Practice and Challenges of Middle distance Athletes on Performance in Federal Police Sport Club

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This is to certify that the thesis prepared by Abdu Ali, entitled; Practice and Challenges of Middle distance Athletes on Performance in Federal Police Sport Club and submitted in partial fulfillment of the requirements of Degree of Master of Science in Sport Science complies with the regulation of the university and meets the accepted standards with respect to originality and quality

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Acronyms

ATP	Adenosine Tri phosphate
CECS	**Coaches education and certification system**
EAF	Ethiopian Athletics Federation
GAS	**General Adaption syndrome**
IAAF	International Association Athletics Federation
IOC	**International Olympic committee**
MSD	**Member Service Department**
REDC	**Regional Development Center**

ABSTRACT

The aim of the study is to investigate the practice and challenges of the middle-distance athletes their performance in federal police sport club. The study was employed in descriptive research method. The subjects of this study were 3 coaches, 25 middle distance athletes, and 4 federal police sport officers. The simple probability sampling method was employed to select the kind of event. The data has been gathered mainly by questionnaire, observation and interviews were used. The data has been analyzed using both quantitative and qualitative methods by describing statements and percentages. For open end and interview questions it was described in qualitative explanation. The findings indicated that, there was lack of facilities and equipment, there is no performance test athletes to join the club. The relationships of athlete and coach were good. Finally, the researcher recommended that the federal police sport club was increase the number of coaches and the concerned body should fulfill the facilities and equipment.

DECLARATION

I declare that this thesis is my original work, has not been presented for a degree in another university and that all Sources of materials used for the thesis have been duly acknowledged

Name: - Abdu ALI

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Date: - ---------- ---

This has been submitted for examination with my approval, Addis Ababa university advisor:

Name: - Dr Tesfay Asgedom.

Sign- ----------

Date: - ----------

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Historically, athletics is started during Olympic game in Athens in 776 B.C. However, Athletics become more diverse during the middle Ages when the sons of Noblemen were trained in running, jumping and there were often athletics contest among rival nobility. Furthermore, the first modern Olympic Games took place in 1896 and athletics were part of the games with the competition being divided in to track and field event (IOC, 2011). It is obvious that athletes should possess the above-mentioned abilities in a maximum and effective ways possible, as the best and the only mentioned way by which an athlete achieve those significant building bricks of success in middle distance running. According to Thompson, (2009) Middle-distance running is categorized under track events. It includes races from 800m to 3000m steeplechase. In order to improve the aforementioned qualities, continuous scientific training is also important. In relation to this, athletic training can be defined as a planned routine of physical and mental exercise to be carried out in a specific, measurable load to put the body into a fatigue state from where adaptation commences Thompson, (2009). Moreover, Athletics training needs involvement of the club Managers federations…etc., but the athlete and the coach are very important. The coach is the most important element throughout the process of training and should have a scientific based task. Therefore, as Thompson, (2009) described to his coaching manual, coaching is an organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve.

Since the primary target of coaching is the athlete's development and improvement of performance and their skills to enable athletes reach his potential, it should be provided with all the best convenient situations and the

devotion of the athlete and the coach GABBETT & GEORGIEFF, (2007). Even if track events have been widely practiced sport activities in Ethiopia and famous world-class athletes exist in, it is not free of problems. Different sports have gained recognition by themselves rather than nurturing sport as publics" culture. Yet as this intent on gaining victory lacks broad base that would replenish effective sport persons, the results registered have been declining (Ibid, 2004). Furthermore, they came up with some challenges for instance, the limited role of the community in sports, the decline of sport in schools, shortage of sport facilities, and equipment, as well as the lack of trained personnel in the field problems more complex. As incorporated in the sport policy document (Ibid, 2004). The policy outlines clearly selected goal, strategies, and means as to how the problems could be addressed.

Actually, for some it will be too early to conduct research on the matter of training club. Moreover, researcher taking the experiences of consideration, it can be said that the training approach is highly affected by the shortage of qualified personnel, lack of appropriate training equipment, lack of facilities to a given training standard, insufficient materials for training and coach- athlete relationship. Therefore, the lack of this situation finally creates a difficulty on trainers and trainee in terms of delivering the training program and achievements of their objective.

In my observation in the federal police sport club and I gathered the information about the sport club their result is not satisfactory especially in middle distance athletes, I prefer to study the coaching problems of middle distance because recently the club quiet the training of all field events and short distance events, their reason for it is lack of promising results on the prescribed events. In this time the club is limited to the training of middle and long-distance training. the long-distance athletes are relatively successful compared to middle distance athletes. The researcher believes that the training challenges of middle distance should be studied in detailed and appropriate

solutions should be indicated. Otherwise the fate of middle distance training would be similar to that of the field events and short distance events. So, by gathering different data I will try to solve the practice and challenges of the middle-distance athletes on performance of the federal police first division sport club to my study

1.2. Statement of the Problem

Athletics is a dynamic sport that needs understanding and solving problems of training to create Performance improvement to compete in a frequent changing environment. In the fast change world, the increase in public expectation from sport sector creates changes in the sport policy. Consequently, these changes will have effect in the overall sport fields. So, in order to keep with this abreast change, the organized training clubs in many sport activities have become the call of the day MYSC, 2004.

Expected talents identification, proper Recruitment procedures, research, specific knowledge-based training, setting within reachable goals, competent and effective organizational structure …etc. are preconditions as Sharkey, 1986 agreed. Actually, for some it will be too early to conduct research on the matter of sport clubs. Moreover, researcher taking the experiences of consideration, it can be said that the training approach is highly affected by the shortage of qualified personnel, lack of appropriate training equipment, coach athlete relationships, lack of facilities to a given training standard and insufficient materials for training. Therefore, the lack of this situation finally creates a difficulty on trainers and trainee in terms of delivering the training program and achievements of their objective.

To this end, the researcher found it timely and crucial to question, what are some of the persistent practice and challenges of middle distance athletes on performance in the federal police first division sport club?

1.3. Basic research question

The study tried to find out answers for the following basic research questions:

1. Are there facilities and equipment's available?

2. Does the club has well-experienced and qualified coaches?

3. What are the criteria of talent identification for the athlete to join the club?

4. What are the current practices and the challenges of coaching system and methods in middle distance event?

1.4 objective of study

1.4.1 General Objective of the Study

The general objective of this study was to examine the practice and challenges of middle distance on performance of athletes in the case of federal police first division sport club in Addis Ababa city.

1.4.1 Specific objective of the study

The specific objectives of the study are:

- To assess the availability of basic facilities and equipment of training.
- To explore the procedure methods and criteria of selecting talent Athletes
- To assess the knowledge and training system of coaches
- To examine the major challenges existing during practice of coaching middle-distance runners.

1.5. Significance of the study

The primary interest of the research was on the practice and challenges of middle distance athletes on performance in the case of federal police first division athletics club. The researcher believes that this research work will have the following significance:

- To provide favorable ideas and facts that help for the development of athlete performance and scale up the performance of coaching middle distance
- To invite other scholars to undertake a large-scale research in the area of administration and coaching club athletes.
- To help the club have to strength their working relationship with athletics' federation
- It incorporates the new result of the research findings in to the system of the federal police middle distance race method of coaching

1.6. Delimitation of the Study

To make the study was manageable and feasible. It was conducted only in the federal police middle distance athletes. The researcher was used all athletes, coaches and officeers in order to dig out full information about the federal police middle distance athletes.

1.7. Limitation of the study

This study has some limitations. Among the limitations was encountered mostly related to financial problem, insufficient literature, and time constraints. With regards to material limitation, the researcher of this research faced shortages of related books in the research area. Secondly time would be one factor that limited this study. And lastly, money was taken as a limitation of the study.

1.8. The Operational Definitions

- **Administration**: - the act of administering; direction; management (Webster's new twentieth century dictionary).
- **Club:**- to join, as a number of individuals, to the same end; to contributes separate powers to one end, purpose, or effect: usually with together.

- **Coach**: -Coach: is a person who trains on athlete to reach peak performance (Thompson, 2009:7).
- **Coaching philosophy :** is a belief of a coach has towards the total principles of training and interpersonal relation with an athlete.
- **Coaching**: - is often used to cover a wide range of activates; usually to help someone prepare for something.
- **Knowledge:-** the fact of state of knowing the perception of fact or truth, clear and certain mental apprehension
- **Middle distance running**: Middle-distance running events are track races longer than sprints, up to 3000 meters. The standard middle distances are the 800 meters, 1500 meters and mile run, although the 3000 meters may also be classified as a middle-distance event Encyclopedia Britannica, (2010)
- **Motivation** – is the direction and intensity of one's effort (Gould et al, 2006)
- **Performance**: -is an actual ability and potential capacity of an athlete's which is an observable behavior of athletes in training and competition (Han in, 2000).
- **Psychology: -** the science of the mind or A mental states and processes.

1.9. Organization of the study

This thesis is organized in the following ways. It has five parts. The first is chapter one which deals with introduction. In this section, background, statement of the problem, objective, significance, limitation, delimitation, operational terms and organization of the study would be discussed. The second chapter would be review of literature. In this part, relevant and related literatures would be reviewed. The third part is Research Design and methodology. Presentation and Analysis of Data is the fourth chapter. And finally, Summary, conclusion and recommendation would be given.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Development of middle-distance events

Competitive running dates back to ancient times. The most well-documented history is of Greek and Roman origin, particularly that of the ancient Olympic Games (776 BC to 493 AD). In these games, the closest distance corresponding to modern middle-distance events was the "24 stages" (4615 meters), which consisted of 24 laps of the stadium (Gardiner, 1965; Harris, 1972).

The modern Olympic Games were revived in 1896, where the 800m and 1500m were two of the six track events included as standard middle-distance events, Edwin Flack of Australia winning both (IAAF, 2004; Metchnikoff & Estes, 1998; van Dalen et al, 1971).

The predecessor of the 800 meters was the half-mile (880 yards or 804.67m) and was first run in Britain around 1830. The 1500 meters was derived from the mile (1609.32) which is still run today, although as a non-standard distance. It was originally run on the 500-metre tracks of continental Europe in the 1800s. The 5000- and 10 000 meters are metric adaptations of the 3-mile (4828m) and 6-mile (9656m) events. (IAAF, 2004) Middle-distance events are traditionally defined as the track events which fall between the short-distance (or sprinting) events, such as the 100m, 200m, 400m and hurdle events (110m and 400m), and the longer distance events, such as the 10 000m, half-marathon (21.1km) and marathon (42.2km) distances. There is much debate over which events are defined as middle-distance, with some authors including distances up to 10 000m in this category (Brandon, 1995; Snell, 1990). Traditionally, the 800m, 1500m and the mile are described as true middle-distance events, but most authors would include the 3000m and 5000m, as well as the steeple-chase events (2000m and 3000m), in this category. (IAAF, 2004; Snell, 1990)

From a physiological perspective, it is clear that the shorter middle-distance events have large anaerobic and aerobic contributions (especially the 800m and 1500m), but as the distance and duration of the events increase, the aerobic component becomes dominant. For this reason, it may be erroneous to regard the 10 000m as a middle-distance event, due to the large aerobic component required for success, despite the high running velocity which must involve significant anaerobic energy. This notion is supported by Peter Snell, a former top middle-distance runner and, more recently, a recognized academic in the field of exercise physiology (Brandon, 1995; Snell, 1990).

2.1.1The Three middle Distance Races

Middle distance running events are track races longer than sprints, up to 3000meters. The standard middle distances are the 800 meters, 1500 meters and mile run, although the 3000 meters may also be classified as a middle-distance event Encyclopedia Britannica, (2010)

800 Meters:

Some people look at the 800m as a long sprint while others look at it as a very fast distance race. Whatever the concept of the race, realize the 800M is the distance race that requires the athlete to spend a great deal of time in an anaerobic state; therefore, this should be emphasized during training. While these athletes certainly need an aerobic base, they also need to be on the track dealing with the discomfort of running in oxygen debt.

1500 Meters

The 1500 meters is often considered the premier high school distance race. More of the top-level distance runners tend to focus on this event; thus, the quality of the fields in big 1500 races tend to be deeper than the quality of the fields in the other two distance races.

3000 Meters

The 3000-meter race has increased in popularity and depth in recent years. With the increase in the number of quality cross-country teams, there has been an increase in the quality of the athletes involved with the 3000meteres.

2.2 International Association of Athletics Federations/ IAAF/

The International Association of Athletics Federations (**IAAF**) is the international governing body for the sport of athletics. It was founded in 1912 at its first congress in Stockholm, Sweden by representatives from 17 national athletics federations as the International Amateur Athletics Federation. Since October 1993 it has been headquartered in Monaco.

Beginning in 1982, the IAAF has passed several amendments to its rules allowing athletes to receive compensation for participation in international athletics competitions. However, the IAAF retained the word “amateur” in its name until its 2001 Congress at which the IAAF‟s title was changed to its current form.

The IAAF‟s current president is Lamine Diack of Senegal. He became Acting President shortly after the death of the previous president, Primo Nebiolo of Italy in November 1999, and was elected IAAF President at the IAAF‟s 2001 Congress. The IAAF has a total of 212-member federations (it had been 213 but at the November 2010 meeting of the IAAF Council it was announced that the Netherlands Antilles would cease to exist independently) divided into 6 area associations (IAAF, 2012).

2.3 International Olympic Committee /IOC/

The International Olympic Committee (IOC) is an international, non-profit, non-governmental organization its head quarter in Lausanne, Switzerland. The committee was established by Pierre de Coubertin, in Paris, on 23 June 1894 and Demetrio’s Vikelas as its first president Lenskyj, Helen Jefferson 2000.

The IOC organizes the modern Olympic Games and Youth Olympic Games, held in summer and winter, every four years. The first Summer Olympics organized by the IOC was held in Athens, Greece, in 1896; the first Winter Olympics was in Chamonix, France, in 1924. Until 1992, both summer and Winter Olympics were held in the same year. After that year, however, the IOC shifted the Winter Olympics to the even years between Summer Games, to help space the planning of the two events from one another, and improve the financial balance of the IOC, which receives greater income on Olympic years. The first Summer Youth Olympics were in Singapore in 2010 and the first Winter Youth Olympics were held in Innsbruck in 2012. Today its membership consists of 100 active members, 32 honorary members, and 1 honor member. The IOC is the supreme authority of the worldwide modern Olympic movement ***(Chappelet*** et al, 2008).

The Roles of International Olympic Committee

- To encourage and support the promotion of ethics in sport as well as education of youth through sport and to dedicate its efforts to ensuring that, in sport, the spirit of fair play prevails and violence is banned.
- To encourage and support the organization, development and coordination of sport and sports competitions.
- To ensure the regular celebration of the Olympic Games.
- To cooperate with the competent public or private organizations and authorities in the endeavor to place sport at the service of humanity and thereby to promote peace.
- To take action in order to strengthen the unity and to protect the independence of the Olympic Movement.
- To act against any form of discrimination affecting the Olympic Movement.
- To encourage and support the promotion of women in sport at all levels and in all structures with a view to implementing the principle of equality of men and women.
- To lead the fight against doping in sport.
- To encourage and support measures protecting the health of athletes.
- To oppose any political or commercial abuse of sport and athletes.
- To encourage and support the efforts of sports organizations and public authorities in order to provide social and professional future of athletes.

- To encourage and support the development of sport for all.
- To encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic Games are held accordingly. to promote a positive legacy from the Olympic Games to the host cities and host countries.
- To encourage and support initiatives blending sport with culture and education.
- To encourage and support the activities of the International Olympic Academy (IOA) and other institutions which dedicate themselves to Olympic education. (International federations.olympic.org, 2012)

2.3.1 National Olympic Committees (NOCs)

The NOCs receive financial support for the training and development of Olympic teams, Olympic athletes and Olympic hopefuls. The IOC distributes TOP program revenue to each of the NOCs throughout the world. The IOC also contributes Olympic broadcast revenue to Olympic Solidarity, an IOC organization that provides financial support to NOCs with the greatest need. The continued success of the TOP program and Olympic broadcast agreements has enabled the IOC to provide increased support for the NOCs with each Olympic quadrennial. The IOC provided approximately US$318.5 million to NOCs for the 2001–2004 quadrennials International

2.4 Coaching philosophy

According to Thomson, P.L (200), coaches are not true to themselves for many reasons. These include the goal of winning at all costs, bowing to pressures from parents and other outsiders, or even attempting to mimic the supposed successful methods of other coaches. While many of these influences can result in positive coaching delivery, they have to be taken into the context of the coach's true experiences, values, opinions and beliefs. It is imperative to appreciate that the coach has a strong influence over the athletes he or she coaches. It makes sense, therefore, to formulate a philosophy based on the coach's aims, beliefs and personality.

The objective of educating the athletes about how and why you coach and what you are trying to achieve develops trust and above all hopefully results in superior athletic performances.

Therefore, if you are a coach that does not operate within your personally defined coaching philosophy, read on. You will become a better coach and your athletes will be the beneficiaries.

Assuming that you are a coach you presumably carry out your role based on your experience, knowledge, values, opinions and beliefs. This in itself is a philosophy. You likely do this unconsciously. The question is – do you actually know yourself well enough to understand what your core values and coaching methods are? Of all the coaches I personally know, very few have seriously considered all of the factors that dictate how they coach. Therefore, their methods are often inconsistent, reactionary and not directed toward an "athlete first" and performance-based approach. A coaching philosophy that is well thought through clarifies many aspects of the coach's delivery and presents a consistent and positive message to the athletes being coached.

One of the strongest benefits arising from a consistent and sincere approach to coaching is trust. A strong bond between coach and athlete leads to higher levels of commitment and athletic performance. With that in mind it is the wise coach that takes the time to think through and formalize his or her personal coaching philosophy.

A personal coaching philosophy can be likened to a roadmap. Knowing what car, you have to drive (your experiences, beliefs, opinions, and values) you can steer your vehicle along the route taking into account the obstacles you may encounter (coaching context, outside influences, facility limitations, rules, regulations, inclement weather, etc.) to reach your destination. (Athlete performance, satisfaction, results, etc.). Therefore, in developing a formal philosophy the coach can take three key components and to his or her best ability formulate a coaching philosophy document with the aim to be a better coach, to improve coach/athlete satisfaction and to achieve superior athletic results. These three components are:

1. Knowing yourself, your strengths, weakness and areas requiring improvement
2. Knowing what you are up against and the obstacles you may encounter
3. Understanding your athletes, their personalities, abilities, goals, and why they are in your sport.

2.4.1 Roles of Coach

It is possible to see your only job as a coach in setting exercises and tasks to bring about changes in performance. Experienced coaches will point out that

this is only part of the picture. As a coach you will have many jobs and functions. Some you will perform willingly, others will be less attractive to you, but are just as important. All these jobs or roles contribute to being a successful coach Thompson, (1999). In most coaching situations any or all of these roles are combined, and in all these situations you will need to make decisions. Your philosophy of life guides everyday decisions while your coaching philosophy guides all the decisions you are faced with and encounter as a coach. So coaching calls upon many skills that are gained by experience and knowledge. This knowledge can be learnt on courses but means little without practical application, which is the experience of coaching Thompson, (1999).

2.4.2. The Role of Coaching and Instruction

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

Early studies focusing on the specific requirements of working with younger and less technically proficient athletes Bloom, 1985; Smith et al, 1979 proposed that in the early stages of development athletes require primarily technical instruction to develop proper fundamentals, along with a high degree of support and praise to encourage continuing participation in the sport. They described an important part of the coach's role in the early years as being kind, cheerful, and caring. Only when athletes were older and more highly skilled would a coach require sophisticated knowledge and advanced qualifications. "Recent work by COTE et al, 2002 supported these assertions and suggested that while advanced coaching qualifications were deemed necessary in the later stages of development, coaches working with children at the initial involvement stage needed enthusiasm and facilitation skills above and beyond any technical expertise in the sport. Clearly, both the practice structure and the domain-specific knowledge of Nurturing sport expertise coaches are highly relevant to the progression and development of athletes in sport."

2.4.3 The Athlete, Coach Relationship

Both the athlete and coach need to have high levels of understanding, honesty, support, liking, acceptance, responsiveness, friendliness, cooperation, caring

and respect for one another to have an effective relationship. *(http://judoadvisor.com/2010/10/ the –athlete coach relationship).*

In order to develop these characteristics will take many interactions before, during and after training and competitions.

2.4.3.1. Closeness:

An athlete and a coach should feel close to one another, there should be feelings of trust and respect for one another and of course just plain liking the other person. As a coach, you may consider being more open with your athletes, trusting them with some small details of your emotional states might be a start. Consider it a "test of the waters", if they react in a way that you expect/want and earns your trust, then share more. This process of sharing items and trusting your athletes with the information can lead to them feeling closer to you and to them. Respect will grow from their respecting your privacy and you're taking the risk of sharing with them. (Jowett & Cocker ill, 2003).

2.4.3.2 Co-ordination:

The athlete and the coach should be "on the same page". They need to understand each other and be able to think similar by having open discussion with your coach you can establish a shared perspective on where you want to go and how you are going to get there. Perhaps you can ask your coach this week to sit down (away from training) to have a chat about your career plans.

2.4.3.3 Complementarities:

An important factor in the athlete relationship is the sense that coach adds positively to athlete's efforts. It is important that both feel they are that better together than apart. For example, typically an athlete will appreciate a coach's expert knowledge and experience; whilst the coach will appreciate the athlete ability to learn and to follow what they show him.

2.4.3.4 Communication Skills

Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience. Coaches wish to motivate the athletes they work with and to provide them with information that will allow them to train effectively and improve performance. Communication from the coach to athlete will initiate appropriate actions. This however, requires the

athlete to receive the information from the coach but also to understand and accept it.

2.4.4 Coaching Styles

One of the early attempts to highlight coaching styles was undertaken by Rainer Martens (1987). Martens divided coaching into two styles, command and cooperative, although he accepted that, to some extent; it is a command–cooperative continuum. The command style is characterized by the coach taking responsibility for all aspects of learning and performance. The athletes simply have to do what the coach tells them. The coach organizes practices, team tactics and motivation. Such coaches are thought to favor extrinsic motivation and use many reward and punishment systems. Also, they tend to place outcome as being the most important of their goals.

Cooperative coaches are almost the opposite. They see their role as that of a facilitator, making it possible for the athletes to achieve their goals. They prefer to develop intrinsic motivation and put the athletes" welfare ahead of outcome. This does not mean that they are not interested in winning but that they see social factors as being the more important. Martens believe that there are personality reasons for coaches adopting each of the styles. He believes that cooperative coaches are high in self-esteem and are able to empathize with their athletes. One would have to have high self-esteem to let the athletes have the major say in training and practice sessions, and team tactics. The coach, when using such a style, has to be willing to „take a backseat" and not be in the limelight. To Martens, the command style coach is low in self-esteem, hence the need to be seen to be in control. Often such coaches will try to take the praise for performances. Also, they are low in the ability to empathize with their athletes.

More recently, John Lyle (1999) has taken a similar stance to that of Martens. Lyle divided coaching styles into autocratic and democratic. He points out that we should not get mixed up between these styles and those of leadership. He

claims that it is possible to be democratic with regard to communicating with athletes (the leadership role) while being autocratic during practice and training sessions (the coaching role).

The autocratic style is like Martens" command style. The coach is „in charge" of everything. Practice and training are organized by the coach and the coach tells the athletes what to do. They have no say in the matter. The democratic style is similar to Martens" cooperative style, with the coach involving the athletes in organization and decision making concerning what is to be done and even how it is to be done.

2.4.5. Comparison of Leadership Styles

Thompson compared the leadership styles as:

The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching. The cooperative leadership style gives guidance and structure, but also allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of "athletes first, winning second", sometimes the coach will need to move more Towards the authoritarian style of coaching. This could be in a disciplinary situation or when safety is of primary importance, as in coaching the throwing events.

Good coaches will be able to modify their style according to the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style Saunders et al, (2004).

2.4.6. A Good Coach

More often than not, when someone inquiries about a coach, one of the first questions is framed along the lines of „Is she or he a good coach?" When 200 undergraduate students were asked to compile a list of characteristics that described a good coach they came up with a comprehensive inventory that

included the following: Patient, Flexible, Experienced, Organized, A good communicator Not just a dictator, Knowledgeable about skills Open-minded, Motivator Has the ability to teach, Has a sense of humor Punctual, A people manager Has a loud voice and Adventurous Uses time wisely.

In compiling the list it became apparent that the students had a „common-sense" understanding of what the term „good" meant in this context. Their understanding reflected a dictionary definition, namely, having „admirable, pleasing, superior or positive qualities" Collins, (1992: Pg. 549). It is not only undergraduate students who have such an understanding of, and interest in, what makes a „good" coach, as evidenced by the large number of high-profile elite coach biographies and autobiographies that are purchased by the public at large every year. These biographies are popular not because they provide a detailed outline of the coaching sessions but because they tell a more subjective story of top-level coaching, with descriptions of what happened inside the changing rooms and away from the gymnasium or field.

This popular, or lay, notion of the „good" coach is tied to coaching images of benevolent yet dictatorial, charismatic leadership. Judging coaches by such criteria, however, has never been part of formal coach evaluation. Since the 1970s there has been a push towards coaches becoming accountable not only to the athletes, and the families of athletes, but increasingly to a board of directors and sponsors. This development has been „consistent with the adoption of corporate management models and the prevailing climate of outcomes-driven economic rationalism" Ingvar son and Rowe (2007: 1). These models and climate have raised issues such as accountability, standards, assessment, quality and effectiveness to an extent that such notions are now common place in the coaching context, as indeed is illustrated by the focus of some of this chapter. However, far from giving increasing credence to a rationalistic discourse, the ideas relating to effectiveness and quality discussed here are put forward from a socially realistic position giving weight to dynamic cultural and pedagogical processes in their workings.

2.5. Coaching Methods

As a coach he/she will be required to facilitate the learning of new technical skills by his/her athletes. To achieve this the coach will need to develop his/her knowledge of the learning process and the various coaching methods. *(Http: //www.brianmac.co.uk/articles/scni9a1.htm).*

2.5.1. Whole Practice

Ideally a skill should be taught as a whole as the athlete can appreciate the complete movement and execution of a skill. The whole method of instruction can sometimes mean the athlete having to handle complex movements

2.5.2. Part Instruction

When a skill is complex or there is considered to be an element of danger for the athlete then it is more appropriate to breakdown the complex movement into its constituent parts. The parts can then be taught and then linked together to develop the final skill. When part instruction is used it is important that the athlete is demonstrated the whole skill so that they can appreciate the end product and understand how the set of parts will develop the skill.

2.5.3. Whole - Part - Whole Instruction

Initially the athlete attempts the whole skill and the coach monitors to identify those parts of the skill that the athlete is not executing correctly. Part instruction can then be used to address the limitations and then the athlete can repeat the whole skill with the coach monitoring for any further limitations.

No one method is suitable to all occasions, but studies have shown that:

- ✓ simple skills (and perhaps simple is relative to each individual) Benefit from the whole method
- ✓ skills of intermediate difficulty benefit from the part method
- ✓ closed skills are often taught with part instruction
- ✓ difficult skills are best dealt with by oscillating between part and whole

2.6. Code of Ethics & Conduct for Athletics Coaches

The following has been developed by the National coaching foundation form the code of Ethics (1989) published by the British Institute of sports coaches. Coaches are expected to conform to ethical standards in a number of areas: humanity, relationships, commitment, co-operation, integrity, advertising, and confidentiality, abuse of privilege, safety and competence.

2.6.1. Humanity

Coaches must respect the rights, dignity and worth of every human being and their ultimate right to self-determination. Specifically, coaches must treat everyone equitably and sensitively, within the context of their activity and ability, regardless of gender, ethnic origin, cultural background, sexual orientation, religion or political affiliation.

2.6.2. Relationship

The good coach will be concerned primarily with the well-being, safety, protection and future of the individual performer. There must be a balance between the development of performance and the social, emotional, intellectual and physical needs of the individual.

A key element in a coaching relationship is the development of independence. Performers must be encouraged and guided to accept responsibility for their own behavior and performance in training, in competition, and in their domestic, academic or business life.

Where physical contact between coach and performer is a necessary part of the coaching process, coaches must ensure that no action on their part could be misconstrued and that any National Governing Body (NGB) guidelines on this matter are followed.

The relationship between coach and athlete relies heavily on mutual trust and respect. This means that the athlete should be made aware of the coach's Qualifications and experience and must be given the opportunity to consent to or decline proposals for training, performance or competition.

2.6.3. Commitment

Coaches should clarify in advance with the athlete the number of sessions, fees (if any) and method of payment. They should explore with athlete (and/or employers) the expectation of the outcome of coaching. Written contracts may be appropriate in some circumstances.

Coaches have a responsibility to declare to their athletes and/or employers any other current coaching commitments. They should also find out if any prospective client is receiving instruction from another coach. If so, the coach should be contacted to discuss the situation.

Coaches should expect a similar level of reciprocal commitment from their athletes in particular; the athletes (parent/guardian in the case of a minor) should inform the coach of any change in circumstances that might affect the coach/ athlete's relationship.

Coaches should receive appropriate acknowledgment for their contribution to the athletes' progress and achievement. Where money is earned from performances, it is reasonable to expect the coach should receive an appropriate share of the rewards. Such apportionment with any attendant conditions should be agreed in advance (in writing) to avoid any misunderstanding.

2.6.4. Co-operation

Coaches should communicate and co-operate with other sports and allied professions in the best interests of their athletes. An example of such contact could be the seeking of:

- educational and career counseling for young athletes whose involved in sport impinges upon their studies
- Coaches must communicate and co-operate with registered medical and ancillary practitioners in the diagnosis, treatment and management of their performers' medical and psychological problems.

2.6.5. Integrity

Coaches must not encourage athletes to violate the rules of their sport. They should actively seek to discourage and condemn such action and encourage athletes to obey the spirit of the rules.

Coaches must not compromise their athletes by advocating measures that could constitute unfair advantage. They must not adopt practices to accelerate athlete's improvement that might jeopardize the safety, total well-being and future participation of the athletes. Coaches must never advocate or condone the use of prohibited drugs or other banned performance enhancing substances.

Coaches must ensure that the activities, training and competition programs they advocate and direct ore appropriate for the age, maturity, experience and ability of the individual athlete.

Coaches must treat opponents with due respect, both in victory and defeat, and should encourage their athletes to act in a similar manner. A key role for a coach is to prepare athletes to respond to success and failure in a dignified manner.

Coaches must accept responsibility for the conduct of their athletes and discourage inappropriate behavior in training, competition, and away from the sporting arena.

2.6.6. Confidentiality

Sports coaches inevitably gather a great deal of personal information about athletes in the course of a working relationship. Coach and athlete must reach agreement about what is to be regarded as confidential information (i.e. not divulged to a third party without the express approval of the athlete).

Confidentiality does not preclude the disclosure of information about a performer to persons who can be judged to have a right to know. For example:

- Evaluation for competitive selection purposes
- Recommendations for employment
- In pursuit of disciplinary action involving performers within the sport

- In pursuit of disciplinary action by a sports organization against one of its members
- Legal and medical requirements for disclosure
- Recommendations to parents/family where the health and safety of performers might be at stake
- In pursuit of action to protect children from abuse

2.7. Principles of athletics training

2.7.1. The Principle of Individuality

Individual differences impact a person's response to an exercise program. Some of these are age, gender, genetic makeup, size and shape, athletic history and chronic conditions or injuries. For example, women may need more recovery time than men, and older athletes may require more time than younger ones. In practical terms, this means that there is no "one size fits all" exercise program. Athletic activity should be tailored for the athlete's physical capabilities and athletic goals.

2.7.2. The Principle of Progressive Overload

Increased workload results in improved fitness, strength and endurance. To increase strength (including cardiovascular strength), muscles must be stressed by working against a greater than normal load. To increase endurance, muscles must be worked for longer periods or at higher intensity than they are used to. These training loads should be gradually increased to assure proper training effect and to prevent injury.

2.7.3. The Principle of Adaptation

The body adapts to increased physical demands. This results in enhanced athletic performance and more efficient use of energy. However, performance is likely to plateau if a particular workout is followed routinely. Variations in intensity, duration and type of exercise should be introduced to provide new physical challenges, prevent staleness and increase the training load.

2.7.4. The Principle of Specificity

To increase performance in a particular exercise or sport, the athlete should

practice that sport. For example, swimmers should swim and runners should run. To prepare for competition, training should include objectives, method and content similar to what the athlete will face. In addition, other activities, such as strength training, may supplement basic workout routines and enhance capability in the target sport.

2.7.5. The Principle of Warm-up and Cool Down

Warm-up through low-intensity activity increases blood flow to the working muscles and prepares them for high-intensity tasks. Physiologically, proper warm-up increases body temperature by one to two degrees. Following exercise, cool down helps transfer blood from working muscles back to vital organs. Cool down also is essential for removing metabolic wastes.

2.7.6. The Principle of Rest and Recover

The body regenerates during rest, becoming better and stronger than before. The athlete should maintain proper rest intervals between training activities and get plenty of sleep.

2.7.7. The Principle of Reversibility

De-training occurs rapidly once a person stops exercising. Therefore, it is important to maintain some level of exercise--even if minimal--if circumstances prevent regular training. For example, when travel or work demands interfere with the normal routine, even one day per week will slow reversibility. Likewise, cross-training in the case of injury helps maintain overall fitness.

2.8. Principles for structuring practice

2.8.1. Big Movements before Small Movements

It is easier to make big movements which require less accuracy than it is to carry out small accurate movements. So big movement are easier for learn. When coaching the beginner, it is better to get the big movements of a skill correct before worrying about the precision of advanced technique (Drnhelim, D.D and Prentice, W.E 2000).

2.8.2. Simple to Complex Tasks

It is obviously easier to make simple movements rather than complex ones. So, training should always proceed from the simple to the complex. Try to understand the children's limitations and see the difficulties from their point of view rather than from your own.

2.8.3. Parts and Wholes

Simple movements are best taught as a complete, whole task. Complex movements which have many parts and are more difficult to learn may be best taught in parts. This means breaking the skill down into parts. These parts must relate to the whole skill.

2.8.4. Continuous Practice

All athletes can find long practices boring. This becomes even worse with children because their attention span is short. It is important to present interesting variations in practice and to break practices up into different parts which deal with different skills.

2.8.5 Practice and Competition Conditions

Children like to use what they have trained, not just practice it. When a skill is trained put it into a competition situation as soon as you can. Only older, experienced athletes will be able to concentrate on practice for long periods to develop a higher skill level. For children motivation can be maintained by testing their skills in competitions as soon as they can perform reasonably well. These competitions should be adapted to the children's development and need only last for a short time. Children will train a lot more easily if they are enjoying what they are doing.

2.8.6. Implications for the coach

- Practice within the children's limitations
- Encourage a wide range of movement experiences
- Coach simply. Use the KIS principle – Keep It Simple
- Use four guiding principles
- Explain clearly and simply what they are trying to do

- Demonstrate and suggest how they might do it
- Give enough time for practice
- Be patient and correct errors, one at a time, the most important fault first
- Do not expect too much too soon
- Develop basic movement patterns before special skills
- Do not give them too much to think about
- Point out the important things to concentrate on
- Help children evaluate their own performance
- Coach big, simple movements first
- Keep practices short with younger athletes
- Let them use the skill in a competition situation as soon as they can
- Use simple, easily understandable language
- Be positive when giving feedback

2.9 The Individual's Response to Training

Each individual is unique. Each individual brings to athletics his own capabilities, capacities and responses to training. Different athletes will respond to the same training in different ways. There is no such thing as an ideal training program that will produce optimal results for everyone. You, as the coach, need to understand the principles of training and apply them with your knowledge of the individual athlete. This knowledge should be of the many factors that affect the planning of the individual athlete's training program.

2.9.1. Training program

According to Dick (1997) stated, "Scientific based and systematic training program is a fundamental to the athlete fitness. Training provides the athlete with the basic means to adapt to his particular stressors through controlled exercise the principles of training which apply in designing fitness programs apply equally to elite performers, recreational, performers developing performers and those whose live are not oriented towards sport or physical recreation".

The interpretation of specificity is clear when one considers the type of fitness required for a given lifestyle. The athlete works to increase fitness

towards some level of excellence. Thus, the lorry driver slumped at his wheel uses few abdominal or back muscles and should therefore attempt to improve muscle tone in these areas.

2.9.2 Effects of training

Training might be considered as having three level of effect.

1. Immediate: the immediate effect of training is the body's reaction to the stressor of the training stimulus's they include increased heart rate, perspiration, increased blood locates, high endocrine system involvement and fatigue.
2. Residual: - the residual effect of training is what might be considered as the body's recovery and preparation response. The recovery response is seen in raised general metabolism of sometime after exercise is concluded. During this time the body's resting state is restores with the waste products of energy expenditure removed and are stressors related effects gradually eliminated. The preparation response is seen in the heightened level of adaptation to future trainings stimuli. Having been stressed by the training stimulus, the body organizes itself to ensure that next time it will not be stressed so much by the same stimulus! Put another way, this effect of training ensures that the body is prepared for a greater training stimulus next time.

Cumulative: - the cumulative effect of training is the body's progressive adaptation through the preparation response. This is what is measured in fitness monitoring tests are over a period of months or even years (Drnheim, et al, 2000).

2.9.3 Points on fitness and Training

The following are some general points on fitness and training for athletes:

- ✓ Before beginning any exercise program, athlete should have a full medical check-up it is good practice to make this the start of regular annual check-

ups. Some medical conditions may suggest a modified program.

- ✓ Nor is there an upper age limit for exercise. The right exercise program supported by relevant medical advice will keep the heart and muscle healthy to provide and use every required to enjoy one's lifestyle.
- ✓ The starting focus of all exercise programs is low intensity training to develop heart endurance
- ✓ Stiffeners following exercise are natural and not serious. Sharp pain rather than discomfort during the next bout of exercise may be cause for alarm. It might be due to slight muscle strain and rest followed by low intensity exercise and gentle stretching or a prescribed rehabilitation program should return things to normal. If the pain persists a physiotherapist must be consulted.
- ✓ Too much training does not shorten life, but too little may. It cannot be that training will necessarily lengthen life, but it will help make one's 'allotted sprain 'more enjoyable.
- ✓ There is no such thing as 'over training'. Physical, mental or emotional 'burn out', is due to the cumulative effect of all the stressors in one's life rather than compromise the training program, the overall picture must be reviewed with objectives and tasks prioritized to create space for adaptations to take place.
- ✓ Athletes don't 'go to fat 'when they finish serious training. The fact is that their appetites often stay high while their energy expenditure is now low and consequently, weight increases. Such athletes and should maintain a program of lighter training as part of their personal fitness program and review eating habits. This approach will also help maintain general muscle tone.
- ✓ Training does not make people muscle bound. This is as obscure expression which reflects the fact that certain types of strength training will considerable increases that size of the muscles, for example in body building. This will only happen if this is the objective of training and

specific diets or exercises are pursued to this end. Normal exercise programs do not have this effect, in fact, by reducing fat around the muscles, and improving muscle tone, a more attractive definition of the limbs will result.

- ✓ Exercise machines are sound and safe to use provided their use is properly explained
- ✓ Because fitness is specific, so also are fitness program. The objectives of each phase of training program should be clearly defined and the program planned to meet those objectives.
- ✓ Personal fitness programs, athletes must on the one hand set out details of physical activity and regeneration, nutrient, sport psychology and sport medicine relevant to the individual's needs (Gerry Carr 1999).

2.9.4 Planning the Training Program

One of the most important responsibilities of the coach is planning the athlete's training program. Planning is a long-term process since elite athletes may not reach their full performance capabilities until 24 years of age or older.

In this long term planning the coach usually looks at what the athlete wants to achieve for a particular year and divides this year into a number of periods. For younger, inexperienced athletes performance targets may need to occur at more frequent intervals, such as the immediate season a head. This is because young athletes are often unable to work towards objectives that they think of as being too distant.

The term 'per iodization' is used to describe the division of the training program into a number of periods of time. Each of these periods will have specific training objectives.

The major objective of any plan is to bring the athlete to the most important competitions of the season, fully prepared and in a physical and mental state to perform at a level never previously achieved. Achieving optimum performance at the right place and time is called "peaking".

Planning for the year or season a head is done backwards. The coach and athlete decide what, where and when the major competitions will be for the season a head. The next task is to work back in time through the early season competitions and the training periods until arriving at the beginning of the training year. All training plans should be simple and flexible as the plan will be modified according to the athlete's progress and improvements in the coach's knowledge and experience.

2.9.5 Development of an effective training program

According to Mohamed (2008) explains the steps involved when developing a training program. The process of creating a training program to help develop and individual's level of fitness comprises of 6 stages.

- . Gather details about the individuals,
- identify the fitness components to develop,
- Identify appropriate tests to monitor fitness status,
- Conduct a gap analysis and
- Compile the program.
- Monitor progress and adjust program

Stage1 the first is to gather details about the individuals age, reasons for wanting to get into the training, current or recent injuries, Health problems, the sports they play and how often, their dislikes and likes with regards training, and sports facilities they have access to gym, sports centers... etc. this is not an exhaustive list.

Stage2- The second stage is to determine which components of fitness they need to improve this could depend up on what the individuals wants to get fit for.

Stage 3- the Next stage is to identify appropriate tests that can be used to initially determine the individuals' level of fitness and then to monitor progress during the training. Identified test should be conducted and the results recorded.

Stage 4- we now know the individual's background, objectives and current level of fitness. We now need to conduct a gap analysis of the

individual's current fitness (from test results at stage 3) and target fitness levels (identified at stage2) the results of this proves will assist in the design of the training so that desired level.

Stage5: The next stage is to prepare a training program using the results of the gap analysis and "FITT" principles.

- F- frequency- how often should the individual exercise?
- Intensity- how hard should the individual exercise?
- T- Time- how long should each session last?
- T- Type or training activity

What exercise of training activity will help achieve the individual's fitness goals? Plan the program in four-week cycles where the work load in the first three weeks increase each week (easy, medium, hard) and the fourth week comprises of active recovery and tests to monitor training progress.

Stage6- The program has now been agreed and the individuals can undertake the program. Every 4 weeks meet and discuss with the individuals how the training has gone, the test results, progress towards target fitness levels, and adjustments to the training program.

2.10. Talent identification and selection

Talent identification, as its name suggests, is the discovery or observation of factors or characteristics an athlete may possesses that can influence success in a specific sport. There are multiple layers to talent identification, making it a complex and dynamic process. Talent transfer is the transitioning of skills and competitive success from one sport to another (Chelsea R. Warr& Renaat Philippaerts (2009). Talent identification (TID) strategies generally have two origins:

(1) Athletes are selected from within their chosen sport on the basis of their performance or demonstrated prowess based upon their physical development, movement skill, physiological or psychological attributes, or; (2) potential athletes who are not currently participating in a sport are screened for attributes at the same or higher level to known successful athletes. The two

strategies are often referred to as talent identification and talent detection, respectively.

Talent transfer is a slightly different strategy that is closely related to talent detection. However, athletes who are part of a talent transfer program have already proven to be successful competitors. They already possess many of the intangible qualities that successful athletes share.

Their past experience usually provides them with a level of knowledge and confidence (i.e. knowing what it takes to succeed) that may be equal to successful athletes in their new sport; this allows them to fast-track into an advanced training or advanced competition program.

Talent transfer may be seen as a viable strategy when targeting senior athletes who have already accumulated substantial training and performance histories.

2.10.1. Complexity of TID Theory

One of the benefits of a TID program is spotting athletes early in their developmental progression, so that sports systems can address their strengths or weaknesses to assist a steady or accelerated progression toward elite performance, Ralph *Richards, (2 March 2016)*. However, junior athletes may experience success at their current stage of development without being truly 'talented'; because of short-term performance influences, such as early physical maturation or access to superior resources. Although current performance is certainly one consideration in a talent identification matrix, it is by no means the most important – particularly at a very young age.

The complex interaction among all success variables presents a number of challenges when developing a talent identification model. Early assessment of sporting 'talent' is also compounded by the fact that a diversity of sporting experiences is encouraged. Multiple sport experiences during childhood often allow young athletes to acquire a broader range of skills and experiences before they concentrate on one sport. On the other hand, early athlete selection in one sport allows more targeted training activities during adolescence (which may be a critical period of physiological and psycho-social development).

Empirical evidence shows that a diversity of activities (including variations of play and practice) during the foundation stage is a good indicator of continued involvement in more intense activities later in life, leading (in some cases) to elite performance in one, or a few, selected sport(s). However, many variations (in the way an athlete develops) are observed in a practical setting.

Success at the elite level of sport performance stems from a combination of many factors, which are influenced by socio-cultural and politico-economic conditions as well as individual performance factors. Intrinsic factors (e.g., body type and rate of maturation, aptitude, adaptation to training, motivation, and psychological skills) as well as extrinsic factors (e.g., environment, access and opportunities, sports systems, coaches, family, etc.) work in synchrony to determine an athlete's success. Both genetic and environmental influences must be acknowledged.

A number of different approaches have been used to implement Talent Identification (TID).

Although evidence can be found to support each approach, an integrated model is more likely to yield consistent results in identifying future athletic potential.

2.10.2. Physical / Physiological Models

This approach supports the idea that there are distinct physical/physiological profiles for individuals in different sports. Talent identification is based on the belief that profiling young people on these measures will identify individuals with the potential to be successful in specific sports or events. As a result, many TID models have been underpinned by analyses of these characteristics. However, many performance variables may be unstable during adolescence (they vary with age) and many studies show inconclusive results.

The assumption that individual having favorable characteristics are the most talented is unfounded. Young athletes who excel (i.e. produce winning results) in strength sports tend to be early matures.

It will take technical superiority for late maturing individuals to match their early maturing peers at a young age; so they may actually be the more

'talented'. Models using this approach may eliminate many young athletes who have potential to develop physically/physiologically but are late maturing.

2.10.3 Skill Models

There are a number of basic movement skills (fundamental motor abilities) required to participate in any sport. Mastery of skills is an essential precursor of excellence, and in some sports these skills must be acquired by age 12 or 13 or the likelihood of future success is limited.

Sporting abilities do not develop automatically; they need quality teaching/coaching and regular practice opportunities and most young people do not receive optimal opportunities. Skill models use technical ability to direct athletes into programs or environments where they will receive the best training opportunities. For any consistent success from this approach, the talent identification must be preceded by quality fundamental motor abilities programs.

Schemes that encourage early specialization may result in children dropping out if they do not have, or perceive that they have, the required skills.

2.10.4. Psychological Models

Research consistently identifies psychological determinants of sporting performance. Many researchers consider psychological factors to be the main determinants of individuals' potential in sport, as motivational drivers of skill development and continuing commitment to training and competition. There is no doubt that psychological factors are related to current/future performance outcomes, but there is no evidence that psychological factors alone provide an effective base for TID. The influence of psychological models can/should be incorporated into broader talent detection/identification models.

2.10.5. Genetic Markers

The physical and physiological potential of an individual is influenced by (although not completely defined by) one's genetic makeup. Many of the traits that contribute to sports performance (e.g. endurance capacity or muscle power) are linked to single or multiple genetic expressions or variants.

Attempts to identify specific genes that influence performance, and then use that knowledge to identify potential sporting talent have yielded mixed results. This may be the consequence of the very complex nature of talent identification (e.g. various performance domains – physical, psychological, socio-cultural, etc.) and talent development (e.g. coaching, training quality and quantity, opportunities, etc.).

Research has progressed in an attempt to identify genetic markers of physiological capability (e.g. potential) on individual characteristics, such as endurance or muscular power. Research is also directed toward identifying genetic markers that fit models predicting the likelihood of having significant traits associated with individual sports.

2.10.5.Predicting elite endurance athlete status:

A genome-wide exploration Boucher C, Rankinen T, Sarzynski M and Wolfforth B, Prince Faisal Bin Fahad International Prize for Arab Sport Development Researchers (2014). A total of 195,000 genomic markers were typed in each of the 315 male endurance athletes (max VO2 ≥ 75ml/kg/min) and 320 non-athlete controls (max VO2 ≤ 50ml/kg/min). Markers whose allele or genotype frequencies differ at a level of statistical significance were used to define and optimize a panel of genomic predictors of elite endurance athlete status. This research offers the potential to identify genomic markers that would allow for the early recognition of those individuals who have the greatest genetic potential to reach elite endurance athlete status. The authors believe they have identified markers that can discriminate between the low responders and the high responder for max VO2 trainability.

2.10.6. Integrated Models

Talent Identification practitioners generally use a multi-dimensional approach to ensure that embedded measures of success reflect more than one developmental domain. It is an advantage to identify athletes at the youngest possible age, but there are many trade-offs in setting the ideal

TID target age. TID introduced too early may be confounded by the variability of maturation rates within an age cohort. TID introduced after maturation (perhaps during late teens or early twenties) may be well past critical periods of skill acquisition.

TID schemes at any age will be influenced by family dynamics, socio-economic circumstances, and demographics (sporting opportunities may be influenced by location and availability of facilities and support services). They will also be influenced by an individual's accumulated experiences – has the individual developed a positive attitude to physical activity, received specialized instruction, or been influenced by school or club sports programs?

2.10.7.Talent Transfer

Talent transfer often occurs informally when a high-performance athlete seeks new opportunities for themselves in a different sport. The motivation may be financial (particularly among professional athletes), or from a variety of other sources. Talent Transfer, Gulbin .sp*orts Coach*, Volume 30, Number 4 (2009).

Data presented in 2004 indicates that 72 out of 256 athletes (28%) in the Australian Institute of Sport (AIS) or state institute/academy sport system who transferred to a new sport had attained senior national representation after less than four years involvement in their new sport. Using this knowledge, the Australian Sports Commission's National Talent Identification and Development (NTID) program has developed guidelines to help facilitate the talent transfer process, so as to retain quality athletes in the sporting system.

Gulbin found that successful talent transfer athletes had these positive characteristics:

High motivation and goal orientation; (2) great self-management skills; (3) good work ethic; (4) proved performance in a competitive environment, and; (5) no bad technical habits.

There were also three common barriers to successful transition into elite competitive success in another sport:

(1) Skill, physiology and motivation were not in balance;
(2) Frustration with inferior coaching and/or support environments, and;
(3) Inpatients for success or unrealistic expectations.

Although research has been conducted on only small samples of elite athletes transferring from one sport to another at the highest level of competition, the environmental and psycho behavioral characteristics observed among successful athletes are similar to Goblin's observations.

Second chances: Investigating athletes' experiences of talent transfer, McNamara A and Collins D, *Plows One*, published online (24 November 2015). Talent transfer initiatives seek to fast-track the performance of mature athletes from one sport to another. However, there is limited evidence on the underpinning mechanisms by which success is 'transferred' from one sport to another. This exploratory study sought to identify the factors which successfully transferring athletes cite as facilitative. Participants identified a range of psycho-behavioral and environmental factors as key to their successful transfer of sports. Interview data were collected from seven elite, individual sport athletes (5 female, 2 male) whose mean age was 36.5 years. All participants had successfully transferred from an elite level (i.e. defined as participation at a global standard) in the donor sport to the equivalent standard in the transfer sport. Five out of the seven participants had medaled at an international championship (e.g., Olympic Games, World Championships, European Championships, Common wealth Games) in both sports. In all cases the transfer was either self-initiated or coach driven.

Two higher order themes were found to facilitate the transfer process: the talent transfer environment and, a number of individual factors that underpinned the transfer. Within the 'environment' theme, creating a positive learning environment and allowing the athlete sufficient time to adjust to the new setting were considered most important. Among the key 'factors' were:

(1) a firm understanding of what it takes to train and compete at a high level;
(2) transfer of learning form donor to transfer sport;

(3) Confidence in one's ability (e.g. the feeling that physical capabilities could compensate for any lack of technical proficiency in the transfer sport);

(4) Ability to create an effective learning environment in the transfer sport;

{5) Coping skills to deal with setbacks;

(6) Focus and disciplined training;

(7) Goal setting,

(8) Realistic performance evaluation.

The authors suggest that further research into the mechanisms of talent transfer is necessary to strengthen the evidence base underpinning methodologies used in talent transfer initiatives.

To overcome the barriers of transitioning from one sport to another, quality coaching and service provision (sport science, sport medicine, and competition support) are essential. In addition, integration with other high-quality athletes appears to help create a socially supportive environment.

'Talent Transfer' in Sport: High level coach insight. Dickinson R, Mallet C, Gulbin J and Weissensteiner J, University of Queensland and Australian Institute of Sport (2012). Despite a dearth of research, the strategy of talent transfer (TT) has been used and is currently applied in a number of countries. This study provides some exploratory in-depth data on the phenomenon, through accessing the expert knowledge of high level Australian coaches who have undertaken TT of athletes within the Australian sport system. Results of hierarchical analysis of interview data revealed a number of broad themes about the nature of TT, including:

(1) TT is complex, with a number of higher and lower order variables

(2) The complexity suggests that a multidimensional framework be considered when seeking to understand TT

(3) Specific ways of thinking about, teaching, and relating to TT athletes are unique to the TT situation and the personal and psychological characteristics of athletes

(4) Future research may consider exploring TT using prospective rather than retrospective research.

Successful examples of talent transfer included the transfer between football codes, from gymnast to diver or aerial skier, and from individual sportsperson to multi-sport competitor or vice versa (e.g. runner or cyclist to triathlon / triathlete to runner or cyclist).

Spin to Win. This is a sophisticated 'talent identification and transfer' program led by Gymnastics Australia in partnership with Diving Australia and the Winter Olympic Institute of Australia Aerial Skiing program. The program results in high quality acrobatic talent training in the most suitable high performance sport development pathway, with the goal of producing more podium performances for Australia. Many skills acquired during gymnastics

training are common to those skills featured in Diving and Aerial Skiing – all have an acrobatic skill base. The *Spin to*

Win project is intended to:

(1) Enables sophisticated tracking of talented gymnasts and assess their suitability for transfer at critical transition points in their development; assessment includes physical, technical, mental/emotional, and aptitude potential;

(2) Identify suitable talent from Gymnastic Australia membership (i.e. 170,000 member talent pools) to support sport transition (at appropriate stages of the FTEM Framework) to high performance pathways in Diving and Aerial

Skiing, and

(3) Support the *Australia's Winning Edge* national high performance strategy for Olympic sports.

Talent transfer may allow an athlete to extend their sporting career by renewing motivation and presenting a new challenge. If the switch was prompted by a performance plateau or injury, it may allow the athlete to relieve past psychological or physical barriers. From the sport's perspective, talent transfer maximizes the return on investments made in an athlete's career development.

Ski and Snowboard Australia has a well-established program for talent transfer to the discipline of aerial skiing. In conjunction with the Olympic Winter Institute (OWI), the Victorian Institute of Sport (VIS) and Mt Buller Ski Resort, Ski and Snowboard Australia offers a transition program for retired gymnasts. The Aerial Transition Program seeks to provide a small number of athletes with a high-quality program. The skills an athlete possesses from prior gymnastics training and competition experience are enhanced through specialized coaching and competition opportunities.

The Australian Institute of Sport, as part of *Australia's Winning Edge* high performance strategy, has implemented the *AIS Sports Draft* program that aims to fast-track the development opportunities of elite athletes who are interested in transferring to other sports. The 2014 Draft targeted six sport areas: athletics (throwing, pole vault, and sprint running events), women's rugby 7s, hockey (women's goalies), combat sports, paddling (sprint and slalom canoe/kayak), and track sprint cycling. A similar Draft initiative for

Paraolympic athletes was conducted in 2014, with a focus on cerebral palsy and neurological brain impairment athletes in a number of Paraolympic sport disciplines. [Source: New-look AIS sport drafts, Australian Sports

Commission] The 2015 Draft targeted four sport areas: combat sports, cycling, paddling (canoe/kayak), and women's rugby 7s. [Source: AIS Sports Draft, Australian Sports Commission]

2.10.8 FTEM Framework

At the T1 level within the FTEM Framework there is an informal or formal process (sometimes both) used to assess and identify potential elite performers. Informal processes often include the subjective assessment by coaches that relies upon their accumulated experience in working with elite athletes, or young athletes who subsequently went on to become elite.

Sporting organizations may develop formal systems of TID using available evidence from within their own sport, or comparing generic test results to normative data from the population, as a means of identifying high performance against key performance variables.

Along with identification may come recognition and with it, access to enriched programs (e.g. additional coaching and access to facilities) and support services. Recognition may also include new competition opportunities (e.g. representative age team or qualification for a higher level individual competition). There is no set timeframe that an athlete may stay in the 'talent identification' stage.

The T2 talent verification phase is sequential and complementary to T1 and is supported by informed observation as well as evidence-based judgments. At the T2 stage additional monitoring of an athlete's performance, perhaps supported by additional assessments/testing on key performance factors, will eventually lead to 'talent verification'.

Confirming the athlete's talent leads to more formalized commitments by the sporting organization in terms of time and resources. It also means that an athlete must commit further time and effort to take advantage of the opportunities presented.

2.10.9.Pathways to the Podium

The Pathways to the Podium Research Project was a multi-sport, multi-national investigation of sport expertise development conducted by a team of

sport scientists from the Australian Institute of Sport (led by Damian Farrow), Victoria University, Melbourne, and York University, Toronto, Canada. This project aimed to gain a detailed understanding of the pathways elite athletes follow on their way towards attaining peak performance. Most importantly, the project investigated how the pathways of elite athletes differed from those of lesser skilled athletes. The information obtained from this research provides insight into to the conditions of sport participation and practice that are optimal for the development of sport expertise.

The major areas investigated within the Pathways to the Podium Research Project included:(1) patterns of involvement in practice activities for athletes' main sport; (2) timelines of competition progression and achievement of major sporting milestones; (3) patterns of involvement in other organized sports, and; (4) family influences on the development of sport expertise.

Sporting milestones and career progression of male Australian junior international level team sport athletes, blog posted (29 November 2011). Identifying the ages at which highly skilled athletes reach these milestones gives us an idea of the typical timescale of the 'pathway to expertise'.

This information can essentially be interpreted as a time course of career progression that has been successful for the attainment of international level sports performance, and the avoidance of burnout and dropout. This information can then be used both as a marker to assess athlete development and to design developmentally appropriate youth sport programs. A comparison of football (soccer), volleyball and basketball players showed that soccer players reach each of the team sport milestones earlier than the basketball players, who in turn reach them earlier than the volleyball players. By the time athletes reach the junior national level of competition, the age gap between the sports begins to narrow and while the soccer players are still reaching these milestones at younger ages than the volleyball players, the differences between soccer and basketball disappear, as do the differences between basketball and volleyball. Interestingly, athletes from all 3 sports tend to make their junior international level debut and progress through the junior international level milestones at roughly the same age. Faster, higher, stronger and younger? Birth order, sibling sport participation, and sport expertise development, blog posted (19 June 2012). The number of successful sibling and parent-child pairs in high performance sport makes it difficult to ignore the role of family in the development of sport expertise. 229 athletes representing 34 sports completed the Developmental History of Athletes Questionnaire. This study focused specifically on responses relating to athletes' siblings. Key findings include: (1) elite athletes were more likely to be later-born children, while pre-elite and non-elite athletes were more likely to be first-born; (2) older siblings of elite athletes were nearly 2.5 times more likely to have participated in general fitness activities on a regular basis than older siblings of non-elite athletes; (3) younger siblings of elite athletes were nearly 4 times

more likely to have participated in competitive sport on a regular basis than younger siblings of non-elite athletes, and; (4) siblings of elite athletes were more likely to have competed in the same sport at the elite and pre-elite levels than siblings of non-elite athletes.

Following in their footsteps? Sport expertise and parental participation in sport and physical activity Hopwood M, Mac Mahon C, Baker J and Farrow D, North American Society for the Psychology of Sport and Physical Activity Conference, Honolulu, Hawaii (June 2012). Although associations between parent's and children's participation in physical activity have been explored, little is known about the associations between parent participation in sport and physical activity and the development of sport expertise by their children that acquiring the most beneficial emotions for a specific task lead to enhanced performance (Lane et al., 2010).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. The research designs

The main objective of this study was to examine the challenges and practice of middle distance athletes on performance in federal police sport club. The qualitative and quantitative method was employed. This method was selected because they are helpful to identify present condition and point to present needs, immediate status of phenomenon and facts findings.

3.2. Research method

Descriptive research method was used in the study since the aim of the research was to describing fact and telling on existing condition of the issue in practice and challenge of middle distance athlete on performance in federal police sport club.

3.3. Sample and Sampling procedure

For the specific research the following samples was select using simple probable sampling technique. . The ideal size of a target population was 50. Therefore, the researcher was used simple probable sampling method mean that the representatives of the whole population in the study by simple random technique. The researcher tries to avoid gender bias by selecting both female and male respondents in almost equal proportion based on their availability. Accordingly from the total population, 15 male and 10 female athletes ,1 male and 2 female coaches and, 4 male officers was included in the study.

3.4 Source of data

Both primary and secondary sources of data were used for the study. The primary data would be collected through observation, questionnaire and interview from athletes, coaches and sport officer of the federal police first division sport club.

The secondary sources information would obtain from published works or materials, journals, websites, books and articles.

3.5. Data collection instrument

In order to collect the data necessary for analysis, the researcher was used questionnaires, observation, and structured interviews was implemented to maintain the validity of the study and to acquire information from different sources. The use of different tools helped to see the situation in depth.

3.5.1. Questionnaires

A questionnaire was used to collect information from athletes, coaches and officers. Closed-ended and open-ended questioners was be distributed and collected from the respondents.

3.5.2. Observation

Observation session would be conducted as it is a main supportive tool to gather information on bout the actual filed during training of 800m, 1500m, 3000m Men & female athletes the data will be collected by means of a check list.

3.5.3. Interview

In this domain the researcher used simple random sampling techniques to determine representative sport club officers for the interview, so the researcher selected from federal police sport club, a total of 4 sport club officers using the above techniques structured interview was used for gathering and probing the required information

3.6. Procedure of Data Collection

After designing the research instrument (observation check list, questionnaires. and interview) the research site and participant were identified. Then, the observation of the social relationship took the first step-in data collection; this

was because the first-hand information, the method and character of coach during the training session.

Secondly data and time of contact were determined. Before distributing the prepared questionnaire to respondents, it was tested as a pilot on athletes of the same club, which are not part of the sample population. Then the questionnaire was revised depending up on the suggestions collected during the try out and distributed to the concerned respondents, so that they would fill and return them back. In administering the questionnaire research assistants had the necessary orientation on how to distribute and collect questionnaires. Prior contacts were made with respondents to ensure willingness to participate in the study and to maximize the return rate of questionnaires.

3.7. Methods of data analysis

The information obtained from opinion gathered through questionnaire were structured, organized and framed to suit analysis and inference or conclusion. When interpreting the data simple statistical method specifically percentage by using spss version was used for analyzing quantitative data. Data collected from open ended questioners and interviews was analyzed qualitatively using words and phrases. Accordingly, some tables were used in tabulating the result. Finally based on the finding and the conclusion reached, recommendations were proposed as research output.

3.8. Ethical Consideration

The purpose of the study was explained to the participants and the researcher has asked their consent to answer questions in the questionnaires. The researcher also informed the participants that the information they are provided only used for the study purpose. accordingly, the researcher was use the information from his participants only for the study purpose. In addition, the researcher ensured confidentiality by making the participants anonymous.

CHAPTER FOUR

4.1 DATA PERESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the study deals with the analysis and interpretation of data gathered through questionnaire, interview and observation. and presented in tables.

A totally of 32 subjects participated for the study. Accordingly, 25 athletes, 3coachesand 4 officers from middle distance event with in federal police sport club. In this study out of 45 questionnaires10 questionnaires were distributed for athletes, 26 questionnaires were distributed for coach and 9 questionnaires were distributed for officers were involved in the personal interview

Table-1 Back Ground information of athletes and coaches

The percentage was used to analyze the characteristics of respondents Such as age, sex, educational qualification and experience of the respondents.

Item	**respondents**	**Athletes**		**Coach**	
		No	%	No	%
Sex	Male	15	66.67	1	33.33
	Female	10	33.33	2	66.67
Educational background	1-4 grade				
	5-8 grade	8	32		
	9-12 grade	14	56		
	Collage/ university	3	12	3	100
Working experience	1-3 years	9	36	2	66.67
	4-7 years	11	44		
	Above 7 years	5	20	1	33.33

Table 1 Back Ground information of athletes and coaches

Table 1 describes the general characteristics of the respondents Regarding the sex of the respondents, the majority of them 15(60%) were male and remaining insignificant number female were 10 (40%) athletes. This reveals that the participation of female in the study of the club were low. Within coaches the majority of them 2[66.67] were female and the remaining number male 1[33] and also 4 male officers there is no female officers in the sport club.

Interims of educational background of the majority of athletes responded, 14(56%) have attend grade 9-12. 5 (32] have attended grade 5 -8 and the remaining 3[12] college/university respectively. This depicts that the majority of the athletes have attended secondary school education and all coaches have attend university in physical education and sport science.

As the work experience of the respondents, 9(36%) fall between 1 and

3 years. The other 11(44%) fall in the service category of 4-7 years. The remaining 5(20%) were in the service category of above 7 years. This reveals that the majority of the athletes 4-7 years served for many years.

As the work experience of the respondents of coaches 2(66.67 %) fall between 1 and 3 years. The remaining 1(33.33%) were in the service category of above7 years. This reveals that the majority of the coaches served for not experienced.

Table -2 Response of Athletes' Motivation

No	Item	Respondent Athletes	
		No	Percentage
1	How did you decide to join the middle-distance event?		
	a. by school teachers influence	6	24
	b. with my own interest	9	36
	c. by my family influence	4	16
	d. by seeing famous athletes	6	24
	Total	25	100
2	Do you taken performance test to join the cub?		
	a. Yes	5	20
	b. No	20	80
	Total	25	100
3	Does the coaches your encourages and motivate during training?		
	a. Yes	19	76

	b. No	6	24
	Total	25	100
4	Have you get encouragement from federal police sport club and or federation during `computation?		
	a. Very high	2	8
	b. High	5	20
	c. Low	10	40
	d. Noting	8	32
	Total	25	100
5	How do you rate the Allowance you get during the training?		
	a. more than Enough		
	b. enough	4	16
	c. Not enough	21	84
	Total	25	100
6	To what extent the moral you get from your coach?		
	a. More than enough	9	36
	b. Enough	12	48
	c. Not enough	4	16
	Total	25	100
7	Do you participate with full interest during training session?		
	Highly	5	20
	Moderate	12	48
	C. low	8	32
	Total	25	100

Table 2 Response of Athletes' Motivation

Table 2 in item 1 Indicated that the majority of respondents 9[36%] athletes was joined in middle distance event by their influence own interest, 6[24%} athletes joined with their school teachers 6[24%} athletes joined with famous athletes and the least percent which is 4[16%] athletes have got joined by family interest.

In item 2 almost all i.e. 20[80%] athletes replied that they have not performance test. but 5[20%} athletes respondent he/she have got performance test they became the member of the federal police sport cub of the middle-distance event.

In item 3 in the above most of the athletes 19[76%] responded they are encouraged with coaches, the remaining 6[24%] athletes replied that they did not get motivation by coach.

In item 4 indicated 10[40%] respondents responded the follow up of the athletics federation and federal police sport club is low. 2[8%] athletes indicated very high, 5[20%] athletes indicated high and 8[32%] athletes indicated there is nothing follows up during competitions.

In item 5 responded that 21[84%] the allowance during the training they are not enough allowance in the club but 4[16%] athlete replied he/she got enough allowance.

In item 6 shown 12[48%] athletes responded that they got enough moral from their coach, 9[36%] athletes indicated the moral was more than enough and 4[16%] respondents responded that they didn't get enough moral.

In item 7 shown 5[20%] athletes responded that they participation of athletes during training highly, 12[48%] athletes participate was moderate and the remaining 8[32%] respondents responded that participated low.

Generally, from the above items most of athletes joined in middle distance event by their own interest according to the data. This is not enough family support athletes have great role. And also, there is not performance test they became before the members of middle distance.

Even though there is low support for the athletes in the federal police sport, still there are many problems. So, gradually the problems have to be minimized. According to the data which is gathered from the athletes indicated the follow up of athletics federation and federal police sport club is low. Most of the athletes encouraging and motivating by coaches and there is not enough allowance during the competition or training.

Table-3 Response on Athletes Training

No	Item	Respondent	
		Athletes	
		No	Percentage
1	How many days you involve in Training per week?		
	a. 3 days		
	b. 4 days	25	100
	c. 5 days		
	d. 6 days		
	Total	25	100
2	How do you evaluate doing Practice on the track?		
	a. High		
	b. medium	13	52

	c. low	12	48
	d. not good		
	Total	25	100
3	How do you evaluate your relation with your friends and coaches?		
	a. High	9	36
	b. Moderate	13	52
	c. Low	3	12
	Total	25	100
4	Does the club have sufficient facilities and equipment's?		
	a. More than Enough		
	b. enough	6	24
	c. Not enough	19	76
	Total	25	100
5	Their training program classified according to your ability, age, and experience		
	Highly	6	24
	b. moderate	16	64
	c. low	3	12
	Total	25	100
6	Does your club have qualified and experienced coach?		
	Yes	6	24
	No	19	76
	Total	25	100

Table 3 Response on Athletes Training

As shown in the above table to investigate the practice of training duration and techniques to middle distance level 6 questions were raised in this table. To this effect, the first question asks about respondent's duration of training time per a week. Accordingly, all 0f the athletes respondents, 25(100%) do training for four days in a week. Concerning the techniques of training the majority of the athlete's respondents 13 (52%) replied that the training was given by their coaches have medium attraction with a middle distance running tactics and the remaining 12 (48%) athletes responded was low tactics. the majority of athletes responded 13(52%) good relationships between athletes and coaches and the other 3(12%) and 9 (36%) athletes responded respectively that the relationships between athletes and coaches have low and high relations with in middle distance running tactics. Interims of facilities and

equipment's19 (76%) athletes responded there is not enough facilities in the sport club and the remaining of 6 (24%) athletes responded enough materials for the training. According the training are classified based on age, abilities and experience the majority of the athletes responded 16(64%) moderate, 6 (24%) of athletes responded high and other athletes responded 3(12%) low. the majority of the athletes 19 (76%) responded their no qualified and experienced coaches with in middle distance event in the club and the remaining 6 (24%) athletes responded have qualified and experienced coach in the sport club.

Generally, we can infer from the data all of the respondents have participated in the training programs. However, these trainings have been too short and infrequent and there have been no effective follow-up support to ensure the effective implementation of the training tactics. There is good relation between coaches and athletes in middle distance event in addition there is not enough facilities and equipment's and there is no qualified and experienced coaches with in middle distance event in the federal police sport club.

Table-4 Responses of Coaches Related To Competence

No	Item	Respondents	
		Coaches	
		No	Percentage
1	Courses that you have in coaching athletics		
	a. first level	1	33.33
	b. second level	2	66.67
	c. other		
	Total	3	100
2	Your coaching carrier in the site is		
	a. Part timer	1	33.33
	b. Full timer	2	66.67
	c. If any specify …..		
	Total	3	100
3	Have you taken additional courses (training) in the area of athletics coaching?		
	a. Yes	1	33.33
	b. No	2	66.67
	Total	3	100

4	If "yes" the training program is/ was		
	a. Work shop	2	66.67
	b. Pre-serve	1	33.33
	c. In- serve		
	d. Other		
	Total	3	100
5	How many days do you prepare training program in a week ?		
	a.3 days		
	b.4 days	3	100
	c.5 days		
	d.6 days		
	Total		
6	Do you have an assistant coach?		
	a. Yes		
	b. No		
	Total		
7	How do you rate your Competence or knowledge of coaching middle-distance athletes of the club?		
	a. High		
	b. Moderate	2	66.67
	c. Low	1	33.33
	Total	3	100

Table 4 Responses of Coaches Related To Competence

As Indicated in the above table 4 about the coach's response 2[66.67%] coaches are the holder of second level certificate and the remaining 1[33.33%] first level course taken. And as you can see in the 2nd item 2[66.67%] coaches were working as full time and the remaining 1[33.33%] working as part time.

In the 3rd item 1[33.33%] coaches responded that they have taken additional courses and the remaining 2[66.67%] not taken additional course. In the 4th item according to the data 2[66.67%] coach has taken workshop, 1[33.33%] coach took the additional course during the pre-serve.

In the 5th item one can understand easily 3[100%] coaches responded that all have the 4 days training program. In the 6th item the respondents or the coaches 2[66.67%} replied that they have assistant coach and the other

1[33.33%] have not assistant coach. And the last but not the least item 7th the majority coaches 2[66.67%] indicated they had moderate knowledge of coaching and 1[33.33%] coach responded that he/she had low knowledge of coaching.

From the above figure I can realize that the majority of the coaches are working as a full time in the federal police sport club and this has a great advantage in giving the right training system and also all coaches done for four day per a week training time. Most of the coaches have not taken additional courses; this has a great influence in knowledge of coaching, so the coaches have taken additional course and update knowledge and most coaches have an assistant coach.

Table-5 regarding about Knowledge of a coach

1. Do you Prepare and organize a training plan?

Options	Always	moderate	Low
Items	1	2	-
Percent	33.33%	66.67%	-

Table 5 Regarding about Knowledge of a coach

As it indicated in the above table 33.33% of the respondents said they always prepare a training plan, whereas, 66.67% of said they moderately prepare training plans.

2. How much you Know about coaching athletics?

Options	High	Moderate	Low
Items	0	2	1
Percent	0	66.67%	33.3%

As the above table 66.67% of the respondents said they moderate knowledge of coaching athletics and the remaining 33.33% low knowledge.

3. How often you Identifies and rewards an outstanding athlete?

Options	Very good	Good	Poor
Items	0	2	1
Percent	0	66.67%	33.33%

One (33.33%) of the respondents replied he low motivates the outstanding athletes while 66.67% of them replied good identified and rewards best performers in their team.

4. Do you Build athlete's confidence?

Options	More than enough	enough	Not enough
Items	0	2	1
Percent	0	66.67%	33.33%

66.67% of the respondents suggest that they build the confidence of their athletes enough whereas, 33.33% of them do not enough to build athlete confidence.

5. Do you encourage your athletes to Participate on commenting the training?

Options	More than enough	Enough	Not enough
Items	0	2	1
Percent	0	66.67%	33.33%

66.7% and 33.33% of the respondents responded that they encourage their athletes participating in commenting the training programs enough and not enough respectively.

Table-6 Regarding the about Coach-athlete relationship

1. How often fair in the treating and respecting each athlete in your Club?

Options	More than enough	enough	Not enough
Items	0	3	
Percent	0	100%	

Table 6 Regarding the about Coach-athlete relationship

All of the respondents conclude that they enough treat and respect their athletes fairly and equally.

2. How often you discuss with your athlete in preparing a training plan?

Options	More than enough	enough	Not enough
Items	0	1	2
Percent	0	33.33%	66.67%

The above table shows 33.33% of the respondents explained that they enough participation their athlete in the preparation of lesson plans while 66.67% of them do not enough.

3. How often you discuss with your athlete about the Competition?

Options	More than enough	enough	Not enough
Items	0	1	2
Percent	0	66.67%	33.33%

66.67% and 33.3% of the respondents suggest that they enough and not enough involve their athletes respectively in the decision-making during competition.

4. **How often you discuss about is winning philosophy with your own athlete?**

Options	More than enough	enough	Not enough
Items	0	1	2
Percent	0	66.67%	33.33%

The above table shows 66.67% of the respondents explained that they enough participate their athlete on the discussion of winning philosophy while 33.33% of them do not enough at all their athletes on the discussion of winning philosophy.

5. How often decisions are decided by you?

Options	Always	moderate	Low
Items	0	1	2
Percent	0	66.67%	33.33%

According to the above table shows 66.67% of the respondents explained that they always participate their athlete on the Decision-making whereas, 33.33% of them do low decision making. However, above 50% of the participant replied they are not involved at all their athletes on the Decision-making.

Table-7 about regarding sport facility and equipment's

No	Item	Respondents	
		Coach	
		No	%
1	To what extent the training fields are available and conducive for athletes training in your club?		
	A more than enough.		
	b. enough	1	33.33
	c. not enough	2	66.67
	Total	3	100
2	To what extent the transportation is available for training for your athletes?		
	a. High		
	b. Very high		
	c. low	1	33.33
	d. not good	2	66.6
	Total	3	100
3	To what extent the standards sport wears are available in your club?		
	a. more than enough		
	b. enough		
	c. not enough	3	100
	Total	3	100
4	To what extent the standards spike shoes available for your athlete?		
	a. Enough		
	b. More than enough		
	c. Not enough	3	100
	Total		
5	To what extent standard sport equipment's like hurdle, steeplechase and water jumps are available for		

	coaching middle distance?		
	more than enough		
	Enough	*1*	*33.33*
	not enough	*2*	*66.67*
	Total	*3*	*100*

Table 7 about regarding sport facility and equipment's

As Shown in the above table7 in the item 1 , 1[33.33%] coaches responded there was standardized training field available and the remaining 2[66.67%] coaches responded there is no standardized training in their site .

In the item 2 all the 3[100%] coaches indicated that the athletes got not enough financial support. In the item3 and 4 above 3[100%] all coaches indicated that there were not enough standard sport wears and shoes available for the athletes in the federal sport club. In item 5 1[33.33%] coaches there is enough equipment's like hurdle, steeplechase and water jumps are available for athletes in middle distance event and 2[66.67%] coaches there is not enough equipment's like hurdle, steeplechase and water jumps are available for athletes in middle distance events in federal police sport club.

From the information I got there were not conducive training field available and appropriate facilities and equipment. So, the concerned body must provide the materials in order to increase the competency of athletes and there are not necessary training facilities such as sport wears, shoes equipment's like hurdle, steeplechase and water jumps are available for athletes for middle distance event, the responsible body have to solve the problems step by step to bring radical change in middle distance event.

Table-8 the response of federal police sport club officers

No	Item	Respondents	
		Coaches	
		No	%
1	Do you have any means of evaluating your coach to up- date and up-grade their skill of coaching up to standard?		
	a. Yes	1	25
	b. No	3	75
	Total	4	100
2	Do you have means of encouraging or motivating coach or athlete with best performance?		
	a. Excellent		
	b. Good	1	25
	c. poor	2	50
	Total	3	75
3	How do you satisfy the federation on the performance of middle distance athlete?		
	a. Excellent		
	b. Good	1	25
	c. poor	3	75
	Total	4	100
4	How do you see the relationship between athlete and coaches?		
	a. Excellent		
	b. Good	4	1oo
	c. poor		
	Total	4	100
5	Do athletes have enough Competition at home and abroad?		
	Yes	1	25
	No	3	75
	Total	4	100
6	How is t h e performance of athletes relating to other Addis Ababa athletics club?		
	High		
	Medium	3	75
	Low	1	25
	Total	4	100

Table 8 the response of federal police sport club officers

As indicated in the above table 8in item 1، 1[25%} of the officers replied they up grade and update their skill of coaching up to standard, and the remaining 3[75%} coaches not updated and up graded their skills. in item 2, 3[75%} 0f the officers responded there is poor encouraged and motivating coach and athletes with best performance and other 1[25%} good motivation with best performance. Item 3 most of or 3[75%} officers responded the federation poor satisfaction with the performance of athlete's in middle distance event 1[25%} officers responded good satisfaction in performance with in federation in middle distance athletes. Item 4 all 4[100%} officers responded good coach athlete r\ship with in middle distance event. In the item 5 the respondents replied 1[25%] the athletes have enough competition at home and abroad and the other fifty percent 3[75%} not enough competition at home or abroad with in middle distance event. The last item 6th all the 4[100%} officers indicated "medium" for the performance of athletes relating to other Addis Ababa athletics sport club

From the above information I can point out the following issues, the officers facilitated most of the coaches are not upgrade and update at standard level and this is very important to update them and to increase their skill of transferring knowledge to their athletes and then the athletes will be competent, I would like to say this is a weakness because, the more coaches from different countries, the more experience, knowledge and skill sharing. So, it is well and good if it is corrected soon. Most of the officers responded, there is not enough competition at home, I would to say this is weakness because the more participation in competition the athletes will more experienced and to develop confidence in winning, so it is well and good if it is corrected soon. And another good thing is there is good coach athlete r\ship a female and also there is good performance of athletes to compare with other athletics club in Addis Ababa with in middle distance event.

4.2. Analysis and Interpretation of Open ended Questions for coaches

Part 3: Do you face any problems with your club management that affect your training process?

Part 4: Do you see any problem related to lack of job integration among club, federation, athlete, coach and other bodies?

As coaches put it, all these bodies should work hand to hand in order to meet the objectives they are after. Clubs must enable athletes achieve their maximum potential by providing conductive situation and most importantly the right coach and real competition opportunities. One of the coaches mentioned in this regard, "The coach need to empower his/her athletes for an actual exposal whose have a real encounter with other athletes and competition situations. Federations should make athletes sure that they are competing for what is best for everyone, so that they benefit from competing, and so on." Those concerned bodies are all the parts of the whole which make everything meaningful. One of their parts is absent or isn't functioning well, all the other parts suffer. So, the smoother the interaction is the meaningful and efficient the process"

Part 5: If any, what are the other problems of middle distance runners?

Coaches have listed a number of factors that affect their training process

- Athletes disobedience in respecting their training lesson plans
- Lack of materials, equipment, facilities and other specific middle-distance training resources
- Lack of financing
- Job interference from club managers
- Unplanned and unsupervised improver personal training completions are carried out by athletes

Part 6: what are the possible solutions for the aforementioned problems?

According to coach's suggestions the following measures can help to alleviate the problems:

- Providing their coaches all the proper trainings/courses so that they can update their knowledge of coaching
- Coaches should devise a controlling mechanism by which they control their athletes so that athletes will not bias their training process in unplanned and unsupervised personal trainings, frequent competitions and from other improper actions.
- Clubs should find a way to possess materials and equipment at least to the very minimum limit.
- Every professional at the club should be given professional freedom so that job interference will not be a problem.
- Coaches should improve their relationship with athletes by improving and applying a proper coaching philosophy,
- Federations and clubs should work on developing policy to control athletes, competitions, safety and professional ethics.

4.3. Response of the federal police sport club officers in the interview part

For the question how do you evaluate supervise and follow up the training processes of the sport club of the middle-distance event?

All the officers gave similar answers it was according to the plan that they had periodic and fixed day supervised and followed the training process

In the second question which is how do you evaluate the educational qualification and experience of coaches in the training site?

They told me, they had criteria such as license of coaching level, educational level and experience of coaching.

The last question in the interview was what are the major challenges of the training sites that influence the performances of middle distance athletes?

- The main challenges the officers mentioned were: lack of facility and equipment, the age of the athletes and shortage of incentive for states of Athletes

4.4. Analysis and interpretation of observation in federal police sport club

During my first observation in each clubs first I show my latter which was written by A.A.U, sport science department head. I go to federal police sport club. Federal police sport club office is located around torehayeloch. The gate door was kept by a keeper, he asked me what I want and I told him what i need form their club but he didn't allow we to get inside instead he called the club officer; he is young and looks good man b\c he is military. After he saw me he allowed me to get in to his office. Then he asked me what I want and I told him, I want to observe training sessions then I will come with questioners which will be filled by coaches and athletes of middle distance running. Then he gave me athletes' number and their training fine and venue. It was at the morning at feral police sport field. Female and male athletes were practicing together. I wait unit they finish and went to my home. My plan was to visit training session but because of shortage of time I only observe training session and other information in the sport club. Then I distributed my questionnaire to athletes and coaches and then officers collect for me at the second day. Finally, I did everything from the club to collect my observational data. To make the training more effective it is necessary to have appropriate infrastructures, equipment's and facilities which facilitate the training program at large.

Table 4.4.1. Check list for the availability of Facilities and equipment's

The researcher Rate the availability of facilities in the federal police sport club [Omedla] by putting "√" mark on the given alternative.

No	Facilities	Available	Partially Available	Not Available	Remark
1	Dormitories		√		
2	Clean toilet, shower and clean drinking water	√			
3	Recreational center		√		
4	Clinic		√		
5	Sport wear		√		
6	Gymnasium		√		
7.	Transportation		√		
8	Sports suits			√	
9	Designed clothing room			√	

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary

The purpose of this study was to investigate the practices and challenges of middle distance athletes on performance in federal police sport cub. The study was done in descriptive method. Totally 32 respondents participated in the study. Of these 3 coaches, 25 athletes [15 male and 10 female] and four officers in federal police sport cub. To collect information, questionnaire, [open & closed], observation and interview were used. Finally by using data tables in Percentage the data obtained were analyzed.

The study tries to solve the following research questions.

1. Are there facilities and equipment's available?

2. Does the club has well-experienced and qualified coaches?

3. What are the criteria of talent identification for the athlete to join the club?

4. What are the current practices and the challenges of coaching system and methods in middle distance event?

Based on the above research questions the respondents responded

- There is no facilities and equipment in the sport cub.
- The relationship between athletes and coach most of the respondents indicated "good"
- The study revealed training is not an individual based classified according to athletes ability, age and experience.

- The study revealed coach use mostly monthly training plan.
- Athletes join in the club without properly performance evaluation test.
- Coaching philosophy of coaches & its implication on the effectiveness of the training process.
- Qualification & coaching knowledge of coaches and athletes belief in their coaches' ability
- The study revealed that, shortage of incentive for Athletes and Coaches from their administrative body.
- Unplanned & unsupervised personal trainings & competition performed by athletes

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn

- There was shortage of facilities and equipment in the federal police middle distance athletes.
- It is concluded that both female and male middle distance runners were moderately motivated to training with marginal difference between them.
- There was a good relationship among sport club of middle distance.
- Athletes join in the club without properly sated performance evaluation test
- The qualifications and the coaching knowledge of coach were found to be poor that forced athletes to perform their own practices in the training sessions. As a result, athletes did not believe in their coach's ability of coaching.
- Athletes regularly practice unplanned and unsupervised personal trainings and competitions without informing their coaches. This was due to lack of trust on the ability of their coaches and economic reward they are getting from their personal managers.

5.3. Recommendations

Depending up on the findings of the study, the following recommendation were drawn

- Federal police sport club and other concerned bodies should fulfill facilities and equipment in order to bring good result in middle distance competition.
- Even if the relation between athletes and coaches, among athletes and coaches is good, this is not enough still. So, the concerned body must give work shop by inviting educators for both athletes and coaches.
- Federal police sport club should arrange a training program for Athletics coaches on title how to prepare Specific, Measurable, Adjustable and Realistic (SMART) training plan.
- The allowance of the middle distance athletes is small. So, the concerned body should make attractive for the athletes and this motivate them to do more.
- If club and athletics federation give training for the club coaches, so that they can scale up their qualifications and the coaching knowledge.
- The selection of Athletes is very important challenges that influence the effectiveness of performance development level. Therefore coaches of the Athletics club should develop, scientific, systematic and appropriate ways of selecting and measuring performance.
- If athletes stop performing unsupervised and unplanned personal trainings, and frequent competition, and stick to the training and completion plan of their club & the national federation.
- Concerned bodies are expected to assignee enough budget in order to provide athletes with adequate and sufficient diets. Besides, due to inadequate input from different specialists, like physiotherapy, fitness instructors, sport psychologist, sport nutritionist, public relation, and etc.

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Appendices

Appendices A

Addis Ababa University

College of natural science Department of Sport Science

Questionnaire to be filled by middle distance athletes

Dear athlete! The purpose of this questionnaire is to gather information about practice and challenges of middle distance athlete on performance. Read the questions carefully and circulate the alternatives that best apply to your own situation and write the answer in the space provided. If necessary, you can exceed the space allocated. Do not write your name, since the questionnaire is confidential.

Thanks for your kind cooperation!

Part-I. General information

1. Sex
   A/ Male B/ Female
2. Your Age
   A/ Blow 20 B/ 20-25 C/ 26-30 D/ Above 30
3. Education Level
   A/ Grade 1-4 B/ Grade 5-8 C/ 9-12 D/ collage\university
4. Training years
   A/ 1 -3years B/ 4-7 years C/ above 7years

Part II. Question

Give answer to the following questions by circling the letter of your choice.

1. **How did you decide to join the middle distance event?**
   A. by school teacher's influence
   B. with my own interest
   C. by my family influence
   D. by seeing famous athletes

2. **Have you taken performance tests to join the club?**

   A/ Yes B/ No

3 **Does the coach encourages and motivate you during training session?**
   a) Yes
   b) No
5. **Have you get encouragement from federal police sport club or federation during computation time?**

   A/ very high B/ high C/ low

4. **How do you rate the allowance you get during training?**
   a. More than enough
   b. Enough
   c. Not enough
5. **To what extent the moral you get from your coach?**

a. More than enough
b. Enough
c. Not enough

5. **Do you participate with full interest during training session?**
   a. Highly
   b. Moderate
   c. Low

Response on athletes training

1. **How money days you involve during training?**
   a. 3 days
   b. 4 days
   c. 5 days
   d. 6 days
2. **How do you evaluate during practice on the track?**
   a. High
   b. Medium
   c. Low
   d. Not good
3. **How do you evaluate your relationship with your friend and coaches?**
   a. High
   b. Moderate
   c. Low
4. **Does the club have sufficient facilities and equipment's?**
   a. more than enough
   b. enough
   c. not enough
5. **Their training program classified according to your ability, age, and experience?**
   a. Highly
   b. Moderate
   c. Low
6. **Does your club have qualified and experienced coach?**
   a. Yes
   b. No

Appendices B

Questionnaire to be filled by middle distance coaches

Dear coach! The purpose of these questionnaires is to gather information about the practice and challenges of middle distance athletes on performance. Read the questions carefully and circulate the alternatives that best apply to your own situation and write the answer in the space provided. If necessary, you can exceed the space allocated. Do not write your name, since the questionnaire is confidential.

Thanks for your kind cooperation!

Part1:-Basic Data

1. Sex

   A) Female B) Male

2. What is your level of educational qualification?

   A) Ph.D. B) MSc C) Diploma D) B.A/BSc E) 12 th

3. Training years

   A) 1 -3years B) 4-7 years C) above 7years

Responses of coaches related to competence

1. **Course you have in coaching athletics**
   - **a.** First level
   - **b.** Second level
   - **c.** Other
2. **Your coach carrier in the site is**
   - **a.** Part timer
   - **b.** Full timer
   - **c.** If any specify
3. H**ave you taken additional courses in the area of athletics coaching?**
   - **a.** Yes
   - **b.** No
4. **If yes the training program is**
   - **a.** Work shop
   - **b.** Pre serve
   - **c.** In serve
   - **d.** Other
5. **How many days do you prepare training program in a week?**
   - **a.** 3 days
   - **b.** 4 days
   - **c.** 5 days
   - **d.** 6 days
6. **Do you have an assistant coach?**
   - **a.** Yes
   - **b.** No
7. **How do you rate your competence or knowledge of coaching middle distance athletes of the club?**
   - **a.** Highly
   - **b.** Moderate
   - **c.** Low

Part-2:-practice and challenges of middle distance athletes on performance Problems

Put "√" mark for below listed scale questions

Dominant characteristics	**1= Not at all 2= Mildly 3= Moderately 4=**					
Knowledge of a coach		5	4	3	2	1
	Preparing and organizing manual for training					
	Knowledge of coaching athletics and upgrading yourself					
	Identifies and rewards an outstanding athletes					
	Builds each athlete's confidence					
	Participate your athletes to comment on the training					
Coach-athlete relationship						
1	How often fair in the treating and respecting each athlete in your Club?					
2	How often you discuss with your athlete in preparing a training plan?					
3	How often you discuss with your athlete about Competition?					
4	How often you discuss about winning philosophy with your own					
5	How often the decisions are decided by you and your athletes?					
SPORT FACILITY AND EQUIPMENTS						
1	To what extent the training fields are available and conducive for Athletes training in your Club?					
2	To what extent transportation are available for training for your					
3	To what extent the standard sport wears are available in your Club?					
4	To what extent standard spike shoes are available for your athletes?					
5	To what extent standard sport equipment's like Hurdles, steeple chase and water jumps are available for coaching middle Distance?					

Part-3: Do you face any problems with your club management that affect your training process?

Part 4: Do you see any problem related to lake of job integration among club, federation, athlete, Coaches and other bodies?

Part 5: If any, what are the other problems of middle distance runners?

Part 6: what are the possible solutions for the aforementioned problems?

Appendices C

Response of federal police sport officer

1. Do you have any means of evaluating your coach to update and upgrade their skill of coaching up to standard?
   - **a.** yes
   - **b.** no
2. **Do you have a means of encouraging or motivating coach or athlete with best performance?**
   - **a.** Excellent
   - **b.** Good
   - **c.** Poor
3. **How do you satisfy the federation on the performance of middle distance athlete?**
   - **a.** Excellent
   - **b.** Good
   - **c.** Poor
4. **How do you see the relationship b\n athletes and coaches?**
   - **a.** Excellent
   - **b.** Good
   - **c.** Poor
5. **Does athletes have enough competition at home and a board ?**
   - **a.** Yes
   - **b.** No
6. **How was the performance of athletes relating to other Addis Ababa athletics club?**
   - **a.** High
   - **b.** Medium
   - **c.** Low

An interview Questions for sport officer

Position _____

Experience in years _____

1. How do you evaluate supervise and follow up the training process of the sport club of middle distance event?
2. How do you evaluate the educational qualification and experience of coaching?
3. What are the major challenges of the training sites that influence the performance of middle distance athletes?

Appendices D

Observation check list for the availability of Facilities and equipment's

The researcher Rate the availability of facilities in the federal police sport club [Omedla] by putting "√" mark on the given alternative.

No	Facilities	Available	Partially Available	Not Available	Remark
1	Dormitories				
2	Clean toilet, shower and clean drinking water				
3	Recreational center				
4	Clinic				
5	Sport wear				
6	Gymnasium				
7.	Transportation				
8	Sports suits				
9	Designed clothing room				