ADDIS ABABA UNIVERSITY
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Group Training in View of the Principles of Athletics Training: The Case of Middle and Long Distance Athletes of Some Selected Clubs

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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 study have been acknowledged.

Name ———————————

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Date ———————————

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

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Acronyms and abbreviations

A. A.	Addis Ababa
IAAF	International Association of Athletics Federations
IOC	International Olympic Committee
MYSC	Ministry of Youth, Sport and Culture of Ethiopia
NSPE	National Sport Policy of Ethiopia
LT	Lactic Threshold
TI	Talent Identification

Abstract

The purpose of this study are to identify Group training in view of athletics training principles in mugger and defense athletics sport clubs. The subject in this study were 40 middle and long distance trainee athletes`, 6 coaches of the respective field and one senior coach and one former staff member, selected from the total populations of 80, 6 and 2 respectively. As a method of data gathering tools; questionnaires and interview were employed. To analysis the collected data, both qualitative and quantitative methods such as descriptive statements and percentage were on use respectively. The result of the study revealed that trainee middle and long distance athletes practice 6 days per week having two sessions per day for 2:00 hours. The main reason to apply group training is there are un-proportional trained man powers (coaches) in the field when we compared with the number of the athletes. To overcome these problems the following recommendations have been forwarded. The response from coaches and athletes is somewhat mixed, for and against group training, coaches should take in to consideration about individual difference in their training sessions, working with all stakeholders so as curb the problems of shortage of qualified man power; working with jointly with regional sport commissions, clubs and sport organizations, Ethiopia athletics federation etc and more should be done in having qualified coaches in the demand of the field in each clubs; on regular abases of training should be offered for coaches.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Modern sport has a history of over half a century in this country. Even though many types of games are introduced within this period, the growth of modern sport is still at the infancy level. The causes for these are many, among which organizational and that of outlook commonly observed. As the leadership in sports lacked a popular base in this country, it has been undergoing a series of continuous reorganization. Its focus has been on organizing competitive sports for the very few elite athletes who have gained recognition by themselves rather than producing elite Athletes in organizing training centers.

Yet as this intent on gaining victory lacks broad base that would replenish able sport persons, the results registered have shown inconsistency. The limited role of the community in sports, the decline of sports in schools, the shortage of sports facilities ,sport wear and equipment as well as the lack of trained personnel in the sphere have also made the problem more complex (National sport policy, 1998)

As indicated at this out set and incorporated in the sport policy document (1998), the policy out lines clearly selected goals, means and strategy. It further defines to what ends sports should be directed, what, how, where, whom and why to train, who is to train at different levels, decisions as to organization, facilities and administrative arrangements as well as coordination among its several elements. In spite of all these frameworks, there seems to be an immense gap between what is written in black and white and actually practiced on the ground, ever since the policy has come into action, that is, actually the question of hands- on job. Interestingly, sport in all countries is changing with times, but not uniformly at all. The gap in resource between wealthy and poor countries is growing .There is no question that the availability of quality facilities is necessary for proper training; where this does not exist. Apparently, it is difficult to achieve what is intended a head of time (Judith, 1998). In a nuts shell, this is actually a severe challenge that developing countries face.

Conversely, athletics is one of the purest of all sports, relying solely on the strengths of the human body rather than their technological implements to improve performance. Moreover,

the sport and games played in a country can tell us a lot about the country. The way a sport is played often indicates how people in a particular country live (Brian Mac, 2011).

Likewise, when we mention sport and Ethiopia, the large number of first-class distance runners' immediately comes to our mind. In fact, at this stage one could safely and justifiably come to an agreement that Ethiopia has some of the best middle and long distance runners in the world. Accordingly, the New York Times called Ethiopia "running Mecca 'due to its historical successes in the athletics program, in which it also took 5th place in the world ranking during the Olympic champion at Beijing (International Olympic Commit, 2010). To strength this point, I think, quoting Judah (2008) assertion is apt:

> *…on 10 Sept, 1960, Abebe Bikila, an Ethiopia, won the Rome Olympic marathon running bare foot. He thus become a sporting hero, an African hero and, for many, the first black African ever to win a gold medal at the Olympics. Four years later in Tokyo, he was to repeat his success. Today, Haile Gebreselassie and many others for Ethiopia are well known as some of the fastest runners on earth. Nevertheless, this* was not the case until Bikila Won in Rome…; if we did not have Bikila we would never have had Haile.

Along with this, the same author argued, "Since Ethiopia joined the Olympic Games in 1956 up to Beijing Olympic, they have collected a total of 14 gold medals, 5 silver and 12 bronze. In line with, all medals were won in long distance running competition that long distance running has brought Ethiopians not only joy but also inspiration and courage to overcome the challenges of poverty.

1.2. Statement of the problem

In the fast changing world, the increase in public expectation from sport sector creates changes in the sport policy, what? How? Sport training could be delivered. Consequently, these changes will have effect in the overall sport sectors. In order to keep with this abreast changes, the organized training in many sport activities have became the core of the day.

Apart from the aforementioned rational, the national sport policy of Ethiopia (NSPE 1998) advocated and puts″ ….organize special training and competition forums for talent youth in various types of sports and recruit the gifted ones by working in conjugation with sport clubs and federations.″ To this effect appropriate implementation can favorable influences the overall development of the countries sport in many aspects. To happen and see as expected talent identification, proper recruitment procedures, research, scientific training, setting within reach goals, competent and effective organizational structures are precondition, as Sharkey (1986) agreed.

As stipulated in the policy, if further focuses on 1) to register great achievements of international standard by tapping the overall sports activities….2) creating awareness and participation….3) to facilitate the training of qualified sports personal to abate the lack of skilled manpower…4) enable students to participate in sports competition at national and international level…. Etc (NSPE, 1998). For this reason the ex-ministry of youth, sports and culture of Ethiopia (MYSC) has established the national athletics training center. From these general situations it is possible to deduce that of many duties and responsibility vested to national sport commission: offering athletics training for talented youths in a priority area including athletics events which the country has not been well known, which is field event athletics. Moreover, the purpose of this study is to deal with the influence of group training in the athlete performance.

To this end the study tries to answer the following basic research questions:

1. Is group training advisable in line with athletics training principles?
2. What are the major factors that hinder applying group training?
3. To what extent these hindering factors affect middle and long distance athletes` performance?
4. What possible solution should be carried out to solve this problem?
5. What is the attitude of athletes in working together?

1.3. Objective of the study

General objectives

The ultimate purpose of this study was to identify why coaches are preferred to give their training in group and its impact on their performance.

Specific objectives

1. Identify how much athletes are benefited from group training.
2. Determine to what extent group training can contribute to improve their performance
3. Provide suggestion to improve the practice of the training methods
4. Find out the factors that are taking in to consideration when applying group training.
5. To recognize the attitude of athletes in group training?

1.4. Significance of the study

This study was tuned in the direction of identifying the impact of group training on athlete's performance. The researcher of this study hopes that the findings of the study would contribute to:

- Give insight for coaches to consider individual difference in activities.
- Be used as a feedback for stakeholders and practitioners so as make them to be aware of the problem of group training.
- Initiate others scholars to undertake a large scale research in the area of this training method.

1.5. Limitation of the study

During undertaking this study there was shortage of reference materials about the in both world wide experience and in Ethiopian context especially about group training in athletics, shortage of money and scarcity of time are the basic limitation during while conducting this research. In fact attempts were made to overcome this limitation.

1.6. Delimitation of the study

In order to make the study more specific and manageable, this study mainly focuses on identify the impact of group training in middle and long distance trainee athletes performance in some selected clubs.

1.7. Operational definition of terms and concepts

Athlete: is someone who is good at sport, especially athletics, and takes part in sport competition.

Athletics: truck and field event sport, comprising a group of athletics events or disciplines, each of which involves either, running, walking, throwing or jumping.

Fitness: is how well a person is adapted to and capable of certain lifestyle.

Training: is a systematic process with the objectives of improving an athlete's fitness in a selected activity.

Group: are a number of peoples or things that are together or that belongs together.

Practice: is an occasion when you do something in order to become better at it, or the time that you spend doing. (http://www.macmillan dictionary.com

Coaching: is often used to cover a wide range of activities usually that help someone to preparing for something. (IAAF Guide to Coaching Athletics 2009)

1.8. Organization of the Study

This study is organized in such a way that the first chapter presents and discusses the background, statement of the problem, objective, limitation and delimitation of the study as well as definition of terms. The second chapter attempts to forward various but relevant literature works of scholars. When one looks at chapter three its concern is on presenting the methodology of the study. Chapter four in its part reports the presentation, analysis and discussion of the study and finally chapter five presents the summary, conclusion and recommendation of the study.

CHAPTER TWO

2. Review of literature

The physiological aspects of training are very important in coaching. However, physiological conditioning cannot be dealt with in isolation. Many factors will have a direct impact on the effectiveness of the physiological preparation of the athlete. The general reason why people train is to raise the level of fitness. The reasons for becoming fit may not include excellence objectives and will not require intensive training. It is therefore, important that the coach establish why the athlete wants to get fit because the answer will influence the way the athlete will approach any form of physical or psychological activity.

2.1. What is sport?

Sports are not only art or religion or moral ideals but with all of these, it shares values, which are at least humanly high and always highly human. Sport is a wonderful world. Those who are not active in sport needs to realize what they are missing. Those who are active must be encouraged to remain so. Sport should became an integral part of everyone`s life, for sport truly is a wonderful world. Sport has emerged in to highly organized activity of human society. Play is very important for preserving better growth and development of the organism. (http//ec.europa.eu).

2.2. What is athletics?

Athletics is an exclusive collection of sporting event that involves competitive running, jumping, throwing and walking. The most common types of athletics competitions are track and field, road running, cross country running and race walking. The simplicity of the competition, and the lack of a need for expensive equipment, makes athletics one of the most commonly competed sports in the world.

Middle distance: the most common middle distance track events running includes events ranging in distance from 800m to 5000m, taking 90 odd seconds to 15-30 minutes to complete, depending on training level. The training for middle distance running is usually much longer than the events and includes a variety of intensities including long easy runs, interval sessions, fartlek running and repetitions. Training may be 1 to 2 times daily, six to seven days per week depending on the level of competition. Middle distance runners have high energy requirements to maintain the training volume required. This runners need to ensure they eat enough food and take advantage of opportunities to eat. This may requires

special attention to ensure good access to appropriate foods and fluids at all time. www. Athletics.org. au.

Long distance event are longer than middle distance, which includes 5000m, 10000m and marathon. There are three common long distance running events in track and field competitions, 3000m, 5000m, and 10000m. The latter two races are both Olympic and world championship events outdoors, while the 3000m is held at the IAAF world indoor championship. The 5000m and 10000m events have their historical roots in the 3-mile and 6-mile races. The 3000m was historically used as a women`s long distance event, entering the world championship programme in 1984, but this was abandoned in favor of women`s 5000m event in 1995.

In terms of competition rules and physical demands, long distance track races have much in common with middle distance races, except that pacing, stamina and race tactics became much greater factors in performance.

However, a number of athletes have achieved successes in both middle and long distance events, including Said Aouita who set world records from 1500m to 5000m. The use pace setters in long distance events is very common at the elite level, although they are not present at championship level competition as all qualified competitors wants to win.

2.3. History of athletics

Athletics is often used synonymously with any sporting activity, but in most cases, athletics refers primarily, to track and field events that involve running, jumping or throwing. Those athletic events are most closely associated with the Olympics, but competition in this sport is held at the youth level, high school, college and professional ranks all year round throughout the world. We will have a better understanding of the future of athletics, if we know more about the inception of athletics and how it involved through the ages. Athletics have a pound and colorful history. These articles will not attempt to cover the evolution process in detail. I will give a brief overview of the history of athletics. Based on the overview of the history of athletics some analyzing questions will be asked which are intended to widen your perspective of athletics as it is experienced and practiced today.

2.3.1. Ancient history of athletics

The first Olympics in ancient Greece go back at least as far as the eighth or ninth century B.C. while such sports as boxing and equestrian events were included, most of the events were

those now classified under athletics or track and field. They include running, jumping, discus and the javelin. Athletics has an ancient history. For the ancient man or woman to survive, they had to hunt for food. In doing so they had to throw stones or spears at animals in order to kill them for food. The very some throwing techniques were used to defend them against the enemy or predator.

The ancient man or woman often had to travel vast distances to hunt for food, and when they had the target in sight, they had to move fast to capture it, or to avoid it from escaping. In their endeavors, they had to negotiate hostile terrain and often had to jump far or high to be able to reach the targeted objective or to move to safer environment. The need to determine who is the fittest or the strongest already started with the ancient man. Originally, only men were allowed to engage in activities, now labeled as athletics. The evolution of athletics did not all happen at the same time or at the same place. Until, fairly recently, it was dangerous for both participants and spectators during athletics events. Incidents of officials, athletes and spectators being beheaded by a hammer throw implement, penetrated by javelin or falling to their death from an elevated platform were common occurrences in ancient athletics.

During back to the ancient Greeks, athletics was the only competition to be held in the first Olympic Games which took place in Athens in 776Bc. At this time the single athletics event was known as the″ stade″ a foot race which covered the length of the Athenian Olympic stadium.

The Olympic games continued to take place in a Athens every four years, with all wars suspended for the duration of the games, over time, more events were added to the ancient games including longer running distances, the discus, the javelin, jumping and wrestling(retrieved on 12/03/2001) http:// record utitarium . Com/ athletics records)

According to cave drawing from the Stone Age, animals were originally used as hurdles. Later hurdles were used, but the construction of the hurdles was robust and contact was avoided due to the injuries risk involved. When hurdling was introduced to the Olympic Games in Athens in 1896 the construction and design of the hurdles became less dangerous for athletes to make contact with.

The Roman games also incorporated a form of athletics although the events favored by the Romans where racing, wrestling chariot and most importantly gladiatorial combat and similarly the Celts, Tetons and Goths also took part in forms of athletics combat.

Athletics becomes more diverse during the middle Ages when the sons of noble man were trained in running, jumping and wrestling were often athletics contests between rival nobility. In the nineteenth century, the modern events that are familiar in athletics today began to emerge, initially as part of an official physical education program in schools (William, 1982).

Athletics competitions date back to ancient times. By the 8th century B.C. athletics events were part of the original Olympic (Greek Olympic games-776BC). The main event in the Olympic was the pentathlon, which involved a short foot race (180m), long jump, discus throw, javelin throw and wrestling. During the Olympic peace was declared, a screed truce in all Greece.

Some of the events from that time, such as javelin, and discus throwing are still part of modern athletics. From the time of the first modern Olympic Games until now, athletics has been one of the main sports in the Olympics. Nowadays, the world champion in athletics is seen as one of the top events in the world sport. www.english club.com, www.wikipedia. Org.

School began to organize competitive meets, the earliest of which took place in exerted college, oxford in 1850.

2.3.2. Recent history of athletics

Although athletics has been around for thousands of years, it is interesting to note that organized athletics as we know it today has been around for less than 150 years. Up until the late 1800`s sport took place in fairly disorganized way and was a great injury risk for both the participant and the spectator. In the late 1800`s, it was mainly in Great Britain and Europe that athletics became on organized sport by competing according to a set of rules and regulations. These rules very quickly spread to other countries and by 1896 the first Olympic Games took place according to set rules.

The main rule changes made the sport safer for officials, athletes and spectators which now had less chance to be beheaded by the wire to the hammer throw implement, penetrated by a javelin or ran over by a fast moving athlete. The rule also made it possible for more events to take place on the same day.

As recently as the lattés truck events and field events took place separately and on different ways. The many rules that were implemented towards the end of the 1800 have made it possible for truck and field events to take place at the same venue on the same date.

2.3.3. Growth of athletics

After the 1896 Olympics, the popularity of athletics or rather, a revival of athletics competition, took place around the world. National Athletics Federation from 17 countries got together to form an international governing body and in 1912, the International Amateur Athletic Federation was born. For many years, the pinnacle of athletics competition was the summer Olympic. But in the 970s, more world champions in various events began to take place, helping to maintain interest in track and field every year

2.4. Athletics in Ethiopia

Sport activities including athletics have long past but short history in Ethiopian. With this regard, Abera (2008) as cited by Teshaynew (2010) described that the exact roots of Ethiopian Athletics cannot be traced accurately. However, there is a belief that sport was widely practiced in schools and military before 1897. Moreover, it is widely believed that modern athletics has been originated following the start of modern education and military services.

Even if the field of athletics event (running) has been widely, practiced sport activities in Ethiopia, famous athletes exist in, it is not free of problem.

According to Sung (2001) cited in Teshaynew (2006) pointed out Athletics performance is mostly determined by factors such as physical conduction, technical and psychological activities.

2.5. When and how did sport begin?

Some have claimed that all the most noble of human accomplishments, from poetry to sport: have their genesis in the impulse to play. And if it is accepted that other creatures share this impulse and most animal, like children's delight in running, chasing, tumbling, wrestling and so on-then on this view sport may even be held to attendant humans(Huizinga, 1938, as cited in Morrow, S.(2003)others link sport with work rather than play.

2.6. What is coaching?

The term ″coaching″ is often used to cover a wide range of activities, usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve. Many people would claim to help in this way, for example, parent, teachers, officials and sponsors. So what does coaching really involve? Coaching involves

teaching, training, instructing and more. It is not simply about helping people to learn sport skills, improve performance and reach their potential. It is also about recognizing, understanding, respecting and providing for the other needs of athletes. These needs are many and cover a wide range such as social and emotional needs, as well as the more obvious needs related to athletics and competition. As a good coach you should have a code of behavior based on a code of ethics which places the right and needs of your athletes before those of yourself. (Introduction to coaching- IAAF Guide to coaching athletics 2009).

2.7. What is training?

Training is a systematic process with the objectives of improving an athlete`s fitness in a selected activity. It is a long term process that is progressive and recognizes the individual athlete`s needs and capabilities. Training programs use exercise or practice to develop the qualities required for an event.

The process of training can be planned because training follows certain principles. This principle of training need to be fully understood before the coach can produce effective long term programs**.** (Introduction to coaching- IAAF Guide to coaching athletics 2009)

2.8. What is fitness?

Fitness is how well a person is adapted to and capable of certain lifestyle. The fitness of an athlete is generally greater than that of the non-athlete.the athlete needs to be fit for the demand of his chosen athletic event in addition to being fit for the demand of day to day living. (Introduction to coaching- IAAF Guide to coaching athletics 2009)

2.9. The benefits of athletics

The sport of athletics encourages athletes of all abilities and ages to compete at their optimum level. Through the truck and filed base athletics training program, participates can develop total fitness to compete in any sport. As all Special Olympics sport, athletes offer athletes the opportunity to learn through skill development and competitive setting and to be involved in large social setting.

In essence, success in athletics depends on the athlete`s determination and practice habits. Yet merely by participating in athletics training program, the athlete can learn

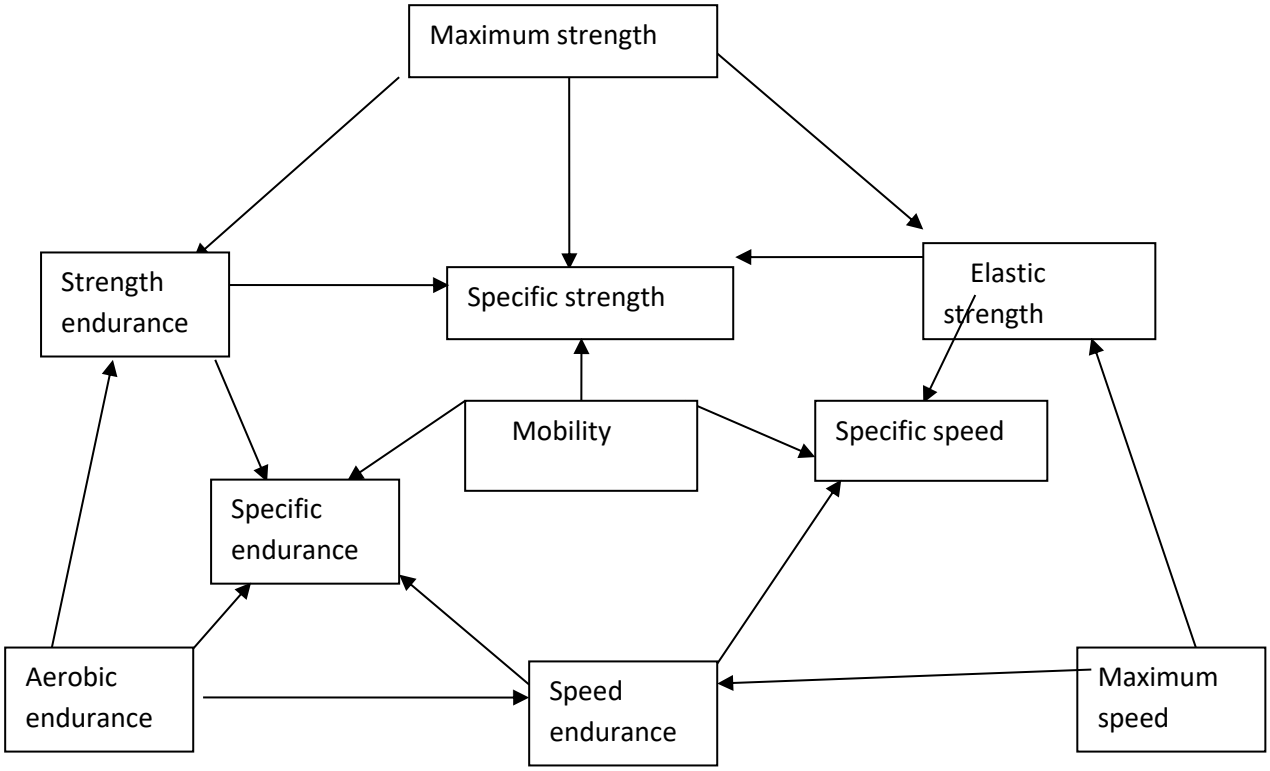
- Self discipline
- The ability to make independent decision.
- Lifelong fitness skills that will help him or her lead a more productive and independent life.

There are many different skill levels demonstrated by special Olympic athletes and the coach has the responsibility of learning the skill level of each athlete, using the knowledge, the coach takes the resources provided in this guide, giving the coach a range of skills and drills to choose from. All information is a guideline to be used by the coach in a way that works for his or her athletes. If a skill or drills looks too difficult the can simply modify it as required to help the athletes learn and perform. Keep in mind that to help athletes improve and grow it is good for the coach to challenge them by continually observing and assessing their skills, providing new techniques, drills and giving positive encouragement regardless of their skill level.

2.10. Training program

According to Dick (2000) ″ scientific based and systematic training program is a fundamental to the athlete fitness. Training provides the athlete with the basic means to adapt to these particular stressors through controlled exercise the principles of training which apply in designing fitness program apply equally to elite performance, recreational performers developing performers and those whose live are not oriented towards sport or physical recreation.″

Fig.1 Schematic representation of the relationship of basic fitness characteristics and their involvement the specific fitness required to individual disciplines.



Source: Dick, 2000

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

Effects of training

Training might be considered as having three levels of effects.

1. Immediate, the immediate effect of training is the body`s reaction to the stressor of the training stimulus's they 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 boy`s recovery and preparation response. The recovery response is seen in raised general metabolism of sometime after is exercise 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 training stimulus. Put another way, this

effect of training ensures that the body is prepared for a greater training stimulus next time.

3. 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 period of month or even years (Durkheim. Et. Al. 2000).

Pointes 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 to regular annual checkups 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. It 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 necessary 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 takes prioritized to create space for adaptations to take place.
- An athlete does not 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 muscle, for example in body building. This will only happen if this is the objectives 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 tones, a more attractive definition of limbs will result.
- 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 these objectives. (Durkheim. Et. Al. 2000).

Development of an effective training program

According to Mackenzie (1997) as cited by Mohamed (2008) explains the step 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
- Compile the program and
- Monitor progress and adjust program.

Stage 1- The first is to gather details about the individuals age, reasons for wanting to get the training, current or recent injuries, health problems, the sports they play and how often, they dislike 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

and target fitness levels (identified at stage2) the results of this proves will assist in the design of the training so that desired level.

Stage 5) the next stage is to prepare a training program using the results of the gap analysis and “FITT” principles. (Cochrane 2005), (Mackenzie 1997)

- F- frequency- how often should the individual exercise?
- I- 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.

Stage 6) 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.

2.11. Principles of training

Stimulating structural and functional adaptations that improve performance in specific task in the major objective of exercise training, these adaptation require adherence to carefully planned programs, with attention focused on frequency and level the of workouts, type of training ,speed, intensity, duration and repetition of the activity, rest intervals and appropriate competition. Application of these factors varies, depending on the performance and fitness goals. However, several principles of physiological conditioning are common to improve performance in the diverse physical activity classifications.

The process of training can be planned because training follows certain principles. These principles of training need to be fully understood before the coach can produce effective long term programs. (Introduction to coaching-IAAF Guide to coaching athletics 2009)

The most important of these principles are:

I. Principles of overload

The human body is built up of millions of tiny, living cells. Each types of cell or group of cells caries out a different job. All cells have the ability to adapt to what is happening to the body. This general adaptation takes place inside the body all the time. There is also an adaptation to the training for athletics.

A training load is the work or exercise that an athlete performs in a training session. Loading is the process of applying training loads. When an athlete`s fitness is challenged by a new training loads there is a response from the body. This response is of fatigue. When the loading stops there is a process of recovery from the fatigue and adaptation to the training load.

This recovery and adaptation returns the athlete not just to his original fitness level, but to an improved level. This higher level of fitness is achieved through the body`s overcompensation to the initial training load. So, overload causes fatigue, and recovery and adaptation allow the body to overcompensate and reach higher levels of fitness.

The body`s ability to adapt to training loads and overcompensate in recovery explains how training works. If the training load is not great enough there is little or no overcompensation. A loading that is too great will caused the athlete to have problems with recovery and he may not return to original level of fitness. This condition is caused by overtraining.

II. Principles of reversibility

If the athlete is not exposed to regular training there is no loading and the body has no need to adapt. For training to be effective the coach must be understand the relationship between adaptation, the principle of overload and the principles of reversibility.

The term progressive overload is used to explain that increasing levels of loading will lead to progressive adaptation and overcompensation to higher levels of fitness. These increasing levels of loading would include such things as a higher number of repetitions, faster repetitions, shorter recovery times and heavier weight.

When the coach continually applies the same training load to an athlete there is an initial increase in fitness to certain levels and then the athlete remains at that levels. Once the body

has adapted to a particular training load, adaptation causes. Similarly, if the training loads are too far apart the athlete fitness level will keep returning to original levels. Widely spaced loading will produce little or no fitness improvement.

We have seen that different training loads have different effects on an athlete`s recovery. An excessive training load causes incomplete adaptation and the athlete will have problems with recovery from the training stimulus. The ratio of load to recovery is called the frequency of training or the training ratio. Determining the correct training ratio for an individual athlete is one of the ways in which to coach produces optimal level of improvement in both fitness and performance.

III. Principles of specificity

Exercise training specificity refers to adaptations in metabolic physiological functions that depend upon the type of overload imposed.

Specific anaerobic exercise stress(e.g., strength- power training) induces specific strength-power adaptations, while specific endurance exercise stress elicits specific aerobic system adaptations with only limited interchange of benefits derived between strength- Power and aerobic training. However, the specific principle extends beyond this broad demarcation. For example, aerobic training does not represent a singular entity requiring only cardiovascular overload. Aerobic training using the specific muscles in the desired performance most effectively improves aerobic fitness such activities as swimming, bicycling, running or upper body exercise.

Some evidence even suggests a temporal specificity in training response such that time of a day when training regularly occurred. Specialization /specificity/ represents the main element required to obtain success in a sport. All athletes will be what you physiologically train them. Exercise specificity to a sport or event lead to anatomical and physiological changes related to the demands of that sport or event.

IV. Principles of individual difference

Each individual is unique. Each individual brings to athletics his own capacity, capabilities and responses to training in different ways. There is no such thing as an ideal training program that will produce optimal results for everyone. Coach need to understand the principles of training and apply them with your knowledge of individual athlete. This

knowledge should be of the many factors that affect the planning of the individual athletes training program. This factor includes heredity, developmental age and training age.

Heredity

Athlete`s inherit physical, mental and emotional characteristics from their parents. This is heredity. This inherited characteristic should be recognized by the coach. Many of these characteristics can be modified by systematic training but the extent to which they can be changed and modified will be limited by the inherited potential. Not every athlete has the inherited potential to be an Olympic champion. All athletes have the ability to make the most of what inherited potential they do have.

Developmental age

Our knowledge of growth and development tell us that young athletes of the same chronological age can be at very different levels of physical maturity. Individuals of the same chronological age can often be up to four years apart in their developmental or biological age.

Training age

Each individual athlete has a different level of fitness and experience. The length of time an athlete has been training will affect their fitness level and capacity for work. Training age must be considered and is simply the number of years an athlete has trained for athletics or an athletics-related activity. It is not possible to know the appropriate stage of development without knowing an athlete's chronological age, biological age, and training age. Without knowing the athlete`s stage of athlete development it is not possible to plan appropriate training. The following tables help to explain the importance of considering biological and training age and as well as chronological age.

Chronological age	Biological age	Training age
11	9	1
11	13	4

Athlete`s that have same chronological age, but very different capacity for training.

Chronological age	Biological age	Training age
12	13	2
15	13	2

Athlete's at different chronological ages, but similar capacity of training.

The principle of individuality indicates that the decisions concerning the nature of training should be made with each individual athlete in mind (Rushall, 1979a). Athlete must be treated independently (Bompa, 1986, 17) incorrect forms of training prescription result from all athletes in a team training with the same schedule and load. Attempts to copy the training programs of champions; which are still a common practice among many coaches, will also result in incorrect loadings of the work of training for most individuals. It does not take as state coach long to realize that athletes within a team or squad are quite different. They have different performance and fitness attributes, life-styles and nutritional preferences, and social environments of training in their own unique ways. It is essential that training programs cater to those individual needs and preferences to optimize performance improvements. The factors that exist in the training process around which programs are designed the quality and abilities of the individual athletes, age and the principles of training.

The major factors that need to be considered when individualizing training principles; (United Kingdom: Human kinetic: Wilmore.J.H. and Costill, D.L.(1994). Physiology of sport and exercise).

Tolerance of training load

The optimum training loads vary between athletes. Australian swimming coach Forbes Carlile often recounts the training performances of Shane Gould and Karen Moras, the two distance swimmers in the world in the early 1970s. Shane Gould thrived on seemingly hard training, with her training performances being of quite a high level. On the other hand, Karen Moras exhibited training performances that were much slower than those of Shane. However, in competition the two recorded remarkably similar times. It was the training loads, as exhibited by training performances, which were different. It is conceivable that if either of the two athletes were made or encouraged to train closer to the other`s performance level, her subsequent competitive performance would have suffered. Dr. James councilman of Indiana University also described Mark Spitz as being a light trainer when compared with other swimmers in the same pool. His training load was less than for others swimmers such as John Kinsella, although both were the best in the world at that time in freestyle swimming events. These are examples of different training loads being required for different athletes to produce the optimum training stress to record world best performances. There is no guarantee that an athlete who tolerates heavy training loads is going to be the best performer in competitions. They often set the″ training standards″ imposed by the coach but are not capable of

succeeding in contests against the peers who they have beaten consistently in training. The performances also suggest that fitness is not the only factors responsible for achieving sporting success. The tolerance of training loads also seems to be related to an athlete`s history of involvement. It is simply not possible to withstand the rigors of a heavy training and competitive schedule if the foundation or basic training is weak and insubstantial. Gradual adaptation to training over a number of years provides an essential basis for absorbing later heavy loads. The coach must carefully monitor the capacity of the athlete to cope with the training load and adjust the training program when necessary.

Responsiveness to training; the capacity to respond to training is related to the initial level of fitness and the physiological characteristics of the individual. The potential for improvement is greatest when the initial level of fitness is lowest. When an athlete is not fit, then performance improvements will be obvious and substantial with the onset of training. When an athlete is fit, performance improvements will be small and relatively infrequent. Once maximum fitness has been achieved, it requires much less training to maintain performance than to gain it in the first place. Thus the response of an athlete will vary depending upon the level of fitness and the training program contents. There are some athletes with higher sensitive to the fitness component being trained. With regard to strength, his became very noticeable in males around the time of puberty when some have increased their secretion of testosterone while others have not. Early matured develop muscle size and definition quickly and often dominate strength and power oriented sport in particular age group. No matter how much weight training is completed, a late matures has to wait the arrival of puberty before significant gains are made. But even with the advent of puberty, individuals will differ in their response characteristics and performance levels resulting from programs. Some athletes just cannot become as strong as others. A further strength training factor that produces individual responses is the proportion of fast-twitch muscle fibers in the muscles. Those athletes with a high proportion profit more from strength training than do endurance oriented athletes of slow-twitch muscle fibers). This is because the high degree of tension created in the muscles during weight training exercises requires the fast-twitch fibers to become involved. After some time these fibers hypertrophy and due to their abundance in the muscle, contribute significantly to increases in its size (Dons, Bollerup, Bonde-Peterson, and Hancke 1979).

A person of one age will respond differently from one of another age, such as in the example of strength training and the maturational factors of puberty. With regard to training loads,

young athletes will break down and recover faster in training than they will when they become older.

Recovery from training and competition

The recovery time from heavy training or intensive competitions is longer in some athletes than in others. This is particular the case with older athletes many players of contact team sport late in their careers find that they are only able to train lightly from one week to the next. Such light loads are required to facilitate recovery and negate the possibility of further over load training to produce altered fitness states. An athlete with different physiological profiles also seems to require different tapering regimes. Strength trained athletes show a level of maintenance of strength-related variables during periods of inactivity.

Training needs

The coach should aim to develop a balance profile of attributes in each athlete that have been determined through objective measures. The individual case for fitness training must be weighed against the need for skill and mental training. More practically the prescription of fitness training should be based on known strengths and weaknesses in the physical profile of each athlete.

Training references

In order to maximize the productivity of training, a coach should try to cater to each athlete`s likes and dislikes. Some athletes thrive on the formal requirements of interval training accompanied by exact timing of distances and regular monitoring of heart rates. Others prefer a mix of continuous, over-distance, and Fartlek work. Although athletes should not be encouraged to work only on their strengths and ignore their weaknesses, it is important for them to develop and maintain a positive attitude and adhere strictly to a training schedule.

Nutritional preferences

While it is relatively easy to maintain a balanced diet in the western world, it is important for coaches to understand that small deficiencies can become major obstacles to improvement in the hard-training athlete. For example, a vegetarian needs to take special care to ensure that they get enough minerals and vitamins in their diets. This can became a particular problem for the vitamin B complex and iron and may require multi-vitamins and mineral supplementation. Coach should be particularly aware of the potential for poor nutrition in young athletes. Some from regular dietary counseling is advisable to keep track of and

correct and dietary inadequacies. Poor dietary habits can cause differential energy responses and fluctuations in body composition. These variations will affect individual needs for training program.

Environmental tolerance

There are wide individual variations in response to physical features of the environment. Tolerance to heat and cold is partly related to body physique and composition. Body heat is more easily retained if there is an ample amount of insulative body fat and the ratio between body surfaces area (for heat removal) and body mass (for heat production) is low. Hence, faster individuals with heavier builds are more tolerant of cold than those with slighter builds. The reverse is true for hot condition.

Physical characteristics

Variation in body physique and composition can influence the capacity to withstand training load. More heavily built athletes have a low tolerance for heat and more prone to injuries in sports in which they have to fully support their own body weight. For winter sports, care should be taken during the late summary preparatory training phase to ensure that larger team game players to do not over heat. If distance running training is prescribed, heavy individuals are also at risk of incurring orthopedic injuries. Progressions in training intensity and duration should be worn to avoid injuries due to a sudden increase in one specific form /surface/ of training.

Life-style variations

Within a training squad there are often athletes from all walks of life. Some might be students, manual labors, or office workers, while others may work different shifts. Since the demands of their working life often compete with those of their sport, the coach should be aware of such communities when planning training loads. These communities may change from time to time. Peak external stresses for students may occur at the same time of final examinations, for the office worker at the end of the financial year.

Social interactions within the group

Training squad usually contain an assortment of individuals with different interests, tastes and possibilities. Because of the stress of hard training and intense competitions, these differences can produce interpersonal frictions that have a negative effect on performance. It is the responsibility of a coach to monitor the development of such problems and to affect a

program alternation that will alleviate their occurrence. The individual needs of each athlete have to meet to maximize training response. Each denial of an individual factor will lessen the training experience for the majority of athletes. Recognition and the accommodation of this principle will require from the common handling procedure of having all athletes in a squad follow the same program.

The physiology features of this process are involved with the use of program boards. These as being motivational because of their direct effect on training work quality and quantity. The procedure of publicly registering a program unit completion generated social, performance information, mental and performance progress reinforces. However, those boards were used for small groups. This can be improved upon by having separate programs for each. (Rushall, 1975 a).

V. Principle of active participation

The coach should communicate with his or her athletes. The athletes should actively participate in planning and analyzing long and short term training programs. The athletes must periodically take and pass prescribed standard test. The athlete undertakes individual assignments and/or individual training session without supervision of the coach or manager.

VI. Principle of multi-lateral development

The necessity of a multi-lateral development appears to be an accepted requirement or value in most fields of education and human endeavor. Parents check that their children are properly conditioned in all areas of fitness before a program begins. All biomotor areas of an athlete should be developed before embarking on a specific sport training program.(Bompa, 1994).

VII. Principle of visibility

"This principle simply states that the planned training load must be realistic for the athlete`s age, sex, training age, level of ability and mental capacity."(Freeman, 1996).

VIII. Principle of ground-based activities

Most sport skills are initiated by applying force against the ground. The more force your athletes can apply against the ground, the faster they will run and the more effective they will

be in sport skills. You need to select exercises and conditioning drills that apply force with the feet against the ground. (Empley, 1998).

IX. Principle of multiple joint actions

Your strength and conditioning program should be based on exercises and drills involving multiple joint actions to improve athletic performance. Sport skills, such as running, jumping or tackling in football require multiple joint actions timed in the proper neuromuscular recruitment patterns. Isolating single joint action might work for body builders to improve their appearance, but athletes need to concentrate on activities involving sequential multiple joint actions to improve performance. (Empley, 1998).

X. Principle of three dimensional movement

Sport skills involve movements in the three planes of space simultaneously; forward-back ward, up-down and from side to side. Your strength and conditioning program should improve functional strength and power easier to manage with the development of sport skills. Machines limit the development of sport skills. (Empley,1998).

XI. Principle of train the correct energy system

″The primary objective of conditioning is to improve the energy capacity of an athlete to improve performance. Many coaches and athletes are confused or misinformed on how to implement the correct conditioning methods for a particular sport. For be effective conditioning training must occur at the same intensity and durations as they will face in competition, in order to develop the proper energy system predominantly used.″ (Empley, 1998).

XII. Principle of interval training

Your conditioning program should be based on interval training principles. Interval training is work or exercise followed by a prescribed rest interval. The program must meet the specific metabolic conditions of each sport or event. A common training error that coaches make in their rest intervals too short, the amount of energy is not sufficient to meet the demands of the next effort. (Empley, 1998).

XIII. Principle of consistency

″Sometimes positive adaptations only occurs after months and years of consistent hard work.″ (USOC, 1997)

XIV. Principle of train explosively

Strength gains may be determined by the size of the muscle, but many times an athlete will get stronger because of an improved ability of the nervous system to recruit more motor units. Through proper training, the body learns to recruit more motor units so that more force can be generated. Training explosively with free weights allows more fast-twitch muscle fibers to be recruited and in return improves an athlete`s performance potential. (Empley, 1998) TRACK COACH- 4722.

XV. Principle of modeling

″Through model training the coach attempts to direct and organize his or her training lesson in such a way that the objectives, methods and contents are similar to those of a competition.″ The coach or athlete need to know his or her sport ergo genesis [work production]″ (Bompa, 1994).

XVI. Principle of long term periodization and planning

The process of training is a long term phenomena. It involves planning for the entire year, from the off-season to a competitive peak. It is also important to keep track of your work outs from day to day, month to month and from year to year in some kind of file and retrieval system. (Introduction to the theory and method of training, 2nd Ed. Berlin, Sportverlag, 1982).

The rest/recovery principle clearly states that adequate rest is needed to maximize improvements in fitness. Consideration should be given to rest not only between daily work outs but also programmed rest/recovery weeks throughout an annual training plan. Rest does not simply mean sleeping in late and avoiding all physical activities, although at times this is an option. Instead, the focus should be an active recovery sessions involving such activities as massage, stretching, sled dragging, low intensity /low volume training sessions and hydrotherapy. The majorities of serious athletes have come across the signs and symptoms of overtraining and should be well aware of the need to monitor for those symptoms as well as plan training sessions to avoid them.

Coleman (20020) comments, ″no matter how hard you work, you do not make gains during workouts. Gains are achieved during period of recovery. Recovery is one of the most important and most ignored principles of training″ many trainees will attest to this after watching inexperienced athletes struggle through hours of training six days a week with very little return. These athletes could benefit by learning about the recovery principle and recognize that more is not always better. The Tapering principle is in essential a period of time when training is decreased gradually in a constant fashion to allow for peak performance at the actual events. This taper should be approximately two weeks in length just prior to competition, and by gradually decreasing the volume of training while keeping the intensity at competition level, an increase in performance of up to five percent may be gained (Hodge, Sleivert, Mckenzie 1996). This concept is well- known and much used in strength sport. It is reflected in the old weightlifting saying, ″there is no point leaving your best lifts in the gym.″ the individualization and ceiling principle is important when considering how to maximize an athlete`s skills enhancement and performance level. The key aspects of this principle are that athletes will benefit more when programs are planned to meet their individual needs and when the individual`s capabilities are taken in to consideration. Individual`s respond differently to training. Some are″ high″ responders and some are ″low″ responders. As such programs may need adjusting to reflect the athlete`s requirements. (Hodge, Sleivert, Mackenzie 1996).

Many athletes will relate to this having watched training patterns gain tremendous performance improvements while only making slow progress themselves. This scenario may indicate that changes needs to be made to both of the athlete`s programs. This also considers the lengths of time an athlete has been training and how close they are to their individual genetic potential. Many athletes may recall the time that they put 20 kilograms on their best bench press in only two months or the year that they slashed their best 100meter times by 1.2 seconds. This rapid gains in performance generally occur during relatively early stage of an individual`s training. This gain slowly but surely diminishes as time pushes forward. This principle considers that an athlete nearing his or her ″ceiling″ in one type of fitness may benefit by improving in another area of fitness. An example of this is a team sport athlete whose speed is nearing its peak. However, with room to improve flexibility, this athlete could increase overall performance on the field as well as reduce the risk of injuries.

Coleman (2002) discusses developing the total athlete stating, you cannot get away with just being strong or fast or flexible or skilled. You need the whole package-total fitness.

Maintenance principle comes in to the equation. To maintain gains in fitness for periods of up to three months an athlete may manipulate the FITT principles described earlier and allow training frequency to decrease by up to two-thirds (Cochrane 2005). This principle is often used effectively by athletes whose sport involved defined seasons that do not allow the training level achieved in the off-season to continue while competing. So how do all of these training principles fit together? Any training program is written. A periodization model should be used that divides the training year into phases to train specific types of fitness for the athlete. This plan should address the amount of overload on the athlete (using the FITT principle) and the amount of rest and recovery that the athlete requires. Both overload and rest should be adjusted to maximize the athlete`s adaptation to the training stimulus. The program should identify where and how tapering will be used to allow the athlete to perform at peak levels during his or her events. Periods of maintenance training and/or detraining may be used where applicable during the year, but their timing must be considered to be of maximum benefit to the athlete. A coach should work very closely with his or her athletes, monitoring and adjusting training as necessary. If an athlete is nearing his or her performance potential ″ceiling″ in one aspect of fitness, the coach may consider modifying the plan to gain further benefits from increasing other types of fitness. In summary the training principles are essential for those coaches and athletes who wish to gain the most from their training and avoid the ″hit or miss″ approach often used by less ″principled″ trainers. (Coleman AE, (2002) basic training principles for all sport).

2.12. The role of coaches

In sport a coach is an individual that teaches and supervise which involved in the direction and training of the on field operations of an athletic team or individual athletes. This type of coach gets involved in all the aspects of the sport including physical and mental player development. Coaches train their athletes to become better at the physical components of the game. The coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach`s job is to transfer as much of this knowledge and experience to the players to develop the most skilled athletes. When coach is entail to the application of sport tactics and strategies during the game or contests itself, and usually entail substitution of players and other such actions as needed. Many coaches work at setting their own rules and regulations. They are expected to provide and maintain a drug free environment, act as a role model both on and off of the field and courts. Coaches must ensure

that their players are safe and protected during games as well as during training. (Taking the temporary of coaching 2009) (Online Etymology Dictionary, Ethmoline.com)

The United Kingdom coaching strategy describes the role of the coach as one which "enables the athletes to achieve level of performance to a degree that may not have been possible if left to his/her own endeavors." At the 19th session of the international Olympic academy, Greece 1979, Dyson widened the horizon to "the wise coach develops not only the fullest physical potential in his charges, but also those capacities and habits of mind and body which will enrich and ennoble their later years." The role of the coach is to create the right conditions for learning to happen and to find ways to motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. (MACKENZIE, B (2003).

Coaches also have the responsibility to protect children from all forms of abuse. There are four main kinds of abuse:

- neglect (providing inadequate food)
- emotional abuse
- sexual abuse and
- physical abuse

Coaches should be able to recognize indicators which may signify abuse and take appropriate action if concerned. All organization, example sport governing body, local authorities, and clubs should have a policy statement and guidelines regarding child abuse.

Coaching involve many roles. The coach is a communicator, a leader, a role model, and a collaborator. Of course one other major role of the coach is to manage the performance of the team. Each individual member of the team should understand exactly what their responsibilities and expectations are, and the coach should work to help them to reach those goals.

One of the major roles of a coach is to manage the performance of the team and of each individual team member. Although some coaches find performance management to be difficult or unpleasant, but when it is done well, it is about partnerships and motivation.

Benefit of performance management

When roles and responsibilities are clear, motivation is increased. If your team members know what they are supposed to be doing, there is no loss of motion due to confusion or uncertainty. Instead a motivated individual will be in action, and a team full of motivated individuals will feed off of each other and help keep that motivation going.

When expectations are clear, employees are more likely to take ownership of their work and to be committed to the expected out comes. They will be more likely to be willing to take risk, to put in extra effort, and to view their own roles as that of a partnership with you and with the rest of the team.

Helping them to grow and develop will help you to progress the individuals through the company. You can be building on strengths that the company needs both in your division and in other areas.

When goals are clear and being pursued, your team members each will be able to contribute to team effectiveness. Without performance management, a team cannot be expected to be effective.

A solid, well-formed performance management process gives you a powerful tool for addressing poor performance issues, should they arise. If you and your employee have agreed upon what their duties and responsibilities are, then you have something to refer to when they are not holding up their end of the agreement.

Coaching a team is different than coaching an individual. It requires viewing the team in a similar way to how you view an individual as having goals, objectives, performance expectations and the need for performance management. But it is more complex and requires a different set of steps in order to coach the team as the whole.

And also coaches are responsible to facilitate the learning dialogue that explores these issues and ensures that problems are acknowledged and dealt with openly. It is also about helping the team recognize when they are thinking as a group and not as individuals.(coaching and mentoring, 2010).

Coaching philosophy:

In some aspects, training distance runners may be the easiest coaching assignment in track and field. Basically, if a coach can get his or her athletes to run reasonably hard distance training every day they will be somewhat successful; however, it can also be the most difficult event area to coach due to the fact that if an athlete has been over trained or undertrained by the time championships season begins, there is not much the coach can do to remedy the situation. Training distance runners is not the same as with coaching a technique event, such as the pole vault or discus throw, were the coach and athlete can go out to the track and analyze and correct a problem in one or two training sessions.

A coach must truly understand the demands of the event and the capabilities of the athletes under his or her care, along with possessing a sound philosophy that that will help all achieve the goals set forth by the athlete, coach and team.

Creating a distance philosophy is not easy in fact it may be one of the most difficult tasks to a coach may undertake, but if well thought out and carefully followed it can be the cornerstone of years of success.

First of all, that philosophy must fit within the scope of the entire track and field program. Second, it should be a philosophy that a coach can live with and turn to in times of question. And finally, there are many different philosophies that can be successful at his or her school that does not mean that philosophy will be or should be right for another coach at another school.

The different methods of training for distance races vary in purpose, intensity and duration. The specific demands of racing distance and the runner`s strengths and weaknesses should determine what the specific runners should do in training.

As a rule, early season training should target areas of weakness and late season training should focus on explanting the athlete`s racing strengths.

Regardless of the methods, the key to an effective training program in detailed planning, the judicious use of rest and recovery, and a gradual increase in training intensity and duration.

You have been able to do certain work out or hard trouble with certain work outs. Each athlete is an individual the true artist as a coach takes time to paint an individual workout plan for each athlete.

Each athlete may respond differently to work out one athlete may not have the volume capacity that another has or that the coach anticipate or one may not be as in to distance running as you were as a runner; or one may have stressors outside of track with which you never had to deal. (LA84 Foundation Track and field coaching manual, 1995-2008)

2.13. Sport clubs

According to, Morrow, (2003) the main sponsors of sport are clubs. All sport clubs are non-profit organizations, but they are very different with regard to their size, their philosophies, and their values and cultures. Small clubs that have only one sport exist beside huge sport associations with several thousand members who have not only numerous sports in their clubs, but also fitness rooms, swimming pools, and restaurants. Around 35 percent of the 90,000 sport clubs have fewer than 100 members, 34 percent have 101 to 300 members, and 31 percent have over 2,300 members. Up to 70 percent of the cost of clubs is financed by membership fees and events or activities; the rest comes from sponsors and from the states or communities.

2.14. Affecting factors the training methods

2.14.1. Media

Recent research proves that there has been a major increase -at least quantitatively- of sport in the media in countries all over the world, in the number of specialist newspapers, the number of pages given over sport in conventional newspapers, television sport channels, in the number of programming hours and the radio and television sport programmers' audiences, etc.

According to Raymond BOYLE and Richard HEYNES (2000), the stars of sport, the athletes, have become never-ending sources of inspiration for the construction of stories to be told. Today, sport is a never-ending source of characters and plots for the mass media.

Modern stories about good and bad, success and failure, luck and misfortune, victory and defeat, things native and foreign, group identity and emotion are all recounted in their most popular of expressions -sports narration. The media select, priorities, augment and silence the values (and counter-values) of sport and Olympism. And they do so ... for billions of people, for the new "tele athletes" or, in other words, the "viewers" who have never done -and may never do- any sport in their lives.

The cultural importance of sport is unquestionable when we realize that "media-sport", besides satisfying the symbolic needs of the identification of groups and nations, also satisfies the needs of the "tele-athletes" fantasies and the identification. It is generally recognized that modern sport can no longer do without the media and vice-verso.

Media place in sport

Nicholson, M (2007) studied that the media are henceforth considerate as a tool to product, reproduce and amplify many of the discourses associated with sport in the modern world. And to talk in term of product, the coverage of sport has created a product to be consumed by audiences, sold by clubs and leagues, bought and sold by media organization and manipulated by advertisers. The link between sport and media is so strong and indelible, that it is now call, the Nexus. As illustrate Nicholson “Sport and Media are not two separate industries that have been juxtaposed coincidently. Rather, their evolution, particularly throughout the twentieth century, has resulted in them being inextricably bound together”. This nexus drive by the technology, the commercialization, the convergence (the global media landscape is dominated by massive media organizations that continue to acquire smaller organizations, means of distribution, cross-media ownership, technological changes/means of delivery) and the globalization, could be the headline in the mutation of sport. This mutation manage by the media organizations, is very interesting because it is relevant that the involvement of them

Eileen Kennedy and Laura Hills, (2009) stated that “Sport, which will not follow the media’s wishes, will die gradually.”

2.14.2. Talent identification

According to Bompa, (1994) talent identification (TI) is big business. From sports, through art, to education, researchers in all domains are attempting to find a way to identify the best in their field. However, finding the most effective, and most efficient TI method is a complex task, which despite its apparently recent 'rise' to prominence, has been a concern for quite a while. Bompa, (1999) stated that in the late 1960s and early 1970s many East European countries realized the weakness of the traditional talent identification programs, and attempted to develop methods of identification which could be underpinned with scientific theory and evidence. The results were (apparently) astounding; for example, eighty percent of Bulgarian medalists in the 1976 Olympic Games were the result of a thorough TI process. Similar results were demonstrated by Romanian and East German athletes in the 1972, 1976

and 1980 Olympics; successes again believed to be due to their scientific selection processes adopted in the late 1960s.

Advantage of scientific talent identification

1. It substantially reduces the time required to reach high! Performance by selecting, individuals' who are gifted' in sport'

2. It eliminates a high volume of work, energy, and talent on the part of the coach. The coach's' training effectiveness is' enhanced by training primarily those athletes with superior abilities

3. It increases competitiveness and the number, of athletes aiming at and reaching high - performance Levels'. As a result, there is a stronger and more homogenous national team capable of better international- performance

4. It increases an athlete's self confidence, because his or her performance 'dynamics are known to be more 'dramatic than 'other athletes of the same age who did not go through the selection processes

5. It indirectly facilitates applying scientific training, because sport scientists who assisting talent identification can be motivated to 'continue to monitor athletes, training (Bompa, 1999).

2.14.3. Diet and exercises

Diet is a major importance to the sport person. Different performers require different types of food, reflecting the different types of physical activity that are undertaken. In addition, a person's diet may change prior to competition. The aims of the re-competition diet may be to:

- Build up stores of carbohydrates-so that energy can be produced for longer period of time.
- Enter the competition with as little in the stomach as possible this helps the breathing process
- Prevent gastric disturbances-the competitor should avoid gas -making foods onion, baked beans and cabbage.
- Provide positive psychological attitude- if a good diet is followed it helps to develop sense wellbeing, both before and during completion.

- During physical activity food stuffs must be avoided but sports people should drink liquid especially water to replace losses brought about by sweetening and energy production, and to help maintain body temperature.

After hard physical activity it is important to continue replacing lost fluid and eating food replaces depleted energy stores. However eating should be delayed from between one to two hours after competition (Retrieve on Fe.11 2011 from www.ocr.org.uk

2.14.4. Facility and equipments

According to David Levinson and Karen Christensen (2005) availability of sport facilities and equipments has a tremendous effect on the development and popularity of a given sport

If the facilities and equipments are available in sufficient manner it is too easy to produce a number of outstanding athletes who can show highest performance at national of international level.

2.14.5. Age and performance

Age does affect performance in a number of ways.

- Strength- full strength is not attained until a person is in their early 20s and muscular strength can be improved rights though a person's 30s.
- Injury:-order people are more prone to injury than young people. They often take longer
- Flexibility: - the very young are very flexible and his continues with women in to their teens. By their 30s men in particular tend to have lost much of their flexibility
- Reaction time:-this shows down with age.
- Experience: - older people tend to make up for their reduced physical capabilities by using their skill levels to better effect. This is known as a experience (Sharkey, B. (2002)).

2.14.6. Parental support

- According to David Levinson and Karen Christensen (2005) Parents appear to be important as financial supporters, as organizers of transportation, in providing moral support, as supportive in times of problems such as injuries, and in their presence at practice and games.

- However, parental roles differ, and research concerning elite performers has revealed different stages in the development of talent, including shifting demands on the parents. Research suggests that in the early years, the sampling years (ages 6–12), optimum parental support is given to encouraging their child's participation, having fun, and enjoying the learning. In programs for the development of talent, it is recommended that parents provide the child with access to varied programs of physical education and sport from an early age. Rather than additional advice, the children require understanding and emotional support from their parents.

- The middle years, the specializing years (ages 13–15), are characterized by a greater commitment of the child as well as the parents to a particular sport. More accomplished coaches are sought, and the parents often devote more resources to the activity. They are providing the child with financial support and transportation needed for training and competition. Often, the family's routine can be dominated by the child's talent development. During the later years, the investment years, parental involvement might decrease. Parents provide support in a background role and can be essential in providing financial as well as emotional support. During the investment years, athletes often need help in overcoming setbacks, such as major sporting defeats, injuries, pressure, and fatigue. Also, the departure of a trainer or the breaking up of a training team can be a stressful event implicated in competition sport. Of great importance is that parents provide an understanding environment to which their children can retreat, if necessary.

2.14.7. Physical fitness

According to Sharkey, B. (2002).Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity. The relationship between the soundness of the body and the activities of the mind is subtle and complex. Much is not yet understood. But we do know what the Greeks knew: that intelligence and skill can only function at the peak of their capacity when the body is healthy and strong; that hardy spirits and tough minds usually inhabit sound gods.

2.14.8. Fan Loyalty

According to David Levinson and Karen Christensen (2005) The psychological satisfaction that people gain from [sporting] victories, related media coverage, social events, wearing the

respective team colors and identifying with the emblems and symbols, which represent hundreds of years of history as well as everyday realities, is immense.

2.15. Other countries experience in athletics training

A. Moroccan training experience

Maximum effort intensive and continuous principles, nowadays this principle is determined by the level of the competitions. “These days the major competitions have reached such as level of intensity that we cannot think we can prepare the athletes like they used to train in the 60`s.” An individualizations principle, “Peoples sometimes confuse personalizing training with following an individual training program,” says Dauba. “We do not have two athletes training the same way, but we have a method we adapt to each athlete. We are not creating anything new, but we are making improvement to something that already exists by utilizing scientific data.” Brussels in 1995, When Hissou broke, Skah`s Moroccan 10000 record with 27.09.30, we thought he should have run much faster in the last 2km, but he got tired, so we analyzed him thoroughly and now he runs with more economical style. The movement of his arm is different from a biological perspective and his stride is more efficient,” Systematic principles.

It comes from the need to prepare a training plan for the group (about 30 athletes), respecting each athlete`s individualism. It is a compulsory behavior line for the group. An example, They run by time, 20, 30 40 minutes, but Salah Hissou never runs more than one hour of continuous running, and Khalid Skah runs very often over 1h15min-1h20min, same event, same level of performance, different loads which Multi-lateral development principles. It is included in the training program due the lack of proper Physical Education in their school system. This multilateral development is compulsory in all the chosen athletes, Consciousness preparations principles. In order to get the results the athlete must be aware of the program, must trust in their coach, the training environment and the system.

The training base was distributed as follows:

- 6 weeks training at sea level in Rabat.
- 3 weeks training at altitude in Ifrane 200km from Rabat. (1600m) and the cycle was repeated. They have been training at altitude at different places like Dovas, Saint Moritz and here in Mexico City.

They train in groups, each group is lead by one the great athletes that they have available;

- Bidouane group
- El Guerrouj group
- Hissou group
- Bouhassi group
- Steeplechase group

Each group is composed between 8-10 athletes, with one or two that are being use as "rabbits" sometimes, most are elite athletes but also have junior athletes.

B. Kenyan Training Principles experience

My background for writing this is 2 months of training with the Kenyans before the 2000 meter season, my talks with Bob Kennedy and his experience with Kenyan runners, and my contact with Frank Evertsen who has been involved with the coaching of athletes such as Sammy Kipketer (12.58 5000 m.), John Kibowen (7.29 3000 m), Vivian Cheriouyt (2000' world jr. cross country champion), Abrahim Cherono (8.11 steeple), Emmanuel Kimboi (1.44.8A) etc. I also train with a group of Kenyan athletes who stay in Norway during the summer. The information on Maroccon training that I will also make some references to, comes from personal talks with Khalid Skah (Olympic Champ 10000 m.'92) who lives in Norway, my friend Abderrahim Goumri (13.20) who trains with them, as well as lecture notes from their coach Kada.

In recent races it looks like the Moroccans and even the Algerians are about to take over the "long distance throne" from the Kenyans. It is true that these nations are bringing up world class athletes and in many cases extreme winner types like El'Guerrouj. But it is still Kenya that dominates. A quick glance at the world all time bests proves this. About 20 of the 40 best on the all time list in the 3000 m/5000/10000 meter as well as the steeple are from Kenya…and most from the small area around Eldoret (Nandi/Iten etc)

If you want to study how the Kenyans train, you will have to divide this into two categories. One that goes "before they get into the European agent system", and one after. From the Kenyans training camps in Europe and Australia you will hear stories about incredible times on track sessions, and almost no Lactic Threshold (LT) sessions at all. It is therefore important to divide Kenyan training into two: the base training done in the small camps in

Kenya from a very young age and the track training done in some of the larger camps for older athletes who are already good.

It is in the base training phase LT training plays an extremely important part. My experience from training with the Kenya's, even the very young ones, is that they go right under their LT on almost all the sessions. They start out slow, on maybe an hour run. Then they go faster and faster as the go along, until they have reached the zone right below their LT. This is where they will continue for the rest of the run. Usually they go by minutes and not by miles/km, and this kind of training is done either in the session around 10 o'clock or the evening session. Only the very early session is nice and slow. This session they call "opening the lungs" because they think the fresh air help them run fast in the other sessions that day….around three times a week they run intervals, or fartlek. This could consist of, like the Patrick Sang group (independent with example, Ismael Kirui) doing 50 minutes of 3 minute running and 1 minute easy. This is done right over the LT, but not "dying hard" like many Europeans like to do them. It is all controlled. Total mileage is somewhere between 180 km-280 km, depending on the athlete. 21 sessions, or maybe one day with easy running is normal.

When these athletes with the LT base training in the bottom starts to run well enough, European agents might recruit them. Then the training changes into being more of the running we are used to from European tracks. They can still do their regular 180 –280 km, but now the training is more intervals based. Dr. Rosa who coaches Paul Target claims that in their group they do intervals every single day, including two-three track sessions a week. The five remaining sessions is then probably around their LT. In the Kim McDonald group, from the information Bob Kennedy and the Kenyan Francis Rop, much of the training consists of three hard track sessions a week. For long distance runners, for example one hill session of 10×300 m, one track session of 1600-1200-800-400-200 (Komen did that one in something like 3.52/2.51/1.51/52/24 at his best in Australia according to Bob) and then another track session of 400s, for example 4×5x400 m. The rest of the running is easy long runs, with only occasional LT work – approx. mileage 180 km pr week. BUT these athletes have a broad base of LT running from a very young age. In a way, this track work is only a way of getting out that base of LT running. That might also be one of the reasons why some of the Kenyans "burn out" and disappear from the European running scene – because they simply lose some of their natural LT base.

Frank Evertsen, a physiologist in the Norwegian Olympic Team, has studied and coached Kenyans since the beginning of the 90s and is also working on a doctorate on training at the right intensity. He confirms that 1) LT training is the single most effective training if you want to run fast in the long distances 2) LT training is the base of the Kenyan athletes, topped with track sessions (where they run hard, BUT they still don't drop dead tired on the track, because they have such a great base). For example, an athlete like Sammy Kipketer (world road best in the 5000 m. of 13.00/12.54 track) did years of LT work in Evertsens training group in Eldoret, before a European agent signed him. Then after a year of track work, he was running sub 13 minutes at a very young age. If you had studied his training only for that one year, that would not have given you a clear picture of his training. The Kenyan secret comes from years of training at the right intensity – and a few years with harder track work. Most Europeans and Americans tend to start in the other end. At very low (and slow!) mileage they do these hard track sessions that simply kill the little endurance they have from the beginning of. The result is 15 minute 5000 m. runners training 14 sessions a week. My dramatic improvement from running 3.48 in the 1500 m/8.13 in the 3000 m. to 7.47 in the 3000/13.22 in the 5000 m. over under a year came from this LT training. I copied the Kenyan way of training, using lactic acid meters to monitor it closely in the beginning and the results started to come after only 4 months of this LT training. Before that, I was still working very hard, but just focusing on the wrong things, such as killing track-workouts and no real LT endurance base. Now I balance both LT work and track sessions (that are comfortably hard). Just like the Kenyans and the Moroccans. (Marius Bakken, March 2000)

CHAPTER THREE

3. Research design and methodology

All research needs a foundation for its inquiry, and inquires need to be aware of the implicit world views they bring to their studies (Cress well and Clark, 2007) as cited in Abduamlak, 2009). In light of this, philosophical foundations of a research represent underlying assumption on the nature of reality, (ontology), how we gain knowledge of what we know (epistemology), the role values play in research (axiology) and the language of research (rhetoric).

The research design and method selected under here are, therefore, underpinned by the aforementioned foundations.

3.1. Research design

The research is designed in qualitative and quantitative ways based on the datum conducted through questioner and interview.

Survey method is used to scan a wide field of issues, populations, programs… etc in order to measure or describe any generalized features.

So a descriptive survey method which is strongly believed to be the most appropriate for addressing the intended purpose of this study, "Group training in the view of athletics training principles" was employed.

3.2. Subjects of the study

The participants of this study were 12 athletes from Mugger and 28 athletes from Defense athletics sport clubs. Since the study was expected to investigate the aforementioned topic, it assumed that it would be quite appropriate to get the relevant data directly from the horse`s mouth, that is, from middle and long distance athletes and also from coaches respectively. Accordingly 40 trainee athletes and 6 coaches were participated in filling the questionnaires. Beside this, 2 administrative heads have taken part in the interview.

Table 1. Sample selected from middle and long distance trainee, coaches and senior coach.

No	Types	Total Population(n)						Sample selected(n)					
		Athletes			Coaches /Adm.			Athletes			Coaches/Adm.		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Middle distance*	18	15	33	3	-	3	12	7	19	3	-	3
2	Long distance*	25	22	47	3	-	3	13	8	21	3	-	3
3	Administrative heads **	-	-	-	2	-	2	-	-	-	2	-	2
Grand Total		43	37	80	8	-	8	25	15	40	8	-	8

Source: Defense and Mugger athletics sport clubs administrative office 2012.

Remark: of the total population of middle and long distance trainee athletes` 40 (50%) and 6 (100%) respectively middle and long distance event coaches` were considered n filling out the questionnaires, 2 administrative heads participated in the interview.

3.3. Instruments of data collection

The data for the study were collected using questionnaires and interview.

3.3.1. Questionnaires

Two sets of questionnaires were developed in English and one was translated into Amharic language so as to obtain information from middle and long distance athletes and coaches. In order to elicit the necessary data, both questionnaires were constructed based on the review of related literatures; consisting of two main sub-topics: I, personal profiles, II, practice execution and major hindering factors to apply group training in athletics. This was constructed in keeping with the main themes of research guiding questions as well.

There are two sets of questions, some of them comprise close-ended while most of them consist of open ended questions which, the researcher believes, would help the respondent to write their real feeling about the phenomena they are asked.

Even though it is very difficult to analyze the second set of questions, the researcher believes that it gives the respondents much freedom to suggest their subjective thought more appropriately than the first types of questions.

To satisfy the need for confidentiality, respondents were not asked to put their names on the questionnaires. Instead, they were kindly requested to indicate their sex, age, qualification and experience as far as the back-ground characteristics are concerned.

The questionnaires were examined by English teachers to avoid errors related to accuracy, fluency, and contents and to validate the frame items. Besides, the items were also examined by a friend of mine who is graduated from Addis Ababa University in the department of psychology to see if any modification is needed and to determine whether they lead to certain conclusion for the significant purpose of the study. Moreover, the instruments which were initially prepared were given to my advisor in order to comment the extent to which the items were appropriate in securing the relevant information for the research. Based on the feedback obtained from my advisor, amendments were made.

3.3.2. Interview

Interviews are a type of survey where questions are delivered in a face-to-face encounter by and interviewer. This interview is like a conversation and has the purpose of obtaining information relevant to particular research topic (Kumar, 1999).

Accordingly, structured interview was designed to supplement and enrich the information that was drawn by the questionnaires. To strength this point I think quoting Kothari's (2008).

Unstructured interviews demands deep knowledge and greater skills on the parts of the interviewer… Happens to be the central techniques of collecting information in case of exploratory studies, but in case of simple random sampling studies we quite often use the techniques of structured interview because of its being more economical, providing a safe basis for generalization and requiring relatively lesser skill on the part of the interviewer.

Thus, two administrators who are senior officials and senior coaches participated in the interview. Assuming that more information and that too in great depth could be obtained

from these interviewees pertaining to the interview, every effort was made to create friendly atmosphere of trust and confidence in order the respondents would feel at ease while talking to and discussing with the interviewer. Hence, the interview was followed by probing a set of predetermined questions and taking note, comments which are given by each interviewee after questions, jot down on the note book until the last question comes to an end. Soon after the interview was over, again the whole idea was restated in order to incorporate if there is any missed point. Beside this, interview was held in Amharic language for ease communication and clarity of ideas. Finally, the whole idea of the interview summarized and analyzed from what has been written on the note book during and after the discussion.

3.4. Sampling procedures

At Defense and Mugger athletics sport clubs, there are a total of 80 middle and long distance trainee athletes` and 6 coaches` of the respective field. So, out of these 80 middle and long distance trainee athletes` and coaches` of the respected field; 40(50%) and 6 (100%) were considered respectively.

In line with this, Koul (2006) pointed out that if the population under study is homogenous, a small sample is sufficient. In the mean time, to get representative sample of both male and female respondent, all the total population 80(100%) middle and long distance event trainee athletes` were stratified in to two groups 43 male and 37 female. From each stratum 50% of athletes, that is 25 male and 15 females were selected by using simple random sampling lottery method (see table 1).

Accordingly, Koul (2006) as cited in Abera`s paper (2009) shed more light on this matter that when employing the method of stratified random sampling, a researcher divides his population in to different strata by same characteristics which is known from previous research or theories to be related to phenomenon under investigation, and from each of the smaller homogenous groups falling in each strata, the researcher draws randomly a predetermined number of units. In addition to randomness, stratification introduces a secondary element of control as a means of increasing precision and representativeness.

3.5. Procedures of data collection

For those respondents who have been selected to fill the questionnaires, the final copies were handed over in person if there was a need for additional explanation on how to respond and to

get as many questionnaires as possible. In addition to this, a face-to-face interview using a tape recorder was conducted in order not misses every single idea of interviewees

3.6. Method of data analysis

In this study, both qualitative and quantitative analytical procedures were employed. In conformity to this, Flick (2002) as quoted Muluken (2006) suggested that qualitative and quantitative methods should be viewed as complementary rather than rival camps.

The data collected through structured questionnaires were presented in tables and analyzed by one of statically acceptable tools (percentages) and descriptive statements.

In addition, qualitative data were analyzed by summarizing responses of the open-ended items in the questionnaire and the interview. Finally, the data were analyzed and discussed to reach certain finding which in turn was used to give conclusion and possible recommendations.

CHAPTER FOUR

4. Analysis and interpretation of data

In this section, the result obtained from the questionnaires and interview is analyzed and interpreted in such a way that percentage is employed to analyze responses of close-ended items in the questionnaires while descriptive statements are employed to interpret closed-ended items in the questionnaires and the interview.

4.1. Background characteristics of the study group

Based on the responses obtained from athletes, coaches, senior coach and expert on this field the characteristics of the study groups were examined in terms of their age, sex, marital status, educational qualification and their experience in the area.

Table 2. Athletes, coaches, senior coach and experts involved in the study are obtained based on their sex, age, marital status, qualification and experiences in the sport in the following table.

No	Variable	Athletes			Senior coach and expert			coaches		expert	
		Characteristics categories	Responses		Characteristics categories	Responses		Res.		Res.	
			No	%		No	%	No	%	No	%
1	Sex	Male	25	62.5	Male	1	100	6	100	1	100
		Female	15	37.5	Female	---	---	---	---	---	---
		Total	40	100	Total	1	100	6	100	1	100
2	Age	< 20	12	30	25-30	---	---	3	50	---	---
		21-25	24	60	31-35	---	---	3	50	---	---
		26-30	4	10	36-40	---	---	--	---	---	---
		Above 31	---	---	Above 41	1	100	--	---	1	100
		Total	40	100	Total	1	100	6	100	1	100
3	marital status	Single	28	70	Single	---	---	3	50	---	---
		Married	12	30	Married	1	100	3	50	1	100
		Divorce	---	---	Divorce	---	---	--	---	---	---
		Total	40	100	Total	1	100	6	100	1	100
4	Educational qualification	≥10	34	85	Certificate	--	---	1	16.6	---	---
		Preparatory	5	12.5	Diploma	---	---	3	50	---	---
		Certificate	1	2.5	Degree	---	---	1	16.6	---	---
		Diploma	---	---	Masters	---	---	1	16.6	1	100
					PHD	1	100	---	---	---	---
		Total	40	100	Total	1	100	6	100	1	100
5	Years of experience	1-2	6	15	1-2	---	---	---	---	---	---
		3-5	20	50	3-5	---	---	4	66.7	--	---
		6-8	6	15	6-8	---	---	2	33.3	---	---
		≥9	8	2o	≥9	1	100	---	---	1	100

		Total	40	100	Total	1	100	6	100	1	100

A breakdown of the study of population in terms of gender as indicted in item 1 of table 2, out of the 48 individuals involved in the study, male's constitute an overwhelming majority; however, there are a sizeable numbers of female respondents from the overall athletes from Mugger and Defense sport clubs.

Regarding the age group of respondents in item 2 of the above table, the age of mugger and defense sport clubs athletes lies between 18- 35. The coaches from each clubs were lies between 25-35 and senior coach and the expert age lies 40- 68 were reported.

With respect of marital status in item three of table 2, 28(70%) 0f athletes are found single while 12(30%) of athletes are found married. 3(50%) of coaches are found single while 3(50%) of coaches are found married and 2(100%) 0f senior coach and the expert are found married.

In addition, with regard to educational background in item 4, 34(85%) of the athletes attends below grade 10, 5(12.5%) athletes are attending in preparatory (between grade 11-12), 1(2.5%) athletes are attending certificate level. As of coaches, in both clubs 1(16.6%) coach are certificate, 3(50%) coaches are diploma holders and 1(16.6%) coach are master's degree holders. And senior coach 1(100%) are PHD holders and 1(100%) expert are masters degree holders.

As of the years spent in the profession indicated as item 5 table 2, 6(15%) of athletes have less than or equal to 2 years experience, 20(50%) of athletes are found between 3 and 5 years of experiences, 6(15%) of athletes have experiences between 6 and 8 years and the last 8(20%) of athletes have more than 9 years of experiences as athletes. On the other hand, out of the overall coaches, 4(66.7%) of coaches have experiences between 3 and 5, 2(33.3%) of coaches have experiences between 6 and 8. And (100%) senior coach and the expert have above 9 years of experience in athletics.

4.2. Findings and discussion

4.2.1. Practical execution

Table 3. How many days the training session in a week?

Subject	Responses and No. of respondents with percentage					
	3 days	4 days	5 days	6 days	7 days	Total
athletes	0(o %)	3(7.5%)	3(7.5%)	28(70%)	6(15%)	40(100%)
Coaches	0(0%)	1(16.7%)	2(33.3%)	3(50%)	0(0%)	6(100%)

According to the data in the above table, the majority 70% and 50% of athletes and coaches respectively replied that they take training six days per week, 7.5% and 16.7% of athletes and coaches respectively replied 4 days in a week, 7.5% and 33.3% of athletes and coaches respectively replied 5 days in a week and 15% of athletes replied that they are taking their training 7 days in a week.

Table 4. Data regarding how long the training session takes

Subject	Responses and No of respondents with percentage					
	1 hour	2 hours	3 hours	4 hours	If any other	Total
Athletes	0(0%)	39(97.5%)	0(0%)	0(0%)	1(2.5%)	40(100%)
Coaches	0(0%)	5(83.3%)	1(16.7%)	0(0%)	0(0%)	6(100%)

The same question, as far how long the training session takes place, both athletes and coaches. Accordingly, the vast majority 97.5% and 83.3% of athletes and coaches respectively their response indicate that the length of the training session is 2 hours, 16.7% of coaches replied that the length of the training session longs for 3 hours and 2.5% of athletes replied that the

duration is varied according to the training session. Excellent performance in sport has a strong positive relationship with the accumulated number of hours of practice (htt://www.jssm.org).

Table 5. How many times you give training per day?

Subject	Responses and No of respondents with percentage		
	One time	Two times	Total
Coaches	4(66.7%)	2(33.3%)	6(100%)

From the above table, we can see that 66.7% of coaches are replied that they gave training one time peer day and 33.3% of coaches are responded that two times their training session per day.

Table 6. Regarding the motivation of trainee during group training

Subject	Responses and No. of respondents with percentage				
	Very good	Good	Medium	Low	Total
Athletes	23(57.5 %)	14(35%)	3(7.5%)	0(0%)	40(100%)
Coaches	2(33.3%)	4(66.7%)	0(0%)	0(0%)	6(100%)

According to the data analyzed above, about the motivation of the participant indicate that 57.5% and 33.3% of athletes and coaches respond show that the motivation of the athletes are very good to work in group and 35% and 66.7% of athletes and coaches respectively replied that they have good motivation to do their training in group and 7.5% of athletes replied that medium motivation to work their training in a group.

This idea was supported by the senior coach group training have great contribution for the motivation of the athletes during their training.

Table 7. To be effective which training methods is more advisable?

Subject	Responses and No of respondents with percentage			
	Group training	Individual training	mixed	Total
Athletes	39(97.5%)	1(2.5%)	0(0%)	40(100%)
Coaches	3(50%)	1(16.7%)	2(33.3%)	6(100%)

As we see from the above table 97.5% and 50% of athletes and coaches respectively replied that group training is more advisable, 2.5% of athletes replied that individual training and 33.3% coaches are replied that mixed type training methods are advisable to be effective.

Table 8. The main reason for group training

Subject	Responses and No. of respondents with percentage				
	it is more scientific than individual training	Shortage of well qualified coaches	b/c of administration reason	Money constraints	Total
Coaches	1(16.7%)	3(50%)	2(33.3%)	0(0%)	6(100%)

According to the data in the above table, 50% of coaches replied that shortages of well qualified coaches are the reason why group training is applying, 33.3% of coaches replied that administrative reason and 16.7% of coaches replied that group training is scientific method than individual training, so group training are applied in their training session.

Table 9. Data regarding to is there any contribution of group training for the athletes

Subject	Responses and No of respondents with percentage			
	Yes	Sometimes	No	Total
Athletes	36(90%)	4(10%)	0(0%)	40(100%)
Coaches	5(83.3%)	0(0%)	1(16.7%)	6(100%)

As we see from the table, 90% and 83.3% of athletes and coaches respectively replied that group training have positive contribution for the athletes performance, 10% of athletes have replied that sometime group training have contribution or impact and 16.7% of coach replied that group training have no contribution for the athletes performance.

Table 10. Regarding to during the training session do you apply principles of individual difference?

Subject	Responses and No of respondents with percentage			
	Always	Sometimes	Not at all	Total
Coaches	1(16.7%)	5(83.3%)	0(0%)	6(100%)

According to the data from the above table, 83.3% of coaches are replied that sometimes they use principles of individualization and 16.7% of coaches their respond indicated that always they are applying principles of individualization during their training session.

Table 11. The training program is classified according to the ability, age and experience of the athletes

Subject	Responses and No of respondents with percentage			
	yes	no	Not at all	Total
Coaches	1(16.7%)	5(83.3%)	0(0%)	6(100%)

From the above table we can understand that 83.3% of the coaches' respond shows that they are not classified their training program according to ability, age and experience of the athletes and 16.7% of coaches are classified their training program based on the ability, age and experience of the athletes.

Table 12. How do you see group training from the view of athletics training principles?

Subject	Responses and No of respondents with percentage				
	High advisable	Advisable	Not advisable	I do not know	Total
Athletes	0(0%)	39(97.5%)	1(2.5%)	0(0%)	40(100%)
Coaches	2(33.3%)	4(66.7%)	0(0%)	0(0%)	6(100%)

In the aforementioned table considerable number of middle and long distance trainee athletes` and their coaches` indicate that 97.5% and 66.7% of them are respond that group training is advisable and, 33.3% of coaches replied that group training is highly advisable and 2.5% of the respondent athletes are group training is not advisable from the view of athletics training principles.

Table 13. Do you think that the training given by your coaches can help you to improve your performance?

Subject	Responses and No of respondents with percentage			
	yes	No	I do not know	Total
Athletes	35(87.5%)	0(0%)	5(12.5%)	40(100%)

According to the above table, 87.5% of the athletes respond indicate that the training given by their coaches support them to improve their performance and 2.5% of the athletes replied that they do not have any idea whether the training given by the coaches can help them to improve their performance or not.

Table 14. Data regarding about does your coaches are follow scientific training methodology?

Subject	Responses and No of respondents with percentage			
	yes	No	I do not know	Total
Athletes	32(80%)	8(20%)	0(0%)	40(100%)

From the above table, 80% of athletes are replied that they believe that the training given by the coaches is followed scientific method of training and 20% of the respondent athletes respond indicates that the training given by the coaches is not followed scientific methods of training.

Table 15. Regarding being part of national team

Subject	Responses and No of respondents with percentage		
	Yes	Not at all	Total
Athletes	26(65%)	14(35%)	40(100%)

According to the above table, 65% of the respondent athletes have got the chance to be part of the national team and 35% of respondent athletes have not part of the national team.

Table 16. Are you happy the training methodology that can be implemented by the coach?

Subject	Responses and No of respondents with percentage		
	Yes	No	Total
Athletes	38(95%)	2(5%)	40(100%)

From the above table, we can understood that 95% of the respondent athletes replied that they are happy by the methodology that can follow by their coaches and 5% of the respondent athletes are not satisfied by the methods that can applied by the coach during the training session.

Table 17. The main reason for group training from the athlete's perspective

Subject	Responses and No. of respondents with percentage				
	To get better coaches	To get better training filed(truck)	To get money	The decision of the federation	Total
Athletes	26(65%)	7(17.50%)	0(0%)	7(17.5%)	40(100%)

According to the data from the above table, 65% of the respondent athletes are replied that the reason why they train with group to get better coaches, 17.5% of the response indicates that to get better training filed (truck) and 17.5% of the respondent athletes are shows that it was the decision of the federation to work their training in a group.

Table 18. How do you see your result after selected to the national team and performing the training in a group?

Subject	Responses and No. of respondents with percentage			
	Shows progress	No improvements (change)	Decline	Total
Athletes	32(80%)	7(17.5%)	1(2.5%)	40(100%)

From the above table, 80% of the respondent athlete's response indicates that there was a progress at the national level of their participation, 17.5% of the respondent athletes replied that there was no improvement or changes and 2.5% out the respondent athletes indicate that it shows decline when they perform in a group at the national level.

4.2.2. Analysis of interview

Responses gathered from the interview made with senior coach and former staff about group training in our countries at three eras. Moreover, it assesses that does group training are advisable from the athletics training principles and what are the main reason to use group training methods instead of applying individual training. And what is the contribution for the athletes and also which countries are applying this training method just like Ethiopia.

4.2.2.1. The contribution of group training for the athletes and for the coaches

The obtained from the discussion about the contribution of group training the response gathered are presented as follow:

The main and the basic contribution of group training can be: to exchange experience between the athletes, it has great contribution for the motivation of the athletes and to evaluate their improvements through each training session. It helps them to develop deep feeling about their countries.

On the other hand the former staff member responds in relation to this ideas indicates that athletes can work in a group but the main point that should take in to consideration is that the formation of the group and the capacity of the athletes. Otherwise if the coach were not considering such things there will be a problem on the performance of the athletes, they will damage.

And to give training that more focus on tactic and technical activities group training is recommended rather than individually training methods. Not only for the athletes, but also for the coach group training can initiate him to be motivated and help to get better result if he or she have trainee the athletes in a group.

4.2.2.2. How do you see group training in the view of athletics training principles

According to the senior coach explanation principles are steps, so the main thing is that the coach should plan his or her training step by step accordingly. So the training principles are not denied applying group training methodology but it emphasis that there should be followed the steps.

Therefore, the principles of training are not restrict to apply group training in athletics but coaches always put in their mind to consider the capacity, age and experience of the athletes take in to consideration. If not there will be injury can occurs because each individuals are respond differently for the same types of exercise.

4.2.2.3. Why coaches are applying group training?

The main reason why group training is applied in widely is there are un- imbalance between the number of athletes and the number of qualified man power in the area.

On the other hands there are parental influences for the coaches to apply individual training, us a result coaches are prefer to use group training to avoid this problems and parents are voluntaries to allow their Childs.

And for the coaches there are great impacts if he or she trainee a group of athletes to have high motivation than a single athlete and also to be successful or in terms of result group training is preferable by the coaches because out of the groups of athletes it is possible to produce some elite athletes.

4.2.2.4. Is there any countries which apply group training in the world?

From the response most countries are applying this group training methodology. Specially, the developing countries are widely applying this training method, such as Kenya, Morocco, Uganda and the Asian's countries are used this training methodology widely. For this there are a number of reasons are given, out of the given reasons mentioned by the coach are large number of athletes and on the other hand less qualified number of man power in the field.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The central part of this study was to identify the practice of group training in line with the athletics training principles in mugger and defense athletics sport clubs.

The study was mainly designed to answer the following basic questions.

1. Identify how much athletes are benefited from group training.
2. Determine to what extent group training can contribute to improve their performance
3. Provide suggestions to improve the practice of the training methods.
4. Find out the factors that are taking in to consideration when applying group training
5. To recognize the attitudes of athletes in group training

In order to answer these questions descriptive survey research method was employed. The data relevant to the study were gathered through two sets of questionnaires and interview from 40 middle and long distance trainee athletes, 6 coaches from mugger and defense athletics sport clubs and senior coach and former staff members from the athletics federation.

The data obtained were analyzed by using one of statically acceptable tools (percentage) and descriptive statements.

Finally, based on the review related and the analyzed data, the following major findings were obtained from the study.

- The study revealed that middle and long distance trainee athletes` and their respective coaches are engaged in training on average 6 days per week having two sessions per day that runs about hours.
- It is reported that middle and long distance training is classified according to the ability, age and experience of the athletes. But the majority number of respondents agreed that it is not in the individualized difference base.
- The research study showed that the major problem that affects middle and long distance need take in to consideration the following most hindering factors to apply group training such as chronological age, biological age and training age.
- It was admitted that by middle and long distance trainee athletes and coaches, to be effective the majority responds show that group training is advisable, 2.5% of the

respondent replied that individual training is appropriate and 33.3% of the respondent coaches' response shows that mixed training methods are appropriate for the effectiveness.

- It was admitted that 50% of the respondent coaches' response indicate that the reason why they apply group training was the shortages of trained man power in the field.
- Regarding the response of the athletes on the question do you think that the training given by your coaches can help you to improve your performance? Out of the total respondent 87.5% of response indicate that the training given by their coaches helped them to improve their performance.
- The study shows that the majority middle and long distance trainee athletes respond emphasis that the main reason for group training was to get better coaches in their field.
- It was admitted that 80% of the athletes respond shows that their coaches are followed scientific training methodology in their training sessions.
- From the study we can realize that performing the training session in a group it has great contribution for the athlete's motivation and to evaluate their improvements from time to time by comparing themselves with their team mates.

5.2. CONCLUSIONS

Based on the data collected and the discussion undertaken, middle and long distance event trainee athletes in both clubs are engaged in training on average 6 days per week having two sessions per day that runs two (2:00) hours

The responses from coaches and athletes is somewhat mixed, for and against group training.

The major reason to apply group training is there are un-proportional athletes coach ration in the country. There are large numbers of athletes but limited number of trained man power in the field.

In order to give effective training for middle and long distance event training to be carried out in each clubs the joint hands between the governing bodies of the sport and the concerned bodies is completely necessary.

To get the main reason the responsible bodies are not wily to give the necessary information, so to get appropriate solutions the concerned bodies should be cooperate by giving the input to tackle this problem.

Athletes have no any idea about the different training methodologies that are implemented by their coaches during the training sessions.

According to the senior coach, group training has high contribution to improve the athlete's motivation and also helps them to evaluate their progresses or their improvement from time to time.

From the data most of the time coaches are classified their training according to ability, age and experience of the athletes, but the majority respondents agreed that it is not individual difference base.

The trainee athletes respond emphasis that the main reason for group training was to get better coaches in their field.

From athletes perspective their coaches are follow the scientific training methodology in each training session.

5.3. RECOMMENDATIONS

The researcher forwards the following recommendations based on the findings of the study.

1. From the reviewed literatures and from the interviews the researcher could not find scientific base for group training. The issue needs close attention to minimize wastage of results by not properly addressing individual differences in training.

2. To have acquaintance with the ever growing scientific training coaches should get training on regular bases either on-job training or off seasons.

Coaches should take in to consideration about individual difference in their training sessions to avoid injuries of athletes, and hence lose of performance.

3. As far as possible athletes should have the awareness's about the training principles and the different training methodology in the field that helps them to understand what is going on during each training sessions and to evaluate the appropriateness of the training methods for the selected training session, because the present study revealed that, firmly the side of senior coach, group training is a tradition with no scientific support.

4. The training method should re-examine because even if the response indicates that positive about group training but it is not supported by the review literatures.

5. The governing bodies should give emphasis about the qualification of the coaches in each clubs to solve this problem.

6. Clubs should have clearly stated criteria to employee coaches about their educational status or background for a better achievement.

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Appendix

For athletes

Questionnaires to be fill by middle and long distance athletes.

Purpose

The purpose of this questionnaire is to collect data about group training in the selected first division athletics clubs.

Direction

Please, read each of the items carefully and give your responses that correspond to the situation in your training program. Your response has a great importance on the success of the study.

No need of writing name.

Thank you for taking your time to help this research!!!

I. Part one: Personal information

1. Sex male □ female □

2. Age

3. How long do you participate in this sport? _____

4. Educational status 8^{th}□ 10^{th}□ 10+1□ 10+2 □

5. Marital status married □ UN married □

II. Part two: Main part

6. For how many years did you participate in this clubs?

1 year □ 2years □ 3 years □ 4years □ 5years and above □

7. For how many clubs you have been participating?

2clubs □ 3 clubs □ 4 clubs□

8. Have you been part of national team?

Yes □ no □

9. For Q no 8 if your answer is yes what was your result?

_____

_____

10. How many day/s per week you are allocating for your training?

4 days □ 5 days □ 6 days □ 7 days□

11. How it longs one training session?

2 hours □ 3 hours □ 4 hours□

12. Are you happy by the method of training that your coach follows?

Yes□ no □

13. For Q no 12 if your answer is no, please describe your reason?

_____

_____

14. Does your coach follow scientific training method?

Yes □ no □

15. Do you think that the training giving by your coach can contribute on your performance?

Yes □ no □

16. What is your interest about group training?

Highly interest□ medium interest □ low interest □ not at all □

17. Did you get any benefit by doing the training by group?

Yes□ no □

18. For Q no 17 if your answer is no, please describe your reason?

_____

_____

19. Which training method that you prefer more?

Group training □ individual□ mixed □

20. For Q no 19 if your answer is group training method, please explain your reason?

_____

_____

21. How do you see group training in the view of athletics training principles?

Yes! It is good □ No! it is not good □ I do not know □

22. How was your inter personal relationships during group training?

Very good □ Good □ medium □ poor □

Thank you again!!!

For coaches

Questionnaires to be fill by middle and long distance coaches.

Purpose

The purpose of this questionnaire is to collect data about group training in first division athletics clubs.

Direction

Please, read each of the items carefully and provide your responses that correspond to the situation in your training program. Your response has a great importance on the success of the study.

No need of writing your name.

Thank you for taking your time to help this research!!!

I. Part one: personal information

1. Sex male □ female □

2. Age

3. Educational status

Certificate □ diploma □ first degree □ masters degree □

4. Marital status married □ UN married □

5. For how many years you have been coaching this club?

_____

II. Part two: main part

6. Does your training program consider age, sex and experience of the athletes?

Always □ sometimes □ not at all□

7. During the training session do you use principles of individualization?

Always □ sometimes □ not at all □

8. How do you see group training in the view of athletics training principles?

Highly advisable □ advisable□ not advisable□ I do not know□

9. Is there any benefit by giving the training in group?

Yes□ no □ I do not know□

10. How many days you are giving training in a week?

2 days □ 3 days □ 4 days □ 5 days □ 6 days□

11. How many times you're training session per day?

Two times □ one time □

12. How it longs one training session?

2 hours □ 3 hours □ 4 hours□

13. During group training what was the feeling of the trainees?

Highly motivated □ motivated □ medium □low motivated□

14. What is the importance of group training for the athletes?

Great contribution □ medium □ low contribution□

15. To be effective which training methods is more advisable?

Group training □ individual training □ mixed □

16. What is the role of coach during group training?

_____

_____

17. Which country is practicing group training in the world?

_____

_____

18. The main reason for group training can be:

A. because it is more scientific than individual training

B. because of shortage of well qualified coaches

C. because of administration reasons

D. financial constraints/infrastructures

19. Have you ever noticed result improvement after an athlete joins group training at the national level?

Never □ sometimes □ always □ decreasing the result □

Thank you again!!!

Interview items

1. What is the contribution of group training for the athletes?
2. How do you see group training in the view of athletics training principles?
3. Why coaches are widely apply group training?
4. Is there any country which applies group training in the world?