

**THE PROBLEMS OF COACHING MIDDLE DISTANCE RUNNERS:
THE CASE OF FIRST DIVISION ATHLETICS CLUBS IN
ADDIS ABABA CITY**

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DECLARATION

I hereby declare that this honours thesis represents my own work and had not been previously submitted to this or other institution for a degree, diploma or other qualification. Citations from the other authors were listed in the references. A signature of confirmation by:

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ACRONYMS

EELPA: Ethiopian Electricity, Light and Power Agency

IAAF: International Amateur Athletics Federation

M: Mean

SD: Standard deviation

Abstract

This research has investigated the problems of coaching middle distance at 1st division athletics clubs of Addis Ababa. The researcher used 6 (six) club administrators, club coaches, Addis Ababa and Ethiopian athletic federation officials as well as 60 (sixty) athletes 5(male and female) from 6(six) clubs were purposefully selected. Questionnaire, interview, observation and document analysis were used as tools for data collection instruments. Frequency distribution and percentage were calculated for data analysis. In general, the results and findings show, lack of motivation and interest, lack of facilities, materials, medical care, nutrition and leadership style from the coaches' side; and coaches' qualification found to be poor. Job integration among the federations, clubs, coaches, athletes and other concerned bodies was not smooth and effective. Further unplanned and unsupervised personal trainings and competitions; number of coaches and athletes were not proportional. The athletes were not loyal to their clubs rather for their personal manager and their own benefits as well as insufficient amount of money allocations. Future research should concentrate on how intervene the problems of coaching middle distance runners at Addis Ababa athletics clubs.

Keywords: athletes, athletics club, motivation and periodization

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Athletics is the natural pursuits of human beings. Some of the usual activities like walking, running, jumping and throwing are the movements, which we learnt first as small children Thompson,(2007). In relation to athletic performance, Sung (2001) as cited in Tshehaynew (2010) pointed out that it is mostly determined by factors such as physical qualities, technical, and psychological abilities much better than others, psychological factors don't give due attention in Athletes preparation. This has a great diverse effect on all spheres of Athletes' development. And to be a better competent; performance related components of fitness, running economy, tactical ability, maximum speed for the finishing sprint or kick as well as mental skills are common factors contributing to the successes of the all running events.

It is obvious that athletes should possess the above mentioned abilities in a maximum and effective ways possible, as the best and the only mentioned way by which an athlete achieve those significant building bricks of success in middle distance running. According to Thompson, (2009) Middle-distance running is categorized under track events. It includes races from 800m to 3000m steeplechase. In order to improve the aforementioned qualities, continuous scientific training is also important.

In relation to this, athletic training can be defined as a planned routine of physical and mental exercise to be carried out in a specific, measurable load to put the body into a fatigue state from where adaptation commences Thompson, (2009).

Moreover, Athletics training needs involvement of the club managers, federations...etc, but the athlete and the coach are very important. The coach is the most important element throughout the process of training and should have a scientific based task.

Therefore, as Thompson, (2009) described to his coaching manual, coaching is an organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve.

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

the best convenient situations and the devotion of the athlete and the coach Gabbett & Georgieff, (2007).

Even if track events have been widely practiced sport activities in Ethiopia and famous world-class athletes exist in, it is not free of problems. Athletics coaching in Ethiopia has its own way and possible outcomes, which are dependent on the coaching conditions and the athlete's attitude, devotion to the program and trust to their coaches as well as the service provided by the clubs. The case is rather breath taking when it gets to the first division athletics club of Addis Ababa, especially in middle distance races. Although, it is true that few athletes are showing good performances due to their devotion, hard working and coach's help, it doesn't mean that the coaching process (training process) and club services is free from any problems, or can't be improved and fined any further.

The distance races are those events 800 meters and longer. The distances distinguish themselves from the other events in track and field by their reliance on aerobic fitness rather than raw speed or power. This difference requires special forms of training that demand a special dedication to training and competition. Distance runners develop gradually, often taking years to reach their potential. But like all athletes, distance runners must train not only for fitness but also to compete Young & Farrow, (2006).

Therefore, the researcher was motivated to fill the gap to what extent middle distance runners are motivated to train, to what extent the club coaches are motivated to coach their athletes" and to investigate the working relationship between clubs, Addis Ababa Athletics federations and to tackle the aforementioned problems. So, it is the timely question to investigate problems of coaching middle distance running in 1st division athletics clubs in Addis Ababa and to recommend possible solutions.

1.2 Statement of the Problem

Athletics coaching in Ethiopia has its own way and possible outcomes, which are dependent on the coaching conditions and the athlete's attitude and devotion. Alongside, the performance of middle distance athletes of high altitude countries has a significant advantage over low altitude when competing at both low and high altitudes Vescovi & Mcguigan, (2008). Even though, Addis Ababa is situated in an altitude of high elevation, which is conducive and favorable for the achievement of good performance in middle distance running, most of the clubs in Addis Ababa were not seen being successful.

In some aspects, training distance runners may be the easiest coaching assignment in track and field. If a coach helps his or her athletes to run reasonably hard middle distance training every day they will be somewhat successful Vescovi & McGuigan, (2008). However, it can also be the most difficult event area to coach because if an athlete has been over trained or under trained by the time the championship 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, where the coach and athlete can go out to the track and analyze and correct a problem in one or two training sessions John et al, (2003).

Therefore, coaching middle distance runners require a great deal of thought and preparation. A coach must truly understand the demands of the events and the capabilities of the athletes under his or her care, along with possessing a sound philosophy that will help to achieve the goals set for the athlete, coach and team.

Sports in Ethiopia include many fields. Although Ethiopia is best known internationally for its middle-distance and long-distance runners, consistent result is not registered at global and continental level. This might be due to lack of athletes' motivation towards their training, lack of quality and behavior of an effective and successful coach and lack of working relationship between clubs and athletics federations. Due to the above mentioned reasons the researcher was initiated to evaluate the problems of coaching middle distance running in 1st division athletics clubs in Addis Ababa.

1.3 Research Questions

In order to find out the problem existing in middle distance coaching 1st division athletics clubs in Addis Ababa. The study will answer the following research questions.

1. How was the status of middle distance athletes' general motivation overview of training?
2. Are there conducive environment and facilities to carry out middle distance trainings?
3. What kind of coaching philosophy do coaches follow?
4. How was athlete coach relationship and role of athletes in training plan, decision making, competition, and training schedules?
5. What were the common factors that affect training and countermeasure used to assuage those problems?

1.4. Objectives of the Study

1.4.1 General Objectives

The general objective of the study was to investigate problems of coaching middle distance running in 1st division athletics clubs in Addis Ababa.

1.4.2 Specific Objective

The specific objective of the study was to:

1. Investigate the motivational status of athletes in middle distance running training.
2. Assess the conduciveness of athletic clubs to carry out middle distance trainings.
3. Identify what kind of coaching philosophy do the coaches follow.
4. Explore whether athletes have a chance on commenting on the training plan, facilities, competition, and training schedules.
5. To explore factors that affect training for middle distance athletes and possible measures to be taken.

1.5 Significance of the Study

This study would support and enrich the performance enhancement of middle distance athletes. To this end, the significance of the study were: to provide accurate facts for the enhancement of the performance of middle distance athletes, to incorporate the new results of the research finding output into the system of coaching in Addis Ababa 1st division athletics club and to provide favourable suggestions that would help for the enhancement of performance of middle distance race and to identify critical problems affecting the performance of Addis Ababa athletics club middle distance runners. In addition to this, this study would have a valuable importance for all 1st division athletics clubs in Addis Ababa as well as the country at large. Furthermore, the club have to strengthen their working relationship with athletics federation. Moreover, the club coaches are incorporate motivation in their training plan. To be productive and successful: athletes, coaches, clubs and federations are tackle the problems found in middle distance runner. Lastly, this research would initiate other researchers for further studies.

1.6. Delimitation

The study was delimited to only identifying problems in coaching middle distance running and recommending possible solution on which the coaching process will be improved in a specific case of first division athletics clubs in Addis Ababa.

1.7. Limitations of the Study

The problems encountered during undertaking this thesis was: most of the athletes couldn't read the questionnaire, because of this a lot of time has been spent during data collection from athletes' respondents. Secondly, scarcity of published literature has been observed in the Ethiopian context. Thirdly, as a self sponsored scholar the researcher face shortage of time and money.

1.8. Operational Definitions

Athlete is a person who trains for performance incensement under the supervision of a coach in a specific club and event.

Club: is an athletic organization that provides training and other benefits for the athlete.

Coaching: is often used to cover a wide range of activities, usually to help someone prepare for something.

Coaching philosophy: is a belief of a coach has towards the total principles of training and interpersonal relation with an athlete.

Federation: an organization that governs and direct different athletics club.

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

Periodization : is used mostly in high performance training stage.

CHAPTER TWO

2. LITERATURE REVIEW

This part of the research paper deals with relevant literature to the problem and it discusses about developing coaching philosophy, coach-athlete relationship, safe training environment, planning, athletics injuries and nutrition for athletics.

2.1 Developing Coaching Philosophy

As Thompson (2007) discussed on the concepts of coaching philosophy and its importance to facilitate the coaching process and the effectiveness of the process. Thompson mentioned that you might think it strange to start a practical book about coaching by talking about philosophy. Yet nothing is as practical as a well-developed philosophy of life and of coaching. This philosophy determines every thought, every action and every decision you make. No matter whom you are, from where you come, or how you come to be in coaching you bring ideas, opinions and attitudes from a lifetime of personal experience.

Take this opportunity to examine how well you know yourself and what you want to achieve as a coach. Without this knowledge, it is difficult to have a well defined philosophy. Without a well-defined coaching philosophy, it is difficult to be a successful and effective coach Thompson, (1999).

2.1.1. What do we mean by Philosophy?

Philosophy is simply the way you see situations and experiences in your life. It is the way you view people and develop relationships with them. It is also the value you put on all of these. You already have a philosophy of life and this may be well developed. You may be aware of your philosophy or you may be unaware, behaving and doing things without giving much thought to the reasons for your decisions.

Whether you are very aware of your philosophy, partially aware or completely unaware, this personal philosophy is always developing and will do so throughout your life Castellanni & young,(2012).

2.1.2. What is coaching?

The term „**oaching**“ 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 Thompson, (1999).

Many people would claim to help in this way, for example, parents, 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 sports 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 rights and needs of your athletes before those of yourself. You will need to develop a caring and continuing relationship with the athletes you coach Thompson,(1999).

Participation in athletics is a social process. Your coaching will therefore have great power to shape the lives of your athletes through this social process.

2.1.3. Roles of Coach

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

2.1.4. Developing Coaching Philosophy

The key to developing a coaching philosophy is knowledge. Knowledge of yourself and knowledge of what you want to achieve, your objectives. In the same way that it is difficult to make a journey if you don't know the destination, it is unlikely you will reach your coaching objectives if they do not clearly know to you.

2.1.5. Knowledge of your self-knowing you are

Why do you coach or want to coach? What do you value most in coaching? Are you, or will you be, proud of how you act as a coach? These and many more questions you could ask yourself. An athlete's development is affected by the importance placed on winning or losing. Striving to win is always important. A „win at all costs“ attitude, however, ignores the development of the athlete. It is an attitude frequently used by those coaches who judge themselves by how well their athletes finish Maramah,(1999).

By contrast, the view taken by many successful and experienced coaches is to place the long term development of the athlete as the single most important consideration. An emphasis on the development of the athlete is more likely to produce better performance, greater consistency and more satisfaction for the athlete and coach than an overemphasis on winning. Competition then becomes merely a challenging and satisfying way of measuring personal development. This philosophy has been expressed many times as: **“Athletes first, winning second”**

It means, as Thompson;

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

Even though Athletes first, winning second is an easy philosophy to understand, but more difficult to put into practice, says peter Thompson.

As a coach you must decide for yourself the relative importance placed on your athlete's development and winning. That decision should then be followed not just in words, but by every coaching action you take. This applies when things are going well, but more especially when they are not going so well. Thompson outlined the following crucial concepts just to leap in to improve type of coaching philosophy:

2.1.6. Coaching styles

One of the early attempts to highlight coaching styles was undertaken by Rainer Martens (1987). Martens divided coaching into two styles, command and cooperative, although he accepted that,

to some extent; it is a command– cooperative continuum. The command style is characterized by the coach taking responsibility for all aspects of learning and performance. The athletes simply have to do what the coach tells them. The coach organizes practices, team tactics and motivation. Such coaches are thought to favor extrinsic motivation and use many reward and punishment systems. Also, they tend to place outcome as being the most important of their goals.

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

More recently, John Lyle (1999) has taken a similar stance to that of Martens. Lyle divided coaching styles into autocratic and democratic. He points out that we should not get mixed up between these styles and those of leadership. He claims that it is possible to be democratic with regard to communicating with athletes (the leadership role) while being autocratic during practice and training sessions (the coaching role).

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

2.1.7 Comparison of Leadership Styles

Thompson compared the leadership styles as:

The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching. The cooperative leadership style gives guidance and structure, but also allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of “athletes first, winning second”, sometimes the coach will need to move more

towards the authoritarian style of coaching. This could be in a disciplinary situation or when safety is of primary importance, as in coaching the throwing events. Good coaches will be able to modify their style according to the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style Saundres et al, (2004).

2.2. The Coach-Athlete Relationship

Is it possible to be successful in athletics without a coach, with no coach-athlete relationship? Certainly, there are some who think so. Do athletes really need coaches and do we need to consider the importance of coach-athlete relationships? As Peter JL Thompson's view a coach is the determinant factor, i.e., probably the first thing that decides whether an individual athlete „needs“ a coach is their age, their stage of development in athletic, what they want to achieve and their personality. It may also depend on the area of athletics they are most interested in. there are probably more self-coached athletes in the endurance events than there are in the „power“ events of the throws, jumps, sprints, hurdles and combined events. And, within the endurance events, there are probably more self-coached athletes in road and cross country running than there are in middle and long distance track or race walking events.

In the distant past coaches were not as plentiful as now and many athletes were basically self-coached through necessity. Most of the „coaching“: when ever and where ever athletes met, was in the form of „wisdom“ passed down from the senior and master athletes in the group. But over the past twenty years, since the late 1980s, the numbers of qualified coaches has increased globally with the combined effect of the coach education systems of the IAAF and some National Federations. When the coach and athlete in athletics have come together it has usually been through a chance meeting, frequently in a club environment. Together, the coach and athlete have built and developed a working relationship. This relationship has reflected that coaching is a complex social encounter with many roles and responsibilities for eh coach. We have also seen that much of a coach's development is not on a course where knowledge and learning are delivered and assessed formally but through the actual practice and experience of coaching, over time. This traditional model of coaching was the coach-athlete relationship in relative isolation. If we were to give this arrangement a label it would be „the escort system in this relationship there is an assumption that the coach has, or can acquire faster than the athlete, everything to support the athlete's development. Given that an athlete's development from starting athletics to achievement of their potential in athletics may commonly cover the passage from eleven years of age to the late twenties, we're talking about a relationship of sixteen or more years.

Realistically, how many coaches can commit to a coach-athlete relationship of sixteen years, or more? There have to be alternatives to the escort system if athletes are not to drop out of athletics, should they out-grow the availability of the coach's time, knowledge and skills, or the coach stops coaching. With the increasing understanding within the sport of the need for long term „Athlete Development: coaches are aware that they should prepare the athletes that they are currently coaching to either be transferred from them to another coach at some time, or to be still coached by them but in a partnership arrangement with another coach. As Peter JL Thompson's view the coach-athlete relationship can be based on one of three models, or a combination of these as the coach and athlete move through their developmental pathways:

The escort system – The coach recognizes that they cannot meet all the needs of commences in athletics to the athletes retirement from the sport.

The partnership system – The coach recognizes that they cannot meet all the needs of the athlete and works together with a more experienced coach to meet the athlete's needs.

The transfer system – The coach transfers the athlete to another coach as the athlete moves through the educational, institute or club system or when the coach recognizes that they cannot longer meet the needs of the athlete.

2.3 Developing Functional, Flexible Coaching Philosophies

In order to generate more realistic and functional coaching philosophies, the first step is to acknowledge that they are very complex and complicated. Hence, they cannot be realistically created in a 30-minute workshop or through a „quickie“ self-reflective exercise since to make them credible they need careful and realistic consideration. Similarly, there is a need to move away from bland, generic statements written as if they were meant as ideals to aspire towards Lyle, (1999), or reflections that are too abstract for addressing actual coaching needs in practice. Alternatively, philosophies should be highly individualized, grounded in reality and be based on personal objectives founded on experiences Kidman, (2001); Kidman and Hanrahan, (1997). Indeed, the diversity of knowledge allied to personal idiosyncrasy means that coaches' practice will invariably differ a creative individualism that should be encouraged. While one must acknowledge that there may be many means to the same end and that coaches will act according to their perception of the context, the clarification of purposes and guidelines encapsulated in a philosophy is still valuable as it leads to informed choices and better priorities. Such boundary definition is also beneficial as it lays the foundations for consistency Kidman and Hanrahan, (1997). Within this process, Lyle, (2002) points to the need to consider and link issues of

philosophy and behaviour. Hence, we need not only to differentiate between delivery style and core purpose, but also to sketch outlines of appropriate practice in relation to both. The important point here is that the objective is not to tie the coach down „to a prearranged act, but to definitively guide action while maintaining the required flexibility to be contextual“ Lyle, (1999: 37).

Recent research into elite coaches“ philosophies Saury and Durand, (1998); Jones et al.,(2003) indicates an awareness of the need to remain flexible in practice, thus maintaining the ability to adapt to changing circumstances. It includes a belief that definitive standards cannot be applied outright, as they often conflict with other constraints inherent in the coaching situation Saury and Durand, (1998). However, and echoing the point made earlier, this does not mean that such coaches acted without principle. In explaining this apparent contradiction, Raffel, (1998) draws a distinction between the „principled“ and the „rule-guided“ actor. While the latter would view practice as a set of prescriptions with which he or she is obligated to comply, the principled actor believes in the rightness of his or her actions, with practice clearly reflecting values. Consequently, there is room to explore and maneuvers within a principled commitment to stated beliefs. Of importance is that principled individuals view their practice as something that is intrinsically worth doing – as something to actively further and not merely to comply with Jones et al.(2004). In this sense, such coaches „live“ their own training sessions vicariously and emotionally, as they invest much of themselves in their practice Saury and Durand,(1998; Jones et al. 2004). It is the difference between being competent in relation to a philosophy and being committed to it.

Allowing flexible adherence within philosophical boundaries goes some way to explaining expert coaches“ actions and their belief in applying sensitivity to unexpected and problematic tasks Saury and Durand,(1998); Côté et al.,(1995). Indeed, according to Saury and Durand, (1998: 264), the practice of such experts is „very flexible and based on continuous step-by-step tuning to the context“, albeit embedded in a deep knowledge of sport and a commitment to an established framework of behaviour. In this respect, the coaching process and coaching practice can be considered as „regulated improvisation“ Bourdieu, (1977: 79) that takes into account the particular challenges and tensions that are unique to it. Here, the particular is malleable within stated guidelines. Such practice was clearly evident in the accounts of expert coaches researched by Jones et al. (2004). For example, clear value statements were readily applied, while flexibility was acknowledged as vital to „test the edges“ of the underlying philosophy as it manifested itself

in contextual practice Lyle, (2002). It appears, then, that top-level coaches are able to manage well the inevitable dilemmas between philosophy and practice, in that they are realistic and practical about their goals while retaining a strong personal set of values and standards (ibid.). How should one go about developing such a functional, yet sincere, personal philosophy? As is stated in the introduction to this chapter, the aim here is not to provide „correct“ prescriptive thinking for all, but rather to assist coaches through a process by which they can arrive at their own individualized, personalized guides for action. A good place to start, however, is to utilize higher thinking skills in addressing fundamental issues about one’s own personal involvement in coaching, while allowing more detailed reflective questions to emerge once the conceptual issues have been clarified. An important point to remember is that this process should be carried out in a systematic, careful and rigorous way, so as to give the findings definitive meaning.

Here, Kretchmar (1994) suggests that we should use inductive, intuitive and deductive reasoning in developing philosophy, thus creating it from experience and reflection. This would give us a degree of security and confidence in its personal applicability. First, then, the following questions could be addressed: What is coaching, and why do I think that?, Why am I a coach?, Have my coaching motives changed? How? Why?, Is there another way?, Why are these athletes participating?, Why did a particular coach have such a meaningful impact on me?, What are my future hopes both for the athletes I coach and for myself as a coach?, Are they „my“ athletes or am I „their“ coach?, Who holds the power in a coach–athlete relationship? and What is my role as a coach and why do I think that?.

Although lists of similar questions appear in current coaching workshops, the superficiality with which they are engaged makes the exercise of little value. To create a worthwhile functional philosophy, such questions need to be carefully and sincerely addressed. For example, in examining the last of these questions („What is my role as a coach), instead of merely brainstorming potential functions, we would implore coaches to address such issues related to role as: How do I „play“ the role of the coach? Whose expectations am I fulfilling? Why? Is there a case for me to expand and explore the boundaries of the traditional coaching role? Do I want to, and what are the implications of doing so? How can I allow my own personality to emerge through the coaching role? and Am I fulfilling myself within the coaching role? Through addressing these and other such carefully crafted questions to address both meaning and purpose, a deeper sense of a coaching philosophy and identity can emerge, one that is grounded in personal reality.

Once a philosophical framework has been established, or perhaps in tandem with it, more practical questions should be addressed so that the philosophy maintains a working credibility and usefulness for coaches. Such questions here could include: Is my approach educationally sound?, Do the drills I use best serve the purpose for which they are intended (i.e. the objective of the session)? Why and how?, Is the approach appropriate for the athletes?, Is there a better way of doing what I'm doing?, Can I explain and justify my coaching actions and decisions?, How do I ensure that I follow my coaching philosophy?, What happens if my coaching philosophy is challenged?, How will I deal with the different values of other people Kidman and Hanrahan, (1997)?, What is key about the interpersonal relationships I have with athletes? and Are there situational compromises in the application of my stated values Lyle, (2002).

Such reflective questions could be applied to all aspects of the coaching process, from pedagogical and motivational issues to those of planning, monitoring and organizing, to ensure that the philosophy developed is realized through behavior. In many ways, it is important to commit the philosophy to paper for all to see, experience undertaken. It also forces the writer to organize his or her ideas and to defend a position. Of more importance, however, is the need to regularly re-examine and re-evaluate the philosophy, as our experiences constantly shape and evolve our thoughts. The philosophy should, therefore, be written in pencil, not in ink Kretchmar, (1994).

2.4. A Good Coach

More often than not, when someone inquires about a coach, one of the first questions is framed along the lines of „Is she or he a good coach?“ When 200 undergraduate students were asked to compile a list of characteristics that described a good coach they came up with a comprehensive inventory that included the following: Patient, Flexible, Experienced, Organized, A good communicator Not just a dictator, Knowledgeable about skills Open-minded, Motivator Has the ability to teach, Has a sense of humour Punctual, A people manager Has a loud voice and Adventurous Uses time wisely.

In compiling the list it became apparent that the students had a „common-sense“ understanding of what the term „good“ meant in this context. Their understanding reflected a dictionary definition, namely, having „admirable, pleasing, superior or positive qualities“ Collins, (1992: 549). It is not only undergraduate students who have such an understanding of, and interest in, what makes a „good“ coach, as evidenced by the large number of high-profile elite coach biographies and autobiographies that are purchased by the public at large every year. These biographies are

popular not because they provide a detailed outline of the coaching sessions but because they tell a more subjective story of top-level coaching, with descriptions of what happened inside the changing rooms and away from the gymnasium or field.

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

2.5. An Effective Coach

In many cases, coaches are judged on easily objectified traits and actions rather for effectiveness has been prevalent since the 1970s, there has been a focus, albeit limited, on effectiveness in the coaching literature as far back as the 1950s, when Friedrichsen (1956) studied the effectiveness of loop films as instructional aids in coaching gymnastics. Since then, grids have been developed to increase the effectiveness of coaching games Bean (1976), coaching effectiveness programmes have been designed Bump, (1987), and guides written that have focused on helping coaches to know „how to“ teach sport skills effectively Christina and Corcos (1988).

In an effort to provide some conceptual clarity regarding coaching effectiveness and the effective coach, Lyle (2002) undertook a review of the written work that focused on these notions. One of the observations he made was that educational literature had influenced the research into coaching effectiveness and effective coaching. This was due in part to the development, and use, of systematic observational tools such as the Academic Learning Time-Physical Education (ALT-PE) instrument Metzler (1979, 1989), which in the 1980s became a popular measure of teacher effectiveness. This had a strong influence on coaching literature, owing to its subsequent use of „North American high-school and collegiate coaching samples, the borrowing of hypotheses from educational practice and a focus on the direct intervention role“ Lyle (2002:

261). One consequence of Lyle's review was that a valiant attempt was made to answer the question: are effective coaching and the effective coach the same concept?

While he did not come up with a specific answer, Lyle (ibid.: 259) did recognize that the „apparent certainty“ that some have in relation to this issue „continues to mask some important questions“. He went on to suggest that because of the lack of clarity that surrounds the terms „coaching effectiveness“ and „effective coaching“, it is necessary to consider alternative ways of judging coaching and coaches. While he identified and discussed a number of approaches such as process competence, value adding and data-led goal setting, we consider the notion of quality to be a particularly useful framework for doing so.

2.6 Developing a Planned Approach Training

One of the most important responsibilities of the coach is planning the athletes training programmer. Planning is a long term process since elite athletes may not reach their full performance capabilities until 24 years of age or older. In this long term planning the coach usually looks at what the athlete wants to achieve for a particular year and divides this year into a number of period. For younger, inexperienced athletes performance targets may need to occur at more frequent intervals, such as the immediate season ahead. This is because young athletes are often unable to work towards objectives that they think of as being too distant. Training at any time must be seen as part of the long plan term. periodisation is used to describe the division of the training programmer into a number of periods of time. Each of these periods will have specific training objectives.

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

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

2.7 The Plan in Action

Dividing the training plan in to periods gives the coach guidelines for developing fitness and technique relative to volume and intensity. Since each event has its own relative needs for

strength, endurance, speed, flexibility and coordination the specific preparation and competition training should reflect this.

2.7.1 Planning the Session and the Training Week

We have seen that it is possible to plan training because athletes adapt to training loads according to the laws of overload, reversibility and specificity. The time available for preparing an athlete for important competitions will vary greatly from a year to a few months. By dividing the time into periods the coach can plan progressive training. But how does this affect what we do from day to day, and how do we design the training session itself? Training progresses in cycles of activity and the smallest of this is given the name micro cycle.

The micro cycle is usually considered to be 7 days duration. The number of training sessions in a micro cycle will depend on the athlete's age, experience, fitness, capacity for work and where the micro cycle comes in the three periods of the training program.

2.7.2 Planning the Training Session

The training session is the basic building block of coaching. In the training session skills are learned, conditioning and fitness are achieved and confidence is developed. In athletics the training session usually contains various units of activity set between a warm up at the beginning and a cool down at the conclusion. To decide on what units of work are suitable for a particular session the coach should follow four stages of planning:

Warm up The warm up starts slowly and gradually involves all muscles and body parts in exercise which prepares the athlete for the units which follow.

Skills unit Instruction starts with the known skills and progresses to the new or unknown skill. Athletes should practice and have the opportunity to try their new skills in a competition-like setting. If no, new skill is being introduced, and conditioning is the main objective of the session, athletes may move straight from the warm up to the fitness unit.

Fitness Unit This unit involves physical conditioning activities which are specific to the needs of the athlete's event. These activities may involve running, weight training or other resistance work.

Cool Down The cool down gradually reduces the body's temperature and heart rate. It also provides an opportunity for the coach and athlete to evaluate the completed session.

This progression through the session allows for a gradual build up of physical activity and moves from: Easy to difficult. Slow to fast, Known to unknown, General to specific and Start to finish .

Evaluation The coach should become used to assessing during the session what is going well, what is not going well and what is needed for the next sessions. The work that was actually performed during the session should be recorded, noting any changes from what was planned. In this way the coach gradually comes to know each individual athlete's capacity for work. With this knowledge future plans can be written more effectively and the process continues:

With the basic tools provided by: The principles of training, A knowledge of biometry abilities and energy systems, An understanding of training predication, The athlete's abilities and objectives.

The details of each training session fall easily into place. Using these basic tools to design sessions and programs, the coach will have a much more effective understanding of the way his training will work. He will no longer have need to search for set training programs provided by books, magazines and used by other athletes and coaches. These fail, as they miss out the vital ingredient of any program, the athlete himself.

2.7.3 Periodization

Periodization can be defined as the purposeful variation of a training programme over time, so that the competitor will approach his/her optimal adaptive potential just prior to an important event. It is based on the principles of multilateral development, specialization, variety and long-term planning. The first three are necessary for the optimization of physiological factors, whereas long-term planning provides both the athlete and the coach with time to gradually increase physical performance. In the simplest form of periodization, competitors use a hard/easy model for daily workouts. In its more advanced form, training is arranged into blocks of time, the magnitude of which may range from days to weeks to months or even years. During each of these blocks, a particular element of physical performance (e.g. physical fitness, technique etc.) is highlighted. As a framework for structuring an athlete's training, the practice of periodization has much to offer.

Although performance is allowed to decrease temporarily (i.e. over-reaching), complete recovery is ensured between each training period to avoid long-term performance decrements (i.e. UPS or overtraining). Although the structural, physiological and metabolic characteristics of athletes have been thoroughly studied over the years, the physiological mechanisms which support the

efficiency of periodized training programmes remain unclear. Existing scientific data have mainly focused on observations and comparisons of periodized regimes with non-periodized training programmes. The majority of such studies have been conducted on males and have used strength and power training interventions over periods of 7–24 weeks. Specifically, researchers have investigated the effects of systematic variation in training volume and intensity in relation to linear programmes using a constant-sets-and-repetitions approach. Results have demonstrated that both methods significantly increase strength and power compared to pre-exercise levels. However, the effects were of a greater magnitude in the groups that followed periodized programmes than their counterparts engaging in linear training programmes. Even in relatively short training regimes, periodized programmes are able to elicit significantly greater adaptations in selected performance indices than non-periodized Fleck,(1999).

The most plausible explanation for such results is the use of different types of muscle fibres, neural activation and utilization of different energy pathways resulting from the variation of training intensity and duration. Human muscle is formed of comparable proportions of slow- and fast-twitch muscle fibres within a person's body McArdle et al,(2001). The systematic variation of training duration, intensity and type of exercise used in periodized programmes acts as a sufficient overload to the targeted muscle fibre type and as a facilitator for the required recovery for the other type of muscle fibres and the neurons which activate them (Kraemer et al 1996). Moreover, this variation results in a similar alteration in the utilized energy source, which again operates as an overload or recovery drill for the energy systems.

Another explanation for the supremacy of the periodized training approach may be that, compared to controls, higher training loads have been reported by groups practising these programmes, which eventually bring about significantly greater adaptations and performance improvements Stone et al(1999).

2.7.4. Types of Periodization

Not all sports or athletes have the same competition calendar. For instance, several sports require their competitors to participate in just one major competition every year. The training plan that supports these needs is termed the „monocycle“. A different planning approach is required for sports that need more than one performance peak each year and typically those peaks are months apart. Training programmes that incorporate two peaks in a year are termed „bi-cycle“ and consist of two monocycles in a single year with a short transition phase between them. To achieve the required adaptations during bi-cycles, competitions have to be more than 4 months apart John et

al. (2012). Levels of performance might be lower in one cycle, so the most important competition of the calendar should take place in the other.

When competitors are required to participate in three competitions in the course of a single year, a triple „tri-cycle“ periodization is adopted. An unloading phase is required following each peak for the athlete to regenerate for the following cycle. Models with more than three peaks within a year do not allow the athlete to adapt properly.

2.7.4.1. Preparation Phase

This is the longest phase of the annual cycle. During this phase, selected endurance, technical and tactical components should to be developed, in order to prepare the athlete for the next phase. It usually contains three training periods, each lasting 4–8 weeks. In the first period, the training mode is general and the load varies from medium to high aiming at a continuous development of performance. In the second period, special training methods have to be applied and the load must be close to the athlete’s personal best. The third period requires a clear shift from general to special training, which closely resembles actual competition.

The training methods are strictly sport-specific, and the load is high, necessary for adaptation and further progress in the next phase. At the end of each of the three training cycles, both coaches and athletes should monitor progress through established laboratory or field-testing John et al. (2012).

2.7.4.2. Competition Phase

This phase is determined from the competition dates and can be either simple or complex in nature. The former is usually divided into two periods; the first of these periods is reserved for the development of desirable fitness levels, while in the second, the acquired fitness has to be optimally maintained. The latter normally embraces three periods; the first is for minor competition, the second is a transitional cycle for regeneration, and the third is the main competitive cycle. Simple competition phases last 2–3 months, while complex ones last longer John et al. (2012).

2.7.4.3. Transition Phase

This is a regeneration phase following a year’s hard training and competition, which normally last 3–6 weeks. It is characterized by: decreases in training loads; lack of competition; maintenance of the acquired fitness levels; and „recharging of the energy batteries“.

2.7.5. Components of Periodization – Training Cycles

Training volumes and intensities are inversely varied by cycle; increases in training volumes are accompanied by decreases in intensities and vice versa. However, the profile of each cycle depends on the competition level and on the specific demands of a given sporting event. In rowing, for instance, sustained distance and aerobic interval training in the boat make up most of the work, supplemented by some medium- to high-resistance and medium- to low-volume weight training in the gym.

As rowers progress toward competition, training volumes are decreased and intensities increased. There is no evidence that periodization should be different for male and female competitors. The longest blocks of training-time are called macro cycles; these could last from 2 months to a whole year. Smaller blocks are called mesocycles, usually 6–8 weeks' duration, and are typically incorporated within each macro cycle. The smallest training cycles, micro cycles, usually last 1 week and constitutes the mesocycles John et al, (2012).

2.7.5.1 Microcycle

A micro cycle is a group of training units and it normally refers to a weekly training programme (Monday to Sunday). Each micro cycle is constructed according to the objective of the training and can be repeated more than once in a period, for the required training elements to be improved and performance to be enhanced. There are several aspects to be considered in designing a micro cycle Ozolin, (1971): perfect technique at submaximal and maximal intensity exercise; develop speed of short duration; develop anaerobic endurance; improve strength; develop muscular endurance at medium and low loads; develop muscular endurance with high and maximum intensity; develop cardiorespiratory endurance with maximum intensity; develop cardiorespiratory endurance with medium intensity.

Structuring a microcycle

Structuring a microcycle requires two or three repeated training units of similar objectives and content. This repetitive nature is crucial for learning a technical element or developing a motor ability. This is also important for general endurance and strength purposes during the early phases of periodization, which require a training stimulus every second day. Approaching competition, specificity in training units takes place, with maximal specific endurance and strength development requiring two, and two to three training sessions per week, respectively.

Regeneration to avoid fatigue is the most important aspect of training. Therefore, after a strenuous training session, regeneration units have to be applied. The reason is that the athlete has to restore the energy lost, recuperate, and be physiological ready for the next session. When designing a microcycle, the coach has to identify the objectives (i.e. the targeted physical component), the exact level of intensity and has to decide on the specific training methods that have to be applied. Each microcycle has to start with low- (50–70% of maximum) to moderate-intensity (70–90% of maximum) training units and to progress with subsequent intensity increases ranging from 90 to 100% of maximum. According to the period of the athlete's training programme and sport, the coach has to decide whether the athlete has to perform one or two training sessions per day. Based on low-intensity training, application of regeneration microcycles has to be considered in order to eliminate fatigue and restore energy supplies. However, a decrease in training demand facilitates super compensation before competition and sets the body up for good performance Bompa,(1999).

There are three models for the configuration of loading during the week:

1. Low-load micro cycle with only one maximum-load training session.
2. Medium-load microcycle with two maximum-load training units.
3. High-load microcycle with two maximum-load training units and a demanding exercise training programme between the two maximum-load units.

In general, variations in microcycle designing vary because the load in training is sport- and individual-specific. Nevertheless, based on training principles, the peak should be planned during one of the three middle days of the week. Medium- and high-load intensity or energy-demanding microcycles should be placed during the two ends of the week, always followed by one or two regeneration training sessions. To ensure optimal training quality and quantity for a given microcycle, the following steps should be adopted. First, each day's intensity has to be planned for the whole week, to enable the athlete alternate intensities, energy systems, and the type of work. Secondly, the technical, tactical, or physical elements of training have to be separated, and decide which of them should be present at any given time. Finally, no more than two types of work, which strain the same energy system, should be applied John et al. (2012).

2.7.4.2 Mesocycle

Mesocycles are periods of similar objectives, content, training volumes and intensities. However, the last mesocycle before a key event normally incorporates two parts. In the first, the emphasis is on maximal intensity work specific to the endurance, strength and/or power requirements of

the particular sport. The second part is reserved for the taper. This is thought to be a means of optimizing performance by allowing adequate recovery from intensive training prior to a significant competition. Evidence indicates that up to a 50% reduction of the usual training volume, in conjunction with short but intense workouts, provides the basis for optimal results Houmard & Jones (1994).

2.7.5.3. Macrocycle

A macrocycle consists of two or three mesocycles which are required to meet specific objective(s) and/or a desirable level of performance, although some differences exist from sport to sport. Careful consideration must be given in macrocycles longer than 8 weeks because the athletes' motivation might be reduced, a phenomenon that might compromise the adaptation processes. Macrocycles that form the preparatory phase are usually the longest and their objectives are mainly dependent on the technical, tactical or physiological elements that need to be developed or perfected. Conversely, the competitive phase requires shorter macrocycles which end with the competition itself. Planners have to decide on the most important competition and prepare the athlete accordingly, giving less but enough attention to other athletic engagements.

In general, in designing a macrocycle the following should be considered John et al. (2012):

- Objectives set for each microcycle and mesocycle;
- Percentages of general, special and competition-specific training;
- Number of training sessions according to the individual's available time;
- Number of repetitions, sets, intervals, intensity and load-progression;
- Degree of flexibility in changing the training methods when necessary.

2.7.6 Periodization of Selected Physical Fitness Elements

2.7.6.1 Aerobic Endurance

Athletes exhibiting higher levels of aerobic endurance (or cardio respiratory fitness) can exercise longer before fatigue develops and can continue exercising for more time in a state of fatigue than those with lower levels of endurance. Maximum oxygen Periodization of exercise training in sport uptake ($V\cdot O_2\max$) is a major indicator of endurance as it represents the maximum ability of an athlete to utilize oxygen. Improved aerobic endurance requires enhanced oxidative potential of muscle fibres, which is founded in an increased number and volume of mitochondria (increased mitochondrial density) and elevated activity of oxidative enzymes. Recovery rates are also highly

related to endurance performance. Faster recovery allows the athlete to decrease rest intervals in and between training sessions, and to increase the overall training load.

Aerobic training brings about adaptations that influence the processes of energy transportation and use by the working muscle. Major cell and anatomical adaptations include increases in the size and number of mitochondria, density of capillaries, haemoglobin concentration, and left ventricular enlargement. These directly contribute to increments in $\dot{V}O_2\text{max}$, providing the foundation for improved physical performance. However, such increments have to take place in stages (or phases) during which the foundations for further improvements are established and the special needs of each sport are addressed. For example, on the basis of a single periodization model (monocycle), the athlete develops endurance in three phases; foundation of endurance, introduction of specific endurance, and specific endurance.

2.7.6.2. Periodization for Developing Endurance

Foundation of endurance

The athlete builds or maintains the basic fitness levels required for further progression, improves general endurance and copes with fatigue. This phase lasts from 6 weeks up to more than 3 months depending on the desired level of adaptation, and takes place during the transition and preparatory phases of the annual plan.

The most suitable training mode is that of steady-state exercise with moderate intensity for 30 minutes to more than 2 hours. As this phase progresses, adjustments in the training load must be made by primarily increasing volume and, to a lesser extent, intensity. This exercise mode does not place high levels of stress on the musculoskeletal or the physiological systems and the athlete trains below his/her lactate threshold Pate & Branch,(1992). Nevertheless, it does induce glycogen depletion in the muscle, increases lipid metabolism, and forces the body to maintain or enhance the acquired functional adaptations within the heart and muscle.

2.7.6.3 Introduction of Specific Endurance

In this phase training aims to enhance the athlete's physiological adaptations and introduce aspects of sport-specific activities. Aerobic endurance is still the main component of training, although several elements of anaerobic activity are introduced into the programme. Depending on the complexity of the activity, and the adaptation rate of the athlete, this phase might last 2–4 months. At the beginning of this phase, duration remains elevated while intensity increases progressively. After the desirable endurance levels have been reached, it is recommended that

sport-specific activities during training be introduced. At this time, duration gradually decreases to eventually reach moderate levels, while the intensity of exercise is in the range of the athlete's lactate threshold. This should be applied towards the end of that period as it stresses the body to a considerable extent and may lead to negative effects if the underlying adaptations have not been achieved John et al. (2012).

2.7.6.4 Specific Endurance

In this phase, the maximum potential performance of the athlete has to be addressed. The use of activities above the anaerobic threshold is introduced while intensity reaches the highest possible level with a concomitant decrease in duration. Nevertheless, the duration curve remains generally higher than that of intensity to ensure that training focuses on the dominant energy system for performance Bompa, (1999). This phase lasts approximately 3 months and coincides with the precompetitive and competitive phases of the annual plan.

The most effective training mode is the intermittent interval training, which results in increased accumulation of lactic acid. Short rest intervals of up to 2 minutes are provided between the activities. This type of training allows the athlete to perform exercise of an increased total duration at an intensity that could not be tolerated for a prolonged period. At the end of this phase, and for the last week before the competition, both intensity and duration of training decrease so that the athlete super compensates before the competition.

2.8 Training Theories and Methodologies

The human body is structured in such a way that it maintains relatively stable internal physiological conditions, or homeostasis. Blood volume, haematocrit, arterial pressure and core temperature are among the most important physiological indicators of homeostasis. When this balance is disturbed, the body reacts acutely in an attempt to preserve homeostasis and, if the „disturbance“ continues, it adapts its functions to a higher level. Physical training aims to cause such an imbalance in the body over a period of time, while training theory and methodology deals with the understanding of the cause and optimization of training results. The theoretical background of training originally comes from the work of Hans Seyle, (1956) who first introduced the General Adaptation Syndrome (GAS) theory in 1956. In his model, Seyle suggested that the body responds to stress in three different stages. The first stage, or „shock stage“, is when the source of biological stress is identified by the body, which responds to this change and tries to overcome the imbalance caused by the stressor. As the stressor persists, physical and mental performance is reduced below baseline levels. In terms of training, this stage

refers to the introduction of a training programme where the individual experiences soreness, stiffness and tiredness due to the initial „shock“ caused by the exercise.

The second stage of the GAS is termed the „resistance stage“ which starts as soon as the stressor is removed. During this stage, the human body recovers from the temporary imbalance and adapts at a higher level of performance to compensate for the increased demands. These two stages are natural responses to the stressor and have positive effects on the body. The third stage is referred to as the „exhaustion“ or „fatigue“ stage, and can be reached when the stressor is of great longitude or magnitude, and the body does not have sufficient time to adapt.

Performance optimization is the result of long-term, demanding and well structured exercise training. For the athlete to gain maximum benefits from exercise, several factors involved in the adaptation mechanism have to be considered. These factors include overload, specificity, individual differences and reversibility. Overload refers to the intensity and duration of the training stimuli. Exercise training has to be sufficient in its intensity and duration to activate the adaptation mechanism and bring about changes in structural, physiological, neural, psychological and endocrine functions. If the training exercise does not stress the body sufficiently, no adaptation occurs. On the other hand a very high stress can lead to injury or over-training, hence, any new increase should be followed by an unloading phase during which the body relaxes, adapts and prepares for a new increase in load Harre, (1982).

Not every type of exercise is appropriate for all sports. The performed exercise has to be sport-specific and focus on the muscles and organs stressed during the actual competition. Low-intensity strength training, for example, does not prepare the muscle for the demands of competition in which high muscle forces are required, while speed increases should be possible only if training loads are low but with high-velocity muscular actions.

In general, similarities should exist between the training conditions and those required in the field during competition.

A training programme has also to be planned according to the training principle of individuality in order to meet the needs of each athlete. Inter-individual variation in responses to exercise and adaptation rate are partially because of genetic differences. The relative predominance of fast- or slow-twitch motor units in muscles and endocrine factors determine to a great extent the level of adaptation. The competition level can also affect individual training programmes, particularly in relation to overall length, which may extend from 8 to more than 30 hours per week. The opposite of training is detraining. When an athlete is not subjected to sufficient training over a period of time, performance deteriorates significantly. In other words, reversibility (or detraining) is a deconditioning process caused by the reduction or cessation of optimal training stimuli. As a

general rule, the longer the training period the slower the detraining Moritani & deVries, (1979). The time needed for this decrease is shorter than that required by the athlete to regain the previous level of performance. In addition, much consideration has to be given for the time allowed for detraining because an unduly prolonged deconditioning period may significantly compromise the regaining of performance. For instance, it has been found that although 4 weeks of reduced training or inactivity provided no decreases in muscular strength, the ability to generate power declined dramatically Neuffer et al (1987).

2.8.1. Training Adaptation

Adaptations due to exercise training can be either acute or long-term in nature. The former includes homeostatic regulatory responses, activation of oxygen transport and use of energy reserves with the main aim being to optimize ATP resynthesis. Structural and functional changes occurring during prolonged periods of training are associated with long-term adaptations, which, in turn, are founded on adaptive protein synthesis. For instance, endurance (i.e. aerobic) training results in an increased concentration of myoglobin, mitochondrial enzyme activity, mitochondrial density, increased respiratory capacity and oxygen transport, as well as enhanced cardiac output Viru & Viru (2001).

On the other hand, strength and power training results in increased muscle cross-sectional areas, or hypertrophy. However, these training-induced adaptations at the muscle cell level are also associated with concomitant adaptations in myocardial, hepatic, renal, endocrine and other cells. Bone growth is also affected by exercise. It has been found that low- and high-intensity exercise training may respectively enhance and hinder bone growth in children Matsuda et al, (1986).

2.8.2. The Super Compensation Cycle

The super compensation cycle (SC) is the direct transposition of GAS into the theory and methodology of training and deals with the association between training load and regeneration as the biological bases for physical arousal Bompa, (1999). SC is divided in four parts: exercise, fatigue, recovery and adaptations. When an athlete trains, the body has to supply muscle and organs with energy at a higher rate than resting. These excess energy needs are covered by stored supplies. The drainage of energy stores as well as the accumulation of by-products, such as lactic acid, in the blood and cells leads to fatigue. This is the first phase of the SC, which is characterized by temporary decrements in performance. Following exercise training, homeostasis has to be restored. Energy stores are replenished and by-products are removed, while tissue

micro-damage is repaired to Periodization of exercise training in sport prevent further, more serious damage. These functions take place during the second phase of SC, the compensation, or recovery phase. However, the third phase of the SC, or supercompensation phase, is the most important one as the body achieves a new, higher level of homeostasis. This means – inter alia – that more energy is stored, especially in the form of glycogen, more contractile proteins are synthesized for efficient and dynamic muscular work, while oxygen is supplied to the mitochondria at a higher rate via a sufficiently developed capillary network.

For these adaptation processes to succeed, an appropriate length of time is required where little or no physical activity is involved. This appears to be about 24 hours following exercise, when glycogen stores are completely replenished and muscle protein synthesis reaches its highest rates. However, the length of recovery time depends on the intensity and duration of training, and it is influenced by the appropriateness or otherwise of nutrition. Inadequate recovery negatively affects adaptation and, therefore, levels of fitness and even health. In particular, any imbalance between training and recovery may bring about the characteristic impairment in physical performance, which is referred to as „overtraining“ Koutedakis & Sharp (1999), Koutedakis (2000).

On the other hand, if the time between two consecutive training sessions is greater than required, the super compensation state will start to deteriorate until it reaches the original level of homeostasis. This unwelcome development, termed involution, should be avoided. Ideally, the exercise-training stimulus should be applied when the athlete is at the phase of super compensation, so that the new super compensation cycle can begin at a higher level of homeostasis, which may increase the possibilities for improved performances over time. However, most elite athletes do not. Coaches have to find ways to alternating high- and low-intensity training so that the different energy sources are stressed. In this way, several training sessions may result in decreases in homeostatic level for a given period of time, but eventually allow the athlete to reach the desired levels of super compensation.

2.8.3 Recovery

Structural and functional changes incurred during prolonged periods of training are associated with long-term adaptations. As mentioned earlier, however, most of these changes take place during recovery periods following training. Recovery or regeneration refers to the procedures followed by the body to restore homeostasis and adapt its functions and systems at a higher level. These include increased contractile protein synthesis, elevated glycolytic and Krebs“ cycle

enzymes mobilization, and the return to normal function of endocrine, nerve and immune systems.

In a properly structured training schedule, recovery is of equal significance to the training itself. The time required for recovery depends on several factors and varies considerably among athletes. Physical conditioning and experience play a very important role in recovery rates. Highly conditioned individuals demonstrate higher rates of energy transfer into and removal of waste out of the cells compared to their less conditioned counterparts. Also, in general, super compensation in athletes younger than 18 years of age requires more time to materialize, while athletes older than 25 require more recovery time. Hormones, such as testosterone and cortisol augment or inhibit recovery respectively. Males, due to their higher levels of testosterone, exhibit faster recovery rates than females Noakes, (2001). On the other hand, high concentrations of cortisol inhibit muscle growth and repair, as well as impairing the neuromuscular co-ordination Davis et al, (2000).

The type of exercise used in each training session can further affect recovery rates. External factors, such as nutrition, environmental conditions and travelling may also affect recovery. Administration of the required nutrients soon after the training session is completed can positively influence recovery. There seems to be a 2-hour optimal window after the cessation of exercise for the ingestion of carbohydrate. Exercising at altitude, of higher than 2500 to 3000 metres, results in impaired recovery rate due to the reduced partial pressure of oxygen. Similarly, cold adversely affects the production of regenerative hormones such as testosterone and human growth hormone and in this way inhibits recovery. Human growth hormone may also be affected chronobiologically by travel. Travelling over time zones with 3–10 hours difference affects circadian rhythms with negative effects on recovery.

Accordingly, researchers have tried to establish a time course for recovery. It has been shown that heart rate and blood pressure will return to baseline values in the hour following exercise. After intensive aerobic exercise, 10–48 hours are required for the body to replenish glycogen stores depending on intensity and duration of exercise, whereas 5–24 hours would usually be needed for glycogen replenishment after anaerobic exercise Koutedakis & Sharp, (1999). Following resistance training 24–36 hours are required for the muscle to be completely normalized Viru & Viru, (2001). Recovery of the nervous system, depending on the severity of the stimuli, may take up to 48 hours McArdle et al, (2001).

Recovery rate follows a curvilinear pattern, divisible into three parts. In the first, almost 70% of the required recovery is completed; the rate is then reduced so that an additional 20% is accomplished and the remaining 10% occurs in the third part of the recovery curve Bompa

(1999). Depending on the energy system used during training and the required recovery, the shift from the first to the last part of the recovery curve can last from a few hours to several days, or even months in the case of overtraining Koutedakis (2000).

2.8.4. Training Fatigue and Over-Reaching

Training stimuli, when properly applied, result in a disturbance to the homeostatic balance. As indicated above, this imbalance may last several hours depending on the training load and the other factors discussed. When a training stimulus exceeds the tolerance levels of the athlete, a greater disturbance in homeostasis may occur. This short, acute imbalance appears as acute fatigue and lasts for 1–2 days. Acute fatigue is usually accompanied by muscular overstrain and results in muscle soreness, insomnia and increased allergenic response. When this is followed by a second intense training session, without an appropriate intervening recovery period, a state of overload stimulus with muscular strain develops, where the same symptoms are present but last for more than 2 days.

Further engagement in intense training without adequate recovery leads to accumulation of fatigue and to the condition termed „over-reaching“. This usually occurs slowly over the course of several weeks. Symptoms are similar to those of might observe an increased resting heart rate, increased heart rate and lactic acid concentrations during sub-maximal exercise, early fatigue during training, reduced ability to tolerate training load and increased thirst. Over-reaching is a temporary state and usually lasts from a few days to 2 weeks.

Coaches utilize training methods to voluntarily place the athlete in one of the above described states. These methods are used to achieve a greater training impact. However, such techniques have to be implemented with extreme caution and after careful planning and monitoring of the effects of training, otherwise overtraining or the recently introduced „unexplained underperformance syndrome“ may result Budgett et al, (2000).

2.9 The Symptoms of Over Training may include:

- Excessive sweating;
- Inability to recover optimally following intensive exercise;
- Loss of desire and enthusiasm for exercise training (feelings of helplessness);
- Breakdown of technique;
- Poor concentration;
- Loss of appetite and loss of body weight;
- Disturbed sleep often with nightmares or vivid dreams;

- Increased susceptibility to injuries.

2.9.1 Signs over Training

As in the case of symptoms, there are no consistent signs on clinical examination or laboratory tests associated with overtraining. However, the known signs could be grouped according to those indicating acute UPS (lasting for up to 1 month) and those related to chronic UPS (lasting for many weeks or months).

Acute UPS Acute or short-term UPS is the result of an imbalance between exercise and recovery over a period of just a few days or weeks. However, the effects of acute UPS quickly disappear when the reasons for causing it are removed. Muscle damage is perhaps the most common outcome indicating that the work volumes exceeded the capabilities of the muscle in question.

The most common signs include:

- Increased normal resting heart rates by 5–10 beats per minute;
- Increased resting blood pressure;
- Raised resting lactic acid concentrations;
- Decreased maximal lactic acid levels following intensive physical exercise;
- Following specific exercise/training routines, heart rate return to resting levels may take 2–3 times longer than normal;
- Decreased ability by the body to utilize oxygen during maximal exercise;
- Muscle damage.

The concept „no pain no gain“ should be played down by athletes as there is normally little gain to be made by working through fatigue, illness or injury.

Research has clearly demonstrated that periods of physical rest (or reduced activity) may be beneficial to underperforming elite competitors Koutedakis et al, (1990). Once a case of UPS has been diagnosed and dealt with, there is danger of relapse in about 3 months. During this period, athletes should never attempt to increase physical loads by more than 5% per week.

2.10 Developing a Safe Environment

As a coach you must be aware that each athletic event and training or competition situation contains an element of danger. It is important that you should have a good understanding of these inherent safety risks and wherever possible to remove or reduce these risks. Obviously, certain events place athletes at greater risk than others. Coaches have a duty to develop a safe environment for each athlete and to prevent injuries. But injuries and illness are an almost inevitable consequence of training and competition at any time, no matter how safe the

environment and the coach must be able to manage them promptly and correctly Williams, (2011).

2.10.1 Prevention through skill

Skill is of great importance in safety. You must see skills training as not simply a means of improving performance, but also as a means of preventing injury. Skill involves not only the athlete's physical control to make the body do what the mind instructs, but also the mental ability to „read“ a situation, to know the risks involved, and so reduce them. It is important for the athlete to develop the ability to relax in competition and training so that the body can be allowed to carry out the required activity at an automatic level. Tension and anxiety can break down the relaxed nature of skilled performance and increase the risk of injury, such as when a sprinter tries too hard to maintain speed and „pulls“ a muscle. Fatigue also causes a breakdown of skill, this fatigue may occur in a single training session or result from training loads being too high or too close together, whether overtraining is short term or long term a coach must be able to recognize the signs and symptoms of fatigue and reduce training levels before injury or illness occurs. (Thompson IAAF introduction to coaching)

2.10.2 Prevention through Fitness

Skill alone will not totally protect an athlete because he is at risk if he undertakes activity beyond the limit imposed by his general fitness. Increased fitness reduces the risk of injury in two ways. Firstly, by its effect on the muscles, tendons and joints and, secondly, by increasing general endurance so that the participant can compete for the whole duration of training and competition without fatigue.

We have already discussed the five main components of physical fitness, strength, speed, endurance, coordination and flexibility and each of these must be developed to a sufficient level to do require activity. If we look at strength, as an example, we know that muscles become stronger if they are made to work. The work load that you choose must be appropriate to the athlete's requirement for his particular event. For example, it is obviously unnecessary to strengthen the shoulder girdle muscles of a marathon runner in the same way you would strengthen those of a discus thrower. Strength training must meet individual needs and the most appropriate training for muscles is frequent repetitions of the type of work required for individual skills. A correctly strengthened muscle is more resistant to injury. (Thompson IAAF introduction to coaching).

Coordination means that the muscles are receiving the messages to „pull“ at the correct times and in the correct sequence. An athlete who has well developed coordination is at less risk of injury because their muscles are acting at the correct times with the correct forces and are not „working against each other“ Endurance involves both muscular endurance and cardio-respiratory endurance. The development of endurance fitness prevents fatigue. Injury statistics for all sports indicate that injuries are more liable to occur when an athlete is becoming tired. Many coaches believe that improved flexibility will injury-proof their athletes but this may not always be true. Your athletes should understand that flexibility is an important part of muscle fitness and may have a role to play in injury prevention, if done at the correct time. Tight muscles are clearly at risk from tearing, for example, hamstring strains, but should be warmed up using active, dynamic mobilization exercises.

We have learned that static stretching in the warm up is unlikely to prevent injuries and will reduce the athlete's performance in the activity to follow. There is, however, plenty of evidence from athletes, coaches and physiotherapists that if you were to do any static stretching for the purpose of injury prevention, the best place to do this might be in the cool down or as a separate „flexibility session“. As the athlete cools down immediately after a training session the body's temperature is raised and you get increased extensibility in the tissues, ligaments, tendons, muscles and neural structures. This simply means that any stretching you do will be more effective provided the muscles are not overly fatigued.

Although static stretching may not be the best activity for a warm up, it remains a very valuable method for increasing the range of motion and flexibility to achieve optimum performance and possibly help prevent injuries. But the coach should always remember that any use of static stretching should be individualized and not a „one size fits all“ approach. Flexibility is achieved by stretching in various ways. It is easy, uses little energy, requires no apparatus and improves with practice.

2.10.3. Prevention through Nutrition

Good nutrition can make its impact on preventing injury by helping an athlete to recover between training sessions. It is important that athletes pay constant attention to eating habits and develop a healthy diet. The diet must meet the demands placed on the body by training. In particular, an athlete must consume sufficient energy in the form of carbohydrates to maintain the stores of energy within the muscles and help prevent fatigue. Athletes should eat something

easily digestible and high in energy about 2 to 3 hours before training or competition.(The official IAAF guide to coaching athletics)

2.10.4. Prevention through warm-up

There are three main reasons warm up:

1. To activate the muscles and tendons, particularly those that are going to be used, and go through the range of muscle and joint motion for the activity which follows,
2. To heat the body, particularly the deep parts like the muscles and the joints, and increase blood flow and
3. To prepare athletes for what is to follow by stimulating them mentally and physically.

Each of these reasons contributes to preventing injury, provided the warm up is carried out correctly. You should be systematic, using active, dynamic mobilization exercises. You should also vary your exercises for the varying parts of the body from session to session. Allow for some individual differences in warm up routines.(Thompson IAAF introduction to coaching)

2.10.5. Prevention through Treatment

There is no doubt that previous injury predispose to recurrence or further injury. A possible explanation of recurrent strains and sprains is persistent instability and muscle weakness. You must have adequate arrangements, when possible, for acutely injured athletes to be assessed and treated correctly. The use of protective strapping of injured joints can be very helpful, but it is second best to the proper rehabilitation and recovery of an injured joint. (Thompson IAAF introduction to coaching)

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Research Design

The purpose of this study was to assess the overview problems of coaching middle distance at Addis Ababa athletics clubs. To achieve this, both quantitative and qualitative research approaches were used. This method was selected with the hope that it could help to answer the basic question of the study as desired by the researcher via producing a pertinent data. Creswell and Clark (2007) asserted that mixed method research helps to answer questions that cannot be answered by qualitative or quantitative approaches alone. This study has followed the Ethics procedures.

A triangulation mixed method was used as a major way of conducting the research. In this type, both qualitative and quantitative data were used for supporting and validating each other. Responses from the questionnaire, and interview were analyzed and interpreted in a complementary manner with relation to empirical evidences of training. Generally, a cross-sectional study design was used.

A cross-sectional study was an observational one. This means that researchers record information about their subjects without manipulating the study environment. In the current study, the data were collected from the athletes, coaches and club administration once without manipulating the study subject.

3.2 Source and Target Population

The target populations of the study were all the six 1st division athletics clubs in Addis Ababa, athletics federation, club administrators, Middle distance coaches, male and female middle distance athletes in Addis Ababa.

3.3 Sampling Size and Techniques

Geographically athletes were found in six different clubs. The research intended to use Census to select 1st division athletics clubs in Addis Ababa City clubs and random sampling for selecting the middle distance runners. Moreover, for the interview domain, 6 club administrators“ (one administrator from each club) and 2 (one from the Addis Ababa city administration and one from Ethiopian athletic federation) were selected as a subject purposefully. For the questioner domain, 6 coaches (one head coach from each club) and 60 male and female athletes (5 male and 5 female

athletes from each club) were selected to respond questionnaire, in addition, observation of practical training and clubs training facility and educational documents analysis were carried out.

A total of 6 first division athletics clubs is currently in Addis Ababa.

#	CLUB	Division	Total Population		Total Sample Size	
			M	F	M	F
1	Defense	1 st	5	5	5	5
2	Bank	1 st	5	5	5	5
3	Maremiya	1 st	5	5	5	5
4	Omedla	1 st	5	5	5	5
5	EELPA	1 st	5	5	5	5
6	Mengist Beto	1 st	5	5	5	5

3.4 Data Collection Instrument

To get reliable information from the research participant; Questionnaire, interview, observation and document analysis were used as a tool for data collection instruments. A questionnaire items were prepared to gather all the necessary information from middle distance athletes and coaches. The interview was conducted to gather data from middle distance coaches, administrators of the clubs and athletics federations. Moreover, in order to gather additional information for the study different documents like training plan, past middle distance results of clubs and the national team were reviewed.

3.4.1. Questionnaire

The sport motivation scale Items (SMS-28) Standardized questionnaire developed by (Luc et al, 1995) was used for motivation assessment of middle distance runners and middle distance coaches. Beside that relationship scale questionnaire item severally used by (Collins & Read, 1990; Feeney and Noller, 1990; Simpson, 1990) was employed to both athletes and coaches in order to find out the significant relationship between athletes and their respective club coaches.

3.4.2 Interview

In this domain the researcher used purposive sampling techniques to determine representative samples, (club administrators) for the interview. So the researcher selected from fist division athletics clubs in Addis Ababa, a total of 6 sport club administrators using the above techniques. Semi structured interview was used for gathering and probing the required information.

3.5. Data Collection Procedure

First, the following relevant procedures were used. The researchers contacted the concerned bodies and Ethiopian Athletics Federation with a letter of cooperation and get permission to collect data and obtain any relevant information. Second, before distributing the prepared questionnaire to respondents was tested as a pilot at the club level with relevant athletes and coaches. Then the questionnaire was revised depending upon suggestion collected during the tryout and administer the concerned respondents so that they were filled and returned back. In administering the questionnaire, research assistants had the necessary orientation on how to distribute and collect questionnaire. A prior contact was made with respondents to ensure willingness to participate in the study and to maximize the return rate of the questionnaire. An Interview was held at the respondents' work place.

3.6 Method of Data Analysis

The information obtained from relevant documents, the opinion gathered through interview and data collected through questionnaire were structured, organized and framed to suit data analysis and conclusion. When interpreting the following statistical procedures were employed for numerical interpretation.

- Descriptive statistics like mean and percentage were used to analyze basic information and distribution of scores. Mean scores were used to show the status or profiles of the variables among groups. The frequency, percentage and mean values were also used to discuss the proportion of respondents along the item or variables. Charts were used to clarify and elaborate differences.
- Accordingly, some tables were used in tabulating the results.
- The non structured questions were analysed descriptively
- The data collected through questionnaire, interview, observation and document analysis were summarized and analyzed qualitatively. Finally, based on the findings and conclusions reached, recommendations were proposed as research output.

CHAPTER FOUR

4. FINDINGS, INTERPRETATION AND DISCUSSION

This chapter discusses about the findings of the research and interpretation and discussions of the findings of the study. Findings and interpretation of data /results obtained from middle distance athletes, middle distance coaches, club officials and athletics federation officials/ are tabulated and interpreted as follows.

4.1. Quantitative Interpretation of Questions

4.1.1. Questionnaires filled by Middle distance athletes

1. Number of athletes participated in the questioner.

Table 1. Number of athletes participated in the research.

Clubs Name	Defense		Bank		Maremiya		Omedla		EELPA		Mengist Betoeh		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Number of Athletes	5	5	5	5	5	4	5	4	4	4	5	4	29	26
Percent													52.72%	47.27%

As it is indicated in, the above table 30 male and 30 female middle distance athletes were expected to participate in the questionnaire. However, 52.72% of male athletes (29) were responded the questionnaire properly, Whereas 47.27 %(26) from the total female participant were active in responding the questionnaire they were given. Generally, we can say that most of the middle distance athletes that are 99.9 %(55) were actively participated in responding the questionnaire they were provided which had positive impact on the finding of the research.

A. Regarding Questions related Athletes motivation

2. How much your team mates interested in training middle distance running?

Table 2. Athletes interest in training middle distance running

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	39	10	3	3	0	55
Percent	70.9%	18.2%	5.5%	5.5%	0	100%

As the athletes put it, the most of the athletes (70.9%) of them are highly interested in their middle distance training while (5.5%) of them mild and moderately interested. 18.2% of the respondent said that they are mostly interested.

3. How much you are succeeding in middle distance running?

Table 3. Athletes“ successful in training middle distance running

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	5	8	10	19	13	55
Percent	9.1%	14.5%	18.2%	34.5%	23.6%	100%

According to the athletes respond 23.6% of them said that they are not successful at all in middle distance running whereas 9.1% said that they are successful.14.5% and 18.2% of the respectively responded that they are mostly and moderately successful in their middle distance running however, 34.5% said that they are mildly successful in middle distance running.

4. How much you satisfied in training middle distance running?

Table 4. Athlete“s satisfaction in training middle distance running.

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	5	10	10	15	15	55
Percent	9.1%	18.2%	18.2%	27.3%	27.3%	100%

As it is indicated in the above table 27.3% of the respondent agreed that they are mildly and not at all satisfied, whereas 9.1% of them said that they are highly satisfied with their middle distance running. 18.2% of the respondents responded that they are mostly and moderately satisfied with their middle distance running.

5. How much you achieve the goal you set?

Table 5. Athletes Achievement

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	5	10	10	15	16	55
Percent	9.1%	18.2%	18.2%	27.3%	29.1%	100%

18.2% of the participant middle distance athletes believe that they achieve their goal mostly and moderately. Whereas, 27.3% and 29.1% of the athletes said that they achieve their goal mildly and not at all respectively, but 9.1% of them responded they are achieving their goal they set.

B. Regarding the Athlete coach relationship

1. How often you work with your coach per week?

Table 6. Training with Coaches

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	13	16	16	10	0	55
Percent	23.6%	29.1%	29.1%	18.2%	0	100%

Middle distance athlete responded on how often they work training with their coaches in the following ways. 29.1% of them said we work with our coaches mostly and moderately while 23.6% said, they are practicing with their coach throughout the training week. 18.2% also said that they are mildly practice training with their coach per week.

2. How often you give comments on your training schedule?

Table 7. Comments on training schedule

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	10	10	12	16	7	55
Percent	18.2%	18.2%	21.8%	29.1%	12.7%	100%

18.2% of the respondent responded that they comment on the training schedule always and mostly whereas, 12.7% of the participant said they did not get the chance to comment at all. 21.8% and 29.1% of said that they have a chance on commenting the training schedule moderately and mildly respectively.

3. How often you discuss with your coach about competition?

Table 8. Discussion about competition

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	16	15	12	12	0	55
Percent	29.1%	27.3%	21.8%	21.8%		100%

According to the above table 29.1% of the respondent said they always discuss about the competition with their coaches whereas, 27.3% of them said they discuss mostly. 21.8% of middle distance athletes said that they discuss moderately and mildly.

6. How often well your coaches treat your ideas and comments?

Table 9. The treatment of Coaches

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	20	15	12	8	0	55
Percent	36.4%	27.3%	21.8%	14.5%	0	100%

According to middle distance athlete responding on their acceptance of their ideas by coaches as follows, 36.4% said accepted always and 27.3% of them are mostly accepted. 21.8% said coaches treat their idea, moderately while 14.5% treated mildly.

7. How often you have a trust on your coach?

Table 10. Trust on Coaches

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	15	13	18	9	0	55
Percent	27.3%	23.6%	32.7%	16.4%	0	100%

27.3% of the athletes suggest that they have trusted their coaches highly; 23.6% they have trusted their coaches. 32.7% of them said they moderately trust their coaches whereas, 16.4% of them do mildly.

C. Regarding sport facility and equipments

1. To what extent the training fields are available and conducive for athletes training in your Club?

Table 11. The availability and conduciveness of training fields

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	9	7	19	10	10	55
Percent	16.4%	12.7%	34.5%	18.2%	18.2%	100%

16.4% of the respondents responded that their training field is highly conducive whereas, 12.7% of them conclude that their training field is most conducive. While, 34.5% of the respondents suggest their training field is moderately conducive whereas, 18.2% of them strongly conclude their training field is mild and not at all conducive.

8. To what extent transportation is available for training?

Table 12. Availability of transportation.

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	15	8	20	7	5	55
Percent	27.3%	14.5%	36.4%	12.7%	9.1%	100%

27.3%, 14.5%, 36.4%, 12.7% and 9.1% of the respondents concluded that their clubs provide training, transportation always, mostly, moderately, mildly and not at all, respectively.

3. To what extent the standard sport wears are available?

Table 13. Availability of the standard sport wears.

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	4	6	16	17	12	55
Percent	7.3%	10.9%	29.1%	30.9%	21.8%	100%

7.3% of athletes responded that they always provided sport wears, 10.9% of athletes responded sport wears are available mostly in their clubs. 29.1% of the athlete said that they provided sport wearer moderately on the other side 30.9% of the athletes provided the sport wearer mildly. In addition, 21.8% of them strongly conclude that they are not provided sport wear at all.

4. To what extent standard spike shoes are available?

Table 14. Availability of standard spike shoes.

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	7	4	16	13	15	55
Percent	12.7%	7.3%	29.1%	23.6%	27.3%	100%

Middle distance athletes complained about standardized spike shoes in the following manner, 27.3% replied that they are not provided standardized spike at all, whereas, 12.7% of them said standardized spike be provided always. On the other side, 7.3% of the respondent responded that they are provided a spike mostly while 23.6% provided mildly. 29.1% also replied that their club provides standardized spike moderately.

5. To what extent standard sport equipments like Hurdles, steeplechase and water jumps are available?

Table 15. Availability of standard sport equipments

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	2	3	10	9	31	55
Percent	3.6%	5.5%	18.2%	16.4%	56.4%	100%

3.6%, 5.5%, 18.2%, 16.4% and 56.4% of middle distance athletes conclude the availability of sport equipments like Hurdles, steeplechase and water jumps as always, mostly, moderately, mild and not at all respectively.

D. Regarding Coaching Philosophy

1. Do you believe in your coach's coaching style and method?

Table 16. Believing in coaching style and method

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	10	10	12	17	6	55
Percent	18.2%	18.2%	21.8%	30.9%	10.9%	100%

As, it is shown in the above table 18.2% of the respondents responded they strongly believes in their coach's coaching style and method while 10.9% not believe at all. 21.8% of the participant said they moderately believe on their coach's coaching style and method, but 30.9% of replaying them believe mildly.

2. Do you have the right by agreeing or disagreeing on participating competition?

Table 17. On the right of participating in competition

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	10	11	12	12	10	55
Percent	18.2%	20%	21.8%	21.8%	18.2%	100%

As it is indicated in the above table, 18.2% of the respondent responded parallel coaches respect their idea always and not at all. 20% of athletes responds mostly their coach keep the right of participation in the competition, however, 21.8% agreed that coaches respect their idea moderately and mildly.

3. How often you discuss about is winning philosophy with your own coach?

Table 18. Discussions about winning philosophy

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	20	16	15	1	3	55
Percent	36.4%	29.1%	27.3%	1.8%	5.5%	100%

36.4%, 29.1%, 27.3%, 1.8% and 5.5% of the respondent conclude that athlete always, mostly, moderately, mildly and not at all discuss about winning philosophy with your own coach respectively.

4. How often the decisions are decided by your coach?

Table 19. The decisions made

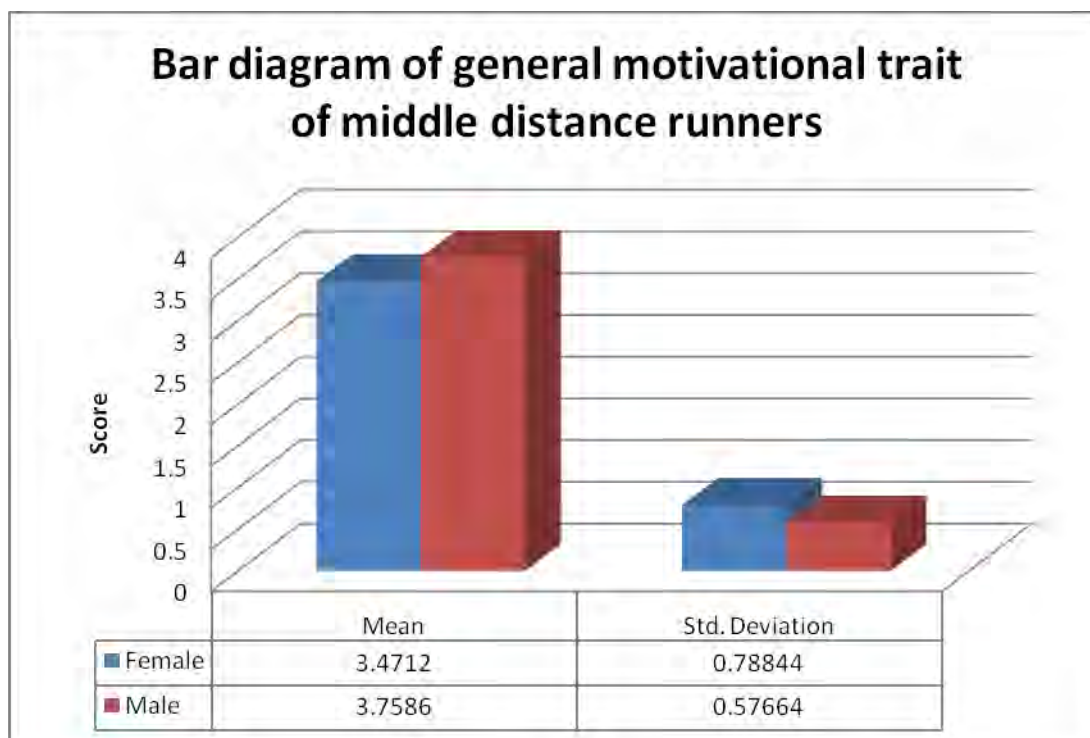
Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	18	14	15	7	1	55
Percent	32.7%	25.5%	27.3%	12.7%	1.8%	100%

32.7% of the respondents replied coaches always participate them in decision making, whereas, 1.8% said that they are not participating at all. 25.5% confirm that they have mostly participated in the decision making while 27.3% participate moderately. 12.7% of the athletes also said they participate mildly in the decision-making.

5. Analysis of General Motivational status

Table 20. Descriptive statistics of General Motivational status female and male middle distance runners

Group Statistics					
	SEX	N	Mean	Std. Deviation	Std. Error Mean
GENERAL.MOTIV	female	26	3.4712	.78844	.15463
	male	29	3.7586	.57664	.10708



The above table and graph demonstrate the general motivational status of male and female with $M= 3.76$, $SD= .58$ and $M= 3.47$, $SD= .79$ for male and female middle distance runners respectively. Hence, both female and male middle distance runners were moderately motivated to training with marginal difference between them as clearly indicated in the above table and graph.

4.1.1.2 Analysis of open ended Questionnaires

1. Do you believe that is their job integration among your club, federation, coaches and other concerned bodies, so that, any inconsistency of training and competition program does not happen?

- All most all of the respondents agreed to create proper job integration among federation, clubs, athletes and other bodies help for the consistency of training and competition program because of training and competition schedule overlap, there is an interference in decision making, clubs illegally recruit athlete to their club and the federation doesn't do a fair and even distribution on training and competition schedule at its facilities

2. If any, what are the other problems of middle distance runners?

As the respondent replied:

- Some athletes are expected to cover the training and competition for both the club as well as national teams.

- Some replied there is a miss understanding among coaches and club managers about the demand of what the middle distance training needs.

3. What are the possible solutions for the aforementioned problems?

The respondents forwarded some possible solutions for the existing problems, some of them are:-

- Creating proper job integration among federation, clubs, athletes and other bodies.
- Clubs should empower the coaches as well as athletes so that their idea is respected.
- The federation should support the clubs with every facility, equipment and materials to the best limit it can be done.

4.1.1. 3. Questionnaires filled by Middle distance coaches

1. The number of Coaches participated in the questionnaire.

Table 21. Number of Coaches.

Clubs Name	Defense		Bank		Maremiya		Omedla		EELPA		Mengist Betoeh		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Number of Coaches	1	-	1	-	1	-	1	-	-	1	1	-	5	1
Percent													100%	

According to the above table the researcher was intended to participate, 6 Coaches that are 1 coach from each club and all (100%) of them were participating in the questionnaire.

2. What is your level of educational qualification?

Table 22 Qualification of coaches

Options	PHD	Masters degree	Bachelor degree	Diploma	Certificate	Other (Grade12& below)	Total
Number	0	0	1	2	1	3	6
Percent	0	0	16.7%	33.3%	16.7%	50%	100%

These first division Middle distance coaches are qualified as 0% PHD, 0% masters Degree, 16.7% Bachelor degree, 33.3% Diploma, 16.7% certificated and the rest 50% are grade 12 and below.

As these, indicate that most of the Club's coaches are not educated as to coach middle distance athletes with the better understanding of the principles and the methods of coaching.

A. Regarding Knowledge of a coach

1. Do you Prepare and organize a training plan?

Table 23. Planning the training program.

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	3	2	1	0	0	6
Percent	50%	33.3%	16.7%	0	0	100%

As it indicated in the above table 50% of the respondents said they always prepare a training plan, whereas, 16.7% of said they moderately prepare training plans. 33.3% of the participant also said they mostly prepare plans and organized their training programs.

2. How much you Know about coaching athletics?

Table 24. Knowledge of coaching athletics

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	0	2	2	2	0	6
Percent	0	33.3%	33.3%	33.3%	0	100%

33.3% of the respondents conclude that they have the knowledge of athletics coaching mostly, moderately and mildly respectively.

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

Table 25. Motivating athletes

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	0	1	3	2	0	6
Percent	0	16.7%	50%	33.3%	0	100%

One (16.7%) of the respondents replied he mostly motivates the outstanding athletes while 50% of them replied moderately identified and rewards best performers in their team. However, 33.3% of the participants motivate mildly.

4. Do you Build each athlete's confidence?

Table 26. Building confidence

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	0	2	1	3	0	6
Percent	0	33.3%	16.7%	50%	0	100%

50% of the respondents suggest that they build the confidence of their athletes mildly whereas, 33.3% of them do mostly. 16.7% of them also replied they moderately build the confidence of their athletes.

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

Table 27. Athletes to Participate on commenting the training.

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	0	4	2	0	0	6
Percent	0	66.7%	33.3%	0	0	100%

66.7% and 33.3% of the respondents responded that they encourage their athletes participating in commenting the training programs mostly and moderately respectively.

B. Regarding the Coach-athlete relationship

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

Table 28. Treating and respecting Athletes.

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	6	0	0	0	0	6
Percent	100%	0	0	0	0	100%

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

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

Table 29. Discuss during preparation of training plans

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	1	2	3	0	0	6
Percent	16.7%	33.3%	50%	0	0	100%

The above table shows 16.7% of the respondents explained that they always participate their athlete in the preparation of lesson plans while 33.3% of them do mostly. Moreover, 50% of the participant replied they moderately involve their athletes during preparation of lesson plans.

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

Table 30. Discussion about competition

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	2	2	2	0	0	6
Percent	33.3%	33.3%	33.3%	0	0	100%

33.3% of the respondents suggest that they always, mostly and moderately involve their athletes respectively in the decision-making during competition.

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

Table 31. Discussion about winning philosophy

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	0	1	2	0	3	6
Percent	0	16.7%	33.3%	0	50%	100%

The above table shows 16.7% of the respondents explained that they mostly participate their athlete on the discussion of winning philosophy while 33.3% of them do moderately. Moreover, 50% of the participant replied they are not involved at all their athletes on the discussion of winning philosophy.

5. How often the decisions are decided by you?

Table 32. Decision-making

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	0	1	2	0	3	6
Percent	0	16.7%	33.3%	0	50%	100%

According to the above table shows 16.7% of the respondents explained that they mostly participate their athlete on the Decision-making whereas, 33.3% of them do moderately. However, 50% of the participant replied they are not involved at all their athletes on the Decision-making.

C. Regarding sport facility and equipments

1. To what extent the training fields are available and conducive for athletes training in your Club?

Table 33. Available and conduciveness of training fields

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	1	0	2	1	2	6
Percent	16.7%	0	33.3%	16.7%	33.3%	100%

16.7% of the respondents responded that their training field is highly conducive whereas, 33.3% of them conclude that their training field is not at all conducive. 33.3% of the respondents suggest their training field is moderately conducive while, 16.7% of them strongly conclude their training field is mildly conducive.

2. To what extent transportation is available for training for your athletes?

Table 34. Availability of transportation

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	0	0	0	2	4	6
Percent	0	0	0	33.3%	66.7%	100%

33.3% of the respondents strongly suggest that their clubs provides training, transportation mildly whereas, 66.7% replied their clubs do not provide transportation at all.

3. To what extent the standard sport wears are available in your Club?

Table 35. Availability of sport wear

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	1	1	2	1	1	6
Percent	16.7%	16.7%	33.3%	16.7%	16.7%	100%

16.7% of the respondent responded that they always and mostly provided sport wears, 33.3% of the participant replied sport wears are available moderately in their clubs. 16.7% of them said that they provided sport wearer mildly. In addition, the same numbers (16.7%) of the respondent strongly conclude that they are not provided sport wear at all.

4. To what extent standard spike shoes are available for your athletes?

Table 36. Availability of spike

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	1	0	2	1	2	6
Percent	16.7%	0	33.3%	16.7%	33.3%	100%

Middle distance coaches complained about standardized spike shoes in the following manner, 33.3% replied that the athletes are not provided standardized spike at all, whereas, 16.7% of them said standardized spike provided always. On the other side, 33.3% of the respondent responded that their athletes are provided a spike moderately while 16.7% provided mildly.

5. To what extent standard sport equipments like Hurdles, steeplechase and water jumps are available for coaching middle Distance?

Table37. Availability of sport equipments

Options	Always	Mostly	Moderately	Mildly	Not at all	Total
Items	0	1	1	1	3	6
Percent	0	16.7%	16.7%	16.7%	50%	100%

16.7% of middle distance coaches conclude sport equipments like Hurdles, steeplechase and water jumps are mostly, moderately and mildly available and 50% of the respondents strongly suggest that sport equipments are not at all available.

4.1.1. 4. Analysis and Interpretation of Open ended Questions

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

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

As coaches put it, all these bodies should work hand to hand in order to meet the objectives they are after. Clubs must enable athletes achieve their maximum potential by providing conducive situation and most importantly the right coach and real competition opportunities. One of the coaches mentioned in this regard, “the coach need to empower his/her athletes for an actual exposal whose have a real encounter with other athletes and competition situations. Federations should make athletes sure that they are competing for what is best for everyone, so that they benefit from competing, and so on.”

Those concerned bodies are all the parts of the whole which make everything meaningful. One of their parts is absent or isn’t functioning well, all the other parts suffer. So, the smoother the interaction is the meaningful and efficient the process”

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

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

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

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

According to coaches suggestions the following measures can help to alleviate the problems:

- Providing their coaches all the proper trainings/courses so that they can update their knowledge of coaching

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

4.1.1.5. Quantitative Interpretation of Observation

1. Observation on trainings

From the 6 samples of the Clubs 2 trainings each observed, a total of 12, and the result is presented as follows

Table 38 Observation on trainings

Observation points	Excellent	Good	Poor	Hard to know
Appropriateness	10%	-	84%	6%
Athletes response	-	-	-	100%
Role of coach	10%	-	80%	10%
Time availability	50%	-	50%	-
Group formation	6%	14%	80%	-
Load	-	-	-	100%
Intensity	-	-	-	100%
Volume	-	-	-	100%

From the total 12 training observation the following quantitative interpretation is done:

100% of the trainings load, intensity and volume are hard to know since there were not any documents (lesson plan) to describe them.

10% of the training appropriateness was excellent; but 84% of it was poor while 6% of it was hard to know since no one knows why the athletes are specifically training for 100% of the athletes response was hard to know since the day's objective was not described.

10% of the coaches were active enough to run the training process while 80% of them were idle and the rest to 10% of them were absent. Concerning the time availability 50% of the trainings had excellent time availability. While the other half had a poor availability the group formation procedures were 6% excellent, 14% good and 80% poor.

2. Observation on Facilities and Equipment

Table 39 Observation facilities and equipment

Observation points	Excellent	Good	Poor
Availability	-	10%	90%
Exploitation	-	4%	96%
Appropriateness	-	4%	96%
Athletes accommodation	-	10%	90%

90% of the clubs have poor availability of facilities and equipment while 10% of them have somewhat good availability. 96% of the clubs has poor level of facilities and equipment exploitation while 40% of them can exploit at a good level. Each appropriateness of the facilities and equipment at these clubs is 96% poor and 4% good. And finally, 10% of the clubs give accommodation to athletes while the rest 90% do not accommodate.

3. Observation of training lesson plans

The researcher planned to observe the content and outline of training lesson plans, unfortunately 100% of the coaches came without lesson plans in their hands.

4.1.1.6. Quantitative interpretation of document analysis

1. Academic document of coaches

Table 40. Academic documents of coaches

Analyses	Excellent	Good	Poor
Qualification	1%	4%	95%
Supportive trainings	24%	58%	18%
IAAF coaching course	-	1%	99%
Experience	18%	74%	8%

As it is indicated in table 40

1% of the coaches have a master's degree (excellent) 4% of the coaches have a bachelor's degree (Good) 95% of the coaches have a qualification below 12 grade (poor); 24% of the coaches have taken more than 2 supportive trainings (Excellent), 58% of them have taken 1 or 2 while 18% of them have taken no supportive training (poor); 1% of the coaches have taken the 2nd level of IAAF coaching course (Good) while 99% of the coaches have an experience of 8 years and above (excellent) 74% of the coaches are experienced to 3-7 years (Good) while 8% of them have 2 years & below experience (poor).

5. Analysis of interview obtained from club administrator, Addis Ababa and Ethiopian athletics federation

Other problems sorted out by federation and club administrators encountered athletes were; Unplanned and unsupervised personal trainings & competitions that athletes perform without the consent of the coach, athletes are not loyal to their club and the officials think the reasons could be economic benefit athletes might get from a competition, personal managers are causing a big problem to their training process, athletes have no trust in the ability of their coach, the improper coaching philosophy of the coach and the influence of personal managers.

4.2 Discussions

This research result showed that the majority of the athletes' motivation status was below average. Both athletes and coach's response confirmed that athletes were seen with low motivational status. Accordingly, this can affect athlete's performance and participation of trainings. In relation to this Toros (2009) described that motivation is the power that ensures the best performance in individuals' behaviours. Further Deci and Ryan, (1985) discussed that the scope of motivation theories is very broad. It is possible to categorize motivation theories as content and process theories Ahsley & Weiss, (1994).

According to content theories, people have personal goals and needs which motivate them. Intrinsic motivation has had the attention of the researchers in the last three decades Bompa, (1999).

Beside this, regarding the presence and conduciveness of training facilities, materials & nutrition and medical care for athletes, it is clearly shown in the analysis part that the 1st division athletics clubs of Addis Ababa are not backed up with proper and conducive training facilities, materials, medical care & nutrition for athletics, specific to middle distance race training. Another research output revealed by Thompson (2009), recommend our finding by saying that proper training facilities, materials, food & nutrition are necessary for the athletes.

It is clearly indicated that most of the coach's philosophy is authoritarian. This leadership style is often regarded as a limited style to the conditions where & when a disciplinary situation or safety is primary importance. According to Thompson, (2009) says; "The cooperative leadership style gives guidance and structure, but also allows the athlete to develop physically, psychologically and socially. This style is more in line with the philosophy of "Athletes first, winning second"

The qualification of the coaches is so poor that it is unthinkable to have a club in a scientifically based training system. The same author Thomson, (2009) suggested that Athletes accept, respect and are more likely to communicate with a coach who has credibility". Since coaching is the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and practical experiences just to carry out the duty in need".

This research finding revealed that no smooth job integration among federation, club, coaches, athletes and other concerned bodies.

Other problems sorted out by federation, club administrators, coaches and athletes encountered athletes were; Unplanned and unsupervised personal trainings & competitions that athletes perform without the consent of the coach, athletes are not loyal to their club and the officials think the reasons could be economic benefit athletes might get from a competition, personal managers are causing a big problem to their training process, athletes have no trust in the ability of their coach, the improper coaching philosophy of the coach and the influence of personal managers.

CHAPTER FIVE

5. SUMMARY, CONCLUSION & RECOMMENDATION

5.1 SUMMERY

As the concern of the study was to find out the problems of coaching middle distance race at 1st division athletics clubs of Addis Ababa, different topics have been discussed so far, they are:

- Presence and the conduciveness of training facilities, sport materials, medical care and nutrition.
- Coaching philosophy of coaches & its implication on the effectiveness of the training process.
- Qualification & coaching knowledge of coaches and athlete's belief in their cache's ability
- Job integration among federations, clubs, coaches, athletes and other concerned bodies.
- Unplanned & unsupervised personal trainings & competition performed by athletes
- Budget allotment appropriateness
- Athletes loyalty to their clubs
- Practical training and their overall look.

The above points were found out to be determined to the effectiveness & efficiency of the training process.

5.2 CONCLUSIONS

The following conclusions were made based on the results and the findings of the study.

- It is concluded that both female and male middle distance runners were moderately motivated to training with marginal difference between them.
- The present non conducive training facilities, materials, medical care and nutrition are very poor that affect the training program adversely.
- The autocratic leadership style of decision making by the coaches suppressed on the attitude of athletes. Due to which the result of the athletic club was moderate level.
- The qualifications and the coaching knowledge of coaches are found to be poor that forced athletes to perform their own practices in the training sessions. As a result, athletes did not believe in their coach's ability of coaching.
- It is concluded that the job integration among the federations, clubs, coaches, athletes and other concerned bodies are not conducive and not smooth and ineffective, that in turn resulted in interference in decision making, illegal athletes' transfers and the overlap off training and completion schedules.
- Athletes regularly practice unplanned and unsupervised personal trainings and competitions without informing their coaches. This was due to lack of trust on the ability of their coaches and economic reward they are getting from their personal managers.
- The number of coaches and athletes are not proportional in order to manage their athletes. Because of this, the training program fails in improper training plan, failure to organize athletes into groups they technically belong, failure to observe individual progress in order to give feedback and forces collects in the profession.
- The board of athletics club could not allocate sufficient budget to the athletics club, due to this, the clubs would face lack of sport materials, facilities, equipment, nutrition, medical care and transportation.
- Most of the athletes are not loyal to their clubs, because they prioritize their economic benefits getting from their personal manager and rewards from competition.
- The training sessions of clubs at the Addis Ababa stadium were found to be ineffective, because they are not allowing entering to the stadium one week ahead of competition and more opportunity was given to senior athlete than junior.

5.3 RECOMMENDATIONS

Based on the findings and results of the study the following recommendations were drawn. These are:

It would be helpful

- If the clubs motivate their athletes through different mechanisms in order to enhance performance.
- If clubs fulfill all the conducive training situation, facilities, training materials, medical care & nutrition for athletics training.
- If coaches change their autocratic leadership style to cooperative leadership style.
- If clubs and athletics federation give training for the club coaches, so that they can scale up their qualifications and the coaching knowledge.
- If the job integration among the federation, club, coaches, athletes and other concerned bodies improved.
- If athletes stop performing unsupervised and unplanned personal trainings, and frequent competition, and stick to the training and completion plan of their club & the national federation.
- If the number of coaches and athletes are proportional, therefore, they can manage their athletes effectively.
- If the board of athletics club could a sufficient amount of budget was allotted to the club, as the result better work will be done in the future.
- If the athletes are loyal to their clubs, so that they can enhance their athletic performance in the future.
- If the athletics federation set an schedule for the clubs, an athlete will be profitable from the Addis Ababa stadium materials and facilities.

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APPENDIX A

Questionnaire to be filled by middle distance athletes

Addis Ababa University

College of natural science

Department of Sport Science

Questionnaire to be filled by middle distance athletes

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

Thanks for your kind cooperation!

Part 1: Basic Data

1. Response data-----/-----/2015

2. Sex (A) Female -----

(B) Male-----

3. Age -----year

Part 2: Problems of coaching middle distance athletes

Put "√" mark for below listed scale questions

A. Dominant characteristics	1= Not at all 2= Mildly 3= Moderately 4= Mostly 5= Always				
D. Athletes motivation	5	4	3	2	1
1. How much you interested in training middle distance running?					
2. How much you succeeding in middle distance running?					
3. How much you satisfied in training middle distance running?					
4. How much you achieve that the goal you set?					
E. Athlete coach relationship					
1. How often you work with your coach per week?					
2. How often you give comments on your training schedule?					
3. How often you discuss with your coach about competition?					
4. How often well your coaches treat your ideas and comments?					
5. How often you have a trust on your coach?					
F. SPORT FACILITY AND EQUIPMENTS					
1. To what extent the training fields are available and conducive for athletes training in your Club?					
2. To what extent transportation are available for training?					
3. To what extent the standard sport wears are available?					
4. To what extent standard spike shoes are available?					
5. To what extent standard sport equipments like Hurdles, steeple chase and water jumps are available?					
G. Coaching Philosophy					
1. Do you believe in your coach's coaching style and method?					
2. Do you have the right of agreeing or disagreeing on participating competition?					
3. How often you discuss about winning philosophy with your own coach?					
4. How often the decisions are decided by you and your coach?					

Part3. Do you believe that is there job integration among your club, federation, coaches and other concerned bodies, so that, any inconsistency of training and competition program doesn't happen?

Part 4: If any, what are the other problems of middle distance runners?

Part 5: what are the possible solutions for the aforementioned problems?

በመካከለኛ ርቀት አትሌቶች የሚሞላ ጥያቄ

ክፍል አንድ (መሰረታዊ መረጃዎች)

1. ጾታ ወ-----
ሴ-----
2. ዕድሜ -----

1. ስልጣኖች ለመካከለኛ ርቀት ሩጫ ያላቸውን ፍላጎት በተመለከተ:-

1. በመካከለኛ ርቀት ለመሰልጠን ያለህ ፍላጎት ምን ያህል ነው?
2. በመካከለኛ ርቀት ስልጠና ምን ያህል ውጤታማ ነህ?
3. በመካከለኛ ርቀት ስልጠና ያገኘህ የእርካታ መጠን ምን ያህል ነው?
4. በመካከለኛ ርቀት ሩጫ ካቀድካቸው ግቦች ምን ያህል አሳክተሃል?

2. የስልጣኝ - አሰልጣኝ ግንኙነትን በተመለከተ:-

1. ከአሰልጣኝህ ጋር በሳምንት ምን ያህል ትሰራለህ?
2. በስልጠና ፕሮግራም ዝግጅት ወቅት ከአሰልጣኝህ ጋር ያለህ ተሳትፎ ምን ያህል ነው?
3. ስለ ምትሳተፍባቸው ውድድሮች ከአሰልጣኝህ ጋር የምታደርገው ውደደይት ምን ያህል ነው?
4. በስልጠና ዙሪያ የምትሰጣቸው ሃሳቦች አሰልጣኝህ የመቀበል ሁኔታው እንዴት ይገለጻል?
5. በአሰልጣኝህ የማሰልጠን ብቃት ላይ ያለህ አመኔታ ምን ያህል ነው?

3. የስፖርት ማዘውተሪያ እና ቁሳቁስን በተመለከተ:-

1. የአትሌቲክስ የስልጠና ቦታ የመገኘት እና ለስልጠናው አመቺ የመሆን ሁኔታ በምን ደረጃ ይገለጻል?
2. በክለብህ ውስጥ የስልጠና ትራንስፖርት አቅርቦት ምን ያህል ነው?
3. ደረጃቸውን የጠበቁ የስፖርት ትጥቆች አቅርቦት ምን ያህል ነው?
4. ደረጃቸውን የጠበቁ የመሮጫ ስፓይክ እና ቶርሽን አቅርቦት ምን ያህል ነው?

5. በክለብህ ውስጥ ለመካከለኛ ርቀት የስልጠና ቁሳቁሶች ለምሳሌ መሰናክሎች፣ የውሃ መዝለያ እና የ3000ሜ መሰናክል የመገኘት ሁኔታዎች በምን ደረጃ ይገለጻል?

4. የአሰልጣጡን ፍልስፍናን በተመለከተ

1. አሰልጣኝህ የሚከተለው የአሰልጣጡን ዘዴ ምን ያህል ተስማምቶሃል?
2. በውድድር የመሳተፍ ወይም ያለመሳተፍ ሁኔታን የመወሰን ሃላፊነትህ ምን ያህል ነው?
3. የአሸናፊነት መርህ ላይ ከአሰልጣኝህ ጋር የስምምነት ደረጃችሁ በምን ይገለጻል?
4. በስልጠና ሂደት ላይ የሚተላለፉ ውሳኔዎች ምን ያህል በስምምነት ላይ የተመረከቡ ናቸው?

ክፍል 3

1. በክለቦች፣ በፌዴሬሽን እንዲሁም በሚመለከታቸው የስራ ክፍሎች የስልጠናና የውድድር መረሃ-ግብሮች መደራረብ ችግሮች እንዳይፈጠሩ ተናቦ የመስራት ሁኔታ ምን ይመስላል?

2. ከ1ኛው ጥያቄ በተጨማሪ ለመካከለኛ ርቀት ሩጫ ችግሮች ይሆናሉ ተብለው የሚገለጹ ካሉ ቢጠቀሱ?

3. ከላይ በጥያቄ 1 እና 2 ለተጠቀሱ የመካከለኛ ርቀት ሩጫ ችግሮች የመፍትሄ ይሆናሉ የሚሏቸውን ሃሳቦች ቢዘረዝሩ?

APPENDIX B

Questionnaire for coaches

Addis Ababa University

College of natural science

Department of Sport Science

Questionnaire to be filled by middle distance coaches

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

Thanks for your kind cooperation!

Part 1: Basic Data

1. Sex (A) Female -----

(B) Male-----

2. Age -----year

3. What is your level of educational qualification?

A. Ph.D_____

D. Diploma_____

B. Msc_____

E. Certificate_____

C.B.A/Bsc_____

F. ≤12 grade_____

4. How many middle distance athletes you are coaching? _____

5. How many years of coaching experience you have? _____

Part 2: Problems of coaching middle distance athletes

Put "√" mark for below listed scale questions

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

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

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

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

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

2. የአሰልጣኝ እና የአትሌት ግንኙነት በተመለከተ

1. የሚያሰለጥኗቸውን አትሌቶች በእኩል አይን የማየት እና የማክበር ሁኔታ እንዴት ይገለጻል?
2. በሚያዘጋጁት የስልጠና ዕቅድ ላይ የአትሌቶች ተሳትፎ ምን ያህል ነው?
3. በውድድር ወቅት አትሌቶች ያለ ምንም ተጽዕኖ አምነው እንዲሰለፉ የማድረግ ሁኔታ እንዴት ይገለጻል?
4. በማሸነፍ መርህ ላይ ከአትሌቶች ጋር የሚያደርጉት ግልጽ የሆነ ውይይት በምን ደረጃ ይገለጻል?
5. በስልጠናው ሂደት የተለያዩ ውሳኔዎችን የመወሰን ሁኔታ የአትሌቶ ምን ይመስላል?

3. የስፖርት ማዘውተሪያ እና ቁሳቁስን በተመለከተ:-

1. የአትሌቲክስ የስልጠና ቦታ የመገኘት እና ለስልጠናው አመቺ የመሆን ሁኔታ በምን ደረጃ ይገለጻል?
2. ለአትሌቶች በክለብህ ውስጥ የስልጠና ትራንስፖርት አቅርቦት ምን ያህል ነው?
3. ለአትሌቶች ደረጃቸውን የጠበቁ የስፖርት ትጥቆች አቅርቦት ምን ያህል ነው?
4. ለአትሌቶች ደረጃቸውን የጠበቁ የመሮጫ ስፓይክ እና ቶርሽን አቅርቦት ምን ያህል ነው?
5. በክለብህ ውስጥ ለመካከለኛ ርቀት የስልጠና ቁሳቁሶች ለምሳሌ መሰናክሎች፣ የውሃ መዝለያ እና የ3000ሜ መሰናክል እንደ ሚፈለገው የመገኘት ሁኔታ?

ክፍል 3

1. የስልጠናው ሂደት የተሳካና የተሳለጠ እንዳይሆን ከክለብ አመራር የገጠሞ ችግር ካለ ቢገለጽ

2. በክለሶች፣ በፌዴሬሽን እናዲሁም በሚመለከታቸው የስራ ክፍሎች የስልጠናና

የውድድር መረጃ-ግብሮች መደራረብ ችግሮች እንዳይፈጠሩ ተናቦ የመስራት ሁኔታ
ምን ይመስላል?

3. ከ2ኛው ጥያቄ በተጨማሪ ለመካከለኛ ርቀት ሩጫ ችግሮች ይሆናሉ ተብለው

የሚገለጹ ካሉ ቢጠቀሱ?

4. ከላይ በጥያቄ 2 እና 3 ለተጠቀሱ የመካከለኛ ርቀት ሩጫ ችግሮች የመፍትሄ

ይሆናሉ የሚሏቸውን ሃሳቦች ቢዘረዝሩ?

APPENDIX C

An interview Questions for club administrators

Position _____

Experience in years _____

1. Do you believe that the middle distance coaches qualify enough to give an appropriate coaching in middle distance?
2. Do you have any means of helping your coaches to up-date and up-grade their skill of coaching up to standard?
3. Do you believe that these 1st division athletics clubs have the entire necessary facilities, man power, and budget to run middle distance coaching?
4. Do you believe that the services that your club provides to the athletes and coaches are good enough to bring the intended performance change in middle distance?
5. Do you have means of encouraging or motivating coaches or an athlete with best performance?
6. Do you believe that middle distance running is given an equal attention with the other running event?
7. Can you comment on the positive connection between job integration among clubs, federations, athletes, coaches and other concerned bodies in middle distance coaching?

APPENDIX D

An interview Questions for Addis Ababa and Ethiopian Athletics Federation Administrators

Position _____

Experience in years _____

1. Do you work jointly with the 1st division athletics clubs of Addis Ababa?
2. What problems do you face those come from 1st division athletics club specific to middle distance running?
3. What solution can you suggest to those problems you mentioned in question #1?
4. How do you support the 1st division athletics clubs for the better achievement of overall middle distance coaching process?
5. Do you believe that middle distance running is given an equal attention with the other running event?
6. Do you think that enough competition opportunities provided by the federation