



Received: 2007.11.16
Accepted: 2007.11.19
Published: 2007.11.23

The importance of judo trainers' professional activities

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Authors' contributions:

A Study design
B Data collection
C Statistical analysis
D Data interpretation
E Literature search
F Manuscript preparation
G Funds collection

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This paper was partly presented by first author during International Scientific Congress on Modern Olympic Sport and Sport for All in Warsaw (2002)

Summary

Study aim:

A personnel training is an essential component in the prevention of breakdowns in the training system for the competitive sports. The results of tests carried out on trainers have led to the premise that the focus of the synthesis of the training syllabus taught in the specialist instruction for trainers at sport institution should be on the trainer's professional activities. The aim of this study was to establish the importance of the coaches professional activities for success in judo.

Material/methods:

We analyzed opinion of 30 trainers participated in international judo course (Malaga, 10-14, July 2001). Their average age was 34.6 years and their experience as a judo coach was 12.2 years. They were asked for their opinions concerning factors, which are the key to success (in percentages), and in addition about 20 types of trainers' professional activities.

Results:

A technical schooling mostly contributed to sports result. The next factors were psychological and tactical preparation. Planning the training process and control over competitor's technical schooling were the most important among 20 professional activities.

Conclusions:

In conclusion, the information collected and processed should be updated and made accessible to future generations of judoists, thus assisting in a rational educational process for trainers in this sport.

Key words:

judo trainer • education • syllabus

Full-text PDF:

http://www.archbudo.com/get_pdf.php?IDMAN=11641.pdf

Word count:

2589

Tables:

1

Figures:

2

References:

8

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BACKGROUND

A personnel training is an essential component in the prevention of breakdowns in the training system for the competitive sports [2, 7, 8]. The results of tests carried out on trainers have led to the premise that the focus of the synthesis of the training syllabus taught in the specialist instruction for trainers at sport institution should be on the trainer's professional activities [3, 5].

The authors, who are experienced academic lecturers and coaches, are believe that if specialist syllabi are to be updated, it will be necessary to find out what the training personnel think is the order of importance in the trainer's professional duties.

The aim of this project was to establish the importance of the coaches professional activities for success in judo.

MATERIAL & METHODS

Thirty trainers participated in international judo course at 'Istituto Andaluz del Deporte' in Malaga (10-14, July 2001) were asked for their opinions concerning the importance of different trainers professional activities. Their average age was 34.6 years and their experience as a judo coach was 12.2 years. There were 26 men 4 women in the group. The coaches worked in the judo clubs with both female and male judo athletes. Two male coaches work only with the women judo athletes.

The method used for data collection was an own questionnaire (projected by first author) concerning factors, which are the key to success (in percentages), and in addition 20 types of trainers' professional activities defined by G.S. Tumanian [7]. The respondents used the four-point scale of importance for evaluation of professional activities, i.e.: 4 – very important, 3 – important, 2 – less important, 1 – unimportant.

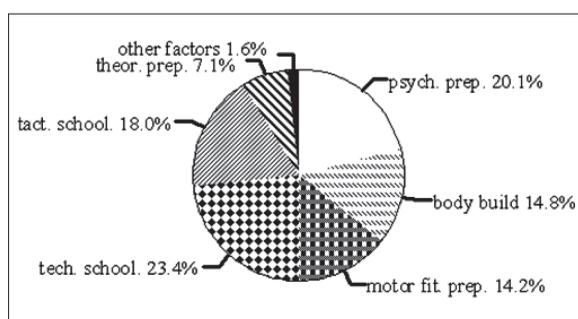


Figure 1. Piechart for factors loading to success in opinion of 30 judo trainers.

The averages, standard deviation and median were computed for each scale. Each professional activity was ranked according to their mean value. We verified results in cluster analysis. The method referred to in the STATGRAPHICS 5.1 program as Cluster Analysis, Furthest Neighbor, and City Block Distance was used.

RESULTS

Factors responsible to bear for success in judo

First, the question of to what degree the trainers supposed distinct factors responsible to bear for success in judo. Figure 1 shows factors, which contribute, to high results in the sport of judo.

In the opinion of coaches, a technical schooling mostly contributed to sports result (23.4%). The next factors were psychological and tactical preparation (loading 20.1 and 18.0% adequately). Body build and motor fitness preparation contributed 14.8 and 14.2%, adequately.

The theoretical preparation and other factors leading to success rather in small degree.

Trainer's opinion about importance of their professional activities

As exhibited in Table 1, the highest rank in opinion of trainers have both planning the training process and control over competitor's technical schooling (rank 1.5, ex aequo), while organization and refereeing of competitions ranks as one of the latter place (ranked as 20) of the whole professional activities set.

The median values in Table 1 showed for distinct professional activities differed from 2 to 4. Trainers think that seven professional activities are very important for success of their competitors (Median = 4): planning the training process, control over competitor's technical schooling, control over competitor's tactical schooling, control over the training process and the state of a competitor's body, working on competitor's motivation sphere, organizing for competitor's rest and recovery process, and organization of trainer's pedagogical work.

According to opinion of our respondents, 9 activities are important (Median value is equal 3): taking care of a student's during tournaments, working out a competitor's physical preparedness, working on a competitor's theoretical preparation, improving a competitor's personal manners, monitoring a competitor's progress at school qualifications of assistant

Table 1. Importance of judo trainers' activities according to the answers to questions Q1...Q20.

Type of trainers' activities (Q1...20)	\bar{x}	SD	Median	Rank*
11. Planning the training process	3,8	0,38	4	1,5
3. Control over your competitor's technical schooling	3,8	0,51	4	1,5
4. Control over your competitor's tactical schooling	3,7	0,48	4	3,5
9. Control over the training process and the state of your competitor's body	3,7	0,47	4	3,5
15. Working on your competitor's motivation sphere	3,6	0,57	4	5
1. Organizing your competitor's rest and recovery process	3,5	0,57	4	7
20. Organization of your pedagogical work	3,5	0,57	4	7
16. Taking care of your student's during tournaments	3,5	0,51	3	7
7. Working out your competitor's physical preparedness	3,4	0,62	3	9
18. Work on your competitor's theoretical preparation	3,3	0,73	3	10
2. Improving your competitor's personal manners	3,2	0,71	3	11
17. Monitoring yours competitor's progress at school	3,0	0,72	3	12
19. Qualifications of assistant coaches and referees	2,8	0,75	3	13
5. Giving first-aid	2,7	0,88	3	14,5
8. Organizing judo camps	2,7	0,87	3	14,5
10. Solving work-outs related organization problems	2,6	0,85	3	16,5
6. Report writing and paperwork	2,6	0,72	2,5	16,5
14. Conducting research work for scientific and methodological studies	2,5	0,82	2	18,5
13. Recruitment and selection to your judo club	2,5	0,93	2	18,5
12. Organization and refereeing of competitions	2,4	0,61	2	20

* Ranks were determined on the basis of the mean value.

coaches and referees giving first aid organizing judo camps, solving-outs related organization problems.

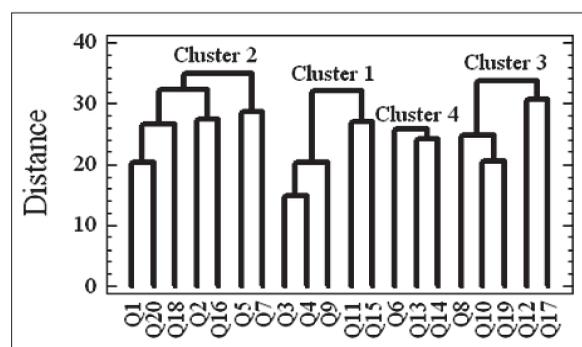
From the Table 1, it is also evident, that the four trainers' professional activities are evaluated as less important: report writing and paperwork, conducting research work for scientific and methodological studies, recruitment and selection to a judo club, and organization and refereeing of competitions.

Figure 2 illustrates the results of the cluster analysis of the trainers' opinions, in which trainer's activities were classified together in-groups sharing a similar feature. The individual activities were also ranked. There were four distinct groups of naturally inter-related trainer's professional activities.

The first group (situated in a center of the graph) consisted of a combination of the five most important activities, which the respondents thought were planning the training process (ranked 1.5 in table 1), and control over a competitor's technical schooling (No. 1.5), and tactical skills (No. 3.5), and supervising

the training process and condition of the competitor's body (No. 3.5), and training a competitor's motivational (volitional) powers (ranked No. 5). The closer distance is connecting control over the technical and tactical schooling (Q3 and Q4).

The second group on the left site of the graph started from very important professional activities, i.e. organizing on a competitor's rest and recovery process (rank No. 7), and organization of trainer's pedagogical

**Figure 2.** Dendrogram of judo trainers' professional activities.

work (No. 7). This two-element subgroup makes a logical connection with taking care of a student's during tournaments (No. 7), work on a competitor's theoretical preparation (No. 10), and improving a competitor's personal manners (No. 11), and monitoring a competitor's progress at school (No.12).

The third group comprised another five activities: monitoring a competitor progress at school (ranked No. 12), qualifications of assistant coaches and referees (ranked No.13), the organization of specialist training camps (ranked No. 14.5), solving work-outs related organizational problems (No. 16.6), and organization and refereeing of competitions (No. 20). We can find big gap between ranks of activities connected in this group, which is varied from 12 to 20. In the second cluster the biggest distance characterize monitoring a competitor's progress at school (ranked No. 12) and organization and refereeing of competitions (ranked No. 20). This subgroup is joining two next activities, that are working out a competitor's physical preparedness (No. 9) and giving first aid (ranked 14.5).

The fourth group included three activities, which the respondents thought less important: conducting research for academic projects and investigations in methods of training (No. 16.5), and the collection of documentation and drawing up of reports (No. 18.5), and the recruitment and selection to judo club (ranked No. 18.5).

DISCUSSION

Undoubtedly, those professionally involved with the training of trainers see the following as important aspects of the profession: coaching in the sense of efficient communication of knowledge and skills; training, that is enhancement of students' fitness; the motivational function which generates favourable and resolute attitudes; the disciplining function; the promotion function which monitors social acceptance; the advisory and information function; the assisting and supportive function; the scientific function, characterized by analysis, assessment, and synthesis; and the student function, demonstrated in their willingness to listen and learn [2].

In our research generally, we can conclude that the statistics presented in table 1 are confirmed by the cluster analysis. Those interested in the subject will find it particularly significant that control over a competitor's technical-tactical schooling, and control over the training process, and the state of a competitor's body, and planning the training process, and working on a competitor's motivational sphere

was ranked in the group of trainer's activities which trainers thought decisive for the achievement of first-rate sporting results.

In opinion of coaches both the planning the training process and the organization of a competitor's rest and recovery process are very important activities related to their job. At the same time the fact that there was no correlation between the importance attributed to the supervision of the training process and condition of the competitor's body, and the low position given to the conducting of research for academic projects and investigations in methods of training may be considered somewhat paradoxical. So we proposed coaches participated at International Judo Course in Malaga some scientific methods of training control [1, 4, 6].

This observation leads to the problem of co-operation between the theoreticians and the practitioners, in view of a host of still current questions. How are trainers to perform the supervision and solve the practical problems that crop up if they have no knowledge of the methodology of the research carried out in the sport sciences? What is the value for trainers working in individual clubs of data collected by the theoreticians relating to the top competitors? In what way are the practitioners to implement the research results obtained by the theoreticians if these results are derived from not very accurate descriptions of the competitor population? What should their attitude be to cohort tests and to studies of random occurrence? What is the value of research, which ignores the relationship between stimulus and reaction? How should training be planned for a competitor centrally grouped in the club if not much is known about the workloads he has performed outside the team?

A variety of interactions develop between the trainer and the competitors in the course of a long process of training and competitions [6]. It is only the trainer's mastery of his professional activities that will trigger the feedback mechanisms necessary to integrate his individual activities into the general groups that are decisive in overall accomplishment effected in a complex performance. For students at sport institutes specializing in training, practical instruction under the guidance of outstanding club trainers is an essential. It is under the good practitioner's eye that the trainee generally reaches the conclusion that there can be no practical work of any value without a solid theoretical grounding; and that any of the trainer's particular activities or duties - e.g. promotion carried out during a recruitment campaign, or the administration of first aid immediately after an accident, or the vetting of a new test for special motor efficiency to enhance the



reliability and prognostic value of this new instrument in training supervision etc. - may prove of crucial relevance given particular circumstances.

Effective work in this profession cannot be schematic, when many different roles have to be reconciled at the same time. For instance, a trainer has to adequately motivate the competitors in order to shape their attitudes, and at the same time, he must act as a teacher, scientific observer, manager etc. [2]. Although this ranking arrangement of the judo trainer's tasks is chiefly of a theoretical value, in the practice of the instruction given to students in their specialization

courses it has enabled me to arrive at a synthesis of certain academic conclusions and some educational experimentation in our sports discipline. In view of this, the next aim should be to compile an effective syllabus for the education of judo trainers by carrying out an analysis of the current situation.

CONCLUSIONS

In conclusion, the information collected and processed will be updated and made accessible to future generations of judoists, thus assisting in a rational educational process for trainers in this sport.

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