

MAJLIS SUKAN NEGARA MALAYSIA

BULETIN AKADEMI KEJURULATIHAN KEBANGSAAN



2012



KE ARAH KECEMERLANGAN SUKAN
Towards of greatness sports



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Message From Editorial Advisor



The successful production of the Academic Division's 1st edition bulletin was not a simple task, after taking into account of all the other internal squabbles that has to be looked into. Nevertheless I take this bulletin issue seriously as this is one path that could relay the true message on the performance of this division to the sports fraternity throughout Malaysia. This 1st issue had been carefully edited so that it is presentable and acceptable by each and every individual where it carries lots of priceless information, articles and pictures in relation to sports and more specific to coaching. Article based on Sports Science written by experienced sports personals on selected fields. Success of our local coaches, are some interesting information materials for all readers. Readers will also be greeted with some information on Olympics and a page on the opening ceremony of the Coaching Academy by the Malaysian Sports Minister with Sport's background and his Charismatic Contribution.

As they say, time will determine the yet to come achievements, I am quite optimistic that the Academy will be producing more coaches who will be producing more medal winners at top class competitions. Although it is not an easy task but where some drastic changes on the technical aspect are underway and that will ensure some prominent result in the near future.

Once again i would like to take this opportunity to thank each and every individual who had worked hand in hand with me to produce this 6th edition of the bulletin. I believe with more help and cooperation we can make this bulletin more interesting added with knowledge based information in the coming issues.

I am deeply indebted to all those who had been helping me since day one of establishing the Academy and as such I wish to take this opportunity to convey my deepest thanks and gratitude to our Honorable Minister of Sports Malaysia Dato' Sri Shabery Cheek and Dato' Seri Zolkples Embong-The Director General National Sports Council of Malaysia.

A handwritten signature in black ink, appearing to read 'ahmad'.

EN. AHMAD ZAWAWI ZAKARIA

Editorial Advisor

Buletin Akademi Kejurulatihan Kebangsaan

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Article Contribution for Buletin akademi Kejurulatihan kebangsaan

OBJECTIVE OF THE BULLETIN

TO KEEP THE
COACHES
ABREAST OF
THE LATEST
DEVELOPMENTS
IN COACHING
RELATED AREAS
OF INTERESTS.

TARGET AUDIENCE

Coaches – the bulletin will be distributed to coaches (grassroots right up to elite level). The other possible readers would be the athletes.

The bulletin Kejurulatihan has been in publication since 1987 but this will be the first issue after renaming it has BULETIN KEJURULATIHAN KEBANGSAAN and we have endeavoured to make this bulletin a much better read one. To a certain extent we have succeeded in streamlining the content, but overall are still far from satisfied. As part of our efforts to further improve the bulletin, we are continuously accepting article contributions from interested parties. We invite submissions from sports associations, academicians, sports administrators as well as coaches on topics ranging from academic, to on field applied areas of interest. It can be original research, technical commentary, knowledge base update or even association report, as long as it is related to coaching matters – it will be considered. Below are some guidelines to submitting an article:

CONTENT

It should be straight forward and easy to understand. If possible, try not to make it a 'academic journal' type article. The methods and statistic section need not be too detailed. It is alright to use previous published work with the relevant permissions acquired. More importantly, instead of a general conclusion please add a section "Practical Application for Coaches". In this section, explain how coaches can utilize the content of your article in their everyday work. We also recommend that you highlight important lines / paragraphs in your article. As with any printed work, please cite the relevant sources should the article include any external content / picture / table / figures. Writers of published articles will be given a token sum of appreciation from NSC.

FORMAT

- Arial, 11 pts, single spacing
- Justified alignment, margins 2.54cm all around (letter)
- Title is Bold, include the affiliations under it
- Reference Citation in text is (numbered) – Notes styles, Vancouver
- Include a picture of the first author

The bulletin is a registered periodical with a designated ISSN number. This makes it easier to catalogue and cite. Consequently, we also send copies of the bulletin to all the relevant libraries.

We also accept advertisement from private corporations. The ad costs are:

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RIZAL RAZMAN
Chief Editor



“ A COACH IS SOMEONE WHO CAN GIVE CORRECTION WITHOUT CAUSING RESENTMENT... ”

Inclusion and Disability Sports

NAGOOR MEERA B ABDULLAH

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Universiti Teknologi Mara (UiTM) Shah Alam



FUN
ENJOY
FRIENDS
MAKE NEW FRIENDS
IN SHAPE
HEALTHY
SKILLS AND
PERFORMANCES
ENJOY
COMPETITION

INTRODUCTION

Inclusion is defined as to be including, or be part of it. According to Little [1] inclusion is defined as 'to comprise or embrace, as part of a whole'. In relation to sport, the concept of 'inclusion' infers that all athletes are part of the sports community and as such should be provided with the opportunity to participate in sports at an appropriate level and with the appropriate support. Athletes with disabilities (AWD) participate in the sporting activities for the same reason as 'able-bodied' athletes.

1. They want to have fun,
2. They enjoy doing practice,
3. They want to be with their friends and also make new friends,
4. They want to get in shape and stay healthy,
5. They want to improve their skills and performances and;
6. They enjoy competition

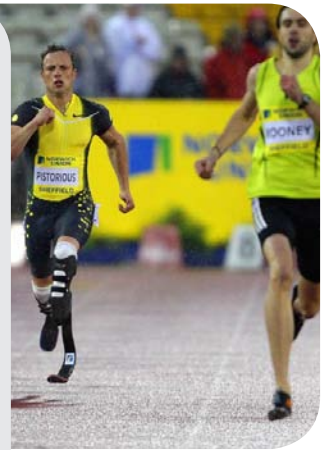
South African blade runner Oscar Pistorius; and swimmer, Natalie Du Toit, who lost her left leg in a road accident in 2001, has become the first leg amputee to compete in both the Olympic and paralympic games. She took part in the 10k open water swimming event and finished 16th at the 2008 Beijing paralympics and trains with able-bodied athletes.

More and more athletes AWD are joining sports programs but coaches are struggling with how to successfully include athletes with disabilities. Some of the successful examples include, South African track and field star, Oscar Pistorius, Natalie du Toit, South African swimmer and South Korean archer, Im Dong-Hyun - all of whom benefited from inclusion training. They train with able-bodied athletes and gain much higher performance. Here are some simple ways to include people with disabilities on your team [2].

- Give the opportunity. The team takes direction from the coach. If coaches see including people with disabilities on their teams as beneficial and increasing diversity, then the team will also benefit and gain new experiences. Coaches should also focus on the positives about inclusion instead of worrying about ways that the athlete will hurt the team. Many of the techniques for inclusion can help all athletes. For instance, deaf athletes may want the drills for the day written on a board. This can help you so that you don't have to tell your athletes 100 times what they are supposed to do.
- Treat them as an athlete. Focus on the person instead of their disability. AWD want to participate in sports for the same reason as your other athletes. You can sit down with your athletes to determine their goals for participation, what they want to learn, and strategies for achieving goals. This will demonstrate that you want them all to improve.

- Provide opportunities for the AWD to be a leader. As you do with your other athletes, coaches should also provide opportunities for the AWD to be a successful leader. All athletes including those with disabilities can choose one of the drills to do, select the relay team, or lead the cheers to demonstrate their leadership skills. This will demonstrate to your team that you have confidence in the athlete's leadership skills and also show that all athletes are integral members of the team.
- Collaborate and discuss with the athlete to modify sport techniques. Coaches have to adapt drills and activities all the time for athletes whom don't understand the drill, cannot do it correctly, or have to do it differently because of a temporary injury. Generally, coaches are very creative in coming up with new ideas and they can do this to help the athlete with a disability succeed. It is also okay to ask the athlete the best ways for him/her to be successful. For instance, if an athlete have an leg amputation he may have to throw a shot putt He may have to learn how to throw by balancing his body to compensate the other part of the body that are not affected.
- Learn accommodations based on the rules of the sport governing body. Most sports have rules or accommodations that have been established for ways to successfully include AWD. For instance in wheelchair tennis, the ball is allowed to bounce twice before the person has to hit the ball. If you are coaching a tennis team with a player who uses a wheelchair, you could allow them to let the ball hit the ground twice but the other players must hit the ball after just one bounce.
- Have similar expectations. AWD want to be like the other members of the team and coaches should create realistic yet challenging expectations for all of his/her athletes. Coaches want their athletes to improve their skills and succeed and should give the athletes with disabilities the same amount of feedback as the other athletes. The coach should also expect that all members of the team be supportive of one another. There are more similarities among team members than differences. Thus, everyone should be expected to follow the same rules, guidelines, and policies.
- Foster independence. Coaches should promote independence among his/her athletes as well. If you expect the rest of your players to pick up their equipment at the end of the day, you can foster independence by making sure the AWD also follows this same rule. The athlete may have to come up with creative ways or it may take them longer to complete the task, but the athlete should be working on independence and developing strategies so that they can complete their activities of daily living by themselves.
- Seek advice. Along with seeking advice from the athlete, coaches can talk to other coaches, teachers, or administrators who have experience in working with athletes with disabilities. There are many coach-related chat forums on the internet and a coach can seek answers among his/her peers. Another great resource is the National Center on Physical Activity and Disability [<http://www.ncpad.org/>]. They have numerous articles and brochures about techniques for inclusion for various sports.

South Korean archer, Im Dong-Hyun (26) who is legally blind sees only blurred colors and lines when he peers toward the target about 76 yards away. He broke the world record by three points with a score of 699, in 2012 London Olympics Games. He had to check occasionally with his better sighted team mates, practicing on either side, to find out whether his arrow had found its mark.



“THE DIFFERENCE BETWEEN THOSE WHO FAIL AND THOSE WHO SUCCEED IS LARGELY PERSEVERANCE. NEVER QUIT...”



HERE ARE SOME OF THE BASIC THINGS THAT CAN BE DISCUSSED IN TERMS OF HOW WE CAN ACCOMMODATE AWD INTO ONE TRAINING PROGRAM, AND AT THE END OF THE DAY, BENEFITS ALL PARTIES INVOLVED: THE ABLE-BODIED ATHLETES, THE ATHLETES WITH DISABILITY, THE COACHES AND ALSO THE NATIONAL SPORTS COUNCIL. SPORTS THAT CAN ORGANIZE INCLUSIVE TRAINING (INTEGRATED TRAINING PROGRAM) INCLUDE; ATHLETICS, SWIMMING, ARCHERY, CYCLING, LAWN BOWL, TEN PIN BOWLING, WHEELCHAIR TENNIS, SAILING, BADMINTON (STANDING).

WHY WE INCLUDE AWD?

Inclusion of the AWD is a practice that easy to be justified, with clear benefits for all members who involved in.

WHAT ARE THE BENEFITS FOR THE AWD?

Some of the strategies that will benefit the AWD when they decide to be in a training program together with the able-bodied athletes include;

- Better sport-specific coaching program, that concentrates on the technique and fitness.
- More rigorous training. When training with the same athletes with disabilities, the training might not that hard to push them to the limit.
- More competition in practice. They will compete together with the able-bodied athletes and also AWD.
- Higher expectations that they will receive later. The training will push them beyond their expectations.
- Socialization opportunities. They will get socialize with their able-bodied counterparts.
- Greater independence in activities in daily living. They are more independent and pro active in life.
- Improved ability to cope with limitations imposed by the disabilities.

WHAT ARE THE BENEFITS FOR ABLE-BODIED ATHLETES?

- New friendship and experiences enrich the lives of every member of the team. They meet new friends, and share their experiences throughout the training session, even after the session.
- They learn to appreciate the concept of focusing on ability rather than limitations by observing the similarities between themselves and their teammates who have disabilities.
- Shared performance goals, and similar responses to training regimens.
- Even including AWD in the training session, increase the motivation of the able-bodied group to do their best and make sure that they don't always win in the training. That is a good way of motivating the AWD to do better.
- Both group of athletes can gain a lot of attention from world class coaches and get the same benefit.

WHAT ARE THE BENEFITS FOR THE COACHES?

- Coaches hone their skills with respect to communicating with athletes.
- Teaching sports techniques to accommodate both groups.
- Modifying activities and equipment.
- Need more knowledge, will try to search for more information regarding training AWD.
- Use AWD as an example of person who do hard work even with less limbs.
- Have a possibility of being selected to coach at camps and competitions for AWD.

WHAT ARE THE BENEFITS FOR THE SPORTS ASSOCIATIONS/ NATIONAL SPORTS COUNCIL?

- Able to hire small pool of coaches instead of many.
- Usage the same facilities (lack of facilities).
- Organize competitions for able bodied but, include events for AWD, so that less time, effort and money will be used.

CONCLUSION

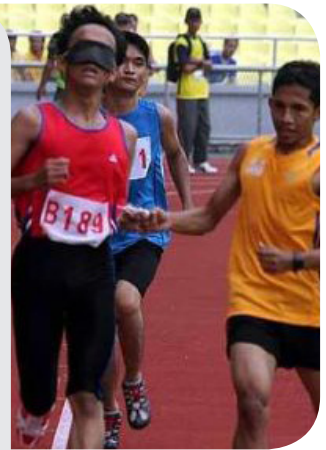
AWD whom trains with able-bodied athletes will gain tremendous improvement, if the system is properly implemented. The sports authority must take into account this strategy for better achievement for both able and also AWD. At a time, when hiring world-class coaches is getting expensive and constructing a new training facility specifically for AWD takes a lot of time and financial expenditure, inclusive training is something that we have to really consider in the future.

PRACTICAL APPLICATION FOR COACHES

Inclusive training is beneficial both for AWD and also able-bodied athletes. It also gives coaches valuable experience and knowledge in the area of methodology of training. It also challenges the coaches to handle and to provide a good and systematic training regime to suit both athletes.

APLIKASI PRAKTIKAL UNTUK JURULATIH

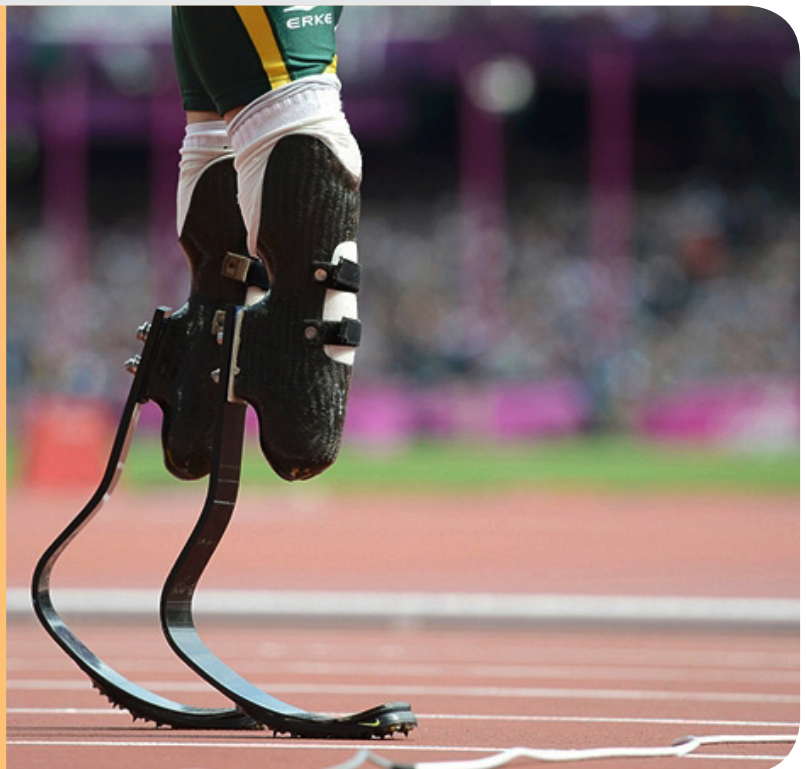
Latihan secara inklusif sangat berharga samada untuk atlet kurang upaya mahupun atlet upaya. Ia juga memberikan pengalaman dan pengetahuan yang sangat berharga kepada jurulatih di dalam bidang metodologi latihan. Ia juga mencabar jurulatih untuk mengendalikan dan juga memberikan latihan yang terbaik secara sistematik untuk disesuaikan kepada atlet upaya dan juga atlet kurang upaya.



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2. Block, M.E. (1995, January). Americans with Disabilities Act: Its impact on youth sports. *Journal of Physical Education, Recreation & Dance*, 66(1), 28-32.

**BEING
DISABLED
DOESNT
HAVE TO BE A
DISADVANTAGE**



Importance of Parental Support in Sport



I AM A TYPE OF COACH WHO BELIEVES IN FRIENDSHIP BETWEEN ATHLETE AND COACH. I FEEL THAT, IF THERE IS A FRIENDLY RELATIONSHIP WITH MY ATHLETE, WE WOULD BE ABLE TO WORK WELL TOGETHER AND OVERCOME OBSTACLES THAT MAY LIE AHEAD...

NATALIYA SINKOVA

Coach-choreographer for the Malaysian Artistic Gymnastics Team

COACHING IN MALAYSIA

When I first came here, it was for Program Jaya 98 (commonwealth Games, in Kuala Lumpur). In the same year, I returned back home to Ukraine and was working with gymnasts of the Ukrainian National Team. Shortly after, in the year 2000, I was once again invited to Malaysia, by MSN (Majlis Sukan Negara), to work with the National Team. With no hesitation, I have decided to come here again.

I am a type of coach who believes in friendship between athlete and coach. I feel that, if there is a friendly relationship with my athlete, we would be able to work well together and overcome obstacles that may lie ahead. There must be a 'consensus at idem' (meeting of minds) knowing her strengths & weaknesses. Coach-athlete relationship must be built on mutual understanding, respect and trust in one other, and not to mention the passion for what one does.

This is purely my conception, and others may disagree with me that it is the right way. Coach – is just a trainer, he is only in charge in the gym, where he has the coercion for his athletes. As we all know, many of the athletes that train with the national teams are staying away from home, as they come from many different states, and also due to the nature of daily routines (at least 2 training sessions a day). Meaning they get separated from their parents. As for us, the coaches, we spend more time with these athletes than their own parents. Thus at times, the athletes, yearn for attention and kind words, praising and good word of an advice, or even at times just to hear them out and "kesian" (take pity on) them. I consider myself a second mother for my girl gymnasts, their sports mommy. I genuinely believe that such cohesion will convey positive results.

I would like to talk more about parental support, and in a given example, particularly its importance for an athlete, especially in gymnastics, primarily due to an early age at which girls start gymnastics. With examples of two gymnast's true life stories, I would like to illustrate how parental support translates into efficiency of the training process.

NURUL FATIHA

Nurul Fatiha (currently Head Coach of the National Gymnastics Team) was selected amongst hundreds of girls from primary schools of Kuala Lumpur by a foreign coach at an early age of 7 years old. Her mom, Shahbani, has immediately appreciated this privilege. Not even for a minute did she doubt a success of her daughter in this sport. Nurul was actually the smallest one in the team back then. Just about 3 feet tall and weighing as much as a feather, plotting any sort of synopsis about her talent in the future was not at all imminent. However, there was a spark in her eyes and belief in her coach along with an immense interest towards gymnastics, and that along made the head coach pick her!

Every single day, her parents drove her to the gym for trainings, they have dedicated all of their free time to ensure they are always there for her, all the way.

As it is said, beauty requires sacrifices, similarly, in order to achieve something, you need to sacrifice something for it. An opportunity cost is always pursuing us to make a choice in life, and Nurul's parents understood that well. Before little Nurul could even turn into a lovely teenager, her father passed away. At that point nobody could imagine how life will turn to her after such a loss. Her mom was now a single parent raising her three children, she had no one else to help her out. Not even a week has passed from then, as Ms Shahbani brought her daughter to the gym for trainings. We were all pleasantly surprised with that. Ms Shahbani, is an excellent example of a person, who is persistent enough to overcome the most difficult of challenges and times, in a pursuit of happiness. Fighting for life and carrying on with a task in hand no matter what happens. As of that moment on, Nurul's sporting career launched off. When she was 15 years old, she has become the youngest gymnast to win a gold medal in Women's All-Around competition at the SEA Games 2001 held in Kuala Lumpur.

Over the years, she has won many more gold medals from the SEA Games -her mother was always beside her, celebrating moments of joy and calamity. Nurul's mom continued to help her in the choice of her profession – at any time of the day or night, Nurul would run to her. Nurul had always felt confidence of her protection and support from her family side.

During teenage years, many youngsters will come across loads of problems, although Nurul was free from it all and was able to concentrate on her trainings to achieve desired goals. Ms Shahbani carried a heavy weight on her shoulder by undertaking the difficulties and sorrows to allow her daughter to strive to the top flight of her mastery.

Many may not know, but in gymnastics, the athletes don't last long. By the age of 20, many would retire, as they are considered to be too old for the sport and the new generation of talented gymnasts would already be better than them. Nurul is from minority of gymnasts who have stayed in the sport and stayed on top until she was 21 years old. She has served as a fine exemplary senior gymnast to the juniors throughout the years.

I am proud to say that, Nurul is the only one from the pack who decided to become a coach upon graduating from university. Once again the luck turned to her, as she is now the Head Coach of Malaysia's National Artistic Gymnastics Team. She absolutely adores her job, as well as the girls she trains, her confidence is bursting through the roof and the pride in her eyes for her gymnasts, are all – priceless! Once again Nurul's mother is helping her out to concentrate on her job and also babysits her baby boy.



“EVERY SINGLE DAY, HER PARENTS DROVE HER TO THE GYM FOR TRAININGS, THEY HAVE DEDICATED ALL OF THEIR FREE TIME TO ENSURE THEY ARE ALWAYS THERE FOR HER, ALL THE WAY...”



“BY THE AGE OF 8 SHE HAS WON GOLD MEDAL AT MSSM FOR GIRLS UNDER 12 YEARS OLD. THAT IS THE TIME WHEN FARAH’S MOM, KIMBERLEY, BROUGHT HER TO THE NATIONAL GYM...”

FARAH ANN

Farah began training in gymnastics at an early age. She was only 4. Her first trainers were Russian coaches. Simply because her elder sister Katrina was already training at the gym, thus for Farah, being in the gym and doing some gymnastics was nothing more than a fun time to spend her childhood. Very quickly she grasped new elements, she liked it and she was also often filmed for the commercials, because she looked so adorable. It all came in pretty easy for her.

By the age of 8 she has won gold medal at MSSM for girls under 12 years old. That is the time when Farah’s mom, Kimberley, brought her to the National gym. Kimberley came up to me and said: “Nataliya – I want you to train my daughter!” I was lightly astonished when I heard that.

Never before did anyone ever came up to the National Team and request their child to be trained by the National Team’s coach. The senior management on the other hand has allowed an exception that time and Farah has joined the National team when she was only 8. For Farah’s parents, it was a tough challenge. As in their family they have 3 daughters and each one needs an individual attention. Each one of them trained in different places. Farah’s dad had to work from home, to dedicate all of his free time to his daughters. He drove Farah for morning and afternoon sessions, and any other time as requested by the coach. At times she even had to skip a few school classes to get to training on time. Farah’s academic studies were good, therefore she could afford to skip some classes and not miss out much. There were some less happy moments in Farah’s career, when she had to spend a whole year recovering from a knee injury.

She acquired it during her participation in the Women’s Games, in K.L. Farah’s dad later told us, he had a bad feeling about his daughter on that day, and did not want her to participate. He couldn’t explain what it was, but he could feel something is about to go wrong. Although Farah’s dad did not want to tell her this, because he was worried this may cause an unwanted trouble for her. On the second day of the competition, on her final event for the day, when nothing seemed to have gone wrong, Farah got injured. Both her parents took a leave from work and took her to the best hospital they could, and helped her through with the recovery. They trained her to walk all over again.

Same routine continued for the next 5 years, parents drove her to and from trainings everyday at Bukit Jalil, until she turned 13 years old, and was officially a member of the National Artistic Gymnastics squad. This has most certainly eased the job of her parents, as they would only drive her home for the weekends, on any other day, she will stay at school’s campus.

By this time, Farah's sister Katrina, was already a solid member of the National Synchronized Swimming squad. Katrina still remains as a role model for Farah, for her erudition, persistence, ability to focus and also, just a very kind & loving sister. Kimberley (Farah's mom), is a tutor at an international school, and raised her daughters to be well mannered, treat one another well, to respect your seniors and surely was making sure they do well in academics. Girls' sporting career was of no less interest to her either.

Now, here is the result of the perseverance of all that hard work and time spent by parents who gave their all for their children's happy futures: In 2010, the whole family of Farah's went for the Commonwealth Games in New Delhi, India. Both, Farah & Katrina were of course participants at the Games, whereas both the parents and their youngest sister Aisha – as their supporters! These were the very first Commonwealth Games for the sisters, and it always has been a dream of Kimberley's, for both her daughters to be taking part at the Games simultaneously. Kimberley is a Canadian national, and was a sportswoman herself, thus Commonwealth Games are a very meaningful and memorable event for her. At the Games, Farah, along with her team mates were 4th in the team event. This is the highest achievement of a Malaysian Artistic Gymnastics team at the Commonwealth Games. Throughout the history, Malaysian Artistic Gymnastics Team was never placed higher than 7th. This was a major breakthrough for us. Katrina on the other hand was 4th in an individual synchronized even at the games. This was the success of the first major international competition. In the year 2011, the whole family once again travelled together, this time to Indonesia, for the SEA Games. Farah and Katrina went as participants, parents and Aisha as their supporters. This time, all their dreamt fantasies came true. Katrina has won 5 gold medals in synchronized swimming events and Farah has won a silver medal on an Uneven Bar event in Gymnastics. What was a SUCCESS!

CONCLUSION

We start to get involved with the sport at a very young age, and parents' role in raising the athletes is massive. There is a need to study well at school to get decent grades, whilst there isn't always enough time for homework or revision afterwards, because the athletes dedicate much of their day's time to trainings in their respective sports. Goal of the parents here is, to help out their children in everything, starting from miscellaneous moral support or financially and through to giving them all the love and kindness, to let them lean on their shoulder during difficult times which they may face. To try present their children with an opportunity to go through as little hassle as possible, in this diminutive path of their sporting lives.

Nataliya Sinkova was born in the city of Kirovograd, which lies in the heart of Ukraine. She has been involved with gymnastics since the tender age of 6 years old. By the age of 14, she achieved a level coined as 'Master of Sport', of the former USSR. She completed a university program, majoring in Teacher of Physical Education (in the field of artistic gymnastics). Nataliya was a gymnast for some 16 years. After graduating from the university, she worked at a Sports School of Olympic Reserves called – HOPE. In the year of 1995, she was offered her first job in Malaysia, for a position as coach-choreographer.



“SOME PEOPLE DREAM OF SUCCESS... WHILE OTHERS WAKE UP AND WORK HARD AT IT...”

After The Legends - An Interview With The Newly Appointed National Squash Coach, Peter Genever



ALLAN SOYZA
Director of Coaching, SRAM

“
SELF AWARENESS AND
SELF MOTIVATION.
THE MAIN ISSUE
SURROUNDING A
CENTRALISED TRAINING
FACILITY IS THAT THE
PLAYERS UNDER THE
PROGRAMME ARE
REQUIRED TO BE HERE...”

Allan: Can you give the readers some background of your coaching experience?

Peter: I started coaching aged 17 helping with summer junior camps in England, at 19 I had four seasons as a State Coach in South Africa and combined that with coaching at the Chichester Club in the UK. After playing the tour for eight years I started coaching again in London at various clubs teaching all levels from beginner to Elite level. From 2006 I had a group of touring professionals working under me including Azlan and Nafizwan.

Allan: How do you find the coaching set-up here compared to England?

Peter: Similar in the way the coaches gain their qualifications but different too as the sports industry is more developed in the UK inasmuch that people are more readily prepared to pay well for expert tuition and pursuing a career as a sports coach is considered a viable career choice. The retention of squash coaches in the UK is becoming an issue with the emergence of squash in the USA as more lucrative positions are available there.

Allan: In your opinion, what is the difference between the coaching styles of the Europeans (Australians included), Pakistanis and Egyptians?

Peter: I would say the Western coaching style is more systematic and methodical in its approach whereas the Pakistani / Egyptian style is more based around watching, learning and replicating through repetition. My own belief is a combination of the two approaches is best, but any successful playing style will always depend on the mindset of the player.

Allan: From your short time here, what have you noticed different with the players that you work with now, as compared to when you were a professional coach?

Peter: Self awareness and self motivation. The main issue surrounding a centralised training facility is that the players under the programme are required to be here, when I worked as a professional coach in the UK the players choose to be there and I determined whether they could be. The initial important decision to become a professional had often been made before funding, so automatically the player assumes responsibility for their game, and it seems this process is taking too long or not at all here.

FIGURE 1: MALAYSIAN SQUASH LEGENDS

Allan: Do you think that Malaysia has players to take over the mantle from our senior players like Azlan Iskandar and Dato' Nicol? What will they have to do to be able to match their achievements?

Peter: To have another Dato' Nicol would be unlikely but not impossible she really has been an exception to the general rules but there are players involved in Malaysia squash who can easily break into the higher

ranks of the game provided they have the necessary attitude to training and learning ,are prepared to go through the ups and downs in their career with the honesty required and above all remain committed to the game over an extended period.

Allan: Who has been the biggest influence in your coaching career?

Peter: Neil Harvey. And I helped Peter Nicol prepare for the Commonwealth Games in Melbourne in 2006 which was very helpful too.

Allan: What do you intend to leave as a legacy for Malaysian Squash during your tenure here?

Peter: To continue the work already done to put in place a modern squash programme covering the basic fundamentals to advanced techniques which will connect the State Junior Programmes through to the Elite National Programme to ensure Malaysia will maintain and surpass its current standing in Asia and World squash. The openness to change of the Associations, States, Coaches and Athletes will be the crucial element in achieving this objective.

FIGURE 3: PETER WITH THE MALAYSIAN TEAM AT THE ASIAN TEAM CHAMPIONSHIPS 2012.

PETER GENEVER'S first full time coaching job was as a State coach in Port Elizabeth, South Africa for four seasons from 1993-1996. After that he decided to embark on a full time playing career on the PSA World Tour reaching a career high ranking of 23 in 2001. Once he decided to finish playing the tour in 2005, he started to coach again in London. During this time he worked with all standards from teaching beginners to helping Peter Nicol (who won the Gold medal) prepare for the Commonwealth Games in Melbourne in 2006. Around this time he also started working with Azlan Iskandar (highest world ranking of 10) and over the next five years worked with attachment professional players from all over the world and with a permanent group of professionals based in London which included Nafizwan Adnan (Malaysian no.2).

ALLAN SOYZA started out as a squash player in the Jaya '98 program and decided to go into coaching in 1998 after not making the final squad for the Commonwealth Games. He returned home to Penang as the State coach and grew the junior program from an initial 12 juniors to 100 juniors in about 5 years. He then helped establish the Squash Academy of Penang under the umbrella of the Squash Rackets Association of Penang. He then left the Academy in 2009 to Join Squash Rackets Association of Malaysia as the Men's Coach and was promoted to Head Coach in 2010. In 2012, he was appointed as the Director of Coaching.



1. MALAYSIAN SQUASH LEGENDS
2. PETER WITH THE MALAYSIAN TEAM AT THE ASIAN TEAM CHAMPIONSHIPS 2012.

Ultra Short Race Pace Training in Swimming



PAUL BIRMINGHAM
Malaysian Swimming Coach

THE MAJOR PROBLEM WITH TRADITIONAL RACE PACE TRAINING IN SWIMMING TRAINING IS SCHEDULING WORK INTERVALS THAT ARE TOO LONG WHICH RESULTS IN THE PRODUCTION AND ACCUMULATION OF HIGH LACTIC ACID CONCENTRATIONS WHICH TOO SWIFTLY DEGRADES THE QUALITY AND EFFICIENCY OF THE RACE PACE REPEATS AND AS SUCH LIMITS THE TOTAL VOLUME OF THE RACE SPECIFIC WORK THAT CAN BE ACHIEVED. THE TASK OF ULTRA-SHORT RACE-PACE TRAINING IS TO PRODUCE THE GREATEST NUMBER OF RACE-SPECIFIC STROKES POSSIBLE. IT IS POSSIBLE TO CONCOMITANTLY TRAIN FOR SEVERAL EVENTS, EACH REQUIRING A DISCRETE SET OF REPETITIONS.

RATIONALE

In the late 1950s to the mid-1960s, Swedish scientists published articles that related lactate accumulation with various work:rest periods (Astrand et al., 1960; Christensen, 1962; Christensen, Hedman, & Saltin, 1960). Astrand and Rodahl (1977) related research findings that demonstrated if the work duration is short enough, although the work intensity is very high, and if recovery periods are short, energy sustains mechanically efficient “fast” work while no buildup of lactate occurs. As well, glycogen levels remain high throughout the short intervals whereas with longer intervals they depreciate significantly. Figure 1 displays results of a study where in a 30-minute period of cycling, subjects performed the same total workload with the same work to rest ratio in three different ways: 60 s : 120 s, 30 s : 60 s, and 10 s : 20 s. In the shortest work interval, blood lactate did not accumulate and glycogen stores were only slightly reduced by the end of the session. At the other extreme the longest interval produced excessive lactate accumulation and glycogen depletion.

A sustained presence of readily available glycogen is essential for skilled (neuromuscular) function. It allows a swimmer to practice the neuromuscular patterns associated with high rates of quality performance without disruption for it is known that as lactate accumulates beyond a certain level (a rough estimate for swimming is >4 mM/l), neuromuscular functioning in the localized work area is increasingly disturbed. Consequently, hard/extended swimming that accumulates lactate does not accommodate the learning of the skilled movement patterns associated with the effort's velocity. Given that recovery from very short interval training is extremely rapid and significantly shorter than that required for accumulated-lactate work bouts it would be expected that a swimmer would be able to execute more total skill cycles per session at race velocity than would be otherwise achieved by traditional lactate production/tolerance training sets.

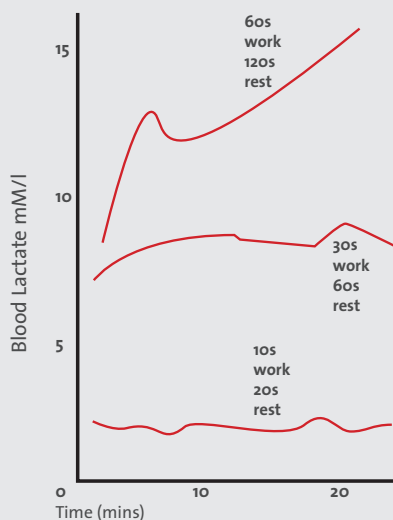


Figure 1: Lactate Accumulation for different workload

Since swimming is a cyclic activity that does not use the total body musculature and is supported and cooled efficiently by water, the rest periods do not need to be as long as in the Astrand and Rodahl cycling study. My own practical experiences have shown that a one to one work to rest ratio is satisfactory for swimming involving the maximum of 20-30 seconds of rest.

ENERGY USE IN ULTRA-SHORT SWIMMING SETS

The energy that is used throughout an ultra-short interval set of a high number of repetitions changes from the early to late stages within the set and with training. Early in a set, energy that exists within the muscles is primarily used, alactacid sources being exploited more than lactacid sources. Aerobic energy is gradually stimulated into action and increases its function with each successive swim repeat. As the set progresses, alactacid energy is still employed. Type II (fast-twitch glycolytic) fibers are continually stimulated along with Type I (slow-twitch oxidative) fibers. Some anaerobic glycolysis does occur but not in amounts that lead to any significant lactate accumulation. The amount of oxidative work at the end of an ultra-short set is greater than at the start while swimming velocity remains constant.

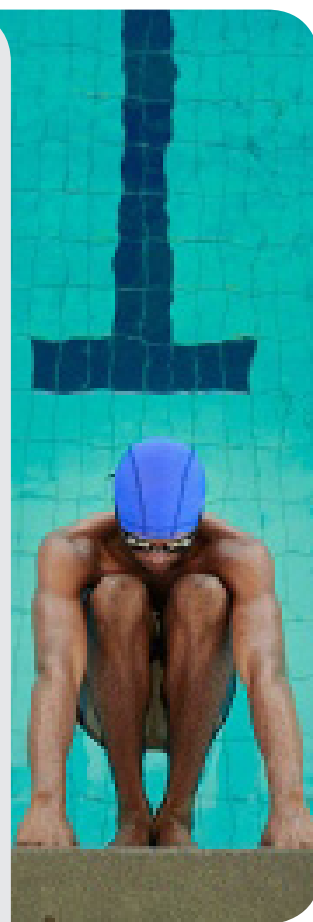
As ultra-short intervals are employed consistently in practices, some Type IIa fibers (low-oxidative or glycolytic fibers) eventually are converted to Type IIb fibers that become oxidative while still maintaining their fast-twitch contractile function. [In the structure of ultra-short training where aerobic activity is maximal and constant, the conversion of Type IIa to aerobic glycolytic Type IIb fibers is maximal. In traditional swimming training activities where exercise intensity is relatively moderate, the conversion effect is likely to be less than maximal because “maximal conditions” are not experienced. Consequently, ultra-short training produces yet another valuable training effect that is not achieved through traditional swimming programs.] With the conversion/adaptation of those fibers, work earlier in a set is more oxidative than in an untrained state. That means more race-pace work is “fueled” by oxygen rather than lactate producing anaerobiosis. The capacity for producing work through the alactacid energy system is also increased.

It is important to note that there still is some requirement for anaerobic glycolytic training sessions. The frequent stimulation involved in the very short repetitions produces some adaptation although that improvement might not be as great as that experienced in traditional heavy-demanding sets where lactate accumulates to high levels.

TYPICAL SET DESIGNS

A single exposure to a race-pace set will achieve little in terms of training effects. However, with repeated exposures to a race-pace set, the brain establishes successive refinements of the patterning associated with the basic task of the set, which is to perform with the technique and energy forms that are equivalent to those which occur in a race. I have been experimenting with the number of exposures of this style of training with my athletes. Currently our sprint and middle distance swimmers are performing these sets 3 times a week with the distance swimmers 2 times a week.

As explained above these sets deplete glycogen levels to a much smaller degree than do more typical glycolytic race pace sets which contain swims at maximal intensity over longer distances with longer rest. It would be expected to rest at least 48 hours between exposures to these traditional lactate sets. In theory ultra-short race pace sets might be able to be performed every 24 hours however,





“THE WATER IS YOUR FRIEND.....YOU DON'T HAVE TO FIGHT WITH WATER, JUST SHARE THE SAME SPIRIT AS THE WATER, AND IT WILL HELP YOU MOVE...”

given the substantial neural activity involved, I would still leave at least 48 hours between exposures. It would certainly be advisable to err on the side of caution when the fast twitch fibers are heavily taxed.

It is crucial to set the pool up to accommodate this type of training set. Unlike running, where short distances can be easily delineated, swimming pools are a standard length; generally 50m or sometimes 25m. We use demountable turning boards that can be placed between the lane lines that allow us to create any desired repeat distance.

For race pace work under this protocol I feel 50m swims are too far and will place too much pressure on the glycolytic pathways before enough volume has been achieved. At present I use 25m repeats at 200m pace. The main point being that the athlete **MUST** be able to hold their actual 200m swimming pace at their 200m race stroke rate. If the athlete is unable to maintain this pace then the distance of each swim should be shortened. At present some of our 100m swimmers perform race pace repeats over 15 and 20m sections likewise holding 100m race rates and paces.

We would look to start at about 800m of work at race intensity. Initially this might be in the form of 3 sets of 16 x 25m at a work to rest ratio of about 1:1 (as such the total interval is usually 30s) with 3 x 100 easy recovery swimming in between each set. We would progress the sets weekly by manipulating the total volume at pace. The work to rest to rest ratio would remain constant. A typical progression would be thus:

- Week 1: 3 sets of 16 x 25@30
- Week 2: 3 sets of 20 x 25@30
- Week 3: 3 sets of 24 x 25@30
- Week 4: 2 sets of 30 x 25@30
- Week 5: Would be a test week whereby we might choose a test such as 40 or 50 x 25@30

As you can see we are building up to achieving up to 1800m or so of 200m race pace work or 16 minutes of work. This is far in excess of the pace volume that could be achieved by traditional longer interval pace work. Traditional race pace lactate sets swum as 50m or even 100m efforts generally have a peak volume of 800m of work or about 8 minutes before muscle glycogen levels are critically depleted in white fiber muscles.

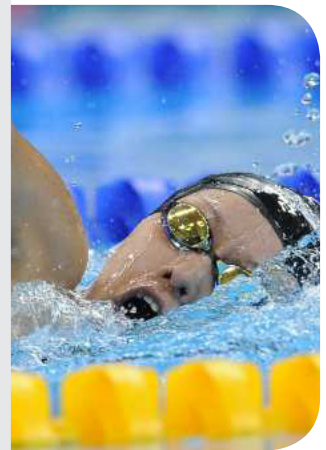
CONCLUSION

Ultra-short training at race-pace develops alactacid energy production, fast-twitch oxidative and fast twitch glycolytic function, and aerobic adaptation all while executing race-specific motor skill patterns and achieving significant distances of relevant training. With ultra-short training at race-pace it is possible to effectively train full-effort, large-muscle activities while enjoying circulatory and respiratory (aerobic) training effects similar to those achieved with continuous activities performed at a much lower level of intensity.

Paul Birmingham is an Australian ASCTA Gold High Performance Swimming Coach. Has coached in Australia for 10 years, USA for 5 years and has been the Malaysian National team coach for the last 5 years. Has coached at the Olympics, Commonwealth Games, Asian Games, Sea Games, World Championships and numerous other elite international meets. Over 50 National records have been broken by Malaysian swimmers in the last 5 years.

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Effects of Pre-Task Music Listening on Heart Rate, Mood State and Muscle Strength among Kelantan Weightlifting Athletes



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INTRODUCTION

Music is a powerful tool to facilitate optimal emotions and promote readiness in sport performance. BASES¹ stated that music promotes an ergogenic (work-enhancing) effects by either reducing perception of fatigue or increasing work capacity. Basically, a piece of music consists of rhythm, melody, harmony, timbre, space and direction, where the combination determines the type of music and its expression properties. In sport and exercise settings, the beneficial impacts of music can be explained by a conceptual framework, which proposed that there are four important elements, which influence responsiveness to music in sports and exercise activities. Those elements are rhythm response, musicality, cultural impact and association.

Rhythm response relates to natural responses to musical rhythm especially tempo. Musicality refers to pitch-related elements such as harmony and melody. Cultural impact is the pervasiveness of the music within the society or a sub-cultural group. Association means the extra-musical associations that music may evoke³. Interaction of the factors create a motivational quality of a music and lead to optimal psycho-physiological conditions including controlled arousal, reduced rate of perceived exertion (RPE) and improved positive mood. Experiencing the effects will bring to longer-term behavioral outcomes of increased adherence to exercise and psycho-physiological preparation in pre-event routine.

This present research incorporates the psychological and physiological assessment of the pre-task music listening on heart rate, muscle strength and mood state among local weightlifters. This research was aimed to identify the effects of different types of music in order to seek which music might facilitate the performance of weightlifting athletes. We suspected that different music tempo might give different reactions to parameters measured. In addition, music selection might rely on the nature of sport tasks, thus appropriate music must be used in pre-performance strategy.

OBJECTIVES OF THE STUDY

1. To determine the heart rate pattern during music listening in weightlifting athletes.
2. To determine the effects of pre task music listening to muscle strength in weightlifting athletes.
3. To determine the effects of pre-task music listening to mood state in weightlifting athletes.

METHODS

Subjects (n=10) were male Kelantan weightlifting athletes (mean age=16.7 years old), having two to five years experience at competitive level. 90% of the subjects were reported right-handed. This study applied repeated measures design where subjects were required to attend two conditions of pre-task music listening including high tempo music (>130 bpm) and slow tempo music (<120 bpm) and one session of listening to no music. Each session was conducted on different days.

During the experiment, subjects were attached with Sony MP3 player and they were listened to the music for 20 minutes individually. Heart rate was assessed by using Polar heart rate monitor in the beginning (first 3 minutes), middle (after 10 minutes) and ending (3 minutes before ends) of the session. Measurements consist of back-leg and handgrip strength was recorded by using back and leg dynamometer and handgrip dynamometer respectively after the session completed. Mood state was determined by using Profile of Mood State (POMS), self administered and conducted in a comfortable room.

Statistical analysis (One-way ANOVA) was conducted to compare the variables across three conditions (high tempo music, slow tempo music and no music).

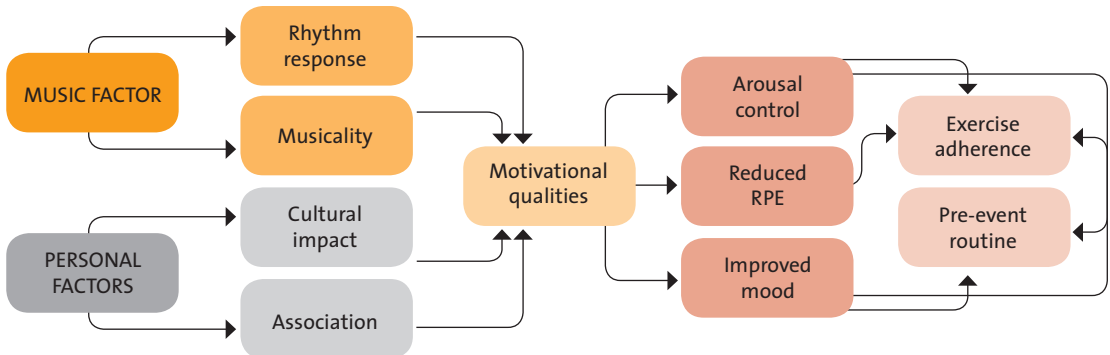


Figure 1: Conceptual framework for the prediction of responses to motivational asynchronous music in exercise and sports

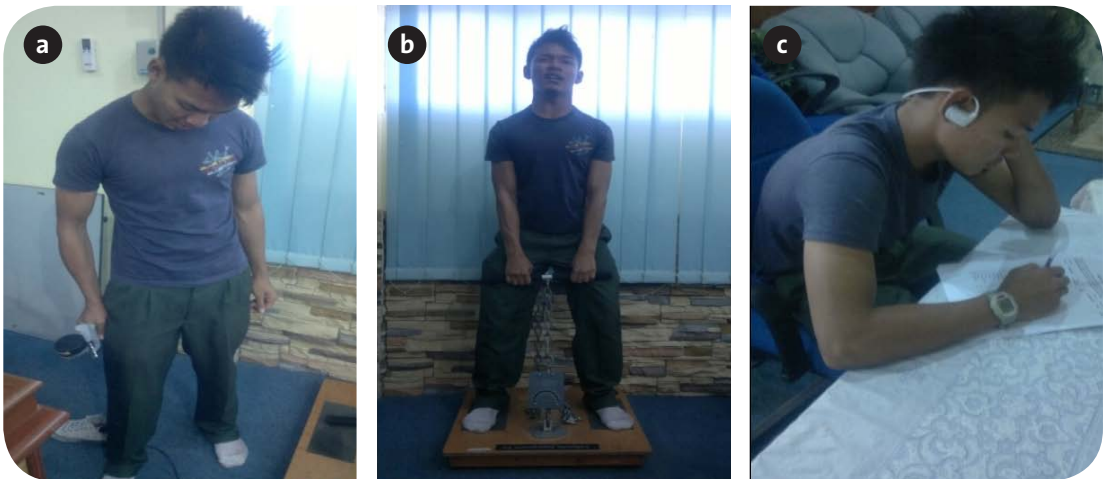


Figure 2: (a) Assessment of handgrip strength; (b) Assessment of back and leg strength; (c) Assessment of mood state

RESULTS

a) Heart rate during music listening sessions

Figure 1 displayed the result of heart rate pattern during 20-minutes listening to high tempo music, slow tempo music and no music. It was demonstrated that heart rate was increased from the middle to ending of the session in high tempo music. In slow tempo music, heart rate was gradually decreased from beginning until the end of the session. Meanwhile, heart rate in no music condition was increased from the beginning to the middle, with a slight decrease in the end of the session.

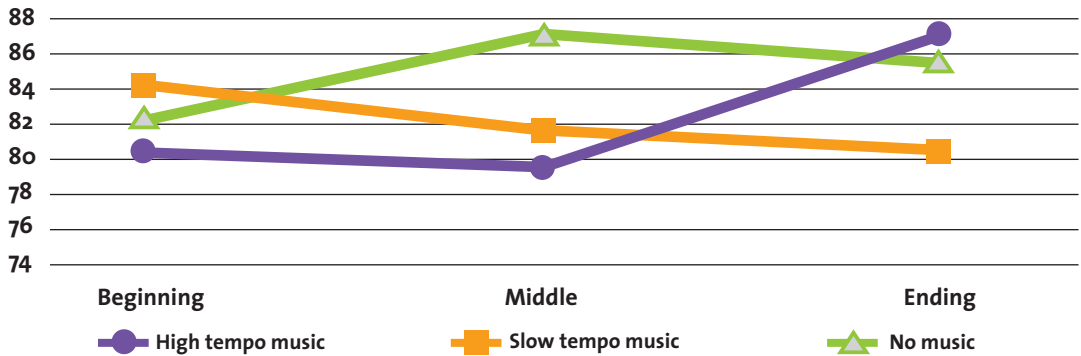


Figure 3:
Heart rate pattern in the beginning, middle and ending of music listening sessions in high tempo music, slow tempo music and no music

b) Muscle strength			
MUSCLE STRENGTH (KG) (MEAN ± SD)			
CONDITIONS	RIGHT HANDGRIP	LEFT HANDGRIP	BACK-LEG
High Tempo Music	49.00 ± 8.43	44.95 ± 7.79	150.00 ± 30.64
Slow Tempo Music	46.10 ± 6.03	45.20 ± 7.54	139.00 ± 34.94
No Music	47.40 ± 7.04	48.10 ± 7.98	139.50 ± 36.62
p	0.14	0.29	0.15

Level of significance: $p < 0.05$

Table 1:
Muscle strength (handgrip and back-leg) in three conditions

Findings on muscle strength as reported in Table 1 shown that listening to high tempo music resulted in higher handgrip (right) and back and leg strength compared to slow tempo music and no music. Low handgrip and back and leg strength was reported when subjects listening to slow tempo music. However, the results did not significant for all variables measured ($p > 0.05$) when compared between the three conditions.

c) Mood state

Table 2 reported that listening to slow tempo and high tempo music did not elicit significant difference ($p > 0.05$) for all mood states (tension, anger, fatigue, confusion, depression, vigor) when compared between the three conditions. The findings shown that listening to slow tempo and high tempo music resulted in lower negative states (tension, anger, fatigue, confusion, depression) and higher positive states (vigor) compared to no music condition.

MOOD STATE (MEAN \pm SD)						
CONDITIONS	TENSION	ANGER	DEPRESSION	FATIGUE	CONFUSION	VIGOR
High Tempo Music	1.50 \pm 1.58	0.50 \pm 0.85	0.60 \pm 0.84	2.60 \pm 1.71	1.40 \pm 1.78	8.00 \pm 4.29
Slow Tempo Music	2.00 \pm 2.87	1.30 \pm 2.26	3.00 \pm 3.43	4.10 \pm 2.02	1.70 \pm 1.64	7.30 \pm 3.62
No Music	2.20 \pm 2.90	2.60 \pm 3.63	2.80 \pm 2.97	4.20 \pm 3.33	3.00 \pm 2.94	5.00 \pm 3.02
p	0.82	0.19	0.10	0.28	0.24	0.18

Level of significance: $p < 0.05$

Table 2:
Mood states in three experiment conditions

DISCUSSION

Among the strategies in regulating optimal state for good performance in sport, music intervention has received considerable attention in enhancing athletes' readiness to perform in the games. The few studies have investigated the effects of music listening in anaerobic performance compared to studies that focusing on cardiovascular endurance performance⁴.

Increased arousal, facilitating simple gross motor tasks was proposed to be a mechanism by which music could influence exercise behavior⁵. Hanser⁶ stated that since heart rate is a popular measure on index of arousal, it is necessary to examine the effects of music listening on heart rate pattern. Based on the finding, high tempo music had increased the heart rate after ten minutes subjects were exposed with music. This indicates that high tempo music is more arousing when athletes are closer to performance. Meanwhile, slow tempo music decreased the heart rate from beginning towards the end of the session. This suggests that slow tempo music may be functioning in down regulating arousal and bring relaxation effect to the listener. Music can have a psyching effect but may be dependent not only on the form of exercise, but also on the type of music⁷. This study was also in line with a study by Edworthy and Waring⁸ who found increase in heart rate while listening to fast music during exercise compared with listening to slow music. In addition, subjects reported their preference on piece of music, which contains stimulating beat because it help them to energize and focus. However, we felt that it would be better if the session were conducted in real competition or in simulative condition so that the subjects could experience the physiological reactions within the competitive surrounding.



According to Meyerg, if music serves to increase arousal in exercise, then it may be an effective preparation strategy when power or muscular endurance exercise are performed. In this current research, fast tempo music was found to produce beneficial effect on muscle strength (handgrip and back and leg) compared to no music condition. This finding was in line with research done by Karageorghis and his colleagues who found that the participants produced significantly higher hand grip dynamometer scores after listening to stimulating music (high tempo) compared to sedative music (slow tempo) or white noise control¹⁰. Since most of the subjects were right handed, it is plausible that subjects performed better in right hand compared to left hand in handgrip test. Even though this research tried to seek potential of using music to enhance muscle strength, there is still lack in evidence on how music facilitate muscle recruitment during effort exertion in weightlifting. If in running performance, tempo of music that synchronous with the required movement will give beneficial effect, the influence of music tempo to weightlifting need further investigation. Nevertheless, it is believed that neuropsychological process take place when people listen to music while doing activities. The supplementary motor area of the brain plays an important role in both the perception of musical rhythm and the rhythmic ordering of motor tasks¹¹ such as lifting the weight.

Research examining strategies used to regulate emotions in sport is relatively scarce¹². This current study intended to seek the efficiency of pre-task music listening as mood management by athletes themselves. Music may be an effective regulator of the different types of negative mood as different types of music may elicit different responses¹³. In term of mood states, this study did not find significant difference between the three conditions. However, the analysis indicated that listening to music facilitate positive emotions especially for high tempo music. This finding supported research done by Stevens and Lane¹³ who found that athletes up-regulate vigor and down-regulate unpleasant emotions (anger, confusion, depression, fatigue and tension) by listening to music. However, they did not examine the type of music participants listened to. In addition, Lane and Terry¹⁴ suggested vigor to be related with heightened arousal and production of maximum effort. Therefore, increased positive mood (vigor) will lead to the best performance. Since weightlifting does not involve a lot of physical movement, level of vigor should be carefully monitored. This is because too high arousal may destruct the performance level.

As a conclusion, this current finding has added knowledge on the importance of pre-task music listening in regulating arousal and achieving optimal psychological state. We proposed that the effectiveness of music in regulating mood is not just relying on the practice of listening to music but also the selection of appropriate music.

PRACTICAL APPLICATION FOR COACHES

There is necessity for the coaches to expose the athletes on using music as self-regulation strategy together with other psychological modalities. Choosing the right pre-task music is crucial and should consider the nature of sports and athlete's preference. Before the implementation of music in training, coaches need to ensure that the tempo of music is matched to the action in the game. In weightlifting, athletes can listen to high tempo music to increase the arousal level 10-15 minutes before performing in the game. It will help to enhance effort during task execution and produce higher level of performance. Meanwhile, slow tempo music may be detrimental if it is used too close to performance time.

APLIKASI PRAKTIKAL UNTUK JURULATIH

Setiap jurulatih perlu mendedahkan atlit untuk menggunakan muzik sebagai strategi pengawalan diri bersama dengan kaedah psikologi yang lain. Pemilihan muzik yang betul sebelum tugas perlu menitikberatkan sifat sesuatu sukan dan kesukaan atlit itu sendiri. Sebelum pelaksanaan muzik dalam latihan, jurulatih perlu memastikan tempo muzik bersesuaian dengan aksi dalam sukan. Dalam sukan angkat berat, atlit boleh mendengar muzik tempo tinggi 10-15 minit sebelum persembahan bagi meningkatkan tahap kebangkitan. Ia akan membantu dalam meningkatkan daya usaha semasa melakukan tugas dan meningkatkan tahap persembahan. Sementara itu, muzik tempo rendah mungkin mengganggu jika digunakan terlalu hampir dengan waktu bertanding.

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“SPORTS AND MUSIC DO NOT BUILD CHARACTER. THEY REVEAL IT...”

MAJLIS SUKAN NEGARA MALAYSIA
AKADEMI KEJURULATIHAN KEBANGSAAN
Unit Pendidikan Sains Kejurulatihan

TAKWIM KURSUS SAINS SUKAN TAHUN 2013 ANJURAN MAJLIS SUKAN NEGERI



KE ARAH KECEMERLANGAN SUKAN | Towards of greatness sports

BULAN	TAHAP	BIL	KOD KURSUS	TARIKH	PENGANJUR (Majlis Sukan Negeri)	TEMPAT	
FEB	i	1	1(01)2013	23 - 27 Feb	Terengganu	Kuala Terengganu	
		2	1(02)2013	24 Feb - 1 Mac	Pulau Pinang	Pulau Pinang	
		3	1(03)2013	24 Feb - 1 Mac	Perak	Ipoh	
		4	1(04)2013	24 Feb - 1 Mac	Melaka	Melaka	
MAC	i	5	1(05)2013	4 - 8 Mac	Labuan	Labuan	
		6	1(06)2013	4 - 8 Mac	Kuala Lumpur	Kuala Lumpur	
		7	1(07)2013	18 - 22 Mac	Perlis	Kangar	
		8	1(08)2013	18 - 22 Mac	Pahang	Kuantan	
		9	1(09)2013	18 - 22 Mac	Selangor	Shah Alam	
		10	1(10)2013	24 - 28 Mac	Kelantan	Kota Bharu	
		11	1(11)2013	24 - 28 Mac	Kedah	Sungai Petani	
	ii	12	2(01)2013	25 - 30 Mac	Sarawak	Sibu	
		13	2(02)2013	25 - 30 Mac	Sabah	Kudat	
	APRIL	i	14	1(12)2013	1 - 5 April	Johor	Johor Bharu
			15	1(13)2013	1 - 5 April	N. Sembilan	Seremban
			16	1(14)2013	8 - 12 April	Putrajaya	Putrajaya
		ii	17	2(03)2013	15 - 20 April	Selangor	Shah Alam
iii		18	3(01)2013	15 - 20 April	Terengganu	Kuala Terengganu	
	19	3(02)2013	22 - 27 April	Pulau Pinang	Pulau Pinang		
MEI	iii	20	3(03)2013	6 - 10 Mei	Perak	Ipoh	
JULAI	iii	21	3(04)2013	15 - 20 Julai	MSNM	Bukit Jalil	
	ii	22	2(04)2013	22 - 27 Julai	MSNM	Bukit Jalil	
	i	23	1(15)2013	29 Julai - 2 Ogos	MSNM	Bukit Jalil	
OGOS	Viva	24	v (01)2013	18 Ogos	Terengganu	Kuala Terengganu	
		25	v (02)2013	24 Ogos	Pulau Pinang	Pulau Pinang	
		26	v (03)2013	28 Ogos	Perak	Ipoh	
SEPT	i	27	1(16)2013	2 - 6 Sept	Sarawak	Kuching	
		ii	28	2(05)2013	2 - 7 Sept	Perlis	Kangar
	ii	29	2(06)2013	2 - 7 Sept	Pahang	Kuantan	
		30	2(07)2013	22 - 27 Sept	Kelantan	Kota Bharu	
		31	2(08)2013	22 - 27 Sept	Kedah	Alor Setar	
		32	2(09)2013	23 - 28 Sept	Sabah	Keningau	
	i	33	1(17)2013	23 - 27 Sept	Sabah	Keningau	
OKT	ii	34	2(10)2013	6 - 11 Okt	Terengganu	Kuala Terengganu	
		35	2(11)2013	7 - 12 Okt	N. Sembilan	Seremban	
	Viva	36	v (04)2013	21 - 22 Okt	MSNM	Bukit Jalil	

CATATAN



- Untuk maklumat lanjut, sila layari Laman Web Majlis Sukan Negara : www.nsc.gov.my
- Bagi peserta yang ingin mengikuti kursus sila baca Prosedur dan mengisi borang permohonan dan serahkan kepada penganjur yang berkenaan

LAUNCHING OF NATIONAL COACHING ACADEMY

July 19, 2012
at Dewan Komanwel,
National Sports Council





1. ARRIVAL OF MINISTER OF YOUTH AND SPORT
2. OPENING SPEECH BY THE MINISTER
3. NCAS LEVEL IIIII CERTIFICATE PRESENTATION TO COACHES
4. MOU HANDING OVER TO NATIONAL SPORTS BODY
5. THE LAUNCHING
6. ACADEMY OFFICIALLY LAUNCHED

7. THE SIGNING
8. NATIONAL COACHES
9. REPRESENTATIVES FROM THE NATIONAL SPORTS BODY
10. SPORTS SCIENCE BOOTH
11. RESPECTIVE SPORTS COACHING INFO

OLYMPIC AND PARALYMPIC HIGHLIGHT



1. ADDERIN MAJURIN
2. MOHD SAIFUDDIN ISHAK
3. NURSUHANA RAMLAN
4. NORSHAZWANI ABDULLAH
5. KHAIRUL ANUAR
6. AZIZUL HASNI AWANG
7. BRYAN NICKSON LOMAS

- 8&9. 'GOLD' WINNER FACES OF MALAYSIA OPENING CEREMONY OF THE LONDON OLYMPIC GAMES 2012 - MALAYSIA
10. CEREMONY OF THE LONDON PARALYMPIC GAMES 2012- MALAYSIA
11. HASIHIN SENAWI -BRONZE MEDAL IN ARCHERY- WITH THE OTHER WINNERS
12. PANDELELA WITH HER MEDAL
13. DATUK LEE CHONG WEI APPEASED BY HIS COACH AFTER LOSING TO CHINA'S LIN DAN





LATAR BELAKANG

CORAK SAUJANA SDN BHD DITUBUHKAN PADA 1999. KAMI ADA LEBIH DARI 10 TAHUN PENGALAMAN DALAM BIDANG PERCETAKAN DARI SEGI KUALITI, KECEKAPAN DAN HARGA YANG BERPATUTAN. SYARIKAT KAMI MERANGKUMI PENGENDALI-PENGENDALI MESIN DAN PENGURUSAN BUMIPUTERA.

JENIS PERKHIDMATAN KAMI

SYARIKAT KAMI MENAWARKAN JENIS-JENIS PERCETAKAN BERIKUT

• PERCETAKAN AM

Flyers, Brochures, Buku-buku bil, Buku nota, Memopads, Letterheads, Sampul surat, Kad nama, Newsletters, Majalah, Folders, Buku report tahunan (termasuk CD/DVD), Kad jemputan, dll

• PERCETAKAN KHUSUS

(untuk pelbagai acara & promosi, etc)
Posters, Standees, Hanging mobile, Beg kertas, Kad profil, Paket raya, Kad ucapan, Direktori, Pembalut kertas, Flagline, Kalendar, dll

• KOTAK & PEMBUNGKUSAN

Kotak carton, Kotak hadiah, Kotak bermagnet, Rak-rak e-flute berdiri

• PERCETAKAN DIGITAL

Bunting, Banner, Backdrop, Standee

• LAIN-LAIN PERCETAKAN

Sila menghubungi pihak kami menerusi emel beserta dengan spesifikasi percetakan

PELANGGAN-PELANGGAN KAMI :

Warner Music (M) Sdn Bhd
MOL Accessportal Berhad
Woongjin Coway (M) Sdn Bhd
Sendi Mutiara Multimedia Sdn Bhd
RAM Entertainment Sdn Bhd
Mypartners Communications Sdn Bhd
JM Consultation
DMS Advertising Services Sdn Bhd
Beyond Events Sdn Bhd (event organizer)
Brainwave Channels Sdn Bhd
Techlane Resources Sdn Bhd (Kaspersky products)
Ann Joo Group of Companies
Cinema Online Sdn Bhd
Fresenius Kabi Malaysia Sdn Bhd
Kingsmen-Keb Systems Sdn Bhd
R.E.A.L. Education Group Sdn Bhd
Resort Villa Golf Course Development Sdn Bhd
Packet One Networks (Malaysia) Sdn Bhd

RuumzNation Sdn Bhd
Model.com Sdn Bhd
Stoneads Sdn Bhd
KPKK
RENG College
Shiok Kopitiam
Steelcase Global Shared Services
The Store (Malaysia) Sdn Bhd
Universal Music Sdn Bhd
Winterose Corporation Sdn Bhd
Yuber Sdn Bhd
Ace Canning Corporation Sdn Bhd
Baby Ambrosia Sdn Bhd
Brilliant Team
NS Naga (M) Sdn Bhd
People & Bell
Neo Edition Sdn Bhd

silalahubungi :

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