PROBLEMS OF COACHING HIGH JUMP IN SOME SELECTED FIRST DIVISION ATHLETICS CLUBS OF ADDIS ABABA CITY COUNCIL

BY: FEKADU KEBEDE

A thesis submitted to the school of graduate studies of Addis Ababa University in partial fulfillment of the requirements for the degree of masters of education in athletics coaching

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES

Approved by board of examiners

_____	_____
Chair person. Dep. of graduate committee	signature
Wondimu Tadesse	
Advisor	signature
_____	_____
Internal examiner	signature

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Acronomy

TLC =Teach learn compete

IAAF = International associations of athletics federation

UKA =United Kingdom athletics

EELPA =Ethiopian electric light power authority

RDA =Recommended dietary allowance

WHO =World health organization

EFSA =European food safety association

Abstract

High jump is one of the events of track and field Athletics in which competitors must jump over a horizontal bar placed at measured heights without the aid of devices. The purpose of this study is to find out the cause of the problem in coaching high jump in some selected 1st division athletics clubs of Addis Ababa and recommended possible solutions to minimize the problem in coaching high jump. The primary sources of data for this study were high jump athletes, high jump coaches, club administrators, federation officials and sport science professionals. The secondary sources of information for this study were legal documents, internets, relevant books of IAAF coaching manuals and some important and constructive materials that highly relates with the topic. Observation, questionnaire, interview and document will be used to generate information from the respondents. The descriptive data were processed to produce percentile tables. One area of the problem was coaches found being less qualified up to the standard to coach high jump athletes. Their failure to use and follow scientific as well as modern methods of coaching high jumpnegatively affect the development of the event as well as less performance development of the athletes. The qualification of coaches should be improved so as to bring tangible and sustainable changes on the event high jump.

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND

High jump in athletics normally refers to a part of field event in which competitors must jump over a horizontal bar placed at measured heights with out the aid of certain devices in its modern most practiced format auxiliary weights and mounds have been used for assistance rules have changed over the years.

The common factors contributing to success across the spectrum of these events includes speed, tactical ability, effective curve run, take off, bar clearance and landing. The fact is clear that athletes should posses the above mentioned abilities in an efficient and effective ways possible as the best and the biggest way by which athletes achieve those significantly building stages of success in high jump is training. Sport training can be defined as a routine of physical and mental exercise to be carried out in a specific, measurable load to put the body in to a fatigue state from where adaptation commences, (Introduction to coaching the official IAAF guide 2002.)

Training involves many subjects but most importantly the athlete and the coach. The coach is the most important element that plays a very crucial role in the life of an athlete because all the training process is at the hand of the coach so that it can be worked out for better or for worse, the coach should carry out his/her duties properly.

Coaching is the art and practice of inspiring, energizing and facilitating the performance, learning and development of the athletes. (Myles Downey).

Each word in this definition is a key word.

- Art: - Though there is science to coaching, coaching is an art in the sense that the coach is fully engaged with the player and the process of coaching becomes a dance b/n two people. At this point the intelligence, intuition and imagination of the coach became a valuable contribution rather than being interference for the player.
- Energizing:- coaching is about energizing the player through effective Communication, soliciting, suggestions and building a Can -do attitude.
- Performance: - anything a coach says or does should be driven by the intention to improve performance.

- Learning: - refers to broader domain how to approach a task or master a new technology.
- Development:- refers to personal growth and greater self-awareness the goal of coaching is to guide vision, urge excellence and empower the one being coached–the player through establishing a firmer connection with his/her inner authority (Myles Downey). So the primary target of coaching is athlete's development and improvement of performance and sport skills so as to enable athletes reach their potential it should be provided with all the best convenient situations and devotion of the athlete and the coach.

The case becomes very vital when it gets to the first division athletics clubs of Addis Ababa city council especially in high jump. Although these athletes are on top of the national high jump competitions due to their devotion, hard working & coach's help, but they are still incapable of penetrating and entering in to world wide and even African wide competition so here the question is that were there any problems face by the athletes and coaches in coaching these high jump athletes? What and how these problems have been obstacles for future improvement, efficient and effective coaching condition in some selected 1st division athletics clubs of Addis Ababa City Council.

1.2 STATEMENT OF THE PROBLEM

Athletics is a dynamic sport competed in a constantly changing environment. In fact sport as a whole is a phenomenon where the specific circumstances are difficult to pre-determine or ever simulate. Also there are several features that make athletics unique among other sports. Beside the issue of accurate and reliable coaching styles and methods can be seen. Among the factor that contributes for less development of high jump were lacks of facilities, coach educational background, less job integration, improper training methods etc…

In order to formulate a proper high jump coaching method the researcher questions are outlined as follows:-

1. How to coach high jump athletes?
2. How to develop coaching philosophy and how to create a conducive situation for coaching high jump?
3. What are the exact methods of coaching high jump?
4. How to increase the number of high jump competitors?

5. What is the reason for less number of high jump competitors during different nation and city wide competitions?
6. Are there conducive situation for coaches and athletes to carry out sport training in a proper way?
7. Are coaches qualified to carry out a proper scientific training routine?
8. Is there a job integration b/n federation, Clubs, Coaches athletes and other concerned bodies?

1.3 OBJECTIVE OF THE STUDY

The study has the following objectives. These are:-

General Objective

The sole purpose of the study is to find out the causes of problems in coaching high jump in some selected 1st division athletics club of Addis Ababa City Council and recommended possible solutions to minimize the problem in coaching high jump.

Specific Objective

The specific objectives of the study are:-

1. To understand what specific problems exist in the process of coaching high jump.
2. To understand the sources of the problem in coaching high jump.
3. To understand who the victims of the problems are and what consequence will it has.
4. Recommended possible solutions to minimize the problem in the coaching process.
5. To provide information for further study.

1.4 SIGNIFICANCE OF THE STUDY

The study would support and enrich the proper and better coaching methods in high jump athletes and coaches. To this end, the significance of the study includes:-

- To provide accurate facts for the better method of coaching high jump.
- To incorporate the new result of the research findings in to the system of the country's high jump coaching method
- Providing favorable suggestions that would help for the development of athlete's high jumping performance and enriching performance of the coach.
- To investigate some of the problems of high jump coaching methods in some selected clubs of Addis Ababa City Council

1.5 DELIMITATION

The study is delimitated to identifying problems faced in coaching high jump and recommended possible solutions on which the coaching process may be improved in a specific case of some selected Addis Ababa City Council 1st division athletics clubs.

1.6 LIMITATION

In conducting the research member of limitations encountered mostly related to biased responses, tendencies not to give responses and some other reasons not to give out information on top of this the researcher face problems of time scarcity as to keep the standard of the research.

1.7 OPERATIONAL DEFINITIONS

The following key terms were uses through out this document and to insure clarity of meanings and usages the terms are defined as below.

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.

Federation:-is an organization that governs and directs Different athletics clubs.

Coaching Philosophy: - is a belief of a coach towards the total Principle of training and interpersonal relation with an athlete.

Interpersonal:-is an ability of individuals to create relation or contact among different people.

Training: -A routine of physical and mental exercise to be carried out in a specific, measurable load to put the body in to a fatigue state from where adaptation commences.

Communication: - is a two-way process between the sender and receiver.

Periodization: - It is the division of training into distinct units that emphasize different methods and types of training.

Drill: - is a subdivision of technique development. Drills develop and reinforce individual elements of a particular technique.

Technique development: - concentrates on the development of the whole action of a given event.

1.8 Organization of the study

This part of the study deals with background of the study, statement of the problem, objective of the study, significance, delimitation, limitation and operational definition of terms as used in the study.

CHAPTER TWO

This chapter of the study deals with reviewed relevant literature to the problem and it explains about coaching, developing philosophy of coaching, training and training principles, planning for high jump athletes and nutrition for athletes.

2. REVIEW LITERATURE

2.1. COACHING PHILOSOPHY

What is philosophy?

Philosophy is simply the way you see situations and experience in your life. It is the way you view people and develop relationship with them. Why a formal coaching philosophy statement is essential for all coaches. Assuming that you are a coach you presumably carry out your role based on your experience, knowledge, values, opinions and beliefs. This in itself is a philosophy and you likely do this unconsciously. The question is - do you actually know yourself well enough to understand what your core values and coaching methods are? A coaching philosophy that is well thought through clarifies many aspects of the coach's delivery and presents a consistent and positive message to the athletes being coached. One of the strongest benefits arising from a consistent and sincere approach to coaching is trust. A **strong bond between coach and athlete** leads to higher levels of commitment and athletic performance. With that in mind, it is the wise coach that takes the time to think through and formalize his or her personal coaching philosophy (Frank Reynolds).

DEVELOPING A PHILOSOPHY

Coaching may be the most special and important profession anyone can choose. This is not because sports are important, but, rather, because the young men and women who participate in sports are so valuable. Coaches have an opportunity to foster both their athletes' emotional and physical development. The path to coaching success begins with defining a philosophy to guide your efforts.

Determining coaching objectives

The two most important considerations in developing a personal coaching philosophy are determining coaching objectives and coaching style. Coaching objectives could include improving the program's win/loss record, winning a league title, placing among the top five teams in the section or state championships, showing significant individual and team

improvement, making the program fun for all the athletes, or teaching the athletes to compete well. Coaches often believe their first responsibility is to produce winning teams; however, winning should not be the single measure of success for the coach or the athletes. An overemphasis on winning can produce such negative responses in young athletes as anxiety, fear of failure, reduced self-esteem and a loss of motivation.

Coaching success should be measured in a variety of ways other than a state ranking, win/loss record, or a high place in the league meet. The number of athletes attracted to the program, the athletes' enthusiasm for track and field, the improvement the team shows through the course of the season and the amount of parental/community/ school interest and support generated for the program are equally important measures of success.

Winning the majority of the meets during the season does not necessarily make any coach a good leader or positive role model for young athletes. A coach's actions speak louder than words, especially during competition. Coaches must teach respect for the rules, the opponents and the judgment and integrity of officials by example through their behavior.

Developing an effective coaching style

Coaching style reflects how a person chooses to lead and interact with student athletes. It affects how a coach wants to motivate and discipline, and what role, if any, athletes are permitted to have in making decisions that affect them. Each person must choose the coaching style that best fits that person's personality, but every coaching style is a somewhat different combination of three approaches:

Authoritarian, cooperative and passive coaching styles.

Everyone new to coaching should take some time to consider what coaching style works best for that person. Experienced coaches should also periodically re-examine their coaching styles to ensure they are still following the path onto which they originally embarked.

Here are some suggestions that can help determine a sound coaching philosophy:

- ✓ Remember the athletes should be the center of attention. Sports were not created to glorify coaches.
- ✓ The simple objective of coaching is to help athletes shorten the trial- and-error process of learning and ease the trial-and-terror experiences of competing.
- ✓ When coaching, focus on the skills needed, a method to teach and demonstrate them, and drills to practice and master them.

- ✓ Integrity, credibility and technical knowledge are the most important qualities of a good coach — in that order.
- ✓ Every athlete deserves to be addressed by first name and treated with dignity.
- ✓ A coaching style must not isolate a coach from the athletes. There must be a forum for open communication or the coach will never be in touch with the athletes. Coaches need to be willing to listen to all the athletes, hear criticism and respond by acting rather than reacting.
- ✓ Coaches cannot talk about winning without talking about losing. Is placing second or third, or not placing but recording a personal best, considered a failure? How do the athletes behave when they finish races they lose? How does the team behave after a tough loss? How are athletes expected to bounce back after performing poorly?
- ✓ Regardless of the style, coaches need to command their athletes' attention and respect. Coaches must continually and openly communicate, motivate, praise and discipline effectively.

TLC: TEACH•LEARN•COMPETE Every decision a high school coach makes should be in the best interest of an athlete's physical, psychological and social development. The philosophy advocated by the LA84 Foundation is **TLC**: teaching, learning and competing.

Teaching represents what a coach provides student-athletes by way of instruction. The lessons a coach must teach include technical skills, positive attitudes about competition, the process of training and effective tactics and strategies. A coach must also teach athletes emotional self-discipline, responsibility, self-esteem and how to maintain poise by focusing on the things they can control. No less important are social values such as appropriate behavior, fair play, good sportsmanship and the importance of working together to accomplish team goals and objectives. Learning is the athletes' acceptance of what is taught. Learning is greatly influenced by the atmosphere a coach creates in helping athletes reach for their best.

Effective learning requires communication, motivation, feedback, cooperation and purposeful training. A positive approach to practice and training that emphasizes skill development, fitness, teamwork and fun will help to ensure athletes' learning experiences are positive. Competition is the essence of sport. Competitive skills are essential to prosper in a society where we compete for grades, spouses, jobs and promotions to achieve success, happiness and security. Track and field is a sporting arena in which athletes demonstrate both their physical and competitive skills. Coaches should portray the adventure of athletic competition as an opportunity for success rather

than failure. Coaches must help athletes learn as much as possible from their competitive experiences, analyze what they do well and what they don't do well, and resume training with a new agenda and a renewed determination to improve. Coaches should emphasize that success in sports should be measured by each athlete's personal performance goals. Just because every track and field event has only one winner doesn't mean everyone else in that event is a loser. Competition should serve as a reference point for athletes to measure progress. Sometimes the pressures of competition can result in athletes setting goals that are unattainable. Goals that are too high guarantee failure even when the athlete performs well. Coaches should help athletes set realistic goals.

Motivating and communicating with young athletes

Sport psychologists have learned that two of the most important needs of young athletes are the need to have fun and the need to feel worthy. Certainly, it is easy to see when athletes have fun. They appear to be challenged, excited, stimulated and focused. They express feelings of enjoyment, satisfaction and enthusiasm.

Athletes also have a need to feel competent, worthy and positive about themselves. Sports can be threatening to young athletes when they equate achievement with self-worth as youngsters; we learn quickly that others judge our worth largely by our ability to achieve. To win is to be a success and to lose is to be a failure. This attitude causes tremendous anxiety in young athletes.

Social evaluation and expectations of others are also major causes of anxiety. Athletes become anxious when they are uncertain about whether or not they can meet the expectations of their coaches, parents, peers, or even themselves. The more uncertainty athletes have, and the more important they perceive the outcome to be, the greater their feelings of anxiety.

The very nature of sports involves an extensive evaluation of the skills of the participants. Any situation involving social evaluation of abilities that a youngster considers important can be threatening if he or she anticipates failing or receiving negative evaluations. Most youngsters place great value on athletic competence and are particularly sensitive to appraisal of their abilities by others. Mistakes and errors which are a natural part of the learning process can be misinterpreted as failure or incompetence. These competitive pressures can result in youngsters setting unrealistic standards of near-perfect execution, which virtually assures they will fail.

A coach must help athletes meet their need to have fun by structuring their sport experience so it challenges and excites without being threatening. Motivated athletes have a strong desire to master skills and demonstrate their competence. Similarly, a coach can help athletes meet their

need to feel worthy by creating situations where everyone can experience some degree of success. The continual process of achieving incremental goals that are challenging, yet attainable, provides motivation. When athletes experience a taste of success, it reinforces their feelings of mastery, competence, pride and self-worth. This in turn stimulates their desire to pursue new levels of personal achievement.

Understanding motivation

True motivation must come from inside the individual to be effective and long term. Motivation cannot be given to someone; however, it can be nurtured and tapped. The word motivation is derived from the word motive, which is the desire to fulfill a need. The primary need we all have is the need to feel worthy. Our sense of self-worth is enhanced most by feelings of competence, accomplishment and acceptance. Simply put, we feel better about ourselves when we feel we are doing something well. We will work hard to improve in areas where we believe we have the potential for success. The more effort we put into the process of improving, the more our feelings of increased competence enhance our feeling of self-worth. Accomplishments and recognition along the way reinforce our worthiness. We also measure our self-worth by the acceptance we get from others, especially the sense of belonging to a group of peers.

The need to feel worthy is the single most powerful element of motivation. It should be easy to see why sports are a perfect vehicle for boosting an individual's sense of self-esteem. However, since only a few can be champions, there is a danger of athletes equating self-worth with the ability to win in competition. The message is, while the coach cannot make every athlete feel gifted, he or she can make all team members feel more competent.

What a coach can guarantee is that every athlete feels important and accepted. No athlete should have to earn a coach's acceptance. They should all be unconditionally accepted, and they should know it is OK to make a mistake. Once athletes of any ability level feel the security of having a coach's time, energy, interest, belief and trust, it is literally amazing the great things they will dare to do.

Helping athletes reach for their best

The ability to teach, communicate and motivate athletes is the art of coaching. Coaches should teach their athletes to focus on things they can control: their own performance and readiness to compete. When athletes worry about their opponents instead of focusing on things they can control, they limit their ability to compete well. Athletes who tend to worry about performance must be taught to focus on what they want to do (skill or strategy execution), instead of how they

are going to perform against their opponent, the watch or the tape measure. Athletes should also recognize that winning is sometimes sabotaged by external factors beyond their control, such as an oncoming cold, bad weather, or outright bad luck. Over time these things even out, and they will be the beneficiaries of such occurrences as often as they are the victims.

Athletes should know it is all right to make mistakes. Many young athletes fear making mistakes because they have been ridiculed or punished for making mistakes in the past. Coaches must create a supportive atmosphere in which athletes view making and correcting mistakes as a natural part of the learning process. Some athletes become so frustrated and angry at themselves when they make a mistake during competition that they lose their composure and perform far below their abilities.

Coaches should teach athletes that one of the things that separate champions from average athletes is the ability to let go of a mistake quickly and refocus on what needs to be done next. Communicating is the most important thing a coach does. This fact cannot be overstated. Effective communication involves the explicit expression of instructions, expectations, goals, ideas and feelings. Doing so enhances mutual understanding and is the first step in meeting the athlete's and coach's needs. Communication is a two-way street: both coach and athlete must listen and speak to make it work.

A coach must be credible in the eyes of the athletes in order to communicate with them. Credibility is the perception of the trustworthiness of what is said and done. To be credible in the eyes of an athlete, a coach must be knowledgeable about track and field, enthusiastic about coaching well, and consistent and positive.

A positive coaching attitude projects a desire to understand athletes, accept them for who they are, and treat them with respect and affection. It requires refined listening, clear speaking and the ability to give feedback and constructive criticism in a non-personal and instructive manner. A positive approach is characterized by the liberal use of praise, encouragement and positive reinforcement. Constant criticism, sarcasm, or yelling at athletes will increase their anxiety over making mistakes, decrease their sense of self-worth, and discourage them from continued participation.

Another important component of a positive approach is empathy. It is not the same as sympathy. Empathy is being aware of the feelings and emotions of the athletes. Coaches who are empathetic listen to their athletes and try to understand what is going on in their lives outside of athletics. Praise must be sincere. When coaches are not sincere, they risk losing the respect of

their athletes. It means little for athletes to hear "Good job" when in fact they know they have not done a good job. If the athletes or team have not performed well, the coach should be honest and acknowledge the fact they did not perform to their potential. However, athletes should also be complimented for things they have done well. Coaches should praise deserving efforts, not just final outcomes.

Attitude is the key to success. Athletes should know that champions expect to do well. Champions believe they will succeed and they recognize the important role that hard work and sacrifice plays in the quest for athletic excellence. Champions focus on goals and how to achieve them. They don't surrender their goals easily. They identify their areas of weakness and work hard to eliminate them.

Athletes should be taught the most important kind of success resides in their personal improvement, giving their maximum effort, being willing to take risks, and striving to do their best. A coach needs to be there at all times to reassure athletes they are never losers when they give their best effort, an important lesson that will see them through many of life's most difficult endeavors.

Athletes meet sports through the coach. It is the coach who frames the sport experience for the athlete. Studies indicate that the quality of coaching has the greatest influence on whether or not participation in high school sports becomes a positive experience for the young athlete. (IAAF track and field facilities manual 2008.) In developing a formal philosophy the coach can take **three key** components and to his or her best ability formulate a coaching philosophy document with the aim to be a better coach, to improve coach/athlete satisfaction and to achieve superior athletic results. These three components are:

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

Know Yourself

It takes honest assessment to admit to having weaknesses but we all have them. We just do not want them to interfere with good coaching judgment. By focusing on your strengths you will be able to identify consistent ways to coach that utilize those strengths. Are you a good teacher, or motivator, or academic, or communicator or a former athlete? Are you dynamic or easy going, or

hardnosed or open and friendly? Use your strengths to your advantage. By taking time to make a serious assessment of your strengths and weaknesses and recognizing your morals, values and beliefs you are better able to adapt your own style to the athletes being coached. In addition, you will answer the important questions on why you are a coach, how you actually deliver as a coach and what objectives you are trying to accomplish. **Self-knowledge leads to self-confidence** and you want to exude what you believe in. One other point to consider here is - how do others perceive you?

Know what you are up against - your coaching context

As important as it is to understand what makes you tick, it is equally important to understand the confines of your coaching context. By this, I mean: A good understanding of the age, gender and training level of the athletes you coach. How much time you and your athletes have available to train and compete? What is your development program based upon and how far can you take it by enhancing and incorporating other aspects such as sport psychology, nutrition education or sophisticated technique analysis? What funding, facilities, services and equipment are at your disposal? In addition, what are your short medium and long term goals for your athletes?

There could be other restrictions that will affect your coaching delivery. These include laws or policies on safe practices, club or school rules of behavior, competition with other sports, school pressures and outside activities, parental interference, or performance standards to qualify for teams and competitions. Knowing what you are up against enables you to tailor your annual training program to the specific needs of the athletes you have under your charge. By understanding the outside influences that will affect your program, you can incorporate those that are good practices. Such as policies on safety and behavior, adapt to others that restrict your ability to be the 'do it all coach' such as lack of funds, equipment or services, and minimize negative obstacles that will affect you personally or an athlete on your team or your team in general. Dealing with parents can be a stressful situation and a clear philosophy on how you will deal with an irate parent will minimize or avoid the knee jerk reaction that often makes matters worse. By adapting your coaching philosophy to reflect the coaching situation you are dealing with you become more effective and productive and you minimize obstacles and other difficulties.

Understand your athletes, their personalities, abilities, goals and why they are in your sport. Communication is a vital aspect in coach/athlete relationships. It is very important to talk to your athletes individually to determine what their values and beliefs are, what their goals are and why they are participating. Without this knowledge, you might be delivering a coaching bag of apples to athletes wanting a bag of oranges. The program just will not work properly. As a coach, you are a powerful role model and can have a tremendous influence on your athletes if you and your athletes are on the same page. Take the time to get to know each of your athletes just as if you examined your own values, beliefs and habits. Once you know and understand each of your athletes, their strengths, weaknesses abilities and skills, then I suggest you develop an approach to coaching them. Will you focus on the stars? Will you treat everyone equal in terms of your attention and help? Perhaps the teamwork approach will work for you.

What is your attitude toward teamwork?

By developing a TEAM philosophy (Together Each Achieves More) as well as your personal coaching philosophy, you bring together ingredients for superior success. By knowing your athletes you know how each fits in with the TEAM philosophy. Some may have values or behaviors that undermine the team and you can work out solutions to change the athlete's behavior to fit for the good of the team. Knowing your athletes enables you to identify your leaders and role models that the rest of the team will respond positively. By getting athletes to buy into the 'TEAM' concept you will aid in streamlining a consistent approach to training and competition by each athlete. This makes coaching much easier and hopefully more rewarding.

Process versus Outcome

Every coaching philosophy should have a major statement on how the coach views the results of both training and competition. I cannot stress enough the importance of educating athletes that it is more important to focus on their process of development and how they performed in competition rather than the results or outcomes that they achieved. In a race or game there can be only one winner. Does that mean everyone else is a loser? If you read the newspapers that is what you would think. Therefore, to build confidence and see measurable progress and to learn positively from mistakes made I urge all coaches to focus on the process and not the outcomes with their athletes. It is important for the athletes to do the same.

Winning vs. success

The opportunity for success is available to everyone if it is defined as performing to One's capability rather than focusing solely on the score of a given competition. This is especially true in the sport of track and field where individual improvement can be quantifiably measured by a watch or measuring tape. Even though a team may lose on the scoreboard, the shot putter who places fourth in his event but improves his lifetime best mark by a foot or the hurdler who does not place in the race but "three steps" all flights for the first time certainly has reason to feel successful.

Teaching athletes to focus on success and discussing with them what success really is, rather than allowing winning to be the only measure, nurtures the factors that ultimately lead to winning.

Success = Ability + Preparation + Effort + Will

✓ **Ability.** Everyone has ability, but it isn't distributed equally or predictably. This applies to coaches as well as athletes. Often ability is a gift of birth, but that doesn't guarantee success. The challenge isn't to have ability but to develop and use the ability that is given.

✓ **Preparation.** We gain greater use of our abilities by investing in preparation. Only through the persistent and consistent process of preparation can raw talent be transformed into greater capability. In track and field, this preparation is called training. Through proper training, athletes become faster, stronger, more skilled, knowledgeable, confident and mentally tough; however, although developing greater capability is important, it is still no guarantee of success.

✓ **Effort.** Developed ability realizes its value when expressed through the challenge of competition. That expression is accomplished when physical and mental effort summons every ounce of one's capability. Still, athletes often find themselves nearing the finish of their race exhausted, having given all they think possible, but needing to find even more. In sport this is called...crunch time!

✓ **Will.** Crunch time is real, both in sport and life. It is that moment when a person thinks he or she has given all there is to give; only to find out even more is required. Many athletic contests are won or lost at this moment. Some athletes are able to draw on an inner strength to summon greater effort than they know themselves to have.

This is the use of one's will, the power to go back to one's personal reservoir again and again as needed.

When athletes and teams train hard to develop their ability, give their best effort in competition, and show the will to push themselves beyond self-imposed limits, they are successful. Too often, coaches and athletes miss experiencing the pride and satisfaction of success because they are too focused on winning. More often, coaches and athletes fail to win because they first fail to become successes.

Building success

Unlike winning, success can be experienced by every athlete every day. It doesn't, however, come easily or immediately. Success requires athletes be coached to develop some specific, personal attitudes. Robert Goodwin, track and field coach at St. Lawrence University, has identified six such attitudes.

1. The desire to strive for excellence.
2. The realization that nothing of value can be achieved without hard work and dedication.
3. The desire to display self-confidence.
4. The desire to show one's ability in competition.
5. The desire to cooperate as part of a team.
6. The desire to have fun.

2.2. COACHING

What is coaching?

The term coaching is often used to cover a wide range of activities, usually to help someone to 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. (Peter JL Thompson introduction to coaching 2007)

With a professional coach, is the practice of supporting an individual, referred to as a coachee, through the process of achieving a specific personal or professional result? The term 'client' may be used in life-coaching but in commercial settings the term 'client' is used to describe the organization that 'pays' and not the person receiving coaching. Description of coaching process, the structure and methodologies of coaching are very numerous with one unifying feature, coaching approaches are predominantly facilitating in style, it is to say that the coach is mainly asking questions and challenging the coachee. In sports, a coach or manager is an individual involved in the direction, instruction and training of the operations of a sports team or of individual sportspeople. This type of coach gets involved in all the aspects of the sport, including physical and mental player development. Sports coaches train, develop and mentor their athletes

to become better at the physical components of the game. The coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach's job is to transfer as much of this knowledge and experience to the players to develop the most skilled athletes. Combining these aspects of the sport, the coach is accountable for the overall performance and results of the team or player. (Marylebone Cricket Club coaching books)

2.3. COACHING ETHICS AND STANDARDS

One of the challenges in the field of coaching is upholding levels of professionalism, standards and ethics. To this end, many of the coaching bodies and organizations have codes of ethics and member standards and criteria according to which they hold their members accountable in order to protect coaching clients' interests.

2.4. COACHING STYLES

There are perhaps three coaching styles - autocratic (do as I say), democratic (involve the athletes in decision making) and laissez faire. The autocratic style could be broken into two types - telling and selling and the democratic style into sharing and allowing. There is little direction from a "Laissez fair" coaching style as this style allows the group to do what they want to. Coaches will use a variety of coaching styles depending on the coaching situation. Autocratic Style - Telling

- ✵ The coach decides on what is to be done
- ✵ The athletes are not involved in the decision making
- ✵ The coach defines what to do and how to do it
- ✵ Autocratic Style - Selling
- ❖ The coach decides on what is to be done
- ❖ The coach explains what is required and the objectives
- ❖ The athletes are encouraged to ask questions to confirm understanding
- ❖ The coach defines what to do and how to do it
- ❖ Democratic Style - Sharing
- ✓ The coach outlines the training requirements to the athletes
- ✓ The coach invites ideas/suggestions from the athletes
- ✓ The coach makes the decision based on the athletes' suggestions

- ✓ The coach defines what to do and how to do it
- ✓ Democratic Style - Allowing
- ✪ The coach outlines the training requirements to the athletes
- ✪ The coach defines the training conditions
- ✪ The athletes brainstorm to explore possible solutions
- ✪ The athletes make the decision
- ✪ The athletes define what to do and how to do it
- ✪ B. Woods Coaching Styles
- ✪ B. Woods (Applying psychology to Sport, Hodder & Stoughton, 1998) identified 4 styles of coaching:

- ➢ Command style - direct instruction, coach dictates
- ➢ Reciprocal style - athlete takes some responsibility for their own development - monitored by the coach
- ➢ Problem solving style - athlete solves problems set by the coach
- ➢ Guided discovery - athlete has freedom to explore various options
- ➢ UKA Coaching Styles
- ➢ UK athletics (UKA) identify the following coaching styles:
- ✵ **Telling** - primarily the coach use instruction and explaining.
- ✵ **Showing** - primarily the coach use demonstration.
- ✵ **Involving** - primarily the coach allows self discovery and questioning to raise the athlete's awareness.

2.5. COACHING ROLES AND SKILLS

As the United Kingdom Coaching Strategy describes the role of the sports coach as: - one that "enables the athletes to achieve levels of performance to a degree that may not have been possible if left to his/her own endeavors". Dyson speaking to the 19th session of the International Olympic Academy, Greece 1979, widened the horizon when he said that "the wise coach develops not only the fullest physical potential in his charges, but also those capacities and habits of mind and body which will enrich and ennoble their later years".

Coaching Roles

What exactly is the coach's role: recruiter, teacher, trainer, strategist, Personnel manager, administrator, promoter, communications expert, diplomat, Spokesperson, psychologist, impartial judge, disciplinarian, caring friend, counselor, parent substitute? To be a coach is to assume all of these diverse roles. For the coach, the greatest reward should not be the outcome of winning, but rather the process of training and competition that positively affects the personal development of young athletes. Great coaches use sport as a vehicle to enrich the lives and the futures of their athletes. (IAAF track and field facilities manual 2008.) The role of the sports coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. The role of the coach could be quite daunting since the above implies what could be construed as quite awesome responsibility, especially for the part-time non-professional. The roles that you will find you undertake as a coach will be many and varied and you will find at some stage in your coaching career that you will be, but not limited to:

* **Advisor** - Advising athletes on the training to be conducted and suitable kit and equipment.
* **Assessor** - Assessing athletes performance in training and in competition
* **Counselor** - Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring.
* **Demonstrator** - Demonstrate to the athletes the skill you require them to perform.
* **Friend** - Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their problems or share their success with. It is important to keep personal information confidential because if you do not then all respect the athlete had for you as a friend and coach will be lost.
* **Facilitator** - Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year.
* **Fact finder** - Gathering data of national and international results and to keep abreast of current training techniques.

* **Fountain of knowledge** - This may be part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport.
* **Instructor** - Instructing athletes in the skills of their sport.
* **Mentor** - When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety whilst training and support them should they have any problems or sustain any injuries.
* **Motivator** - Maintain the motivation of all the athletes the whole year round.
* **Organizer and planner** - Preparation of training plans for each athlete and organize attendance at meetings and coaching clinics.
* **Role Model** - A person who serves as a model in a particular behavioral or social role for another person to emulate. The way you conduct yourself whilst in the presence of your athletes provides an example of how they should behave - what sort of example should we be providing to someone else's children? Perhaps one of the most important roles of a coach.
* **Supporter** - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a 'Friend' and perhaps 'Counsel or' come in here to.

Coach/Athlete Training Roles

The roles of the coach and athlete in determining training requirements will change over the time an athlete is with a coach.

- When an athlete first starts in a sport/event (cognitive stage) the coach's role is to direct the athlete in all aspects of training (telling or showing coaching style).
- As the athlete develops and demonstrates a sound technical understanding (associative stage) of the sport/event then gradually the coach's role changes to one where the coach and athlete discuss and agree appropriate training requirements (involving coaching style).
- As the athlete matures and demonstrates a sound understanding of training principals (autonomous stage) then the athlete will determine the training requirements. The coach's role becomes one of a mentor providing advice and support as and when required.

2.6. COACHING SKILLS

As a coach one initially need to develop the skills of: organizing, safety, building rapport, providing instruction and explanation, demonstrating, observing, analyzing, questioning and providing feedback. The skills are discussed below. **Organizing**

In organizing the training session you need to plan in advance how you will manage the athletes, equipment and area - group athletes accordingly to numbers, ability and the activity - continually check the plan is safe during the session.

Safety

In providing a safe environment for the athletes you must assess the risk of: the area, equipment and athletes - continue to assess risk throughout the session - keep athletes on the set task and follow correct practice and progressions.

Building Rapport

In building rapport with the athletes learn and use their names, smile and make eye contact, coach the athlete rather than the sport, show interest in and respect for the athletes.

Instruction and explanation

In providing Instruction and Explanation you should think about and plan what you are going to say, gain the athlete's attention, keep it simple and to the point and check they understand by asking open questions.

Demonstration

In providing demonstration make sure you are in a position where the athletes can clearly see you, focus on only 1 or 2 key points, repeat the demonstration 2 or 3 times (side, back and front view), ask if they have any questions and check they understand by asking open questions. There are times when it might be more appropriate to use someone else to provide the demonstration.

Observation and Analysis

In observing and analyzing break the action down into phases, focus on one phase at a time, observe the action several times from various angles, compare the action with your technical model and if appropriate determine what corrective action is required. Remember your ears can also be used to observe - e.g. listen to the rhythm of the feet of the hurdler.

Feedback

In providing feedback encourage the athlete to self analyze by asking appropriate open questions, provide specific and simple advice, limit the advice to 1 or 2 points, check they

understand what they will do next and make the whole process a positive experience for the athlete.

Developing a safe environment

As IAAF level II coaching manual describes: As a coach you must be aware that each athletics 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 some time, no matter how safe the environment and the coach must be able to manage them promptly and correctly.

2.7. COMMUNICATION SKILLS

A great coach must be a great communicator

Without question, the key to being a successful coach is the ability to communicate effectively. Communication is a two-way process between the sender and receiver. It takes on many forms, some overt and others subtle. Coaches communicate with their athletes by what they say, how they say it, what they write, what they do and how they behave. To communicate effectively, coaches must also receive communication from their athletes. In a word, coaches must listen.

Guidelines to improve communication skills

- Understand the primary burden of responsibility for any communication belongs to the sender, not the receiver. If it is important enough for a coach to say or write something to an athlete, it is important enough to be repeated; reinforced and reviewed to be sure the message is understood. Communication must be an ongoing process, especially with high school athletes.
- Coaches must communicate with those under them with the same degree of respect as with those above them. Some coaches are unaware they may be communicating with younger athletes or athletes they perceive to be of lesser quality in a condescending or demeaning fashion. A coach should always ask himself or herself if the choice of words, tone and style of delivery reflects the attitude and respect that coach would like to receive in communication from an athletic director or principal.
- Communicate with athletes regularly, consistently and thoroughly.

Make communication easier by having at least one team meeting a week so athletes come to anticipate and expect certain messages. Avoid just talking at the athletes. Ask for their questions and input.

- Instruct Constructively.

Too often, athletes are only told what they are doing wrong. It is more important and far more effective, to tell them how to do things well by use of the following:

- Reinforce the positive.
- Praise what athletes are doing well – this prepares them to be receptive to the next instruction.
- Explain the cause of the mistake and how to correct it. Be specific and keep it short. Athletes can only process a limited amount of information at one time. Be patient and careful not to show any frustration.
- Use the "Sandwich" approach. "Sandwich" corrective instruction between two positive comments to take the sting out of continued corrections. Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience. Coaches wish to motivate the athletes they work with and to provide them with information that will allow them to train effectively and improve performance. Communication from the coach to athlete will initiate appropriate actions. This however, requires the athlete to receive the information from the coach but also to understand and accept it. Interpersonal skills refer to mental and communicative algorithms applied during social communications and interaction to reach certain effects or results. The term "interpersonal skills" is used often in business contexts to refer to the measure of a person's ability to operate within business organizations through social communication and interactions. Interpersonal skills are how people relate to one another. Having positive interpersonal skills increases the productivity in the organization since the number of conflicts is reduced. In informal situations, it allows communication to be easy and comfortable. People with good interpersonal skills can generally control the feelings that emerge in difficult situations and respond appropriately, instead of being over whelmed by emotion. Coaches need to ask themselves:

- Do I have the athlete's attention?
- Am I explaining myself in an easily understood manner?
- Has the athlete understood?
- Does the athlete believe what I am telling him/her?

- Does the athlete accept what I am saying?

Non-verbal messages

At first, it may appear that face-to-face communication consists of taking it in turns to speak. While the coach is speaking, the athlete is expected to listen and wait patiently until the coach finishes. On closer examination, it can be seen that people resort to a variety of verbal and non-verbal behavior in order to maintain a smooth flow of communication. Such behavior includes head-nods, smiles, frowns, bodily contact, eye movements, laughter, body posture, language and many other actions. The facial expressions of athletes provide feedback to the coach. Glazed or down turned eyes indicate boredom or disinterest, as does fidgeting. Fully raised eyebrows signal disbelief and half raised indicate puzzlement. Posture of the group provides a means by which their attitude to the coach may be judged and act as pointer to their mood. Control of a group demands that a coach should be sensitive to the signals being transmitted by the athletes. Their faces usually give a good indication of how they feel, and a good working knowledge of the meaning of non-verbal signals will prove invaluable to the coach.

Communication blocks

Difficulties in communicating with an athlete may be due a number of issues including the following:

The athlete's perception of something is different to yours

- The athlete may jump to a conclusion instead of working through the process of hearing, understanding and accepting
- The athlete may lack the knowledge needed to understand what you are trying to communicate
- The athlete may lack the motivation to listen to you or to convert the information given into action
- The coach may have difficulty in expressing what she/he wishes to say to the athlete
- Emotions may interfere in the communication process
- There may be a clash of personality between you and the athlete

These blocks to communication work both ways and coaches need to consider the process of communication carefully.

Effective Communication

Before communicating with an athlete, coaches should consider:

- WHY they want to communicate

* WHO they wish to communicate with
* WHERE and WHEN the message could best be delivered
* WHAT is it that they want to communicate
* HOW they are going to communicate the information

Effective communication contains six elements:

Clear	Ensure that the information is presented clearly
Concise	Be concise, do not lose the message by being long winded
Correct	Be accurate, avoid giving misleading information
Complete	Give all the information and not just part of it
Courteous	Be polite and non-threatening, avoid conflict
Constructive	Be positive, avoid being critical and negative

Table 1. Elements of effective communication (adopted from UKA athlete development)

Be Positive

When coaches provide information to the athlete that will allow them to take actions to effect change, it is important that they provide the information in a positive manner. Look for something positive to say first and then provide the information that will allow the athlete to effect a change of behavior or action. Coaches should:

- ➲Develop their verbal and non-verbal communication skills
- ➲Ensure that they provide positive feedback during coaching sessions
- ➲Give all athletes in their training groups equal attention
- ➲Communicate as appropriate to your athlete's thinking and learning styles
- ➲Ensure that they not only talk to their athletes but they also listen to them as well

Improved communication skills will enable both the athlete and coach to gain much more from their coaching relationship.

2.8. DEVELOPING AND MAINTAINING CREDIBILITY

Athletes accept, respect and more likely to communicate with a coach who has credibility. This credibility is developed in a number of ways:

- ✓ **Knowledge of athletics**

You should have confidence in what you know about athletics and also the confidence to let athletes know what you don't know. It is better to say "I don't know the answer to that, but I'll find out", than to guess an answer and be incorrect.

✓ **Talk only when necessary**

If you talk too much athletes will not know what is important and what is not. Make sure that what you have to say is important and expressed in simple, clear language.

✓ **Clothes and appearance**

How you look will affect people's opinion of you, especially in the early stage of relationships. Athletes like to feel pride in their coach and this is developed if the coach appears professional in dress, manner and preparation.

✓ **Behavior**

Effective communication is the basis of good coaching. Without this communication it is difficult for the coach to pass information to the athelet.Both mental skills learning and physical skills learning are based on instruction and explanation, demonstration, practice and feedback. Developing effective communication skills will not only aid the process of teaching mental and physical skills, but help the coach in all their various roles

Developing a safe environment

As IAAF level II coaching manual describes: As a coach you must be aware that each athletics 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 some time, no matter how safe the environment and the coach must be able to manage them promptly and correctly.

Injury and its prevention

Injury

There are two ways in which injuries can occur. An injury may be caused by a particular traumatic incident, for example fractured collar bone from falling in a race. On the other hand the injury may be caused by over-use, for example, Achilles tendon injuries in runners. Either may be caused by intrinsic factors, when outside agents are involved. In sport requiring long periods

of training the problem of over-use injuries may well-be of equal, and often more, important to prevent.

Prevention of injury

According to IAAF II coaching manual description: The saying' "prevention is better than cure" is especially relevant to the athletes. Many preventive measures are very much common sense but specific precautions are still important.

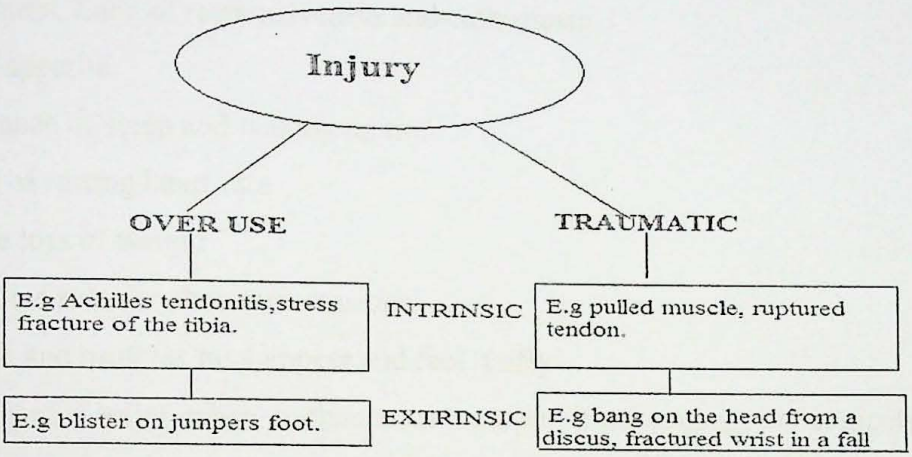


Chart 1. Types of injury (Adopted from coaching manual of middle and long distance race IAAF, 2007)

Remember that athletes are also at risk from non-sport activities. They can fall down a step or trip up as easily as non-athletes. No matter how safety conscious you are accidents will happen. If you are constantly aware of possible dangers you should be able to minimize the risks. This chapter is intended to help you realize what practical preventive measures you can apply in your coaching and what actions to take if injury does occur.

According to IAAF level II coaching manual description injury can be prevented through:

Prevention through Skill

Skill is of great importance in safety. Your 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 reflex nature of skilled performance and increase the risk of injury, such as when a sprinter tries too hard to maintain speed and 'pulls' 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.

General symptoms of fatigue and stress:

- ✓ Listlessness. Lack of responsiveness and enthusiasm.
- ✓ Loss of appetite
- ✓ Disturbance of sleep and waking up tired
- ✓ Raising of resting heart rate
- ✓ Possible loss of weight
- ✓ Incomplete recovery between sessions
- ✓ The skin and muscles may appear and feel 'puffy'
- ✓ They express relief when a chance to 'escape' from training or competition presents itself.

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 the required 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

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 repetition of the type of work required for individual skills. Correctly strengthened muscle is more resistant to injury.

Coordination means that the muscles are receiving the message to pull at the correct times and in the correct sequence. An athlete who has well develop coordination is at less risk of injury because their muscles are acting at the correct times at the correct force and are not working against each other.

2.9 PRINCIPLES OF TRAINING

Why do people get involved in physical activity?

People get involved in exercise for a number of reasons: to improve their health and physical condition, to achieve a sporting ambition, to relive the tension and stress of daily life, to lose weight, it makes them feel good. Participating in sport encourages co-operation in team sports, develops the element of competitiveness, provides a physical challenge and the opportunity to meet new people and make new friends.

The effect of training for best performance

The effect of physical training to enhance the performance of high jumpers is determined by certain factors:

- The intensity of the training season
- The frequency per week of the training season and the duration of the training program
- The type of training program
- The genetic limitation
- The mode of exercise used during the training
- The maintenance of training effects

(Edward L. Fox and Donald K. Mathews 1981:80)

Training must be continuous from year to year for high performance. But is not to say that sport activity is only to high performance, it is for many other benefits too. For high performance in any sport exercises and specific training for the event are very important.

> . . . The athlete must progressively extend the duration of effort in the overall training program over the first two weeks, months and perhaps even years of preparation for a sport activity. One should not forget that the effect of training could be lost after several weeks of break that is what is known as "detraining" (Dr. Bezebih Wolde 1997:49)

Daniels stated that (1998:49) make up the final quality phase of the intense distance program and should be set up to take advantage of strength and previous training and racing experience. The key component of in-season should be adequate rest and recovery from work outs: quality training, but of a limited volume. The toughest physical work is behind the athlete and improve will come as a result of what has already then in the off-season and preparatory season. Don't increase training stress during competition phase. Just do quality works with minimal efforts and put the energy in to high quality races. (Jack Daniel, 1998:243)

The above statements indicate that, training must be specific to seasons and the amount of training program should be based on the ability of the athlete he/she can resist. If not so, it can cause damage on the individual's performance, health condition and outcome became non progressive.

For any training programme to be effective the coach or the athlete must follow a specificity principle. Training to improve an athlete's performance obeys the principles of training: specificity, overload, recovery, adaptation and reversibility.

Specificity

To improve the range of movement for a particular joint action, you have to perform exercises that involve that joint action. It is quite possible for an athlete to have good mobility in the shoulder joint but to have poor hip mobility. Conducting shoulder mobility exercises may further improve the shoulder mobility but it will not affect hip mobility. In addition to developing general levels of all round mobility in an athlete, coaches need to consider the specific mobility requirements of a given event. The coach can analyze the technique of his/her event, identify which joint actions are involved and determine which need to be improved in terms of the range of movement. A thrower, for example, might require improvements in his/her shoulder and spine mobility. A hurdler might need to develop his/her hip mobility. The amount and nature of the mobility training required by each athlete will vary according to the individual athlete's event requirements and his/her individual range of movement for each joint action. It may be necessary to measure the range of movement for particular joint actions to determine the present range and future improvement. Specificity is an important principle in strength training, where the exercise must be specific to the type of strength required, and is therefore related to the particular demands of the event. The coach should have knowledge of the predominant types of muscular activity associated with his/her particular event, the movement pattern involved and the type of strength required. Although specificity is important, it is necessary in every schedule to include

exercises of a general nature (e.g. power clean, squat). These exercises may not relate too closely to the movement of any athletic event but they do give a balanced development and provide a strong base upon which highly specific exercise can be built.

To use heavy throwing implements or weighted belts may seem the obvious solution to the specificity problem, but it is probable that by doing so the athlete will unconsciously develop compensatory movements in his/her technique in adjusting to the new weight. Most authorities consider that in the throwing events the training implement should be kept within 15% of the competition weight.

Can we be specific in the speed of movement? Training at low velocity increases low velocity strength substantially but has little effect on high velocity strength (Coyle and Fleming, 1980).

Is there then any justification for slow velocity strength training for athletes who have to perform movements at great speed? Yes. Slow velocity training may be of value in stimulating maximum adaptation within the muscle. Muscle growth (and increase in contractile strength) is related to the amount of tension developed within the muscle (Goldberg, 1975). When an athlete performs high velocity strength work, the force he/she generates is relatively low and therefore fails to stimulate substantial muscular growth. If performed extensively the athlete may not be inducing maximum adaptation with the muscles. It is important therefore for the athlete to use fast and slow movements to train the muscles.

Overload

When an athlete performs a mobility exercise, he/she should stretch to the end of his/her range of movement. In active mobility, the end of the range of movement is known as the active end position. Improvements in mobility can only be achieved by working at or beyond the active end position.

- Passive exercises involve passing the active end position, as the external force is able to move the limbs further than the active contracting of the protagonist muscles
- Kinetic mobility (dynamic) exercises use the momentum of the movement to bounce past the active end position

A muscle will only strengthen when forced to operate beyond its customary intensity. The load must be progressively increased in order to further adaptive responses as training develops, and the training stimulus is gradually raised. Overload can be progressed by:

- increasing the resistance e.g. adding 5kg to the barbell
- increasing the number of repetitions with a particular weight
- increasing the number of sets of the exercise (work)
- increasing the intensity- more work in the same time, i.e. reducing the recovery periods

Recovery

Rest is required in order for the body to recover from the training and to allow adaptation to take place.

Adaptation

The body will react to the training loads imposed by increasing its ability to cope with those loads. Adaptation occurs during the recovery period after the training session is completed. If exercises lasting less than 10 seconds (ATP-CP energy system) are repeated with a full recovery (approximately 3 to 5 minutes) then an adaptation in which stores of ATP and CP in the muscles are increased. This means more energy is available more rapidly and increases the maximum peak power output. If overloads are experienced for periods of up to 60 seconds, with a full recovery, it is found that glycogen stores are enhanced. The most noticeable effect of weight training with heavy loads on fast twitch muscle fibres is larger and stronger muscles (hypertrophy).

Reversibility or Detraining

Improved ranges of movement can be achieved and maintained by regular use of mobility exercises. If an athlete ceases mobility training, his/her ranges of movement will decline over time to those maintained by his/her other physical activities. When training ceases the training effect will also stop. It gradually reduces at approximately one third of the rate of acquisition. Athletes must ensure that they continue strength training throughout the competitive period, although at a much reduced volume, or newly acquired strength will be lost (Jenson and Fisher, 1972).

Detraining risk for athletes

The effects of a long period of inactivity on physical fitness come from a UK case study of an Olympic rower, who took more than 20 weeks to fully recover his fitness after an eight-week lay-off. Although the athlete in question took the time off in response to the need for a physical and mental break rather than because of illness and injury, this case study has clear implications for injured athletes. The athlete, an elite heavyweight male rower and current Olympic champion, allowed himself the luxury of eight weeks of inactivity after competing in the Sydney Olympic Games in September 2000. His fitness was assessed by means of a lab-based

incremental rowing test on four separate occasions: eight weeks before the Olympics; after eight weeks of inactivity; after eight weeks of retraining; and after a further 12 weeks of training.

The key findings were as follows: After eight weeks' detraining

- V02peak had decreased by 8%. After eight weeks of retraining it had increased by only 4%, returning to just below pre-Olympic values after a further 12 weeks;
- Power at peak oxygen consumption fell from a pre-Olympic value of 546W to 435W - a reduction of 20%. After eight weeks' retraining it had increased by 15%, resuming pre-Olympic values after a further 12 weeks;
- Power at reference blood lactate concentrations declined by 27%, but returned to just below or just above pre-Olympic levels after 20 weeks' retraining.

The researchers recommend that training programs should limit periods of complete inactivity to no more than two to three weeks. Prolonged periods of inactivity should be avoided and the training programme should incorporate some form of "maintenance" training where a prolonged break is desired.

2.10. PERIODIZATION

The integration of these four components of planned performance training with the fundamental principles of training results in the periodization of the training process. Periodization is the key to planned performance. It is the division of training into distinct units that emphasize different methods and types of training. The aim of periodization is to maximize the physical progress of the athletes and prepare them for a concentrated period of peak competitive activity. Good periodization of training results in good performances on the track or in the field. Devising a functioning plan that varies the mode, volume and intensity of work in accordance with the time available for training and competition enables positive progress to be the rule rather than the exception.

While the concept of periodization may seem complex, it can be explained by a simple metaphor; periodization is the recipe of training. This recipe controls the amount of overload, its progression and variation, the specific ingredients involved, individual tastes or differences, and the rest or settling required to produce the well cooked athlete rather than one who is under-prepared, overcooked or too often burned.

The training time must be divided in to seasons. These seasons are off-season training, pre-season training and in-season training.

Planning and Scripting Training Sessions

Each daily training session should meet the needs of your athletes while making the best use of your practice time and coaching staff. If you have an experienced coaching staff, each coach should be responsible for planning and scripting each day's training for his or her respective event area. Head coaches should give inexperienced coaches a script for each day's training and have them administer the workout. Communication and cooperation among coaches is essential, especially when athletes are working with more than one coach to train for multiple events.

Each athlete on the team should be designated as a specialist in one event area this is probably going to be the event in which the athlete will compete during the championship part of the season. The coach responsible for that event area should then become the athlete's "primary coach"—the coach responsible for coordinating that athlete's entire training program for the season.

The athlete should begin each training day by checking in with the "primary coach" to find out what that day's training will be. The primary coach should have already discussed with the other coaches on the staff when and to what extent his or her athletes will work that day with those other coaches in their event areas.

At the end of the training day, the athlete should once again check in with his or her "primary coach." In fact, there may be some days where the athlete will spend the entire training day with another event area coach; however, the primary coach will always know exactly what type of practice and what type of workload the athletes completed, so the next day and following week's training can be appropriately planned.

A hard day of training should be followed by an easier day so the athlete can recover before beginning another quality training session. Multi-event athletes who go from one coach to another without a coordinated training plan are extremely vulnerable to injury and burnout. The head coach may have to be an arbitrator for the training schedule of a star athlete who competes in several event areas. Placing athletes in the right events is oftentimes the difference between winning or losing a close dual meet. Lineups should be planned, distributed to the coaching staff and posted for the athletes as far in advance of the meet as possible…one week at a minimum. Once a meet lineup is set, only the head coach should ever make a change. An assistant should never remove or add an athlete from an event without discussing it with the head coach first. This is not a matter of maintaining a protocol or a "pecking order", it is a matter of making practical decisions that can affect a team.

For example, if an assistant coach adds an athlete to an event, it may be the fourth event of the meet for the athlete and he or she may no longer compete in any other events. The head coach may have been saving that athlete as a back up to run a leg in a relay for another athlete who was nursing an injury. Conversely, if two or even three assistant coaches pull athletes out of events, then all of the sudden a meet that was not suppose to be close, becomes so.

Preparing for the Seasons

At the end of each track season, it is important that coaches assess the condition of their facilities and equipment and inventory their implements and team uniforms for the following year. Requests for facility improvements, repairs, and new equipment usually must be submitted to a school or district prior to the end of the previous school year. However, if no requests were made at the end of the previous year, those requests should be made as soon as possible in the current school year.

Funding sources become available at odd times during the year, and principals have some leeway in determining how that money will be spent. If a coach has a request sitting on the desk of the principal when new money becomes available, there is a chance the proposal will be funded. If any coach is waiting for the principal to come ask if there is anything the team needs, that coach may be waiting for a long time.

The following pages list items that should be assessed and inventoried at the end of the previous track and field season. Copies of these assessments should be given to both the site principal and athletic director. It is imperative that coaches provide administrators with written documentation as to what is unsafe or inadequate!

Off-season training

Training during this period should be devoted to remaining reasonably active without necessarily staying involved in the chosen sport. Athletes should monitor their percentage of body fat and activity levels so that they begin preseason training at or close to their competition weight training and skill development programs to remedy and any diagnosed weaknesses.

Per-season training

It usually last for between 6 weeks and 3 months. It involves progressive development of the energy of the energy system that are important in the sports and practice of the basic skills.

In-season training

The emphasis during the competitive season should be on skill and strategy with maintenance of preseason fitness. The coach should be aware of the need to supplement skill sessions with more intensive weigh, sprint or endurance training where it seems necessarily.

It may be better to aim for peak performance during the middle of the season (not at the start) so that the performer can maintain his/her peak in to the finals. Devis etal (1986:162)

High Jump - Fosbury Flop

High jump comprises of four phases: approach, take off, flight and landing. The Approach Factors to look for in the approach:

- 2 or 4 stride lead into a checkpoint
- non take off foot hits this checkpoint
- followed by a curved 5 stride approach to the take off point
- in the last 3 to 4 strides the athlete is inclined away from the bar
- final strides to be fast and hips kept high
- Take off
- Factors to look for on takeoff:

- take off point is approx 0.5 metres to 0.75 metres from the near upright along the bar and out from the bar
- take off foot is slightly ahead of the athlete's body
- take off foot plant is heel first to provide the maximum lever
- take off foot is pointing towards a position halfway between the middle of the bar and the far upright (10° to 20°)
- take off foot is in alignment with the take off leg
- hips are forward
- inside shoulder is high
- the trunk is upright and leaning slightly back - not leaning towards the bar
- hips are at 45° to the bar and the shoulders at 90°
- there is quick and vigorous movement of free limbs
- the inside shoulder does not drop in towards the bar

- rotation comes from the non jumping side i.e. the free leg and shoulder pulling across the body
- the leg nearest the bar is driven up bent and high at the opposite upright, thigh and foot parallel with the ground and lower leg vertical
- both arms are swung forwards and upwards with the free leg
- Flight

Once off the ground factors to look for in the flight:

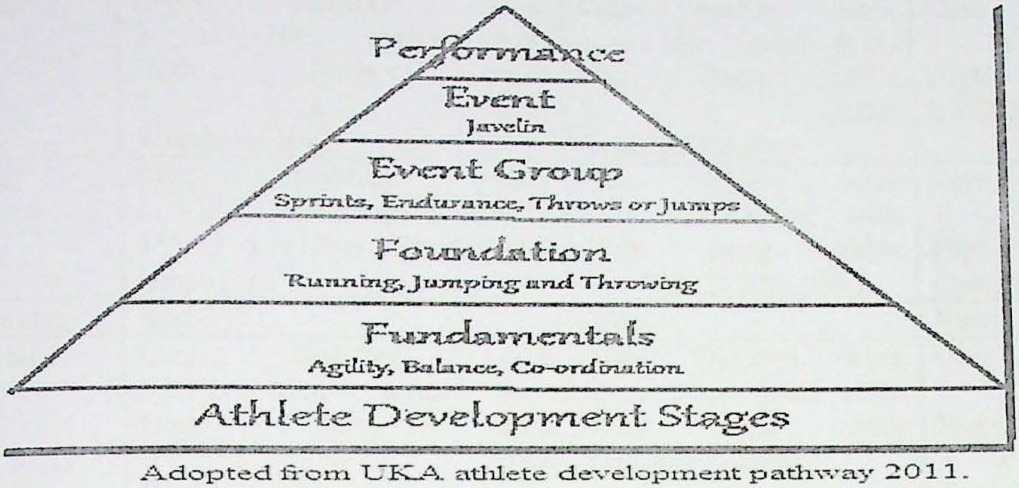
- inside knee stays up at bar level
- heels are pulled back towards the head (arching the back)
- knees bent and wide apart
- arms in a crucifix position or held by the side
- head back and looking towards the far back corner of the mat (forces the hips to stay high)
- once the hips are over the bar the legs are snapped straight from the knees
- landing on the shoulders
- High Jump Drills

In all drills stress "Trunk upright, hips forward and head high".

- 2 × 20m walking - lifting the heel and stretching the ankle quickly
- 2 × 20m bouncing ankle extension
- 2 × 20m bounding arm drill
- 5 × 3 or 5 stride vertical jump drill (ankle extension, free knee drive, arm action)
- Three stride practice jumps, concentrating on specific body parts (5 to 10 jumps).

Training Programs

A training program has to be developed to meet the individual needs of the athlete and take into consideration many factors: gender, age, strengths, weaknesses, objectives, training facilities etc. As all athletes have different needs a single program suitable for all athletes is not possible.



Adopted from UKA athlete development pathway 2011.

Chart 2. Training path way

Evaluation Tests

The following evaluation tests can be used to monitor the high jump athlete's development:

- Leg Elastic Strength test
- Standing Long Jump test
- Strength test - upper body (Bench Press)
- Strength test - lower body (Leg Press)
- Sit Ups test - abdominal strength
- Sit and Reach test - lower back and hamstring test
- Vertical Jump test
- **High Jump - Training Program**
- The following is an overview of a weeks training for each of the three phases of an annual training program for the High Jump.

Day	Preparation Phase	Pre-competition phase	Competition phase
Monday	Core Stability work 3 x 30m sprint drills High Jump drills 3 x 300m Weight training	Core Stability work 3 x 30m sprint drills High Jump drills 2 x 300m Complex Training	Core Stability wo 3 x 30m sprint dri High Jump dri 2 x 200m @100% effort
Tuesday	Core Stability work 3 x 30m sprint drills 3 x 3 x (100m, 50m, 100m) tempo runs	Core Stability work 3 x 30m sprint drills High Jump drills 8 x 100m @ 90% effort	Core Stability wo 3 x 30m sprint dri High Jump dri Complex Training
Wednesday	Rest	Rest	Rest
Thursday	Core Stability work 3 x 30m sprint drills High Jump drills 6 x 50m Weight training	Core Stability work 3 x 30m sprint drills High Jump drills Complex Training	Core Stability wo 3 x 30m sprint dri High Jump dri 3 x 150m @100% effo Complex Training
Friday	Core Stability work 3 x 30m sprint drills High Jump drills 6 x 200m	Core Stability work 3 x 30m sprint drills High Jump drills 3 x 200m	Rest
Saturday	Core Stability work 10 x 150m Weight training	Core Stability work 5 x 150m @100% effort Complex Training	Competition
Sunday	Rest	Rest	Rest

Table 2. . Training plan for high jump (Adopted from UKA athlete development)

Suggested standards of performance ---------- high jump

Male		
Age	**Height**	
12-13	satisfactory	1.20m
	Good	1.30m
	Excellent	1.40m
14-15	satisfactory	1.30m
	Good	1.40m
	Excellent	1.50m
16-17	satisfactory	1.40m
	Good	1.50m
	Excellent	1.60m
18-19	satisfactory	1.50m
	Good	1.60m
	Excellent	1.70m
Female		
Age		**Height**
12-13	satisfactory	1.06m
	Good	1.15m
	Excellent	1.25m
14-15	satisfactory	1.10m
	Good	1.25m
	Excellent	1.35m
16-17	satisfactory	1.15m
	Good	1.30m
	Excellent	1.40m
18-19	satisfactory	1.25m
	Good	1.40m
	Excellent	1.50m

(Fundamentals of track and field Garry Carr second edition)

Table 3. Suggested standards of performance high jump

2.11 NUTRITION

Nutrition (also called **nourishment** or **aliment**) is the provision, to cells and organisms, of the materials necessary (in the form of food) to support life. Many common health problems can be prevented or alleviated with a healthy diet.

The diet of an organism is what it eats, which is largely determined by the perceived palatability of foods. Dietitians are health professionals who specialize in human nutrition, meal planning, economics, and preparation. They are trained to provide safe, evidence-based dietary advice and management to individuals (in health and disease), as well as to institutions. Clinical nutritionists are health professionals who focus more specifically on the role of nutrition in chronic disease, including possible prevention or remediation by addressing nutritional deficiencies before resorting to drugs. While government regulation of the use of this professional title is less universal than for "dietician", the field is supported by many high-level academic programs, up to and including the Doctoral level, and has its own voluntary certification board, professional associations, and peer-reviewed journals, e.g. the American Society for Nutrition and the American Journal of Clinical Nutrition.

A poor diet can have an injurious impact on health, causing deficiency diseases such as scurvy, beriberi, and kwashiorkor; health-threatening conditions like obesity and metabolic syndrome, and such common chronic systemic diseases as cardiovascular disease, diabetes, and osteoporosis.

Nutritional science investigates the metabolic and physiological responses of the body to diet. With advances in the fields of molecular biology, biochemistry, and genetics, the study of nutrition is increasingly concerned with metabolism and metabolic pathways: the sequences of biochemical steps through which substances in living things change from one form to another.

Carnivore and herbivore diets are contrasting, with basic nitrogen and carbon proportions being at varying levels in particular foods. Carnivores consume more nitrogen than carbon while herbivores consume less nitrogen than carbon, when an equal quantity is measured.

The human body contains chemical compounds, such as water, carbohydrates (sugar, starch, and fiber), amino acids (in proteins), fatty acids (in lipids), and nucleic acids (DNA and RNA). These compounds in turn consist of elements such as carbon, hydrogen, oxygen, nitrogen, phosphorus, calcium, iron, zinc, magnesium, manganese, and so on. All of these chemical compounds and elements occur in various forms and combinations (e.g. hormones, vitamins, phospholipids, hydroxyapatite), both in the human body and in the plant and animal organisms that humans eat.

The human body consists of elements and compounds ingested, digested, absorbed, and circulated through the bloodstream to feed the cells of the body. Except in the unborn fetus, the digestive system is the first system involved. In a typical adult, about seven liters of digestive juices enter the lumen of the digestive tract. These digestive juices break chemical bonds in ingested molecules, and modulate their conformations and energy states. Though some molecules are absorbed into the bloodstream unchanged, digestive processes release them from the matrix of foods. Unabsorbed matter, along with some waste products of metabolism, is eliminated from the body in the feces.

Studies of nutritional status must take into account the state of the body before and after experiments, as well as the chemical composition of the whole diet and of all material excreted and eliminated from the body (in urine and feces). Comparing the food to the waste can help determine the specific compounds and elements absorbed and metabolized in the body. The effects of nutrients may only be discernible over an extended period, during which all food and waste must be analyzed. The number of variables involved in such experiments is high, making nutritional studies time-consuming and expensive, which explains why the science of human nutrition is still slowly evolving.

In general, eating a wide variety of fresh, whole (unprocessed), foods has proven favorable for one's health compared to monotonous diets based on processed foods. In particular, the consumption of whole-plant foods slows digestion and allows better absorption, and a more favorable balance of essential nutrients per Calorie, resulting in better management of cell growth, maintenance, and mitosis (cell division), as well as better regulation of appetite and blood sugar. Regularly scheduled meals (every few hours) have also proven more wholesome than infrequent or haphazard ones, although a recent study has also linked more frequent meals with a higher risk of colon cancer in men.

There are six major classes of nutrients: carbohydrates, fats, minerals, protein, vitamins, and water. These nutrient classes can be categorized as either macronutrients (needed in relatively large amounts) or micronutrients (needed in smaller quantities). The macronutrients include carbohydrates, fats, fiber, protein, and water. The micronutrients are minerals and vitamins.

The macronutrients (excluding fiber and water) provide structural material (amino acids from which proteins are built, and lipids from which cell membranes and some signaling molecules are built) and energy. Some of the structural material can be used to generate energy internally, and in either case it is measured in Joules or kilocalories (often called "Calories" and written

with a capital C to distinguish them from little 'c' calories).

Carbohydrates and proteins provide 17 kJ approximately (4 kcal) of energy per gram, while fats provide 37 kJ (9 kcal) per gram., though the net energy from either depends on such factors as absorption and digestive effort, which vary substantially from instance to instance. Vitamins, minerals, fiber, and water do not provide energy, but are required for other reasons. A third class of dietary material, fiber (i.e., non-digestible material such as cellulose), is also required, for both mechanical and biochemical reasons, although the exact reasons remain unclear.

Molecules of carbohydrates and fats consist of carbon, hydrogen, and oxygen atoms. Carbohydrates range from simple monosaccharide (glucose, fructose, and galactose) to complex polysaccharides (starch). Fats are triglycerides, made of assorted fatty acid monomers bound to glycerol backbone. Some fatty acids, but not all, are essential in the diet: they cannot be synthesized in the body. Protein molecules contain nitrogen atoms in addition to carbon, oxygen, and hydrogen. The fundamental components of protein are nitrogen-containing amino acids, some of which are essential in the sense that humans cannot make them internally. Some of the amino acids are convertible (with the expenditure of energy) to glucose and can be used for energy production just as ordinary glucose in a process known as gluconeogenesis. By breaking down existing protein, some glucose can be produced internally; the remaining amino acids are discarded, primarily as urea in urine. This occurs normally only during prolonged starvation.

Other micronutrients include antioxidants and phytochemicals, which are said to influence (or protect) some body systems. Their necessity is not as well established as in the case of, for instance, vitamins.

Most foods contain a mix of some or all of the nutrient classes, together with other substances, such as toxins of various sorts. Some nutrients can be stored internally (e.g., the fat soluble vitamins), while others are required more or less continuously. Poor health can be caused by a lack of required nutrients or, in extreme cases, too much of a required nutrient. For example, both salt and water (both absolutely required) will cause illness or even death in excessive amounts.

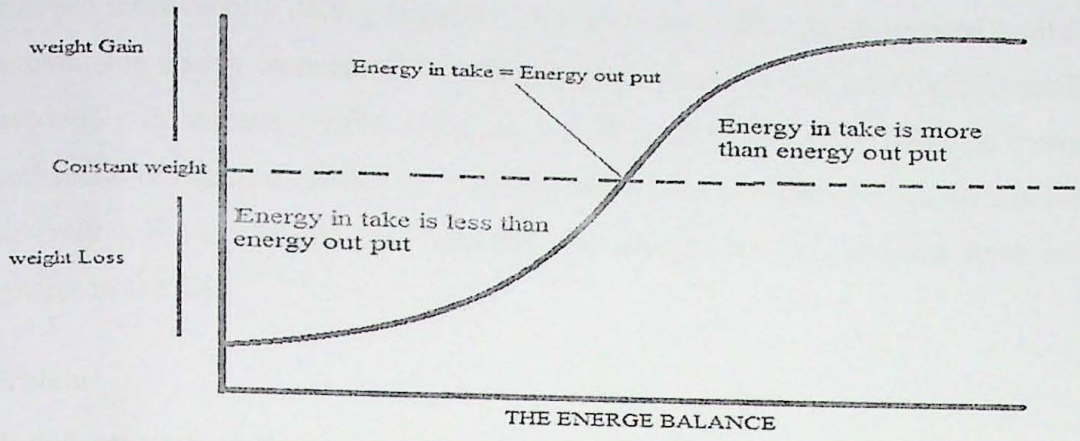


Chart 3. Energy balance (adopted from IAAF coaching manual 2008)

Carbohydrates

Toasted bread is a cheap, high calorie nutrient (usually unbalanced, i.e., deficient in essential minerals and vitamins, largely because of removal of both germ and bran during processing) food source.

Carbohydrates may be classified as monosaccharide, disaccharides, or polysaccharides depending on the number of monomer (sugar) units they contain. They constitute a large part of foods such as rice, noodles, bread, and other grain-based products. Monosaccharide, disaccharides, and polysaccharides contain one, two, and three or more sugar units, respectively. Polysaccharides are often referred to as complex carbohydrates because they are typically long, multiple branched chains of sugar units. The difference is that complex carbohydrates take slightly longer to digest and absorb because their sugar units must be separated from the chain before absorption. The spike in blood glucose levels after ingestion of simple sugars is thought to be related to some of the heart and vascular diseases that have become more frequent in recent times. Simple sugars form a greater part of modern diets than formerly, perhaps leading to more cardiovascular disease. The degree of causation is still not clear; however Simple carbohydrates are absorbed quickly, and therefore raise blood-sugar levels more rapidly than other nutrients. However, the most important plant carbohydrate nutrient, starch, varies in its absorption. Gelatinized starch (starch heated for a few minutes in the presence of water) is far more

digestible than plain starch. In addition, starch that has been divided into fine particles is also absorbed more readily during digestion. The increased effort and decreased availability reduces the available energy from starchy foods substantially and can be seen experimentally in rats and anecdotally in humans. Additionally, up to a third of dietary starch may be unavailable due to mechanical or chemical difficulty. Carbohydrates are not essential to the human diet, as they are relatively low in vitamins and minerals, and energy can be provided from excess fats and proteins in the diet.

Protein

Most meats such as chicken contain all the essential amino acids needed for humans. Protein in nutrition. Proteins are the basis of many animal body structures (e.g. muscles, skin, and hair). They also form the enzymes that control chemical reactions throughout the body. Each molecule is composed of amino acids, which are characterized by inclusion of nitrogen and sometimes sulphur (these components are responsible for the distinctive smell of burning protein, such as the keratin in hair). The body requires amino acids to produce new proteins (protein retention) and to replace damaged proteins (maintenance). As there is no protein or amino acid storage provision, amino acids must be present in the diet. Excess amino acids are discarded, typically in the urine. For all animals, some amino acids are essential (an animal cannot produce them internally) and some are non-essential (the animal can produce them from other nitrogen-containing compounds). About twenty amino acids are found in the human body, and about ten of these are essential and, therefore, must be included in the diet. A diet that contains adequate amounts of amino acids (especially those that are essential) is particularly important in some situations: during early development and maturation, pregnancy, lactation, or injury (a burn, for instance). A complete protein source contains all the essential amino acids; an incomplete protein source lacks one or more of the essential amino acids.

It is possible to combine two incomplete protein sources (e.g. rice and beans) to make a complete protein source and characteristic combinations are the basis of distinct cultural cooking traditions. Sources of dietary protein include meats, tofu and other soy-products, eggs, legumes, and dairy products such as milk and cheese. Excess amino acids from protein can be converted into glucose and used for fuel through a process called gluconeogenesis. The amino acids remaining after such conversion are discarded.

Fat

A molecule of dietary fat typically consists of several fatty acids (containing long chains of carbon and hydrogen atoms), bonded to a glycerol. They are typically found as triglycerides (three fatty acids attached to one glycerol backbone). Fats may be classified as saturated or unsaturated depending on the detailed structure of the fatty acids involved. Saturated fats have all of the carbon atoms in their fatty acid chains bonded to hydrogen atoms, whereas unsaturated fats have some of these carbon atoms double-bonded, so their molecules have relatively fewer hydrogen atoms than a saturated fatty acid of the same length. Unsaturated fats may be further classified as monounsaturated (one double-bond) or polyunsaturated (many double-bonds). Furthermore, depending on the location of the double-bond in the fatty acid chain, unsaturated fatty acids are classified as omega-3 or omega-6 fatty acids. Trans fats are a type of unsaturated fat with trans-isomer bonds; these are rare in nature and in foods from natural sources; they are typically created in an industrial process called (partial) hydrogenation. There are nine kilocalories in each gram of fat.

Saturated fats (typically from animal sources) have been a staple in many world cultures for millennia. Unsaturated fats (e. g., vegetable oil) are considered healthier, while trans fats are to be avoided. Saturated and some trans fats are typically solid at room temperature (such as butter or lard), while unsaturated fats are typically liquids (such as olive oil or flaxseed oil). Trans fats are very rare in nature, and have been shown to be highly detrimental to human health, but have properties useful in the food processing industry, such as rancidity resistance.

Fibers

Dietary fiber is a carbohydrate (or a polysaccharide) that is incompletely absorbed in humans and in some animals. Like all carbohydrates, when it is metabolized it can produce four Calories (kilocalories) of energy per gram. However, in most circumstances it accounts for less than that because of its limited absorption and digestibility Dietary fiber consists mainly of cellulose, a large carbohydrate polymer that is indigestible because humans do not have the required enzymes to disassemble it. There are two subcategories: soluble and insoluble fiber. Whole grains, fruits (especially plums, prunes, and figs), and vegetables are good sources of dietary fiber. There are many health benefits of a high-fiber diet. Dietary fiber helps reduce the chance of gastrointestinal problems such as constipation and diarrhea[1] by increasing the weight and size of stool and softening it. Insoluble fiber, found in whole-wheat flour, nuts and vegetables,

especially stimulates peristalsis -- the rhythmic muscular contractions of the intestines which move digest along the digestive tract.] Soluble fiber, found in oats, peas, beans, and many fruits, dissolves in water in the intestinal tract to produce a gel which slows the movement of food through the intestines. This may help lower blood glucose levels because it can slow the absorption of sugar. Additionally, fiber, perhaps especially that from whole grains, is thought to possibly help lessen insulin spikes, and therefore reduce the risk of type 2 diabetes. The link between increased fiber consumption and a decreased risk of colorectal cancer is still uncertain.

Minerals

Minerals are the chemical elements required by living organisms, other than the four elements carbon, hydrogen, nitrogen, and oxygen that are present in nearly all organic molecules. The term "mineral" is archaic, since the intent is to describe simply the less common elements in the diet. Some are heavier than the four just mentioned, including several metals, which often occur as ions in the body. Some dietitians recommend that these be supplied from foods in which they occur naturally or at least as complex compounds, or sometimes even from natural inorganic sources (such as calcium carbonate from ground oyster shells). Some minerals are absorbed much more readily in the ionic forms found in such sources. On the other hand, minerals are often artificially added to the diet as supplements; the most famous is likely iodine in iodized salt which prevents goiter.

Macro minerals

Many elements are essential in relative quantity; they are usually called "bulk minerals". Some are structural, but many play a role as electrolytes. Elements with recommended dietary allowance (RDA) greater than 200 mg/day are, in alphabetical order (with informal or folk-medicine perspectives in parentheses):

- Calcium, a common electrolyte, but also needed structurally (for muscle and digestive system health, bone strength, some forms neutralize acidity, may help clear toxins, provides signaling ions for nerve and membrane functions)
- Chlorine as chloride ions; very common electrolyte; see sodium, below
- Magnesium, required for processing ATP and related reactions (builds bone, causes strong peristalsis, increases flexibility, increases alkalinity)
- Phosphorus, required component of bones; essential for energy processing

- Potassium, a very common electrolyte (heart and nerve health)
- Sodium, a very common electrolyte; not generally found in dietary supplements, despite being needed in large quantities, because the ion is very common in food: typically as sodium chloride, or common salt. Excessive sodium consumption can deplete calcium and magnesium, leading to high blood pressure and osteoporosis.
- Sulfur, for three essential amino acids and therefore many proteins (skin, hair, nails, liver, and pancreas). Sulfur is not consumed alone, but in the form of sulfur-containing amino acids

Trace

- **minerals**

Many elements are required in trace amounts, usually because they play a catalytic role in enzymes. Some trace mineral elements (RDA < 200 mg/day) are, in alphabetical order:

- Cobalt required for biosynthesis of vitamin B12 family of coenzymes. Animals cannot biosynthesize B12, and must obtain this cobalt-containing vitamin in the diet
- Copper required component of many redox enzymes, including cytochrome c oxidase
- Chromium required for sugar metabolism
- Iodine required not only for the biosynthesis of thyroxine, but probably, for other important organs as breast, stomach, salivary glands, thymus etc. (see Extra thyroidal iodine); for this reason iodine is needed in larger quantities than others in this list, and sometimes classified with the macro minerals
- Iron required for many enzymes, and for hemoglobin and some other proteins
- Manganese (processing of oxygen)
- Molybdenum required for xanthine oxidase and related oxidases
- Nickel present in urease
- Selenium required for peroxidase (antioxidant proteins)
- Vanadium (Speculative: there is no established RDA for vanadium. No specific biochemical function has been identified for it in humans, although vanadium is required for some lower organisms.)
- Zinc required for several enzymes such as carboxypeptidase, liver alcohol dehydrogenises, and carbonic anhydrase
- Vitamins

• As with the minerals discussed above, some vitamins are recognized as essential nutrients, necessary in the diet for good health. (Vitamin D is the exception: it can be synthesized in the skin, in the presence of UVB radiation.) Certain vitamin-like compounds that are recommended in the diet, such as carnitine, are thought useful for survival and health, but these are not "essential" dietary nutrients because the human body has some capacity to produce them from other compounds. Moreover, thousands of different phytochemicals have recently been discovered in food (particularly in fresh vegetables), which may have desirable properties including antioxidant activity; however, experimental demonstration has been suggestive but inconclusive. Other essential nutrients that are not classified as vitamins include essential amino acids , choline, essential fatty acids, and the minerals discussed in the preceding section. Vitamin deficiencies may result in disease conditions, including goiter, scurvy, osteoporosis, impaired immune system, disorders of cell metabolism, certain forms of cancer, symptoms of premature aging, and poor psychological health (including eating disorders), among many others. Excess levels of some vitamins are also dangerous to health (notably vitamin A), and for at least one vitamin, B6, toxicity begins at levels not far above the required amount. Deficient or excess levels of minerals can also have serious health consequences.

Water

• Water is excreted from the body in multiple forms; including urine and feces, sweating, and by water vapour in the exhaled breath. Therefore it is necessary to adequately rehydrate to replace lost fluids. Early recommendations for the quantity of water required for maintenance of good health suggested that 6–8 glasses of water daily is the minimum to maintain proper hydration. However the notion that a person should consume eight glasses of water per day cannot be traced to a credible scientific source. The original water intake recommendation in 1945 by the Food and Nutrition Board of the National Research Council read: "An ordinary standard for diverse persons is 1 milliliter for each calorie of food. Most of this quantity is contained in prepared foods."More recent comparisons of well-known recommendations on fluid intake have revealed large discrepancies in the volumes of water we need to consume for good health. Therefore, to help standardize guidelines, recommendations for water consumption are included in two recent European Food Safety Authority (EFSA) documents (2010): (i) Food-based dietary guidelines and (ii) Dietary reference values for water or adequate daily intakes (ADI). These specifications were provided by calculating adequate intakes from measured intakes in populations of individuals with "desirable osmolarity values of urine and desirable

water volumes per energy unit consumed." For healthy hydration, the current EFSA guidelines recommend total water intakes of 2.0 L/day for adult females and 2.5 L/day for adult males. These reference values include water from drinking water, other beverages, and from food. About 80% of our daily water requirement comes from the beverages we drink, with the remaining 20% coming from food. Water content varies depending on the type of food consumed, with fruit and vegetables containing more than cereals, for example these values are estimated using country-specific food balance sheets published by the Food and Agriculture Organization of the United Nations. Other guidelines for nutrition also have implications for the beverages we consume for healthy hydration- for example, the World Health Organization (WHO) recommend that added sugars should represent no more than 10% of total energy intake.

The athlete's food I/II level coaching manual

As the statement by Dr. Bezebeh Wolde, carbohydrates are a major energy source during intense training for whatever type of physical activity. Every field of activity requires energy to fulfill the desired goal. The amount of calorie lost by training must be gained by having appropriate type of food, unless it may cause negative effect up on the athlete during each season of the task. athletes must keep careful watch on his/her diet, avoiding fatty foods, starches and fried dished on the day of the meets, he/she should eat a substantial, energy producing meal five or six hours before he runs, then eat very lightly food two hours 2.30hours prior to the race. (Earl "Bud" Myers 1965:43)

Training Nutrition

Jumpers need to consume sufficient carbohydrate to fuel training needs; however carbohydrate requirements do not reach the level of endurance-type athletes. Given this, daily carbohydrate should reflect daily exercise levels. Jumpers need to be mindful of maintaining low body fat levels but still need to eat a sufficient variety and quantity of food to meet nutritional requirements and allow for the development of muscle mass. Diets need to be nutrient-dense. This is best achieved by including a wide variety of nutrient-dense carbohydrate sources such as bread, cereal, fruit, vegetables and sweetened dairy products in the diet. Moderate portions of lean sources of protein such as lean meat, chicken, eggs; low-fat dairy foods, lentils and tofu should also be on the menu. Energy-dense foods such as cakes, pastries, lollies, soft drinks, chocolate, alcohol and takeaways should be used sparingly. Appropriate snacks need to

be included before and after training to maximize performance during training and to promote recovery. The quantity should match the intensity and duration of the ensuing training session with an emphasis towards carbohydrate for the sprinting sessions and carbohydrate/protein for weight training. A good base diet will provide adequate nutrients and energy to enhance adaptations from training, support optimal recovery and avoid excessive food-related stress.

Low-Body Fat Levels

Power-to-weight ratio is an important determinate of performance. Jumpers require low body fat levels whilst being strong and muscular. Low body-fat levels usually occur naturally for male athletes; however, they often need to reduce total body mass leading into the competition phase. Some of the additional muscle mass gained in off-season weight training is not sport specific, therefore needs to be trimmed to achieve an ideal body composition for competition. Female jumpers often need to manipulate their food intake and training to achieve their desired bodyfatlevels.

Jumpers needing to reduce their body fat level should target excess kilojoules in the diet. In particular, excess fat, sugary foods and alcohol can add unnecessary kilojoules and would be better replaced with more nutrient-dense foods.

Preparation for Competition

Since jumps will not deplete muscle glycogen stores, the day of competition is best tackled with glycogen stores topped up to their usual resting level. This can be achieved with the athlete's usual carbohydrate intake and 24-36 hours of rest or very light training.

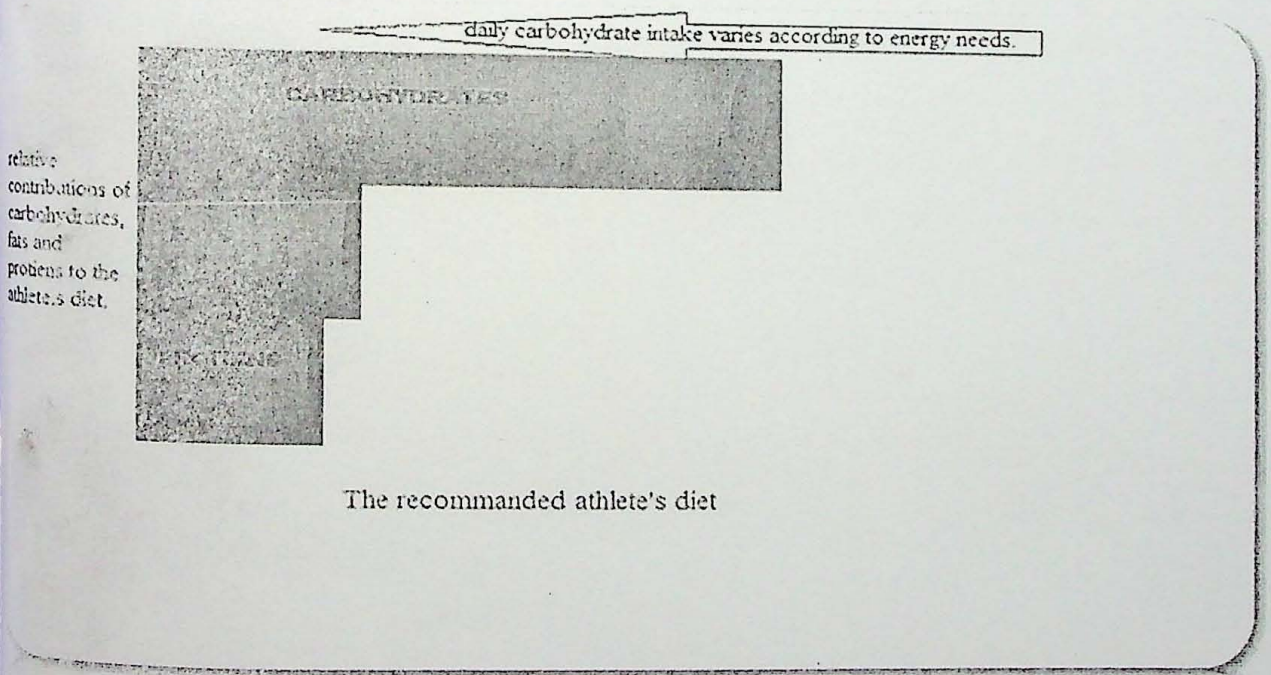
Hydration and gastrointestinal comfort are important considerations pre-competition. Jumpers need to feel comfortable, confident and 'light' on the runway. A reduced fiber intake may be helpful in the 24-36 hours before competition. Products such as liquid meal supplements may be useful as a pre-event meal.

Competition Day Food and Fluid

A single jump involves only a brief explosion of energy and does not significantly affect muscle glycogen stores. However, competition may drag out for many hours whilst each competitor takes a turn. Qualifying rounds usually last for two hours or more. The main focus of competition eating in these events is to maintain blood glucose levels, maintain hydration and maintain a comfortable stomach.

Sports drinks are useful to assist with meeting fuel and fluid needs during competition. It is important to experiment in training so that you can be confident of your routine on competition day. Carbohydrate is certainly a major source of energy or it is a fuel for energy production and the oxidization of glycogen which is the storage product of carbohydrate that do not require much oxygen to produce ATP when compared with fatty acids. Even though carbohydrate is the known fuels of energy, it has a negative effect on middle distance runners, if the food is taken (had), close to the event.

. . . The glucose in food will cause the release of insulin which prevents the mobilization of fatty acid from adipose tissue by suppressing fatty acids mobilization and it also decreases glycogen break down in the muscle and lower the blood glucose level (rebound hypoglycemia). Since glycogen is the major source of energy for the athlete in high jump and server hypoglycemia can cause fatigue, the carbohydrate food must not be taken too close to the event.



The recommanded athlete's diet

Chart 4. Recommended athlete's diet (adopted from IAAF coaching manual 2008)

There are food substances necessary to the runner. Even though the percentage is not high as carbohydrates such as proteins and fats.

For athletic performance and for good health sport scientists recommend a diet that includes more carbohydrate, less fat and less protein (65%, 20% and 15%) respectively are the high performance diet. Carbohydrates are the leading source of energy in the high performance diet, such as potatoes, corn, beans, rice, and whole grained cereals, breads and pastas.

CHAPTER THREE

METHOD AND PROCEDURE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 research methodology

Since the aim of the research is up to describing facts and telling on the existing condition of the issue under discussion i.e. problems of coaching high jump in some selected 1st division athletics clubs of Addis Ababa city council, descriptive survey research method is used.

3.2 Sources of data

The primary sources of data used for this study were:-high jump athletes, high jump coaches, administrators of clubs and federations, professionals in the field of sport science. The secondary sources are: - legal documents, internets, relevant books, IAAF coaching manuals and journals.

3.3 Sample and sampling techniques

3.3.1 Samples

For the specific research the following samples were selected using both probability (simple random) and non-probability (purposive) sampling. A total of seven 1st division athletics clubs are currently in Addis Ababa of which five of them I.e. DEFENCE, MAREMIA, OMEDLLA, BANK, YEMENGIST BETOCH AND EELPA were selected.75% high jump athletes from each club (probability) 100% of high jump coaches from each club (non-probability) professionals in the field of sport science at Ethiopian athletics federation, Addis Ababa athletics federation, Addis Ababa university and Kotebe college of teacher's education (non-probability) were taken.

3.3.2 Instrument of data collection

For this specific study the following data collecting instruments were used, the interview and questionnaire were translated in to Amharic based on their appropriateness.

1. **Questionnaire**
   - -open ended
   - -close ended
2. **Interviews**
   - -open ended
   - -formal

-informal

3. **Observation made on:-**

-training

-facilities of training

-equipments of training

-nutrition supplement

4. **Document analysis**

-documents at the club and federations were analyzed

3.3.3 Procedure of data collection

In conducting the study the following relevant procedures in collecting data were used. First relevant data were assessed to get information from what we have been done in relation to the problem.

Second before distributing the prepared questionnaire to respondents it was tasted as a pilot at the club level with relevant athletes and coaches. Then the questionnaire was revised depending up on suggestion collected during the try out and administer to the concerned respondents so that they will fill and return them 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 minimize the return rate of questionnaire.

Interview was held at the respondents' work place.

3.3.4 Method of data analysis

The information obtained from relevant opinion gathered through questionnaire well structure, organized and framed to suit analysis and inference or conclusion. When interpreting the data percentages were used to questions that require quantitative measurements. And descriptions were used to qualitative measurements. Accordingly some tables were used in tabulating the results. Finally based on the findings and conclusions reached recommendation will be proposed as a research output.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1. FINDINGS AND INTERPRETATION

Result obtained from high jump athletes, high jump coaches, club officials, athletics federation officials, sport science professionals and results from documents analyzed and also observation results were tabulated and interpreted as follows.

N.B The sequence of the question arranged in to a manner that facilitates the right and meaningful interpretation and discussion of the findings. So that there will be some questions being omitted in the sequence of quantitative interpretation and moved to qualitative interpretation.

1.1.1 Quantitative interpretation of data

I. Questionnaire filled by high jump athletes

Q2. Do you believe in your coach over all coaching ability?

No.	Options	%
1	Yes	43
2	No	57

Table 4. Whether athletes believe in their coaches ability or not

According to the above table 43% of the respondent replied that they definitely believe in their coaches' ability, where as the rest of the respondents which is 57% said that they do not believe in the ability of their coach.

Q 3. Do you think you have all the necessary as well as conducive situations for training?

No.	Options	%
1	Yes	21
2	No	79

Table 5. Response on the necessary and conducive situation for training

According to the above table 21% of the respondent agreed that they have positive situations for training, but the rest 79% of the respondents disagree with the idea.

Q 4. Do you respect your training schedules and strictly follow them?

No.	Options	%
1	Yes	83
2	No	17

Table 6. Response on training schedules

As indicated in the above table almost all the respondents which accounts for 83% said that they strictly follow and respect the training schedules, where as some of the respondent that is17% fail to follow the training programme strictly.

Q 5. Do you think that there is job integration among your club, federation, coaches and other concerned bodies to avoid inconsistency of training and competitions programme?

No.	Options	%
1	Yes	32
2	No	68

Table 7. Response on the integration of jobs

According to the above table 32% of the respondents responded that there is a job integration between different responsible bodies, while the rest 68% responded by saying that there is no job integration between their club and other relative bodies.

Q 6. Do you share any part in planning the training programme?

No.	Options	%
1	Yes	14
2	No	86

Table 8. Response on whether athletes involve in planning the training programme

As shown in the above table14% of the respondents said that they directly involved in planning the training programme, where as the rest 86% responded that they are not involved in planning the programme.

Q 7. Can you give comments on the training programme?

No.	Options	%
1	Yes	27
2	No	73

Table 9. Response on if athletes comment on the training programme or not

According to the above table 27% of the respondents replied that they are given chance to comment on the training programme, while the rest 73% replied that they are not comment on the training plan.

Q 8. Do you have a chance to comment on the competition schedules?

No.	Options	%
1	Yes	15
2	No	85

Table 10. Response on if athletes comment on the competition schedule or not

As it indicated in the above table 15% of the respondent replied that they commented on the competition schedule, where as 85% of the respondent replied that they are not given comment on the schedule.

Q 9. How well your coaches treat your comments or ideas?

No.	Options	%
1	Take and implement them as athlete's say	2
2	Make some correction and implement them	6
3	Doesn't consider them at all	92
4	I do not know	0

Table11. Coaches view towards the comment of an athlete

According to the above table 2% of the respondent replied that their comments are implemented directly and 96% of the respondent said that their comments are implemented with some corrections made by the coach, where as the rest 2% replied that coaches do not consider their comment.

II. Questionnaire filled by high jump coaches

Q 1. Are you qualified?

No.	Options	%
1	PhD	0
2	Msc	1
3	Bsc	0

4	Diploma	2
5	Certificate	21
6	Other	76

Table 12. Level of qualification

According to the above table 76 % of the coaches are not even high school graduated, where as 21% of the respondents are received coaching certificate from national and Addis Ababa athletics federation, 2 % of the coaches are diploma holders and 1% of the coaches is masters degree graduate.

Q 2. How many high jump athletes do you have at the club?

No.	options	%
1	Male	78
2	Female	22

Table 13. Number of male and female athletes

As shown in the above table 78% of high jump athletes are male, where as the rest 22% are female.

Q 4. Do you think your athletes respect your training and competition plan?

No.	Options	%
1	Yes	98
2	No	2

Table 14. Athletes' acceptance of training and competition plan

According to the above table 98% of the athlete respect the training as well as competition plans, whereas 2 % fail to respect the plan

Q 5. Have you ever experienced any form of interference from the club management based on your training process?

No.	Options	%
1	Yes	17
2	No	83

Table 15. Response on regarding to interference

As shown in the above table 83% of the respondent said that there is no interference, where as the rest 17% said that there is interference due to several reasons.

Q 6. Do you face any problem associated with job integration among federation, club, athletes, coaches and other concerned bodies?

No.	Options	%
1	Yes	41
2	No	59

Table 16. Response on problems of job integration.

As indicated in the above table 41% replied that there is problem of job integration because of lack of cooperativeness, where as the rest 59 % said that there is no problem of job integration.

Q 7. Who plan the training programme?

No.	Option	%
1	Me (only the coach)	75
2	Both athletes and coaches	23
3	Athletes (I just agree with what they say)	2
4	No training plan at all	0

Table 17. Planning the training programme

According to the above table 75 % of the respondents respond that the training plan is prepared by the coach only, 23 % said that the plan is prepared by both athletes and coaches and 2 % said that the plan is prepared by the athlete and the coach simply accept what the athlete say.

Q 8. Do you encourage athletes to give comments on the training process as well as comment on the competition schedules?

No.	Options	%
1	Yes	89
2	No	11

Table 18. Athletes comment on both training and competition schedules

As shown in the table 89% of the respondents said that they are given chance as well as encouraged to give comments on the training as well as competition schedules, while the rest 11% said that they are not given a chance to comment the schedules.

Q 10. Do you face any problem due to shortage of coaches?

No.	Options	%
1	Yes	6
2	No	94

Table 19. Problems of shortage of coaches

According to the above table 6% of the respondents replied that they faced problems from shortage coaches, where as the rest 94% replied that they face no problem due to shortage of coaches.

III. Questionnaire for club officials

Q 1. Do you think your high jump coaches have all the required knowledge and experience to coach high jump athletes effectively?

No.	Options	%
1	Yes	42
2	No	58

Table 20. coaches required knowledge and experience

According to the above table 42% of the coaches have the required knowledge and experience, while the rest 58% of the coaches lacks knowledge and experience

Q 3. Do you think all the required and conducive coaching facilities and equipments are fulfilled for high jump training?

no	Options	%
1	Yes	10
2	No	90

Table 21. Response on facilities and equipments for high jump

As indicated in the above table 10% of the respondents said that there are conducive coaching facilities and equipments for high jump training, while 90% of the respondents replied that conducive facilities and equipments are not fulfilled for high jump training.

Q 4. Do you face any problem related to lack of job integration among federation, clubs, coaches and other concerned bodies?

No.	Options	%
1	Yes	92
2	No	8

Table 22. Job integration

According to the above table 92% of the respondent replied that there is no job integration problem, where as 8% replied that there are problems of job integrations.

Q 5. How do you see the relationship between athletes and coaches?

No.	Option	%
1	Excellent	24
2	Good	73
3	Poor	3

Table 23. Relationship between athlete and coaches

According to the above table 24% of the respondent replied that there is an excellent athlete coach relation,73% of the respondent replied that there is a good relation between athletes and coaches and the rest 3% said that there is a poor athlete coach relation.

Q 6. How do you see the relationship between athletes and athlete's?

No.	Option	%
1	Excellent	43
2	Good	54
3	Poor	3

Table 24. Relationship between athletes and athlete's

As indicated in the above table 43% of the respondent said that there is an excellent relation among athletes, and then 54% of the respondent agreed that there is a good relation among athletes and the rest 3% replied that there is a poor relation between athletes.

Q 7. Do you believe that you have a sufficient amount of budget to run high jump coaching process effectively and efficiently?

No.	Options	%
1	Yes	11
2	No	89

Table 25. Amount of budget

As the above table shows 11% of the respondent replied that there is a sufficient amount of budget to run the coaching process of high jump, where as 89% of the respondent said that there is no sufficient amount of budget to the run high jump training.

Q 8. How do you see the relationship between coaches?

No.	Option	%
1	Excellent	64
2	Good	31
3	Poor	5

Table 26. Relationship between coaches

According to the above table 64% of the respondents replied that there is an excellent relation among coaches, 31% of the respondent said that there is a good relation between coaches, while the rest 5% replied that there is a poor relation among coaches.

Q 9. Do you face any problems occurred between coaches and athletes?

No.	Options	%
1	Yes	7
2	No	93

Table 27. Problems occurred between coaches

As indicated in the above table 7% of the respondents replied that there is a problem among coaches, were as 93% of the respondents said that there is no problem among coaches.

Q 10. Do you believe that you have sufficient number of high jump coaches for the number of high jump athletes you have at the club?

No.	Options	%
1	Yes	17
2	No	83

Table 28. Sufficient number of co aches for high jump athletes in the club.

According to the above table 17% of the respondent said that there are sufficient number of coaches for the number of high jump athletes in the club, while the rest 83% said that there are insufficient number of coaches for high jumpers in the club.

Q 11. Do you think your high jump athletes are loyal to their club?

No.	Options	%
1	Yes	26
2	No	74

Table 29. Loyalty of athletes to their club.

As it indicates in the table 26% of the respondent said that their athletes are loyal to their club, where as 74% of the respondent replied that there athletes are not loyal to their club.

4.1.2. Qualitative interpretation of data

1. **Questionnaire for high jump athletes**

Q 1. How many high jump coaches do you experience?

The majority of the respondent said that they had experienced more than two high jump coaches.

Q 10. What situations or facilities should be provided to enhance your performance?

Majority of the respondent out lined the following points as a means to improve and enhance their performance.

- Fulfilling all the nesesary facilities and equipment during the training session.
- Investing ample time for training.
- Following scientific methods of training.
- Updating performance of the coaches.

Q 11. What do you think of strong and weak sides of your training process?

Most of the respondent replied that the strong side of their training is the effort of the athletes to enhance their performance where as shortage of training materials, scientific method of coaches and poor coaching styles are some of the weak sides.

Q 12. Some pointes that respondents added on the general situation of high jump summarized as:-

High jump sport can develop when all the concerned bodies work together, by investing ample time for the event, by fulfilling all the necessary materials and by changing the attitude of people towards the event.

2. Questionnaire for high jump coaches

Q 3. Their response on problems of facilities for coaching high jump athletes are summarized as they face shortage of appropriate place for training, proper matters appropriate facilities are part of the problem.

Q 5. When some coaches answer regarding to the problem of interference from the club management, the problem roots their base following losing of results during competitions and when they are asked to buy materials.

Q 6. Again some explain that whether they have problems of job integration they said that sometimes there are problems that emanated from lack of cooperation and working together.

Q 9. Their answer on the contribution that the club does to enhance the performance and training of high jumpers is that they tried to build the psychology of the athletes let them watch high jump videos and providing courses.

Q 10. Regarding to whether they face problems due to shortage of coaches. Some admits that they face the problem because unqualified as well as coaches without their specialization are forced high jumpers.

Q 11. When they add statements on the problems of high jump, there are so many problems they said less popularity of the field, coaching problems, problems of enough facilities and equipments, poor styles of coaching are among the statements.

3. Questionnaire for club officials

Q 2. What mechanisms have you been implemented to update and enhance your coach's knowledge while they are on their job?

Organizing different short term coaching courses in cooperation with federation.

Encourage coaches to update themselves.

Provide sponsorship for coaches to educate develop their knowledge.

Q 4. When they answer about problems of job integration sometimes they face problems of cooperation specially by being involuntary of training areas and materials.

Q 10. Regarding to the number of high jump coaches and high jump athletes they said that due to the less popularity of the field as well as due to the shortage of well trained coaches in the field most clubs had experienced the problem.

Q 11.regarding to the loyalty of athletes to their club most of them said that athlete's can left their club at any time in search of better training and better payment. In such cases what we do as a counter action is that trying to raise their salary and performance.

4.1.3. Qualitative interpretation of interviews

1. An interview for Ethiopian Athletics Federation Officials

The interview asked for the responsible official of athletics federation and has given an appropriate answer.

Q1. What problems do you face those that come from 1st division athletics clubs, specific to high jump? The official responded for the question by saying there are lots of problems in the field starting from being unfamiliar with the rules and regulations of the event and also so many clubs always complained that they are not capable of fulfilling the material for training.

Beside during competitions we have observed limited member of competitors.

Q2. What solutions do you suggest for the problem that you face (Q#1?)

The official responded that they tried to organize different coaching courses for the coaches to update themselves and as well as for the athletes too.

Beside we tried to encourage sharing of experience among clubs.

Q3. Do you think that these 1st division athletics clubs have the entire necessary facilities, man power and budget to run high jump coaching?

The official replied, yes some 1st division athletics clubs do have the necessary situations in a better manner comparing to the other but some of the clubs are highly suffered from such problems and even they don't have qualified coaches for the event.

Q4 What measures do you think to empower 1st division athletic coaches

The official replied, we as a federation tried at our best to empower coaches by organizing different coaching courses with the fuel cooperation of IAAF and also Addis Ababa Athletics federation. The courses are both national as well as international coaching courses.

1. An interview for sport science professionals

Q1. What relation do you see in conducive situations and coaching high jump?

* The professional said that if there is a favorable or conducive situation then there will be a fruitful high jump coaching process. So the relation that, I see is like a hand and glove relationship.

Q2. Can you comment on the positive connection between job integration among athletics club, Federation, athletics coaches and other concerned bodies in high jump coaching?

The professional replied that, here I can say that the existence of one is the base for the other so job integration must be an inevitable, beside the event high jump is less popular in Ethiopia and by doing things together and by being cooperative we can raise its popularity because if we properly invest on it we can possibly scale the sport and develop many elite athletes in the field

Q3. What positive and negative effects can be drawn from coaching philosophy of the coaches in effectiveness of high jump competition?

The professional said that it is hard to comment on things that doesn't exist but, if the coach develops a philosophy that best suits his athlete then he and his athletes will be effective in competitions.

Q4. What do you say about the less popularity of thigh jump in Ethiopia?

The professional replied, yes it is true that the events is less popular so what, I say is that lets work together and make history in the field.

Q5. What ideal situations can you think of for effective high jump coaching in 1st division athletics club of Addis Ababa city council?

The professional said that, every club should fulfill all the necessary facilities and equipments for the event coaches should update themselves and follow scientific methods of coaching and generally a great deal of attention should be paid for the event.

Q6. What condition make athletes disobedient to their coaches, clubs and other bodies related to the coaching process?

The profession replied, that may be because of repeated ways of coaching styles poor training method, less financial support by the club and the look for a better financial capacity and etc.

Q7. What actions are expected to be taken for effective coaching process in the context of 1st division athletics clubs of Addis Ababa city council and Ethiopia?

The professional said

* **From Coaches**

✓ Should follow an updated and scientific method of coaching

✓ Should up date themselves.

✵ **From club**

✓ The club should provide coaches with different self development courses

✓ Should give professional freedom every professional and avoid interference during decision making.

✓ Should formulate rules that governs the athlete and that prevents shifting of discipline.

✵ **From Federation**

✓ The federation should train coaches both in the country and sending them outside for long and short term training courses.

✓ The federation should support and supervise clubs to establish rules as to overcome the shifting of athletes from discipline to discipline.

Q8. Additional comments or solutions that you want to make or add

The profession concluded by saying let us work together and create high jump professionals like Haile, Kenenisa, Tirunesh, Meseret and others

4.1.4. Quantitative interpretation of observation

1. Observation on training

A total of 12 training sessions has been observed on the 7 sample athletics clubs and the following interpretation was made.

It was very hard to know the training load, intensity and volume since there were no training plan that describes them. Also the trainings were less appropriate and its inappropriateness is clearly shown by the athletes less response to the training because once again the objective of the training was not identified. Some coaches were active to run the training but most of the coaches were idle and incapable of running the training sessions. Even if the time availability for the training was excellent, but the group formation through the training was poor.

2. Observation on facilities and equipments

Most of the clubs have poor training facilities and equipments that means most of high jump athletes were not familiar with those facilities and equipments where as very few athletics clubs have few high jump facilities and equipments. In general most athletes were not lucky to exploit the facilities and equipments of high jump.

3. Observation on training plan

During the time of observation coaches fail to bring training lesson plans with them as a result the researcher fail to have an observation on training plan.

4. Academic document analysis

The analysis in general can be summarized as follows:-

Only a single coach has master degree and two coaches received diploma and they are attending their Bsc education, but the rest of the coaches are not well educated in the field except they attained some coaching courses.

4.2. Discussion on the finding

The following core points are derived from the qualitative and quantitative interpretation of the collected data.

4.2.1. Presence of conducive training facilities and equipments

In table 2, 79% of the respondents replied that they have no conducive situation for training. Beside in table 22, 79% of the respondents said that they have no sufficient budget to run high jump training effectively and it also indicates that shortage of budget by itself is one basic reason for the less fulfillment of facilities and equipments.

4.2.2 Knowledge of coaches and athletes belief

As it is shown in table 9, 76% of the coaches are not completing high school and only 1% of the coaches have Msc degree this shows that the qualification of coaches are so poor that it is unthinkable for the club to have scientific based training system.

Peter JL Thompson says:-

"Athletes accept and are more likely to communicate with a coach who has credibility" science coaching is the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve, a coach should have all the required theoretical knowledge and practical experience just to carry out the duty in needed.

The case here is rather different, since the qualification and knowledge of the coach is poor. In addition to this on the open ended question (all) the athletes themselves pointed that unscientific method of coaching and poor coaching styles as the weakness of their training and as a means for less performance development.

4.2.3 Job integration among federations, clubs, coaches, athletes and other concerned bodies

In table 4, 68% of the athlete responded No to the smooth job integration among federations, clubs, coaches, athletes and other concerned bodies and in table 13, 58% of the coaches complained about job interference from club officials ant it shows that there is poor organization of jobs and also poor communication among the above listed bodies. So as a sport professional noticed all these bodies should work as hand and glove since the existence of one is the base for other. In addition to this the sport professional suggested the federation should create conducive working environment for the clubs by facilitating improving job integration among clubs, federation's coaches and athletes.

4.2.4 Problems related to large number of athletes to few coaches in the club.

In table 25, 83% the club officials indicates and replied that the number of coaches is very less to conduct or run high jump training proper by and effectively. It clearly shows that beside the less level of qualification of the coaches, the coach-athlete. Number proportionality is poor. As a result different complications are resulted and are hindrance to effective training process of high jump in 1st division athletics clubs of Addis Ababa city council.

4.2.5 Proper allocation of budget to the club

Regarding to budget allotment, it is hard to say all the clubs do not have it. Table 22, 21% of the clubs said that they have a sufficient amount of budget being allocated to their club. But, it is possible to rationalize that problems related to facilities (nutrition, medical care, transportation, and a lot others) and equipments are related to this insufficient budget allotment to the clubs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

As the concern of the study is to find out the problems of coaching high jump in some selected 1st division athletics clubs of Addis Ababa city council, different topic has been discussed so for, they are:

1. Presence and conduciveness of training facilities and equipments
2. Qualification and coaching knowledge of coaches
3. Coaching philosophy of coaches and its implication or the effectiveness of training processes
4. Job integration among federation, clubs coaches, athletes and other concerned bodies.
5. Budget allotment
6. Athletes loyalty to their clubs

The above points were found out being determinant to the effectiveness and efficiently of the training process.

5.2 Conclusions

The following conclusions are given based on the finding s of the study:-

1. The presence of conducive and appropriate training materials and facilities are so poor that it affects training process negatively.
2. Qualification and coaching knowledge of the coaches are highly affects the training and forced athletes to have less performance on the field beside to that of making the event or the field less popular.
3. The inclination of coaches to be autocrat made athletes oppressed and not to share any part in the process of planning and decision making as the result athletes turned out to be disobedient to their clubs.
4. The 1st division athletics clubs of Addis Ababa city council do not have the appropriate number of high jump coaches (even if they are less qualified) to the number of athletes that they have in the club, which caused a professional problems to the training process. These problems include:- improper training plan, organizing problem, failure to observe individuals progression and providing feedback based on their improvements.

5. Athletes less involvements on the process of planning the training affect the process negatively.
6. Less job integration among federation, clubs, coaches, athletes and other concerned bodies also affect the training as well as the development of the event negatively.
7. Less budget allocation for high jump training as well as for the clubs in general affects and limits the developments of the sport to a very specific clubs.

5.3. Recommendation

Based on the findings, the following recommendation were given believing that the problem of coaching high jump in some selected 1st division athletics clubs of Addis Ababa will be resolved.

1. The qualification of coaches should be improved so as to have a proper concept of coaching.
2. Modern and scientific method of coaching and an appropriate style should be used by the coaches.
3. Athletes should be given chances of involvement in planning the training, decision making and comment on the training and competition schedules.
4. Every clubs should have to have an enough number of high jump coaches for the number of high jump athletes that they have.
5. Every necessary facilities and equipments for a fruit full high jump coaching should be fulfilled.
6. Sufficient amount of budget should be allocated for the clubs so as to run high jump coaching effectively.
7. The federation, clubs, coaches, athletes and other concerned bodies should work together in order to scale high jump sport in Addis Ababa as well as in Ethiopia.

Generally it is clear that coaching is a very wide subject that is not easily summed up. And there are many different views and approaches of high jump coaching being used currently, it is better to link different and modified approaches with the already existing ones.

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Appendix 1

Questionnaire for high jump athletes

Sex_____

Age_____

Persona best height_____

Experience at the club_____

1. How many high jump coaches do you experience?

2. Do you believe in your coach over all coaching ability?

Yes ☐ no ☐

3. Do you think you have all the necessary as well as conducive situations for training?

Yes ☐ no ☐

4. Do you respect your training schedules and strictly follow them?

Yes ☐ no ☐

5. Do you think that there is job integration among your club, federation, coaches and other concerned bodies to avoid inconsistency of training and competitions programme?

Yes ☐ no ☐

6. Do you share any part in planning the training programme?

Yes ☐ no ☐

7. Can you give comments on the training programmes?

Yes ☐ no ☐

8. Do you have a chance to comment on the competition schedules?

Yes ☐ no ☐

9. How well your coaches treat your comments or ideas?

Take and implement them as athlete says ☐

Make some correction and implement them ☐

Doesn't consider them at all ☐

I do not know ☐

10. What situations or facilities should be provided to enhance your performance?

11. What do you think of strong and weak sides of your training process?

12. Is there anything you want to add?

Appendix 2

Questionnaire for high jump coaches

Sex_____

Age_____

Year of experience_____

1. Are you qualified?

PhD ☐ Msc ☐ Bsc ☐ Diploma ☐ Certificate ☐ other☐

2. How many high jump athletes do you have at the club?

Male____ female ____

3. What problem do you face related to facilities for coaching high jumpers in the club?

4. Do you think your athletes respect your training and competition plan?

Yes ☐ no ☐

5. Have you ever experienced any form of interference from the club management based on your training process?

Yes ☐ no ☐ if yes what _____

6. Do you face any problem associated with job integration among federation, club, athletes, coaches and other concerned bodies?

Yes ☐ no ☐ if yes what

_____

7. Who plan the training contents?

Only me (the coach) ☐

Both athletes and coaches ☐

Athletes (I just agree with what they say) ☐

No training plan at all ☐

8. Do you encourage athletes to give comments on the training process as well as comment on the competition schedules?

Yes ☐ no ☐

9. What contribution does your club do to enhance high jump training?

10. Do you face any problem due to shortage of coaches?

Yes ☐ no ☐ if yes what

_____

11. Do you have any additional points to add on problem of high jump training process?

Appendix 3

Questionnaire for club officials

Position_____

Qualification_____

1. Do you think your high jump coaches have all the required knowledge and experience to coach high jump athletes effectively?

Yes☐ no ☐

2. What mechanisms have you been implemented to update and enhance your coach's knowledge while they are on their job?

3. Do you think all the required and conducive coaching facilities and equipments are fulfilled for high jump training?

Yes☐ no ☐

4. Do you face any problem related to lack of job integration among federation, clubs, coaches and other concerned bodies?

Yes ☐ no ☐ if yes mention the problems

_____

5. How do you see the relationship between athletes and coaches?

Excellent ☐ good ☐ poor☐

6. How do you see the relationship between athletes and athlete's?

Excellent ☐ good ☐ poor☐

7. Do you believe that you have a sufficient amount of budget to run high jump coaching process effectively and efficiently?

Yes☐ no ☐

8. How do you see the relationship between coaches?

Excellent ☐ good ☐ poor☐

9. Do you face any problems occurred between coaches and athletes?

Yes ☐ no ☐ if yes (Q.9) how do you solve the problems?

10. Do you believe that you have sufficient number of high jump coaches for the number of high jump athletes you have at the club?

Yes☐ no ☐ if no any problem related to it? _____

____

11. Do you think your high jump athletes are loyal to their club?

Yes ☐ no ☐ if no what sort of action they perform to betray the club? _____ _____.

_____

_____

Appendix 4

Interview questions for athletics federation officials

Position _____

Experience in years _____

1. What problems do you face those that come from 1st division athletics clubs, specific to high jump?
2. What solutions do you suggest for the problems you face? (Q. #1.)
3. Do you think that these 1st division athletics clubs have the entire necessary facilities, manpower, and budget to run high jump coaching?
4. What measures do you take to empower 1stdivison athletics coaches?

Interview questions for sport science Professionals

Qualification _____

Position _____

Experience _____

1. What relationship do you see in conducive situation and coaching high jump?
2. Can you comment on the positive connection between job integration among athletics club, federation, athletics coaches and other concerned bodies in high jump coaching?
3. What positive or negative effects can be drown from coaching philosophy of the coaches in effectiveness of high jump competitions?
4. What do you say about the less popularity of high jump competition in Ethiopia?
5. What ideal situation can you think of for effective high jump coaching in 1st division athletics clubs of Addis Ababa city council?
6. What condition make athletes disobedient to their coaches, clubs and other bodies related to their coaching process?
7. What actions are expected to be taken for effective coaching process in the context of 1st division athletics clubs of Addis Ababa and Ethiopia?
   - From coaches
   - From clubs
   - From federation
8. Additional comments or solution that you want to add or make.

Check list for Observation on:-

1. Training	Excellent	good	poor
Load			
Intensity			
Volume			
Appropriateness			
Athlete's response			
Role of coaches			
Follow up			
Time availabilities			
Time usage group formation			
Organization			
2. Facilities and equipments			
Availability			
exploitation			
Appropriateness			
athlete's accomodation			
Organization			
3. Training plans			
Specificity			
measurability			
Attainability			
Reliability			
time bounded			
4. Academic documents of coaches			
Qualification			
supportive training			
IAAF coaching courses			
Experience			
5. Training and competition schedules			
Alignments			
Appropriateness			

Declaration

This thesis is my original work, has not been presented for degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name Fekadukebede

Signature _____

Approved by

Ass.Pro.WomdimuTadesse _____

Advisor signature

Addis Ababa university school of graduates

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

Name Ass. Pro. WondimuTadesse

Signature _____

Date of submission may 30/2011