Investigation of the Effects of the Different Training Program to the Success Applied to Long Distance Athletes With Athletics Sports in Ağrı

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ABSTRACT

The main purpose of this research is to demonstrate the alternative training programs applied to professional national athletes performing athletics in Ağrı and the effects of such training programs upon the athletes’ success. For this purpose, the related literature has been examined in order to give detailed information about the research problem. Within the scope of the research, an alternative training program was applied to national athletes performing athletics and a solution to the research problem is sought through the obtained findings. 10 male national team athletes among 23-25 age group, regularly exercising the alternative training program developed by M. Şirin Gönen participated in the study. The study is divided into 2 phases. The first phase is taken as the Preparation Phase while the second one is the Competition Phase. 1st and 2nd phases continued for three months (November-December-January) during which same training programs were repeated by the athletes each month. At the end of January, the athletes were given a 5,000 meters of a test run and the results obtained were recorded. In the Competition Phase, a new training program for the competition period was developed and applied to the athletes through the obtained data. The grades obtained before and after the practice have been determined, compared and evaluated. The Preparation Periods and the Competition Periods of the training athletes and the time intervals they have achieved after the training are shown in Table 1-2-3-4. The results of the competition has been announced on Turkish Athletics Federation official web page.

Keywords: Ağrı, Athletics, Training, Training Program
INTRODUCTION

Athletics is the most classical of all sports and it symbolizes *citius-altius-fortius*, i.e. speed, altitude and power. It has an important position among all sports. It is one of the sports branches where competition and stamina play a big role. Today, we have a vast array of knowledge about those special individuals called athletes and this knowledge has been reflected back to training practices. New methods, which have been found to be beneficial for daily trainings have been emerging every single day.

Much of the related literature – regardless of discipline – has been directed towards understanding and developing the effects of training on the body. Similarly, studies conducted in most of the sciences are actually seen as ways of enriching the training methodology which is in fact an independent discipline Bayram et al., (2011). Just like a person’s most complex activity, training should also be planned well and arranged accordingly to reach goals. A training’s planning process is the result of a well-prepared and scientific method which helps an athlete reach high-level training and efficiency. For this reason, planning is the most important tool that a trainer benefits from for his efforts to build a regular training schedule. A trainer must have high-level professional expertise and experience to be effective in training planning T. O., Bompa (1998). For this reason, reaching long, medium and short-term goals in sports needs a well-designed training plan and procedure. However, unless a trainer or an educator supports his/her training practices with modern training knowledge and theoretical data, it will be difficult to reach intended success and results Açıkada et al. (1990). At the very heart of success, there lies the “athletic practice theory” which has been supported by scientific data and experiences. When we plan and schedule an athlete or a club’s training, we also have to know the components of athletic practice theory Akgün, N. (1986). Planning and scheduling can only be managed through having scientific training knowledge, education and trainer experience. For this reason, we have to consider the factors that shape a sports branch or an athlete’s abilities relying on experiences.

Playing and performance abilities form the basis of a respective sports branch. So we have to define the impact of conditional, technical, tactical, physical, psychological and social factors Sevim Y. (2002). Most scientists and trainers use athletes as experimental subjects during training. Those athletes serve as sources for a wide range of knowledge for both trainers and sports scientists. The knowledge database that we get from athletes is the combination of physiological, bio-chemical and psychological methods. Trainers may not be always in the position of evaluating athletes M. Bayram et al. (2015). A trainer must bring all his/her knowledge together during the training session to understand an athlete’s response(s) to the quality of training so that subsequent schedules can be arranged well. It is clear that the trainer needs scientific support for the reliability of training schedule T.O. Bampa, (1998). When we look at athletism today, same athletes compete in national teams. And prospective athletes cannot get a position in national teams. It is because of the insufficient number of training camps, athlete auditions, and institutional support. And the public is of the opinion that failures of national athletes in their teams are due to inadequacy and inefficiency of training programmes

For all these reasons, we have to develop a suitable training programme for long-distance athletes and we have to present scientific findings of these practices M. Bayram et al. (2011).

Most trainers prefer to use fast methods to increase efficiency in short-term and wish to succeed K. Inomato et al. (1993). For instance, they apply fast anaerob races. It can be inferred that they may not think of the harmful effects of anaerob races Ergen, E. (1986). It is in fact the
reason that most prospective skilful athletes in
the world decide to give up sports very early in
the beginning. In our country, Ağrı province
hosts one of the most athletism-related sports
activities. It is in the 1940s that athletism
flourished in Ağrı. Sports activities started with
the foundation of youth clubs in the city.
Athletism’s potential is a beacon of hope for our
country. Ağrı province is one of the most
important centers in Turkey that breeds athletes
in athletism İ., Alpaslan (1995). One-tenth of
Turkish athletes are from Ağrı. When we
consider population, infrastructure, and
economic opportunities, athletes from Ağrı get
terrific results from national team competitions.
Our country has raised many athletes in
athletism for decades and Ağrı has been the
leading city. There have been very talented and
successful athletes among these Bayram et al.
(2011). It has been widely observed that these
athletes experienced low-level performances
during competitions despite reaching high-level
performances early in the beginning because of
unconscious training programmes. Some even
had to end their athleticism careers at a very early
age Kurt, S. (1997). For this reason, we need a
planned programme to help these promising
young athletes contribute to cross running
longer and also help us benefit from their talents.
For this very purpose, we tried to examine the
reasons and resources behind long distance
runners’ success in Ağrı in our study. Also,
having in mind the obligation of benefiting from
disciplines like anatomy and physiology and
training programmes, we aimed to design a
suitable training programme to raise long
distance athletes considering the climate and
dependent conditions. Training schedules
have formed the basis of well-rounded studies in
countries that sports are performed scientifically.
After considering these studies, academia have
come to the conclusion that training knowledge
is vital Bayram et al. (2011).

PARTICIPANTS AND METHODOLOGY

The participants of this study are 10 male
athletes from the national team also doing sports
within the body of Ağrı Province Body of Youth
Services and Sports. The study consists of 2
parts. The first part is the preparation period and
the second part is the competition period.

Treatment Process

The study consists of 2 parts. The first part is the
preparation period and the second part is the
competition period. The preparation part lasted
for 3 months (November-December-January) as
the 1st Preparation Period and the 2nd
Preparation Period. Same trainings were
repeated every month. A-5000-meter trial run
was conducted at the end of January and data
was gathered.

In the second part, a brand new training
programme was developed in the light of
gathered data and it was applied to athletes.
While analyzing the significance level of the
group’s average score differences, paired
samples t-test was utilized. The statistical
analyses show that these 10 athletes’ average
score was 14,50 sec. in the 5000-metre run
during the preparation period. Their in-
competition 5000-metre run average score was
14,16 sec. With 95% confidence interval, sig (2
tailed)?? data gathered before and after the
application were, compared and evaluated.

The time intervals of athletes at the end of the
race were given in tables 1-2-3-4.

Data Analysis

While analyzing the significance level of the
group’s average score differences, paired
samples t-test was utilized. The statistical
analyses show that these 10 athletes’ average
score was 14,50 sec. in the 5000-metre run
during the preparation period. Their in-
competition 5000-metre run average score was
14,16 sec. With 95% confidence interval, sig (2
tailed) value was under 0,05 (p=0,001). The
results indicate that there is a significant
difference between athletes’ preparation period
and in-competition period race time averages.
The statistical analyses of the study were carried out by means of the SPSS 16.0 data analysis programme.

FINDINGS: Preparation Period 1 and Preparation Period 2 training schedule applied to 10 long distance athletes (aged between 23-25) are given in Table 1. The last three weeks in the competition period and the training schedule in the last week are given in Table 2 and Table 3 respectively. Statistical analysis of the competition results are given in Table 4. Needed. And our training schedule is well in accordance with this idea. Trainings for the athletes should be arranged periodically as in yearly, monthly, weekly, and daily schedules. The worst study is the study which is based on daily thinking without any planning. The problems that may be encountered in a planned season lead to hassle-free solutions in the trainings to come.

DISCUSSION AND CONCLUSION
The trainer is the person who maintains a constant relationship with the athlete during years long training process and makes him/her reach the ultimate performance. No matter how talented an athlete is or how much effort s/he puts, an athlete will surely need a trainer’s help. A trainer’s duty is not only to train and show how the sport is done, but s/he also gets information from sports scientists, medicals and psychologists and interprets, compares this information with his/her own experience before sharing it with the athlete since scientists' theoretical knowledge is not suitable for practical applications Sevim Y. (2002). An athlete needs a (neye gerekşim duyduğu yazilmamış trainer? ) to do endurance practices and enjoy running. S/he strengthens the heart to expose it to fixed, long-term tiredness and builds new capillary vessels to increase circulation. For all these reasons, a young athlete should run on tarmac, in forest, snow or track; namely in all kinds of suitable locations for running. An athlete should try to reach the ultimate performance to develop basic endurance Lasse Mikkelsson (2001). Lasse Mikkelsson supports the fact with his study that in order to reach long, medium and short term purposes in athleticism, a well-designed training planning and scheduling is needed. And our training schedule is well in accordance with this idea. Trainings for the athletes should be arranged periodically as in yearly, monthly, weekly, and daily schedules. The worst study is the study which is based on daily thinking without any planning. The problems that may be encountered in a planned season lead to hassle-free solutions in the trainings to come.

Planned studies produce documents that may shed light on the training season for next year(s) U. Dündar (2007). When we have a review of literature, we see that Dündar’s study bears resemblances with our study.

In Bayram et al. (2011) study, studies that were conducted likewise in various scientific fields are seen as ways to enrich the training method which is actually seen as an independent scientific field. And they also show resemblances to the study conducted. Another study that supports our study is Açıkada et al.’s study which urges that a well-designed training planning and scheduling is needed to reach long, medium and short term objectives in sports.

However; unless an instructor or a trainer supports his/her training practices with modern training knowledge and specific theoretical knowledge , it will be very difficult to reach ultimate success. Açıkada et al. (1990). Most sports scientists and trainers use athletes as experimental subjects in training. These athletes become a vast source of knowledge for both trainers and scientists. The gathered knowledge consists of a combination of physiological, biochemical and psychological methods. The trainer who creates this process may not be always in the position of evaluating the athlete. M. Bayram et al. (2015) findings also support our
study.

CONCLUSION
It is an undeniable fact that it is the trainer and athleticism lovers who build the basis of athleticism. Hiring foreign trainers is also a good way of developing trainer qualifications. But it should not be forgotten that Turkey has hired foreign trainers until recently and they have been inefficient in contributing to the field. It is actually our lack of having a trainer system to make the foreign trainers work rather than their lack of will to work. Some trainers and administrators reject the idea of trainer hierarchy in our country and they have been blocking efforts to create such a hierarchy concept. As a result, the trainer concept has not been developed. What we mean by the trainer concept is creating a good working environment for the trainer, rewarding the successful trainers, and educating the unsuccessful trainers. None of these has been managed for years. And foreign trainers have been forced to work in such an environment and they have not been successful. Coaching means team work and cooperation. When a trainer’s job is done, another one must take the lead and there needs to be a system. Sports medicals, training scientists, bio-mechanicals, psychologists, dieticians and many more experts have succeeded with a trainer. It is impossible to develop athleticism and training methods when we want to define everything according to one’s talent. First, we have to change this point of view and then try to find solutions to develop good training programmes to have successful results. Athletics should be seen as an essential sports branch for the children and the youth in education. We should all try to make this sport popular in school sports and among children and young people by developing conscious training programmes. For this reason, we must get rid of our sentimentality and consider our problems seriously for a serious reorganization.

REFERENCES
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K. İnomato, et.al.(1993) “The Effects of Relaxation Exercises in Long Distance Races” Athletism, Science and Technology Journal, issue 11,
Lasse Mikkelsson,Hacettepe University Athletism, Science and Technology Journal Turkish Sports Foundation issue 2001,Ankara
Table 1: Training schedule for the 1<sup>st</sup> and 2<sup>nd</sup> preparation period

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
</table>
| 1<sup>st</sup> Preparation Period
Between 1st November-1st December
100-110 kms. per week | In the morning 14-15 kms, 70-75 mins. jogging and 20 mins. gymnastics | In the morning 10 kms. run in the terrain and 20 mins. gymnastics | In the morning 9-10 kms fartlek and gymnastics in rough terrain | In the morning 18 kms slow run in terrain and 10x100 m. gymnastics | In the morning 8-10 kms. 40-50 mins. slow run and gymnastics | In the morning 15 kms. Trial run in medium speed, abundant gymnastics | In the morning 10 kms run at a very slow pace, without any effort +10 km. %60 a faster-pace run |
| 2<sup>nd</sup> Preparation Period
Between 1st December-31st January
120-145 kms. per week | In the morning 15-17 kms. in soft terrain (75-85 mins.) 20 mins. gymnastics | In the morning 10 kms. fartlek (in rough terrain) 20 mins. run at moderate pace and gymnastics | In the morning 18-20 kms. easy, relaxing run in terrain 15 mins. gymnastics 15x100m.%65 | In the morning 15 kms. run at moderate pace (65 mins.) | In the morning Active resting, 1 hour very easy run in rough terrain about 10 kms. | In the morning 15 kms. run at competition-level pace | In the morning 15 kms. run (50-55 mins.) |

In the afternoon
4-5 kms. slow run and gymnastics | In the afternoon 10 kms. (45 mins.) run at a moderate pace and gymnastics | In the afternoon 5-6 kms. Slow run and gymnastics | In the afternoon Active resting, various games to regenerate the body | In the afternoon Active resting, various games to regenerate the body | In the afternoon 1 hour 20 minutes jogging | In the afternoon Active resting |

In the afternoon
7-8 kms. fast tempo run, 10x200 mts. Hill run with about 15-20% inclination 10 kms. easy run (50 mins.) | In the afternoon 6 kms. easy run, gymnastics and fitness. Every move should be repeated twice-3 times | In the afternoon 10 kms. fartlek in rough terrain at easy tempo 25 mins. gymnastics | In the afternoon 15 kms. run at moderate pace with 60% load limit 20 mins. gymnastics | In the afternoon 15 kms. run at competition-level pace | In the afternoon 15 kms. run | Active resting |
Before the race

Between 1st February-10th March

140-170 kms. per week

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning Activities</th>
<th>Afternoon Activities</th>
<th>Daily Total Kilometres</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUNDAY</strong></td>
<td>1. 8-10 kms. easy run at 10 a.m. in the morning (35-40 mins.), 10-15 mins. gymnastics practice</td>
<td></td>
<td>10 km</td>
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<tr>
<td></td>
<td><strong>MONDAY:</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1. 10-12 kms. road run at 6 a.m. before the breakfast, 10-15 mins. various practice movements</td>
<td>2. 30 mins. warming at 15:30, walk on 2x5000 mts. track (between 15:15 secs. or 15:30 secs) with 2-3 mins. intervals</td>
<td>10 km 10 km 20 km</td>
</tr>
<tr>
<td></td>
<td><strong>TUESDAY:</strong></td>
<td>1. 45 mins. (10 km) jogging at 6:00 a.m. before the breakfast, gymnastics</td>
<td>10 km 20 km 20 km</td>
</tr>
<tr>
<td></td>
<td>2. 3-5 kms. warm-up gymnastics at 15:30 in the afternoon, 20x300 mts. hill run (48-50 secs.) with 3 minute intervals (pulse control after 10 minute run)</td>
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<td></td>
</tr>
</tbody>
</table>

Table 2 The training schedule that was applied three weeks before the race
**WEDNESDAY:** 1. At 6:00 a.m., run at moderate (18-20 kms) pace before the breakfast  
2. At 16:00 in the afternoon, a 20 minute cross and gymnastics. 20 minute fitness practice, abdomen and dorsal moves with 3x25 repeats.  

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<tbody>
<tr>
<td>18 km</td>
<td>6 km</td>
</tr>
<tr>
<td>24 km</td>
<td></td>
</tr>
</tbody>
</table>

**THURSDAYS:** 1. At 6.00 a.m. 10-13 kms. easy run before the breakfast  
2. At 15:30 in the afternoon, 8 kms. fartlek in rough terrain  

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<table>
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<tbody>
<tr>
<td>12 km</td>
<td>8 km</td>
</tr>
<tr>
<td>22 km</td>
<td></td>
</tr>
</tbody>
</table>

**FRIDAY:** 1. At 6 a.m. before the breakfast, a 15 km easy follow-up run on tarmac  
2. At 16:00 in the afternoon, 10-12 kms. easy run  

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<tbody>
<tr>
<td>15 km</td>
<td>10 km</td>
</tr>
<tr>
<td>25 km</td>
<td></td>
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</tbody>
</table>

**SATURDAY:** 1. At 6.00 a.m. before the breakfast 12 kms run at moderate pace  
2. At 15:30 in the afternoon, 20x300 mts. hill run with 15-20% inclination (46-48 secs.) with 3 minute intervals (pulse control after 10 minute run)  

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<tbody>
<tr>
<td>12</td>
<td>6 km</td>
</tr>
<tr>
<td>18km</td>
<td>Total 140 km weekly</td>
</tr>
</tbody>
</table>

**Table 3. The training schedule that was applied during the race week**

<table>
<thead>
<tr>
<th>SUNDAY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(INACTIVE) Total rest</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MONDAY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At 10:30 a.m. in the morning, 20 minutes warm-up gymnastics, 30 minutes fitness (abdomen, dorsal and bounce movements)</td>
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<tr>
<td>2. At 16:00 in the afternoon, 25 minutes warm-up and 8 kilometres fartlek</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7 km</td>
<td></td>
</tr>
<tr>
<td>15 km</td>
<td></td>
</tr>
<tr>
<td>22 km</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At 7.00 a.m. before the breakfast easy run for 6-8 kms.</td>
<td></td>
</tr>
<tr>
<td>2. At 15:30 in the afternoon, 15 minutes warm-up, various training practice. 2x5000 mts. run (15:00 mins. or 15 mins. 15 secs.) straight track with 2 minute intervals</td>
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<td></td>
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<tr>
<td>8 km</td>
<td></td>
</tr>
<tr>
<td>10 km</td>
<td></td>
</tr>
<tr>
<td>18km</td>
<td></td>
</tr>
</tbody>
</table>
**WEDNESDAY:** 1. At 6.00 a.m. before the breakfast 18-20 kms. easy run
   2. At 10:30 in the morning, 8-10 kms. easy follow-up run in terrain

**THURSDAY:** 1. At 7:00 a.m. 50 minutes cross and 10x100 mts. easy gymnastics
   2. At 15:30 in the afternoon, 35-40 minutes easy run, 15-20 mins. active gymnastics practice

**FRIDAY:** 1. At 7:00 a.m. in the morning 50 mins. cross and 10x100 mts easy gymnastics and resting
   2. At 15:30 in the afternoon, 50 minutes very easy cross

**SATURDAY:**
RACE (Rest)

**SUNDAY:**
RACE

Weekly total: 112 km

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**Table 4 Statistical Analysis; PAIRED SAMPLES t-test Samples**

<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>N</th>
<th>Std. deviation</th>
<th>Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Period</td>
<td>14,5050</td>
<td>10</td>
<td>.20046</td>
<td>.06339</td>
</tr>
<tr>
<td>Competition period</td>
<td>14,1660</td>
<td>10</td>
<td>.26243</td>
<td>.08299</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th>95% Confidence Intervals of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig.(2tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition period</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

For Proof Only