዎች የተዘጋጀ መጠይቅ

ይህ በ ስዲስ ስበባ ዩኒቨርሲቲ የድህረ ምረቃ ተማሪ በሆነው በ ሄሰን ገ/ሚካኤል ስየተካሄደ ያለው በዋናነት በ ስትሴቲክስ ስራዎችን ያተኮረ ምርት ነው። የዚህ መረጃ መሰብሰቢያ ቅጽ ዋና ስራዎች በኢትዮጵያ ንግድ ባንክ ፣ በመከላከያ እና በ ማረሚያ ቤቶች የማሰጠኛ ማሰከሎች እንደ ምሳሌነት በመጠቀም ስፖርቶችን ወክሎ በሚወዳደሩ የረጅም ርቀት ስፖርቶች ከፍተኛ የብቃት ስቀምቶችው ቀጣይነት ዙሪያ ሳይ ያሉ ስፖርቶችን ነቀሶ ሰማውጣት እና ሳይሆንም መፍትሄ ሰማክቀመጥ እንዲያስችሉ ነው። ስለሆነም የስፖርት ፍቃድነት የተሞላበት ትብብር እና ስውነተኛ መሰረት ችግሮችን በመቅረፍ ረገድ ከፍተኛ ሚና ይጫወታል። የሚሰጥላቸው መረጃዎች ሁሉ በሚስጠር የሚጠበቁ ስፖርት ጉዳይ ብቻ የሚውሉ መሆናቸውን ከወዳሪ ስፖርቶች ስራዎች ጋር።

በመሆኑም ስፖርት መጠይቁን በስፖርት በመሙላት የበኩልም ስራዎችን እንዲያበረክቱ በትህትና ስለመሆኑ ስሚያደርጉላቸው ትብብር ከወዳሪ ስራዎች ምስጋናዎን ሰማቅረብ ስለመሆኑ።

ማሳሰቢያ

- ስም መላፍ ስያስፈልግም።
- የመረጡትን መሰረት የያዘ ሳይንስ ያክብቡ።
- ማብራሪያ ስሚያስፈልገው ምንም በተተወው ክፍት ቦታ ባሞረ ይገለጹ።
- እንደ ወይም ከዚያ በላይ የሆኑ ሳይንስ መረጃዎች ይገለጹ።

ክፍል ስንድ- የስራዎች ግብ ታሪክ

መመሪያ- ከላክዎ ስመስሰ መስጫ በተተወው ሳጥን ውስጥ የ "X" ምልክት በማስቀመጥ ከደ ስድስት ማብራሪያ ስሚያስፈልገው ጥያቄ በተተወው ክፍት ቦታ ሳይ መሰስዎን በመዳፍ ይተባበሩኝ።

ሀ. ስድሜ _____

ለ. የታ

ወንድ

ሴት

ሐ. የትምህርት ደረጃ

ከ 12^{ተኛ} ቦታች

ስርተፍኬት

ዲግሎማ

ዲግሪ

ማስተርስ

ፒ.ኤ.ቸ.ዲ

መ. የስራዎችን የብቃት ደረጃ

የመጀመሪያ ደረጃ የስገር ውስጥ

ሁለተኛ ደረጃ IAAF

ሁለተኛ ደረጃ የስገር ውስጥ

ሶስተኛ ደረጃ IAAF

ሠ. ከደረሰዎት ደረጃ ክስብ ስም _____

ረ. ከደረሰዎት ደረጃ የራጫ የርቀት ስድስት _____

ሰ. የስራ ሃሳፊነት

ጠና ስራዎች

ረዳት ስራዎች

ሱፐርቫይዘር

ሸ. በስራዎችን ያገለገሉባቸው ጊዜያት

ከ ስንድ ስመት ቦታች

6-9 ስመት

ከ 1-5 ስመት

ከ10 ስመት በላይ

5. በአሰባሰብ ውስጥ ስለ ስጦታ ስራዎች ውደደት በሚደረግበት ወቅት የአትሴቶች ተሳትፎ ምን ያህል ነው?

ሀ. ሁሉንም ያህሉ ተሳትፎ

ሐ. አንድ አንድ ተሳትፎ

ለ. አብዛኛውን ጊዜ ተሳትፎ

መ. በጭራሽ አይተሳትፉም

6. ማሰልጠኛ ማስከሳቸው የሰላም ጥያቄ ምን ያህል ነው? ክፍለ-ጊዜዎችን እና በሰላም ጥያቄ ላይ የሚታሰቡ የሰላም ጥያቄዎችን ስለታተሙ የሚያደርገው አትሴት እና ቁጥጥር ምን ያህል ነው?

ሀ. ሁሉንም ያህሉ

ሐ. አንድ አንድ

መ. አሳውቅም

ለ. በመጠኑ

መ. በጭራሽ

7. በማሰልጠኛ ማስከሳቸው ቅድሚያ የሚሰጠው ስላማ የትኛው ነው?

ሀ. በአሸናፊነት ብቻ የጸና ስላማ

ለ. ቅድሚያ ስለሌሎች የሚያስፈልጉ መሰረታዊ መመሪያዎችን በማስቀመጥ የአትሴቶችን ብቃት ማዳበር

ሐ. ሌላ ካለ ደገሰሰ

8. የማሰልጠኛ ማስከሳቸው ስላማ ከወቅታዊው የኢትዮጵያ አትሴቶችን ቀጣይነት ያሰው ስድገት በማስመዝገብ ረገድ ጠቀሜታው እንዴት ታየዎታል/ሰሸ?

ሀ. ከፍተኛ

ለ. መካከለኛ

ሐ. ዝቅተኛ

9. በአሁኑ/በዚህ አስብ አስገኝተው አትሴቶች ጋር ስራ ጀመርክ? _____

ስንቶቹን እስካሁን ድረስ አሉ? _____

10. አትሴቶች በሚሳተፉበት የአትሴቲክስ ዘርፍ ውስጥ እንዳይቆዩ የሚያደርጉዎቸው ሞና ሞና ምክንያቶች ምን ምን ናቸው?

11. የምታሠሰጥኛቸው/ሞኛቸው አትሴቶች ከተሰጡደው የሰምሞድ ንግግራም ውጪ ተጨማሪ ውድድር ያደርጋሉ ብለህ/ሽ ታስባለህ/ሽ?

ሀ. አዎ

ለ. አይመስለኝም

ሐ. አሳውቅም

12. ሰጥዶቁ ቁጥር 11 መሰረት/ሽ አዎ ከሆነ እባክህ/ሽን ምክንያቱን አብራራልኝ/ረሰኝ?

13. ከሰከ ያሰፈ ስልጠና በአትሴቱ ሳይ አሉታዊ ተፅእኖ ያሳድራል ብለህ ታስባለህ?

ሀ. አዎ

ለ. አይደለም

ሐ. አሳውቅም

14. ክስባችሁ ስለ ካቅም በሳይ ሰምሞድ አስምርስዎ፣ ስነ ሰባዊ እና አካላዊ ጉዳቶች የሚሰጡዎቹ የግንዛቤ ጥረቱ ምን ያህል ነው?

ሀ. እጅግ በጣም ጥሩ

ሐ. ምንም አይደለም

ሠ. በጣም አናሳ

ለ. በጣም ጥሩ

መ. አናሳ

15. አትሴቶች ውድድር በሚያሸነፍበት ወቅት በ ሽሰማት መሰከ የሚበረከትላቸው ስጦታዎች የተሻሻ ጥረት እንዲያደርጉ ያበረታታሉ ብለህ ታስባለህ/ያስሽ?

ሀ. አዎ ያበረታታሉ

ለ. አበረታታች አይደሉም

ሐ. አሳውቅም

16. ሰጥዶቁ ቁጥር ስምንት መሰረት/ሽ አበረታች አይደሉም ከሆነ የችግሩ መንስኤ ምን ደመሰሰሃል/ሻል? እባክህ/ሽ የመሰረት/ሽን ምክንያት አብራራልኝ/ረሰኝ?

17. አትሴቶች ሰውድድር በሚመረጡበት ጊዜ የመመዘኛ መስፈርቶቹን ከ ምክንያታዊ የብቁነት የችሎታ ማጣሪያ መስፈርቶች ጋር ሲነፃፀሩ ምን ያህል ፍትሀዊ ናቸው ትሳስህ/ሽ?

ሀ. እጅግ በጣም ጥሩ

ሐ. ምንም አይደለም

ሠ. በጣም አናሳ

ለ. በጣም ጥሩ

መ. አናሳ

18. በአጠቃላይ አገራችንን ወክሰው የሚሳተፍ አትሴቶች ብቃታቸውን ጠብቀው ሰሪድም ጊዜ እንዳይቀጥሱ ከሚያደርጉዎቻቸው ችግሮች ከፍተኛ እጥረት የሚስተዋሰው በምን በኩል ነው?

ስምሳሌ	አስ	የስም
ብቁ የሆነ የሰው ሃይል አስተዳደር		
በቂና ደረጃቸውን የጠበቁ የሰሪድም ቁሳቁሶች		
ፍትሃዊ እና ሚዛናዊ የሆነ የአስተዳደር ክንዋኔ		
የግል ጥቅማ ጥቅሞች ሰማግኘት ከአቅም በላይ ሰምምድ ማድረግ		

ሴላ ካስ ደገሰዩ

19. አትሴቶች ከፍተኛ ብቃታቸውን ይዘው እንዳይቀጥሱ የሚያደናቅፏቸውን ምክንያቶች ስመቀነስ ከዚህ በፊት የተወሰዱ እርምጃዎች ካሉ ግለሰብ/ኮርፖሬሽን፡፡ ሰውደራሰብ ችግሮችን ስመቅረፍ ምን መደረግ አስበት ትላለህ/ያለሽ?

፦ _____

፦ _____

፦ _____

፦ _____

፦ _____

20. ከዚህ ጥናት ጓር በተያያዘ ተጨማሪ ሃሳብ፣ ወይም ደግሞ ቢጠየቁ ጥሩ ነበር ምትሳቸው/ያቸው ነገሮች ካሉ መጥቀስ ትችላለህ/ያለሽ፡፡

ስለተባበሩኝ አመሰግናለሁ!

ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCES

A Questionnaire to Be Filled By Athletes

Dear Respondents!

This is a study in athletics coaching that is being conducted by Helen G/Michael, a candidate for a master's degree at Addis Ababa University. The main objective of this data collection format is to gather information regarding to the "Factors which contribute to the sustainability of elite long distance runners; with specific reference to Ethiopian Commercial Bank's Athletics Club, Defense Sport Club and Prisoners Administration Sport Club". Your willingness, cooperation and genuine response have a great value to overcome the problem. Your responses will be kept completely confidential. Hence, I kindly request to give me your response freely and confidently; I would like to extend my cordial gratitude for your cooperation to fill out the questionnaire frankly.

NOTICE:

- ✓ It is not required to write your name
- ✓ Encircle the option you choose to answer
- ✓ Write briefly answer for the question which requires a short explanation on the space provided
- ✓ You can support one or more idea

Part I- Demographic information of respondents

An instruction for personal data; please put an “X” mark in the space provided and write shortly for items that require you written responses.

A, Age

17-20	
21-24	
25-28	
29 & Above	

B, Sex **Male** **Female**

C, Educational background

1-6	
7-8	
9-10	
11-12	
Other qualification	

D. Name of your club _____

E. Training years/ years involve in training _____

F. Type of event you specialized

3000m	
5000m	
10,000m	
Half marathon and marathon	

Part II- informants own personal response on factors which contribute elite long distance runners' athletic performance

1. Have you had experience of training before you join this club?
 - a. Yes
 - b. No
2. If your answer for question number 1 is 'Yes' how does you your current club in contrast to your previous one? _____

 _____.

3. How you were selected by this club to be an athlete of this club?
 - a. By resolute one competition
 - b. By taking previous year's average performance
 - c. By interest
 - d. Other specify
4. Do you have a good relationship with members of your training center?
 - a. Yes
 - b. No
5. If your answer for question number 4 is 'No', does it have a negative impact on your work? Please explain briefly. _____

 _____.

6. To what extent will your club is equipped with competent man power, professional coaches, adequate and balanced diet, facilities and equipments.

Completely satisfied	
Fairly satisfied	
Less satisfied	
Fairly dissatisfied	
Completely dissatisfied	

7. How do you rate the athletes' selection criteria for national and international competitions in regard to reasonable qualifying procedures?

Completely satisfied	
Fairly satisfied	
Less satisfied	
Fairly dissatisfied	
Completely dissatisfied	

8. When you win a game, do the rewards are strong enough to encourage you to do your best?
a. Yes b. No c. I have no idea

9. If your Answer for question number 8 is 'No', what do you think about the cause of the problem? Please explain the reasoning for your answer. _____

_____.

10. Do you make an additional training out of your of your regular training session?
a. Yes b. No

11. If your answer for question number 10 is 'Yes', please explain the reasoning for choosing this. _____

_____.

12. Do you believe that an over training will cause a negative impact on athletes' performance?
a. Yes b. No c. I have no idea

13. How is the effort made by your club administration in giving awareness for athletes about the risk of the mental and physical consequences of over training?
a. Very good c. Moderate d. Poor
b. Good e. Very poor

14. What problems are observed in overall elite long distance athletes' performance?

For example:

Lack of competent man power

Insufficient of annual budget

Lack of adequate and standard facilities

Lack of appropriate management system

Over training for the sake private advantages

Other specify _____

15. What are the actions taken to minimize the factors which hinder elite long distance runners' athletic performance?

- _____
- _____
- _____
- _____

17. If you have any additional thoughts or feelings that you would like to share? Are there any other questions that you wished you were asked? _____

Thank you for your cooperation!

አዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

ለ አትሌቶች የተዘጋጀ መጠይቅ

ይህ በ አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ተማሪ በሆነችው በ ሄለን ገ/ሚካኤል እየተካሄደ ያለው በዋናነት በ አትሌቲክስ አሰልጣኝነት ያተኮረ ጥናት ነው። የዚህ መረጃ መሰብሰቢያ ቅፅ ዋና አላማ በ ኢትዮጵያ ንግድ ባንክ ፣ በመከላከያ እና በ ማረሚያ ቤቶች የማሰልጠኛ ማዕከሎች እንደ ምሳሌነት በመጠቀም አገራችንን ወክለው በሚወዳደሩ የረጅም ርቀት አትሌቶች ከፍተኛ የብቃት አቁምታቸው ቀጣይነት ዙሪያ ላይ ያሉ እንቅፋቶችን ነቅሶ ለማውጣት እና አስፈላጊውን መፍትሄ ለማስቀመጥ እንዲያስችለን ነው። ስለሆነም የእርስዎ ፍቃደኝነት የተሞላበት ትብብር እና እውነተኛ መልስ ችግሮችን በመቅረፍ ረገድ ከፍተኛ ሚና ይጫወታል። የሚሰጥዎቸው መረጃዎች ሁሉ በሚስጢር የሚጠበቁና ለትምህርት ጉዳይ ብቻ የሚውሉ መሆናቸውን ከወዲሁ አረጋግጣለው።

በመሆኑም እርስዎ መጠይቁን በአግባቡ በመሙላት የበኩልዎን አስተዋፅኦ እንዲያበረክቱ በትህትና እየጠየኩኝ ለሚያደርጉልኝ ቀና ትብብር ከወዲሁ ልባዊ ምስጋናዬን ለማቅረብ እወዳለሁ።

ማሳሰቢያ

- ስም መፃፍ አያስፈልግም።
- የመረጡትን መልስ የያዘ አማራጭ ያክብቡ።
- ማብራሪያ ለሚያስፈልገው ጥያቄ በተተወው ክፍት ቦታ ባጭሩ ይግለፁ።
- አንድ ወይም ከዚያ በላይ የሆኑ ሃሳቦችን መደገፍ ይችላሉ።

ክፍል አንድ- የአትሌቱ ግለ ታሪክ

መመሪያ- እባክዎ ለመልስ መስጫ በተተወው ሳጥን ውስጥ የ “X” ምልክት በማስቀመጥ እና አጭር ማብራሪያ ለሚያስፈልገው ጥያቄ በተተወው ክፍት ቦታ ላይ መልስዎን በመጻፍ ይተባበሩኝ።

ሀ. እድሜ

17-20	
21-24	
25-28	
29 እና ከዚያ በላይ	

ለ. ያታ

ወንድ

ሴት

ሐ. የትምህርት ደረጃ

1-6

7-8

11-12

9-10

ሌላ ካለ

ይገለፅ: _____

መ. የመጣህበት/የመጣሽበት ክለብ ስም: _____

ረ. በስልጠና የቆዩባቸው አመታት: _____

ሰ. የሚሳተፉበት የሩጫ የርቀት አይነት: _____

3000ሜ	
5000ሜ	
10000ሜ	
ግማሽ ማራቶን እና ማራቶን	

ክፍል 2- አትሌቶች በጥናቱ ዙሪያ የሚሰጡት የግል ምላሽ መሙያ ቅፅ

1: እየሰለጥነ-በት ያለውን ክለብ ከመቀላቀልዎ በፊት ከሌላ ክለብ ጋር ተሞክሮ ነበረህ/ሽ?

አዎ

አይደለም

2: ለ ጥያቄ ቁጥር አንድ መልስህ/ሽ አዎ ከሆነ የ አሁኑ ክለብህ/ሽ ከ በፊቱ ጋር ሲነጻጸር እንዴት ነው ወይም ምን ይመስላል?

3: የዚህ ክለብ አትሌት ለመሆን በምን መስፈርት ተመረጥክ/ሽ?

ሀ. በአንድ ውድድር ላይ ባሳየኝው/ሽው ቁርጠኛ የውጤት ብቃት

ለ. ከዚህ በፊት በነበረህ/ሽ አማካይ የብቃት ውጤት ድምር

ሐ. በፍላጎት

መ. ሌላ ካለ ይገለፅ:

4: ከማሰልጠኛ ማዕከሉ አባላት ጋር ጥሩ ግንኙነት አለህ/ሽ?

አለኝ

የለኝም

5: ለጥያቄ ቁጥር አራት መልስህ/ሽ የለኝም ከሆነ እሱ በራሱ በስራህ/ሽ ላይ አሉታዊ ተፅእኖ የለውም? እባክህን/ሽን ባጭሩ

ግለፅልኝ/ጨልኝ? _____

6: ክለብህ/ሽ ብቁ ኝሎታ ያለው የሰው ኅይል አስተዳደር እና በሙያው የላቁ አሰልጣኞችን በመቅጠር ፣ በቂና የተመጣጠነ ምግብ በማዘጋጀት፣ የተሟላ የስፖርት ትጥቅና ቁሳቁሶች በማቅረብ ዘንድ አቅሙ እስከ ምን ድረስ ነው?

እጅግ በጣም ጥሩ

በጣም ጥሩ

ምንም አይልም

አናሳ

በጣም አናሳ

7: አትሌቶች ለውድድር በሚመረጡበት ጊዜ የመመዘኛ መስፈርቶቹን ከ ምክንያታዊ የብቁነት የችሎታ ማጣሪያ መስፈርቶች ጋር ሲነፃፀሩ ምን ያህል ፍትህዊ ናቸው ትላለህ/ሽ?

እጅግ በጣም ጥሩ

በጣም

ምንም አይልም

አናሳ

በጣም አናሳ

8: ውድድር በምታሸነፍበት ወቅት በ ሽልማት መልክ የሚበረከቱላችሁ ስጦታዎች የተሻለ ጥረት እንድናደርግ ያበረታቱናል ብለህ ታስባለህ/ያለሽ?

አዎ ያበረታታሉ

አበረታች አይደሉም

አላውቅም

9: ለጥያቄ ቁጥር ስምንት መልስህ/ሽ አበረታች አይደሉም ከሆነ የችግሩ መንስኤ ምን ይመስልሃል/ሻል? እባክህ/ሽ የመልስህን/ሽን ምክንያት አብራራልኝ/ሪልኝ?

10: ከተለመደው የልምምድ ፕሮግራም ውጪ ተጨማሪ ስልጠና ታደርጋለህ/ጊያለሽ?

አደርጋለው አላደርግም

11: ለጥያቄ ቁጥር አስር መልስህ/ሽ አደርጋለው ከሆነ የመረጥክበትን/ሽበትን ምክንያት ልትገልፅልኝ ትችላለህ/ችያለሽ?

12: ከልክ ያለፈ ስልጠና በአትሌቱ ላይ አሉታዊ ተፅእኖ ያሳድራል ብለህ ታስባለህ?

አዎ አይደለም

13: ክለባችሁ ስለ ካቅም በላይ ልምምድ አእምሮአዊ፣ ስነ ልቦናዊ እና አካላዊ ጉዳቶች የሚሰጡዎችሁ የግንዛቤ ጥረቱ ምን ያህል ነው?

ያህል ነው?

እጅግ በጣም ጥሩ ምንም አይልም

በጣም አናሳ

በጣም ጥሩ

አናሳ

14: በአጠቃላይ አገራችንን ወክለው የሚሳተፉ አትሌቶች ብቃታቸውን ጠብቀው ለረጅም ጊዜ እንደቀጥሉ ከሚያደርጉባቸው ችግሮች ከፍተኛ እጥረት የሚስተዋለው በምን በኩል ነው?

ለምሳሌ	አለ	የለም
ብቁ የሆነ የሰው ሃይል አስተዳደር		
በቂና ደረጃቸውን የጠበቁ የስፖርት ቁሳቁሶች		
ፍትሃዊ እና ሚዛናዊ የሆነ የአስተዳደር ክንዋኔ		
የግል ጥቅማ ጥቅሞች ለማግኘት ከአቅም በላይ ልምምድ ማድረግ		

ሌላ ካለ

15: አትሌቶች ከፍተኛ ብቃታቸውን ይዘው እንዳይቀጥሉ የሚያደናቅፏቸውን ምክንያቶች ለመቀነስ ከዚህ በፊት የተወሰዱ እርምጃዎች ካሉ ግለጽልኝ/ጭልኝ። ለወደፊቱ ችግሮችን ለመቅረፍ ምን መደረግ አለበት ትላለህ/ያለሽ?

16: ከዚህ ጥናት ጋር በተያያዘ ተጨማሪ ሃሳብ፣ ወይም ደግሞ ቢጠየቁ ጥሩ ነበር ምትላቸው/ያቸው ነገሮች ካሉ መጥቀስ ትችላለህ

ስለተባበሩኝ አመሰግናለሁ!

A questionnaire for interviewing the Administrative units and Technical directors

1. What are the reasons for athletes to engage in overtraining beyond their optimal performance?
2. What are the major limitations which impede the sustainability of Ethiopian elite long distance runners?
3. What are the major causes for athletes to leave their clubs and the athletics field as a whole?
4. If you have any additional thoughts or feelings that you would like to share? Are there any other questions that you wished you were asked?

Declaration

I declare that this thesis is my own original work and has not been presented for any other degree and that all sources of materials used for the study have been duly acknowledged.

Name_____

Signature_____

Date_____

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

Name_____

Signature_____

Date_____