

Study on Assessment of Football Training Methods: In the Case Male First
Division Clubs In Addis Ababa

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This is to certify that the thesis prepared by Sentayehu Birhanu, entitled:

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ABSTRACT

Study on assessment of football training methods: in the case male first division clubs in Addis Ababa. Football training program is the base and the main source for a club and the future elite athletes (players) will be equipped with the fundamental and basic components as technical, tactical, physical fitness and psychological demands of the modern football. The purpose of this research was to study on assessment of football training methods in the case of male first division clubs in Addis Ababa and to suggest correct alternatives that would improve the training methods and the performance of the athletes. The study employed a descriptive survey method and it was conducted in 6 male first division clubs found in Addis Ababa city administration. These samples were selected by simple random and purposive selected technique. The sample of the subject consists of 10 first division clubs coaches, 146 first division players and 2 Addis Ababa football federation technical staff was included. For the implementation of the study, a descriptive survey design was employed. The study subjects were selected from the availability samples. In this study, data was collected through questionnaires, structured interview and observation with check list. The result of the study indicate that unbalance of knowledge between the coaches and players, the Addis Ababa football federation did not follow up the first division frequency. This resulted in lack of gaining the players to feed other league, the coaches that handled the clubs had lack of using systematic and methods of training to develop the first division players. Based on the findings the following recommendation were forwarded; the coaches expected to follow scientific football training methods and systematic way for their players, all coaches have to use different kinds of football training methods, players have to respect their coaches, the Addis Ababa football federation should give frequent workshops and different level of course for the coaches, the federation should introduce the coaches to new methods of training and instructional updating with the current coaching system and so on.

Key words; - technical, psychological, physical, tactical, methods, assessment, training method, clubs and players

ACRONYMS AND ABBREVIATION

A.D: After the death of Christ

B.C: birth of Christ, indicating years numbered back from the supposed year of the birth of Christ

BMME-British Military Mission

CAL: Club Athletique Liberte

CONMEBOL- South American Football Confederation.

DBF-The German football association (German: Deutscher Fußball-Bund)

EEF-Ethiopian football federation

FIFA-Federation International de Football Association

FC-football club

SC-sporting club

U.S- united States

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Football training program is the base and the main source for a club and the future elite athletes (players) will be equipped with the fundamental and basic components as technical, tactical, physical fitness and psychological demands of the modern football. Therefore, highly organized and well-structured football training program is crucial. Football is the world's most popular form of sport, being played in every nation without exception. Sport has become a popular past time among the people. Above all, interest in football has been growing in the country over the years. The rapidly increasing popularity of football has also need a demand of excellent performance. Football practitioners require many attributes to become successful Players.

The skills of football could be developed through systematic methods of preparation and applying the scientific method of training. The scientific method of training refers to the knowledge of the frequency, intensity, and duration of training and considering the developmental stages of players.

One of the key factors that help to improve the performance of football is the effectiveness of training. The coach is the most important resource in a training system of a modern society. It plays a major role in the delivery of quality training. The essential condition for the development of football performance depends on the specific improvement on general physical preparation for the highest level. This is particularly an important requirement in the game of football. Where the players have to master complex techniques before their performance is excellent. The method of physical preparation mainly focuses on the development and maintenance of the general and special physical preparedness of the players, and the development of special mobility as pre-condition for high performance in sport by players.

In this regard Richard Alagich (1996) stated that, 'the quality and demands of today's modern game require a controlled systematic development of players. Thus, the objective of producing

players who are capable and competent to play modern football requires the cultivation of all those qualities which modern football demands.

The international DFB coaching course manual (2008) has stated that; Training nowadays is not just exercising any more, but also a very sophisticated process. Training has to distinguish from simple physical work by a more specific emphasis on training objective. The quality of the football of tomorrow is very much a result of the quality of the complex practical training, which are executed day-by-day thousands of coaches' countrywide.

Thus, because of its impact on the development of football in general and the players performance in particular training should be the one that due to attention. It is the training, which is being conducted by coaches that determine the performance of players and the development of a nation's football status.

Therefore, coaches are required to approach each training session with a well-structured plan that considers the players age and the contents of his /her master plan. Furthermore, all the necessary facilities and equipment need to be made available and it needs coaches who are competent. In line with this idea, the DFB international coaching course manual highlighted as expert coaching takes in to account the players individual characteristics and the specific situation of the competitive season.

First division football clubs coaching methods is need improvement. Means of improving the performance of footballers is by the quality training, introducing new techniques of instructions as well as methods of coaching. This study, would therefore, attempt to suggest some attainable alternative of developing the football training methods. It is expected that, this study would provide valuable support in improving the football training methods.

1.2 Statement of the Problem

According to Wondimu and Damene (2004) training of football requires developing the physical fitness of the players and the technical skills in the game and understanding the principles of the play and training. Performance is an observable behavior of players in a playground; an observable behavior comprises the fundamental skills of the game and the physical qualities of performing the skills appropriately. The skills of football could be developed through systematic methods of preparation and applying the scientific methods of training. The scientific method of

training refers to the knowledge of the frequency, intensity, and duration of training and considering the developmental stages of players.

The reason why the researcher chose this title is that to realize the training method of male first division is need improvement. It is to mean that the scientific method of training an essential for player.

Clubs that produce quality players who are suitable and fit with the modern football, and competent in international level, the training of its youth football development program have to be assessed and maintained to a level which can produce competent players who capable of modern football.

It was speculated that the performance and result of the clubs were not efficient and successful. In line with, there are many causes that affect the performance of players, such as absence of individualized training program, facilities, equipment, injuries, motivation, well-designed training program and selection criteria. Therefore, that is why the researcher is interested to conduct this study in relation with the relevancy of the training to each division and the conduciveness of the training environment to plan and conduct age appropriate training.

It is the position of the present researchers ,that the assessment of training methods would be used to determine the effectiveness of a training program and to recommend possible alternative to be employed and to develop the performance of players .Testing and assessment before and after the training are essential ,to produce a noticeable training effect. The present researcher further note that football training methods requires exposing the players to training load of sufficient duration ,intensity, and frequency ;that is, an improvement on the football training methods.

1.3 Research Questions

Based on the selected topic, the researcher formulated the following research questions:

- 1) Do coaches apply the correct technical and tactical skills?
- 2) To what extents coaches apply the correct physical fitness principles?
- 3) Do players comfortable when executing football skills?

4) To what extent coaches prepare annual, monthly, weekly, and daily training plan?

1.4 Objective of the Study

1.4.1 General objective of the study

The general objective of the study focused on assessment of football training methods; in the case of male first division clubs in Addis Ababa.

1.4.2 Specific Objectives of the study

- 1) To assess whether coaches apply the correct technical and tactical skills.
- 2) To assess whether coaches apply the correct physical fitness principles or not.
- 3) To examine how players executing the football skills.
- 4) To assess whether coaches prepare training plan or not.

1.5 Significance of the Study

This study was designed in the direction to study on assessment of football training methods; in the case of male first division clubs in Addis Ababa. To this end, the study may have the following significance to;

- To help Football coaches who give training in different divisions.
- To help Football federation and other partner bodies.
- To aware football players.
- For other researchers.

1.6 Delimitation of the Study

The researcher, particularly, focused on football training methods for the reason of time, resource and financial constraints the researcher had obliged and under taken the study only on those male first divisions, which were within Addis Ababa city administration. Among this first division there are 10 clubs which are under the Addis Ababa football federation. Thus, the study would be delimited only to first division male football clubs of Addis Ababa city administration.

Researcher work with those 6 males football first division, still all the issues in relation to these first divisions would not address in this study. In accordance with the researchers, interest, financial power, and the time that the researcher had, the study would be delimited only to the issues of the relevancy of the training on the conduciveness of the appropriate training.

1.7 Limitation of the study

The most serious limitations are lack of reference materials, and other resources, including related researches in the context. in such way, that the side of respondent's time and interest that some of the coaches, awareness of the players as well as coaches about research, schedule of training and competition and Addis Ababa football federation were busy and few respondents were not willing to give more attention in completing correctly and returning the questionnaire with the given time.

1.8 Operational Definition of Terms

Assessment-is a consideration of someone or something and a judgment about them.

Coach-a person who teaches and trains the members of a sport team and makes decisions about how the team plays during games.

Football-is a team game and it demands collective effort of the eleven players.

Performance-is an observable behavior of players in the playground.

Sport-an activity involving physical exertion and skill in which an individual or team competes against another or other for entertainment.

Skill-is a talent or ability that comes from training or practice.

Tactics-means the art of using, the players own technical and conditional skills as successfully as possible

Technical staff-is a person who assign by the department head or organizer and they have their own duties.

Technique-is the skill of being able to move with and without the ball economically and with purpose.

Training- pedagogical process upgrading or improving the performance of athletes (players).

1.9 Organization of the Study

This study was organized into five chapters. The first chapter contained the introduction part that consists of the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, definition of operational terms or concepts. The second chapter contained review of related literature pertinent to the research. The third chapter dealt with research methodology that incorporates, research designed, research method, source of data, population ,sample size and sampling techniques, instrument of data collection, procedures of data collection ,methods of data analysis, and ethical consideration. The fourth chapter concerned with the analysis and interpretation of data and discussion on important issues. Then chapter five presented summary of finding, conclusion and recommendation of the study .Finally, list of reference materials used for conducting the study, questionnaire, interview questions and respondent statistical descriptive data annexed at the end.

CHAPTER TWO

2 REVIEW OF RELATED AND LITERATURE

2.1 Historical Background of Football

According to www.fifa.com World football history.com, Football has a long history. The first known Version of football was called tsu-chu (kicking ball with feet) invented by the Chinese Emperor Huang-Ti in 1697 B. C. A thousand years later, the Japanese started playing kemari, a game that was probably copied from tsu-chu. The two games evolved enough that a Chinese writer Li-Ju in 50 B.C. recorded the first ever-international match between the two countries. The ancient Egyptians also claim to have originated football, citing balls placed in tombs that were used for playing and kicking as evidence. The seventh century B.C., Berbers played a football-related game called koura as a fertility rite. Kicking a ball over the fields taught the crops how to abundantly grow. The founders of the Olympics, the ancient Greeks had their own version-episkiros. This form included kicking and throwing the ball and was the first game to have boundary lines. The Romans plagiarized the Greeks with their own more physical game called haspastuum. It was the Romans who brought this game to the shores of England in 43 A.D. England is credited with founding the modern game and it began with the Roman occupation. By the time the Roman Empire collapsed, the game was firmly entrenched as a highly popular sport. Football had progressed from a ball representing the sun ritually kicked across fields as a fertility symbol to a contest between two villages. The object was to kick the ball to the opposing village in a barbaric melee. The game spread from the villages to the cities where it was a violent threat to lives and property. Football was a menace to law and order, and the first royal proclamation banning football was issued in 1314. No one heeded the proclamation and everyone kept on playing. By 1349, a frustrated King Edward III who wanted to conquer France demanded prison terms to anyone playing football because it was not only a public menace, but also disrupted archery practice. King Edward III actually coined the name “Football” to the English language in an effort to produce better archers. The name came not from the obvious inference of a ball played with feet, but to differentiate a game played on foot rather than on horseback. It did not matter which following ruler or which following proclamation forbade football, it still prospered amongst the people. Such early forms of the sport had one dominant characteristic—the complete lack of rules. Players advanced the ball by any means they could muster. Participants

used tactics such as kicking, handling, running with the ball, brawling and fighting. However, the sport did progress enough to warrant some rules. Football is widely played in almost every country in the world. In most countries, it is the Predominating sport enlisting a large number of participants and commanding a great popularity. It furnishes, to the highest degree, team combination, discipline and excitement.

There is several information regarding to the origin of football. DiClemente (1955) reports that football originated in ancient Greece where the game was called Has-partum, here the ball was propelled by any possible means over lines, which were usually at opposite ends of a town and were defended by the opposing teams. According to the above author, the Romans soon began playing the game and used it for military training. As the Romans conquered other lands, the sport was introduced.

Football attracts to the novice since the fundamental movements such that the beginner finds himself equipped to play the game the first time he/she tries it, but the prime requests is the physical fitness and the mastery of basic techniques. Football is one of the safest conditioning sports because of the restrictions on the use of hands and the limited body contact, co-ordination and self-control are developed. What makes the game more acceptable to schools, colleges, universities and organizations is the fact that little special equipment is required.

International matches had only been played between England and Scotland since 1872. Nevertheless, a group met in Paris in 1904 to form the Federation international e Football Association (FIFA). At this time, France had played its first international Match only 20 days earlier; Spain and Denmark had never fielded an international team, and three of the seven nations represented did not have national football associations at all.

The Federation international de Football Association (FIFA) was formed on May 21, 1904, in Paris by the National Associations of seven countries (France, Belgium, Denmark, the Netherlands, Spain, Sweden and Uruguay). In Africa, the first of the National Associations was established in the Republic of South Africa. Egypt was first on the international scene. In 1924, only three years after forming a National football Association, they defeated Hungary in the Olympic Games in Paris.

The first confederation of football association was CONMEBOL, the South American Confederation which was set up to organize a continental competition, the South American championships, in 1917. It was nearly half a century later when the demand arose elsewhere for continental tournaments, before another such confederation was established. Thus, the union of European football Associations formed in 1954. same year its Asian counterpart and two years before the African football confederation, the central and North American and Caribbean baby, was launched in 1961. This body of world football, The Oceania Football Confederation was formed in 1966, (Available at www.fifa.org/world-football/history).

2.2 History of football in Africa

Football was first introduced to Africa in the late 19th century by Europeans. The game was first played in the continent in 1862; historian Peter Alegi said that it “spread very quickly through the mission schools, through the military forces and through the railways.” Teams were being established in South Africa before 1900, Egypt and in Algeria during a similar time period. Savages FC (Pietermaritzburg) and Gezira SC are the oldest African football clubs that remain in existence. Both began play in 1882 followed by Alexandria SC (1890) and CAL Oran from Algeria in 1897. By the 1930s, football was being played in central Africa.

As Africa is a highly superstitious continent many African teams depend on Witch doctors for success. Activities that witch doctors have performed for teams include cutting players, placing potions on equipment, and sacrificing animals.

Children are also often exploited by agents. Other issues faced in African football include a lack of organization by nation team officials, and internal disputes between players and federation officials, (Available at <http://en.Wikipeda.org/football-in-Africa>).

2.3 History of football in Ethiopia

Football is the most popular sport in Ethiopia. Although not one of the leading footballing nation in Africa, Ethiopia has produced some outstanding teams at both club and international level as well as some talented individual players.

Football in Ethiopia came under the control of the Ethiopian Football Federation (EFF) When that organization was founded in 1943. The EFF affiliated to FIFA in 1953 and to the

Confederation of African Football in 1957. League football was in existence before the formation of the EFF with regional leagues contested during the 1938/39 and 1939/40 seasons in the provinces of Eritrea, Harar, Amhara, scioa and Galla-sidamo as part of the Italian occupation.

The first recognized version of the Ethiopian Premier League was contested in 1944 when five teams representing the various communities of Addis Ababa competed for a title won by the British Military Mission-BMME. The Ethiopian Cup was added the following year and has been contested regularly since (albeit with some gaps, notably in the 1960s), (Available at [http; //en .Wikipeda.org/wiki/football-in-Ethiopia](http://en.Wikipeda.org/wiki/football-in-Ethiopia)).

2.4 Planning

Planning is a future activity of a coach, athletes and the coaching staff of a club. Therefore, a modern coach must have a skill and knowledge of planning. By following a methodical produce, the coach ought to structure a training process that will allow the sportsperson to optimize performance at the appropriate times. The coach's ability to effectively guide the training process is dictated by his/her knowledge about the physiological responses of the body to training stimuli, planning and organizational skills.

Behind any successful sport club is a well-prepared coach, who, with his/her athletes, have carefully planned their training towards success. The task for sporting excellence requires an understanding of the planning process. This fact guides you through some of the stages you need to address while planning for sporting success, regardless of what level of team you are coaching ,Bompa and Half (2009).

Bompa, T.O (1994), stated that, Planning a training Session considerations for Practice when designing practices, exercises and drills, consider the strengths and weaknesses of each player and your team as a whole. Choose activities that allow your players to improve their weaknesses and exploit their strengths in competition. Teach so that your players learn to help coach each other. Instruct them to watch for correct and incorrect techniques, movements and decisions when in pairs or groups. The feedbacks your player's give each other will prove invaluable in developing team unity and help players develop a greater understanding of the game. Make practices fun. Design practices that hold players' attention. Use exercises and drills that your players enjoy. Use these exercises to lighten the load of hard work and to establish positive team

attitude. When practicing drills, do enough to improve technique, yet not so much as to bore your athletes.

Keep your talking to a minimum. Short, concise instructions are better than long explanations.

Be willing to create or adapt drills to meet unique needs of your team. Skilled players master drills fairly quickly, so add some new twists to challenge these players.

As you introduce new skills and techniques, you also need to review fundamental ones. Drills are a good vehicle for addressing your players' technical flaws. Introduce new skills early in the practice session, when players are fresh and attentive. Practice new skills for several days before incorporating them into more complex drills and game scenarios.

2.4.1 Principle of Planning

There are five principles, these principles are the fundamental conception, the guiding light for the achievement of certain goal and they are the ever moving pointers to indicating the way to the desired ends.

1. Specific
2. Measurable
3. Accountability
4. Realistic
5. Time forward

2.4.2 Training Plan in Football

International DFB-Coaching Course (B-license) (2008) defines that; periodization as the whole training and competition year is divided into periods in order to establish and improve performance towards a specific aim whereby means of training, loading and contents have to be taken into consideration. Similarly, FIFA Coaching Manual (2004) defines periodization as a technique of planning the process of training and competition so that the annual training plan is a succession of “periods”, each of which has a different style of activity.

As described in the FIFA Coaching Manual (2004) the development of a football player and the preparation of a team are comparable to building a house. So in order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan.

In line with this idea the DFB-International Coaching Course Manual (B-license) (2008) has states that; football training is a complex serious of action aimed at influencing the development of performance in a systematic and goal oriented way.

In addition to the above Dewitt J. (2001) recommends of all duties and roles that one fulfills when coaching, the task that he/she will do more than any other will be planning and running training sessions. It is in these training sessions that the coach will do practically all of his/her teaching, because he/she can completely control the environment of the sessions. The coach can control the success rate of his/her players. He/she can stop the players at practice when they make mistakes to provide them with the vital feedback that is necessary to learning.

In general regardless of the level of trainees, knowledge of the sport or years of experience, the coach should prepare his/her training plan. Adding to this idea, Dewitt J. (2001) suggests that, training sessions are so important to the development of players, therefore it is needed to approach each session with a plan. However, as FIFA Coaching Manual (2004) states that; planning of training depends to a large extent on the age of players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved.

2.4.3 Perspective Plan

According to Ass. prof Wondimu T.(2003 unpublished).The perspective plan is a four year plan for a team (club) its content is determined by the task of and football aims available equipment and presence of sufficient cadre with in which the framework of the training process is also laid down. It is also the basic guiding line for working with perspective in football club. Interims of length this period is ideal for planning tasks which will ensure systematic increase in sport performance on the bases of increased exertion in training. At the same time, in this cycle the main tasks of general character in the yearly training cycle are determined. Perspective Plan The

above quotation indicates that plan is the significant part of all work especially to achieve something the coach must be led by plan. Also the phase of each steps are important to the result

The assumption is that long-term planning of training, which is based on long-term outlook, view, or perception of the club or the project perspective plan is planned by considering the success of the training in the long-run. Such kind of plan is mostly planned for world cup (four year plan), African cup of nations (two-year plan) and youth project plan. In addition to this idea Dewitt J. (2001) recommends that a long-term plan should reflect priorities, philosophies, and goals for the team, club or project.

2.4.4 Annual-Plan/One-year Plan

According to FIFA Coaching Manual (2004) annual training plan (one-year plan) is on the basis for all scheduled training activity, and the coach's first task is to draw up this plan before a new season gets underway. Most of the time such kind of plan is planned for the training of national league or young players who are still being developed. However, this plan varies from country to country, either because of the strategy of the fixture list of the competitions on a given country, or because of cultural, weather and even financial considerations.

As suggested in FIFA Coaching Manual (2004) the following criteria's should be taken into account when drawing up an annual training plan: - Playing level, performance age and training age. - The number of players (squad size) available. - The fixture list. - The objectives for performance on the pitch for the season. - The infrastructure, equipment and conditions available for training. - The coaching staff available (coaches, medical support, administration manager, sports psychologist). - Analysis and assessment of past performances. - The social environment of players (family, school, place of residence, lifestyle habits).

For coaches working with players at the pre-development/training plan is based around the same periods as well, but the scheduling of training activities is not geared solely to team performances.

The International DFB-Coaching Course (B-License) (2008) recommends that; one-year plan to be divided into the following five micro-cycles: - Preparatory period - 1st competition period - Minor transition period - 2nd competition period - Major transition period

However, FIFA Coaching Manual (2004) divided the annual training plan into three microcycles: - Preparation (pre-season) period - Competition period - Transition (wind-down) period

Since the division in the FIFA Coaching Manual is suitable to plan and practice of the long-term development of youth project players. Therefore, the details are expressed as follows:

The preparation period is the key period for getting the players and the team as a whole in the right physical condition. It should last between 4 and 10 weeks (depending on the level of the players and the level of competition) and must take into account physiological factors.

The competition period is the period when general and specific fitness are transformed into match fitness. During this phase players' need for competitive action is aroused and generated, and they are prepared for coping with the emotions and pressures of competing. This period usually lasts between 8 and 10 months (depending on the country and level of competition).

The transition period is the period when the level of performance drops off and where the player has to be able to recover physically and mentally from the exertions of playing competitive football/soccer. This period lasts between 4 to 8 weeks (depending on the country and the level at which the players are playing).

2.5 Football Training

As training, its purpose in football is to develop players' performance with the inclusion of planned, objective oriented and systematic training approach. In line with this idea the DFB international Coaching course manual (B-License) (2008) has stated that football training is a complex series of action aimed at influencing the development of performance in a systematic and goal oriented way. Adding to this it highlighted that "the systematic aspect of training actions has to be evident in, the training plan, the training content and the training method. Training is all measures taken to build up, to improve and to stabilize the quality of performance in football in a systematic and objective oriented was. It is a physical and educational process which develops a complex sports performance by means of contents, methods and organizational measures corresponding with objectives. The systematic aspects of training procedures are

evident in training plan, training contents, training methods, training loads and training objectives.

According to Wondimu Tadesse and Damen H/Mariam (2004) Training is a systematic Educational process and to train football properly a coach must observe certain guideline. A Coach doesn't need to be an expert in physiology to conduct sound training programs, but must Understand and practice the principle of training. Properly done training, leads to impressive Changes those are associated with improved performance in football. Rushing training or over training does not accelerate progress, but inhibits it instead.

Requirements of football

Since the physical requirements of soccer are diverse, the effective training program must be designed to support all the aspect of these requirements. As mentioned above, soccer player must have good endurance, coordination, and strength, and he must be able to accelerate and decelerate, jump and turn effectively during whole 90 minutes of the game.

Endurance is one of the most important qualities of a soccer player. During a 90 minutes game, an average player covers distance of 10-15 km and at the same time he must maintain the ability to jump, turn and accelerate explosively. It has also been researched that teams whose players have high endurance levels and physical strength, achieve good results in elite level leagues. Endurance also improves the ability to recover between the sprint which is maybe the most important benefit of having high level of endurance,(Kirkendal 2013).

2.6 Concept and Principle of Training

Gareth (2004) said that, training should attempt to match the functional Movements and precise demands of game play as closely as possible. The major aim of training for football should be to improve performance in game related tasks. The sports scientist should have knowledge of the effects of training on specific biological systems before attempting to identify those that contribute most to elite performance. Training should be designed with safety and injury avoidance as priorities. If football players are to reap the benefits of investing time and energy in training, then program should be designed to provide optimal effects. For any training program to be effective, it must follow a number of essential training principles. There are five principles

of training that are identified and coaches of young footballers should consider. Those are: specificity, progression, overload, reversibility and type. These are discussed as follow:

Specificity: - Exercises should be specific to the activity that is to be undertaken. Demands of the game should be used to develop program of training and exercise. Genetic, maturational, age and psychological factors contribute to individual differences in training responses. Young players arrive at training with varying levels of fitness. The effects of training are maximized when coaches are able to develop program that are specific to the individual capacities of the young players, Gareth (2004).

Progression: - After football fundamentals have been developed, training volume should be increased progressively. Coaches should ensure that the physiological system being trained is loaded to full capacity to allow training adaptations to take place. Progression needs to take account of growth periods and incorporate gradual increases in a safe and effective manner.

Coaches should plan training stages in a graded manner by adjusting the duration, intensity and/or frequency of training according to individual needs, Gareth (2004).

Overload:- To bring about improvement, a physiological system should be loaded to full capacity by exercising above a normal level, a variety of training adaptations (such as an increase in muscle size and coordination, improvements in cardiopulmonary function) enable the body to function more efficiently.

The appropriate overload for each individual can be achieved by manipulating combinations of training duration, intensity, frequency and mode. For the applicability of over load the following points should be considered, Gareth (2004).

Frequency: - Training frequency refers to the number of times an individual trains in a given period of time. Frequency of training program depends on players' stage of training, stage of maturation, level of performance and type of sport in which they participate. Early specialization sports such as gymnastics and swimming require high frequency of training before the teen years. Sports such as football do not require specialization at early stage, Gareth (2004).

Intensity: - Training-induced adaptations are closely related to the magnitude of overload. Exercise intensity reflects both the calorific cost of the work and the specific energy systems activated. Relative intensity can be measured as a percentage of maximum function, e.g. maximum heart rate, weight lifted, exercises completed, intensity of exercise should not decrease motivation or risk injury in the growing athlete. Care should be taken during periods of rapid growth to monitor

closely how players respond to the intensity of training. Coaches should be aware of typical injuries that can occur around the growth spurt during monitoring, Gareth (2004).

Time (duration):- Training duration refers to the length of time that is spent in a training session. Duration of training will vary among elite, sub-elite and recreational players and will also be affected by age and stage of maturation.

Training sessions of young soccer players should include elements of gameplay and should last no longer than an hour. As training becomes more specific, the time spent training and playing can be gradually increased to adult levels. The principles of sport fit should assist coaches in developing training program. The contextual background for this training program will vary according to ability level, age and stage of maturation and development of the players, Gareth (2004).

Reversibility: - Training must be maintained if performance level is to be sustained. Detraining occurs rapidly when an adult stops exercising, although decrements in fitness of youngsters may not be so apparent because of growth.

Decreases in more highly trained youngsters such as elite young football players would probably be greater than their sub-elite counterparts. Fitness levels can be maintained by one to two training sessions per week. The maintenance sessions should be at higher exercise intensity, but lesser duration than that used previously to build fitness.

The principles of detraining and maintenance are applicable to an injured athlete. Many athletes sit out completely for four to six weeks, depending on the injury, and have a difficult time returning to their activity mid-season because of their loss of strength and fitness. The coach should arrange alternative training sessions for injured athletes to preserve as much strength and conditioning as possible, Gareth (2004).

Type: - Types of training should be utilized and matched to the demands of the game. Variety is different important and training activities should be interesting and educational. Greater focus on football-specific training occurs with increase in age. During Childhood to early teens, it is essential that coaches encourage participation in a range of activities. This may involve participation in other sports and activities that develop key fundamental skills and fitness components. Activities may involve game play, athletics, and gymnastics and resistance exercises using body weight. Fixed apparatus may also be used where appropriate, Gareth (2004).

2.7 Methods of Training

Football is a terrifically physical sport that requires advanced methods of training in order for the players to compete even at the school level. These modern football training methods are designed to increase the strength of the players, the agility of the players, and their knowledge of the game. The methods are also, of course, designed to increase their skill as it specifically relates to football -- ball skills, passing, and the like. However, many of the things that are concentrated on are designed to physically train the body, with the idea that a more athletic person will excel at specific football tasks at a higher level than someone who is not in as good of shape.

Lifting weights is of extreme importance, especially for the legs. Running is the only thing that can really teach endurance, but lifting weights is what gives people an explosive burst that they would not otherwise have. A leg press is generally used for this. A leg press is a device that allows the user to lie at a sloped position with the body bent at the waist. The weights can then be pressed upward using the legs while the back presses into the floorboard.

This use of machine weights is relatively old, but another one of the common training methods is even older: Swimming. This is the singular best exercise that a football player can do when he or she is not on the field. It works the arms, the legs, the core, and the shoulders. It provides cardiovascular training and increases the lung capacity. It is also something that can be done in a short amount of time; a person who may need to run for ten miles to feel tired will often find that swimming tires them out quickly because more muscles are being used.

One of the newest training methods is to have football players take ballet classes. Many players at first were against this, feeling that it was not a very tough activity, not something that would really enhance their abilities on the field. After a short time, however, it became very obvious that this was a good idea. Ballet teaches agility and balance in a way that few other things can. A footballer who is very sure on his feet can easily cut between two defenders and score. Ballet has been shown to increase how well the players can move when doing complicated footwork, as they are more aware of where their feet are and they are more able to move without tripping.

All told, modern football training methods need to be a combination of all of these ideas. Weight lifting, swimming, and ballet need to be used in tandem. This will give the players the maximum

amount of strength, agility, dexterity, and all the rest. They will then find that all of the more specific football drills will come more naturally; they will excel on the field because their bodies will be ready to respond instantly to everything that they need to do.

Every coach needs a Variety of coaching methods to use as tools with their teams. When developing and executing appropriate and effective training sessions, it is helpful to consider different coaching methods. In line with this idea, the U.S. Soccer/football “C” license (2008) states the following five points as tool kits of coaching methods:

- **Coach within the flow of the game:** this is successful with players whose technique allows them to process and play at the same time. The coach provides clear, brief instruction to individuals or small groups of players as the ball is moving. This is not an ongoing monologue, but rather instructions at a critical time to influence play. The caution here is to not let this become noise.
- **Coach the individual player as the game continues:** here the coach stops an individual player to make a coaching point, but does not stop the activity. While the coach interacts with the player, the team plays a “man down.” Obviously the interaction must be brief and concise to get the player back into the activity.
- **Coach at natural stoppages:** here the coach addresses groups of players during times when the game is still, e.g. when the ball goes out of bounds; at water breaks; change over. While being brief and concise is always important, here it is important to focus on a problem that is fresh in the player’s mind.
- **Allowing the conditions of the activity to coach the theme:** here the conditions of the activity provide the problem for the players to solve.
- **Coach using the “freeze” method:** here the coach “freezes” the game to make his/her coaching point. This allows the coach to “paint” a very visual picture for the players. Use this option with care, because if used too often it can disrupt the game and frustrate the players. A technical freeze allows the coach to correct incorrect technique and is coach directed. Here the coach can demonstrate proper technique and have the player rehearse the technique. A tactical freeze is often coach directed, but can benefit from guided

questions as well. While coaching youth players it is important to consider the methods how to develop familiarity of players with the ball through repetition and some necessary directions.

The U.S. Soccer “C” license (2008:3) suggests important methods for coaching youth players:

- Making players something to emulate from older players, TV and highlights.
- Using direct method of coaching for technique.
- Trying to make the whole process to be aided by energy and passion from the coach.

Methods of technical-tactical preparation are the ability to execute a single action in isolation from the game such as a control with the chest, a pass or a volleyed shot. The player is concerned only with executing the action without the distractions of other players. The method of technical –tactical preparation in football consists of (i) teaching of special knowledge and skills ;(ii) practice and perfection of individual play activities and (iii)play combinations, and play system ;(iv)development of the player’s creativity. Each technical –tactical method is discussed briefly here below:

I. Teaching special knowledge and skills: attention must be given to the development of the player’s especial knowledge during preparation. Especial knowledge forms the intellectual basis in a game. It forms the fundamental insight in the structure of physical activities from the point of view of bio-mechanical, in the physiological and biological processes in the course of a training session or game; it also includes knowledge of the advantage and disadvantages of play systems, the organization of the game and the tasks of players in phases of play components and in play situations. This knowledge is gradually absorbed by the players by a process of repetition and it enhances the result of their activities, accelerates the training process and improves the player’s level of knowledge.

II. The practice and perfection of individual play activities: The practice and perfection of individual play activities, of play combinations and play system is a long and complex process which put considerable demands on every player. The technical and tactical aspects of play activities together form one indivisible whole of play activities employed in actual play situation

.Although in the preparation; attention is given to the two individual aspects and must fully comprehend the relationship between these aspects to avoid over-emphasis of either one.

III. Development of player's creativity: The aim of this process is to develop those characteristics of the player which will enable him/her to act creativity in complex play situations. What is involved here is the ability to sense very precisely, the opponents and the ball to achieve this perception instantaneously. In the first instance, this ability is dependent on the player's experience, on the level of his perceptiveness to the game environment, and his ability to divide his attention. An experienced player can predict what is going to happen next and what the opposing player will do, thereby providing him with a temporary advantage in resolving a play situation. These characteristics manifest themselves in the choice of the right move in the play station and in its completion. These characteristics manifest themselves in the choice of the right move in the play situation.

The method of physical preparation mainly focuses on the development and maintenance of the general and special physical preparedness of the players, and the development of special mobility as pre-condition for high performance in sport by players.

In football, the physical preparation condition of the player is a process designed to improve and stabilize the physical condition so that he can achieve top level of soccer performance. Physical preparation is a two-fold task that is all-rounded improvement of the player's condition plus the development of specialized characteristics of movement which are in harmony with demands of football performance.

The content of physical preparation must conform to the age and performance level of a given collective. In deterring the content of physical preparation, we proceed from an analysis of the physical movement in the game. The basis for the quantitative characteristics of the content of physical preparation is the level of exertion and it is determined by the number, duration and repetition of all impulses in the course of the game.

The level of complexity can also be a qualitative indicator of exertion is also the level of complexity. By complexity, we understand the increased demands which commanding and coordination activities make of central nervous system; and this complexity is the result of the total activity of the player. Typical here is the under broken concentration on the game and

decision making in order to resolve play situation at nerves levels. The complexity comes to the fore in the series of play activities which are higher form of skills in playing.

The success of these series is determined by success in the final phase which in turn is possible if all activities in the series are successfully completed. This together with the content and intensity of the exertion determines its entire character. Physical preparation is divided in to general physical preparation, and special physical preparation. General physical preparation is a process designed to attain balanced development of mobility and improvement of functional aspects of the player in order to establish the preconditions for rapid qualitative growth in specialized sport performance.

In the general physical preparation, we put the emphasis on gymnastic for improved condition with dynamic acrobatic exercise which improve the general mobility of the player and stimulate the development of skills. The additional sport games must increase and improve the already present habits of movement, skill, stamina, speed of reaction and thought. Swimming (not long distance) is good for relaxation to develop mobility and to match it to the demands of football.

Method of developing physical strength: strength is the ability to overcome external resistance or exert influence against it. There is doubt among professional coaches that, in varying degrees, strength underlies all motor performance. A weakness in any area of the body may severely limit the co-ordination and effort nudged for the performance of a skill. Thus, a minimum amount of strength is a necessity for motor skill performance. The type and location of the strength necessary for performance are unique for each activity.

Strength is to the ability to develop maximum strength statically. It forms the basis for other types of strength. Dynamic strength is the ability to develop strength repeatedly by making rapid movements during a specific period. The strength is developed due to dynamic operation of the muscles. Explosive strength on the other hand is the ability to develop maximum strength in a minimum amount of time.

The following methods are, suggested in developing the strength of football players they are known as methods of maximum exertion for short period and exhaustion method of specialized sport performance. It proceeds from the structure and character of movement; it must also be determined by structure and dynamics that they conform entirely, or largely, to habits of pay.

Though the subdivision of physical preparation into a general and specialized aspect is theoretical, it does have a particular purpose as it embrace the tasks involved in the various cycles of the preparation of the player. During the course of training, the two aspects of physical preparation complement each other. The content of special physical preparation is determined by the development of motor capacity. This content be seen as separate from the totality, but it is expressed in play activity, (Kacany, cited in Wondimu and Damene, 2004).

According to kacany (2006) Ability may be obtained by improving playing skills and physical conditioning. The method includes:

- a) **Method of maximum exertion for short period:** this method is effective for development of potential capacity in all groups of muscle which form the basis for the special strength of the player.
- b) **Exhaustion method:** This method develops the capacity to maintain stamina during repeated optimal exertion but it is not effective during the first part of repetitions. Only by exertion over a large period, during which the organism is tired by repeated exercise, does the exertion form a maximum physiological stimulus, thereby strengths the muscles.
- c) **Method of dynamic exertion:** This method influences the development of speed utterance of strengthening the muscles and at the same time the elasticity of the muscle tissues and of the nerve-muscle co-ordination.
- d) **Method of reduced exertion:** This method influences the capacity of explosive strength. The method is used for the strengthening of the groups of muscle responsible for the special mobile activity of the player without the ball. The emphasis of the exercise is on speed.

Speed is defined as the ability, within a given situation ,to execute mobile activity a within short period a time as much as possible ;the distance covered may vary, but in each instance ,the aim is to move from one point to another in a shortest possible time. The time taken to perform a task such as reaction time is defined as the time required initiating a response to a specific stimulus.

The speed of movement and the ability to react quickly are of great importance in soccer. The sports in which speed and reaction time appear to be most important are basketball, soccer, and track. Participant in these sports are observed to be quicker than participants in gymnastics, and

swimming. Because of this, players who do not possess above average speed may have a greater chance of success in the latter two sports than in basketball and handball.

In football where mobile activity demands continual changes in intensity and dynamics, the emphasis is on all aspects of the player's speed particularly on speed of reaction and thought, speed in the execution of simple and complex mobile activity and the speed of cooperation between players,

Kacani (1986) pointed out that, speed of reaction and thought is the time between the impulse and the response by movement. It is dependent on the speed of the neural process and of the sensitivity of the receptors. We distinguish between a simple reaction, the response to a single impulse (off the mark) and a complex reaction which is selected reaction to multiple impulses from the game environment. This is typical of all sports. Experienced players achieve high speed in selected reaction and are capable of anticipation which is based on automatization of the process of selected reaction on the bases of repetition during training and experience gained in game.

Speed of execution of simple mobile activity: In simple movements, executed at maximum speed we distinguish between the phase of acceleration (speed off the mark) and the phase of constant or stable speed (sprint speed). The maximum speed a player can achieve is not only dependent on the level of speed development but also on a number of other factors, such as the level of development of control over technique of movement, etc.

Speed of execution of complex mobile activity: Speed of execution of complex mobile activity is expressed in the execution of mobile activity of varying character. Here we proceed from movement structure without the ball which occurs in the game, the combination of getting off the mark, training, jumping, falling, change speed, and direction of running. With the ball, the execution of the technical aspects of play activities with respect to co-ordination is the highly demanding movement structure. Mastery of the technical aspects of play activities by the individual improves his speed and fluidity of movement.

Speed of cooperation between the players: Speed of cooperation between the players is derived from the game organization. The basis of this is the cooperation of players from separate lines who, in resolving typical play situation, must employ play combinations they have learned.

This gives the play its own character and is the key to smooth cooperation between the players. They are exemplary in successful resolution of play situation.

Speed can be measured by how fast an individual can move from one point to another. In fact, any distance ranging from 10 to 100 meters can be used for determination of speed. The two distances most frequently used are 50 meters and 100 meters. Two trails should be given for whichever one of these two tests is used, and the results should be recorded.

Reaction time: is defined as the amount of time elapsing between a stimulus and the first movement initiated in response to it. To measure this component, generally one must use special equipment designed for the purpose. However, if a short distance is used for measuring speed, the time will reflect not only the subject's speed but also his reaction time, since both are included in the time taken to complete the performance.

Methods of speed development. We employ the following methods in developing speed:

- 1) **Methods of repetition of movements with maximum reaction:** The principle of this method is repetition of simple and complex movement at maximum exertion. Rest pause must be enough for the organism of the player to recover.
- 2) **Methods of reaction to an unexpected impulse:** This method is directed towards acceleration of the player's movement in reaction, towards receptivity of the game and development of the player's ability to react quickly and effectively in execution of play tasks.
- 3) **Method of repetition of movement in simple situation:** Repetition of movements in simple situations develops the "super maximum" speed of the player; his speed is higher than those recorded during play. In a way we break through the speed stereotype-the players speed barrier. The exercise demands maximum concentration from a well-trained player. The method is used in developing stable speed (sprint speed) and increasing frequency of movement of the legs.

Endurance: In sports activity endurance is the ability to carry out mobile activity for a long period at relatively high intensity at a given optimal level. Moreover, the efficient function of all the organs plays an important role here. Just as all other forms of mobile ability, endurance repetition has its own special varieties besides all the factors which influence it. Fundamentally,

football coaches should recognize three distinct areas of endurance, which constitutes general endurance, special endurance and anaerobic and aerobic endurance. The level of endurance is co-determined by the following factors:

- a. The functional development of the separate system of organism;
- b. The co-ordination capacity of the muscular system;
- c. The psychic state of the player; and
- d. The efficient function of organs plays an important role here.

General endurance: General endurance (cardiovascular efficiency) is the ability to carry out lengthy mobile activity of moderate intensity which mobilizes the functional capacity of the organs, particularly of the heart circulatory system and the respiratory system. It demands participation of large muscle group and has a positive influence on the level of special stamina.

General endurance is the base or foundation upon which all other aspects of endurance are developed. It refers to the efficiency of the oxygen transportation system. Oxygen is required for work and is transported to the active tissues by the blood, which in turn is pumped around the body by the heart. A strong, efficient heart is prerequisite for most sports. The efficiency of the system can best be developed through sustained runs which, ideally should be of at least twenty minutes duration. Running is the simplest and the best method for developing this quality. For extra stimulation, the speed can be varied, as in 'Fartlek' running, or the terrain can be varied to help relieve the boredom of exercise.

Special endurance: Special endurance is the ability to carry out complex activity for a long period with high intensity as the game demands. This ability is determined by the capacity of the organism to maintain exertion during mobile activity of maximum intensity. Characteristics here is the high level of adaptability of the nervous system and the stability of the activity. It involves the ability to maintain psychological processes at a high level under anaerobic condition.

Anaerobic and aerobic endurance: Anaerobic and its opposite aerobic, refer to the lack or presence of sufficient oxygen to perform the activity. When the level of work is low, the performer is working in a steady state and there is sufficient oxygen available through the cardio-

respiratory system to cope with the volume of work. When the level of work is high, the normal oxygen transport system cannot cope, and the performer is forced to use another energy system, which involves utilizing an oxygen debt capacity. This capacity varies from person to person and can be improved by training. It involves the ability to cope with the activity waste products, mainly acidic materials, which tend to have a paralyzing effect upon the active tissues. Training for this quality requires the performer a very high quality work, using an 'intermittent' approach.

The early researches in the field of exercise physiology found that greater workloads could be performed intermittently (a period of effort followed by a recovery period before a repeated effort). This theory introduces four basic variables (a) The quality of effort ;(b) The duration of effort; (c) The duration of recovery ;(d) The types of recovery. These basic variables are closely linked. If the quality of effort is high, the duration of effort is forced to be short, and the recovery is likely to be long before the next period of effort. The most common of the intermittent work systems is known as interval training. Interval training is essentially heart conditioner, where the quality and period of effort are sufficient to elevate the pulse rate to about 80bpm with the recovery period sufficient long to allow the pulse rate to drop to about 120bpm. During the recovery interval the heart rate remains high when there is no need for it to be so 'hence an "overload" principle is applied to the heart. The training stimulus is therefore during the interval. If the quality of effort is high, and causes the heart to beat in the region of 200bpm, the training stimulus will occur during the period of effort, and becomes more oxygen debt work. This type of training is frequently termed tempo training, (Kacany, cited in Wondimu and Damene, 2004).

Specific training effects can be brought about by adjusting the four variables. The endurance of an organism can only be developed by activities which result in a sense of exhaustion. Stamina is present not only in the player who can successfully carry out activity despite tired but also it involves a high level of moral development and will power. The will is active expression of the moral and strives to overcome them through the application of will power.

Methods of the development endurance: There are two methods of developing endurance namely known as the method of continuous exertion and the method of varying exertion.

1) The method of continuous exertion: The method of continuous exertion results in the development of general endurance through lengthy activity with average intensity. The

continuous exertion forces the player's organism to function in aerobic condition, thereby increasing his functional range. The best method is long distance running during which a pulse rate of 140-150 per minutes is reached.

- 2) **The method of continuous ,varying exertion:** The method of continuous ,varying exertion (Fartlek) means that during predetermined phase organized forced to work with an oxygen debt but that during following sequences this debt can be eliminated. This method can be used running fairly long distance (3-15km). With changes of pace.

Methods for psychological preparation: A widely accepted method of psychological preparation by many football coaches includes verbal method ; visual method ,model training methods, the match method ,the method of creating special obstacle and the method of praise and punishment. These methods are briefly are discussed as follows:

- 1) **Verbal method:** The word is a valuable instrument for psychological preparation and psyche regulation. It can have the character of a friendly conversation, the expression of convection which can be very suggestive, or it may be based on intellectual argument. Singing and shouting can also have a motivating effect where jokes and swearing will often clear the air.
- 2) **Visual method:** With the aid of visual methods, we can influence the players in order to perform their tasks consistently. Observation of the game is very effective in this regard. Further illustration and analysis of a game may be carried out by using the blackboard, photo, transparencies and video recording.
- 3) **Model training method:** Model –training method is the fundamental system for practice influence with specific play exercise to which circumstance of play are introduced on a planned basis to the preparation of player. Characteristics of practical forms of psychological preparation are use of specific play exercises which closely approach play situation. The basic principles of model training include a process of adaptation of the personality of the player and the specific circumstances of play. Model training forms the preparation for opposition to those influences which burden the nerve system of the player and clearly affect his performance.

- 4) **The match method:** The match method is an improvement method of psychological preparation in football. It is used in developing activity, initiative, and tenacity in the performance of tasks during the training process.
- 5) **The method of creating special obstacles:** In this method, we use handicap races, relay races and exercises in which the rules are so adapted that they can fulfill the tasks set in the individual components of the preparation.
- 6) **The method of praise and punishment:** This method is a generally used form of psychological preparation. However; the result may be other than the expected; so it should not be employed without ado (excitement, trouble).
- 7) The above methods promote regulation and achievement of a good psychic state in the player. They can be used in various combinations. The best means for psychological preparation remains the right daily rhythm of life plus systematic and demanding training, (Kacany, cited in Wondimu and Damene, 2004).

2.8 Methods of Soccer Training

Soccer is a complex and demanding game requiring sophisticated training. Players must have good aerobic fitness, speed, strength, ball skills, tactical savvy and understanding of basic Soccer strategies. To create a training program that addresses the multiple demands of the game, you must become familiar with the different methods of training for the sport of Soccer.

The amount of time you are able to spend coaching your athletes is valuable. Your training program must include physical conditioning, skill development and tactical instruction for players at all positions. In order to get the most out of the time you spend on the field with your athletes, you need to combine the different methods of training. In Soccer parlance this approach is known as economical training.

Technique training

The development of Soccer technique requires a tremendous amount of practice. Players must learn to dribble at speed, pass with accuracy, shoot with power and precision, and head the ball effectively. When developing technique, it is important that players encounter the variety of conditions, and the limitations of time and space seen in Soccer. Drills that emphasize technique can be broken down into three categories: fundamental drills, match-related drills and match-condition drills.

Fundamental drills are the most basic skills. They are done with limited movement and no pressure from a defender.

Fundamental drills are most often used to teach new technique. Teach by the whole part-whole method. When teaching new technique skills, first demonstrate the entire skill. This lets athletes create an accurate visual picture of what they are trying to accomplish. Then, break the skill into components parts. Use drills to teach the components of a skill. When your athletes have mastered the drills sufficiently, have them integrate the various drill components into a complete performance of the technique.

Match-Related Drills Introduce match-related drills after players have developed a feel for the skill. Confine players to a limited area and place them under passive defensive opposition. Teach players to use runs to create good angles from which to pass and receive passes.

Match Condition drills allow players to practice a skill or technique under full pressure from an opponent. Simulate game conditions by assigning players a goal to attack and a goal to defend.

STRATEGY AND TACTICS

Strategy is a plan for accomplishing goals. Most often, strategy refers to a plan devised for a game. In other words, how do you plan to win? Tactics, on the other hand, are the tools by which a strategy is executed. Game strategy and tactics are affected by your team's strengths and weaknesses, your opponent's strengths and weaknesses, weather conditions, and field conditions.

There are three levels at which tactics are applied: Individual, Group and Team.

Individual Tactics: 1-versus-1

The teaching of individual tactics is intended to develop a player's ability to attack or defend when faced with a one versus one situation.

Group Tactics: 2-versus-1 through 5-versus-5

The fundamental principles of play, the basis of strategy, apply when working on group tactics. Group tactics scenarios teach players what to do when they are playing in groups around the ball. Players must learn to switch quickly from attack to defense, and from defense to attack, while simultaneously providing good offensive and defensive team support.

Team Tactics: 6-versus-4 through 11-versus-11

When teaching team tactics, focus on both individual performances and combination play. Players must be taught the responsibilities of the positions they play, and how their roles change when the ball is in each third of the field. Coach players to be always aware of the movement of the ball, and the whereabouts of teammates and opponents.

Restricting player range during team tactical drills will help isolate specific areas that need improvement,(Available at [WWW.LA84Foundation](http://WWW.LA84Foundation.org) .org).

2.8.1 Direct Approach Can Be Effective:

- Teaching proper technique, especially those that do not learn best by just watching and emulating.
- Teaching restarts.
- Preparing the team to play a particular opponent, especially in the day or two leading up to a match.
- Preparing a team to play a very specific style.
- Addressing group and team tactical concepts (e.g., high or low pressure defending, positional roles, etc.).

- Addressing concepts to a group of tired players – during a “recovery day”.
- Potential Weaknesses of the Direct Method of Teaching:
 - If used exclusively, players are not able to learn by experiencing the game for themselves.
 - Player may depend too much on their coach for the answers.
 - It may be difficult for the coach to anticipate all the potential problems that the player will encounter during a game, season, or career.
 - Players may struggle in games where they must adjust during the run of play.
 - Players may struggle in new environments, (for example, when a player moves up an age group, changes Club, etc., they may encounter a coach with a totally different approach or outlook on the game, therefore this player may focus on adjusting to the coach, instead of adjusting to the game).
 - It may stifle creativity, especially in young players. Coaches that depend on this method too heavily often lead players to believe that there is only one way or one solution to each problem, Cramer, D. (1973).

2.8.2 Guided Method of Teaching:

According to Cramer, D. (1973) This method of coaching attempts to teach by using the game as the forum for asking the players questions to draw out their own thoughts about what is happening in the game. The Game provides the material and the coach helps to guide, but the player has some responsibility and freedom to find his own solutions. This is an experiential method that allows room for mistakes and the lessons that can be learned through trial and error. This can be described as a “player centered” approach.

Young Players Need Some Freedom...

Often times, the need to direct and often choreograph movements for our young players are a product of us, (as coaches), feeling that we somehow have a deadline to meet. And the quicker and more specific we can give them information, then the more efficient and effective we have

become. Too often, as youth soccer in this country focuses on moving players vertically as fast as possible, many of our young players move to the next level with a lot of “match” experience, but without a solid skill base. We need to consider a more lateral approach to teaching that spends more time allowing players to develop the skills that they will need to continue to enjoy soccer before the move onto to the next set of challenges.

A coach's passion can have a very positive impact on players. Oftentimes, and especially at the youth level, enthusiasm for the game can go a long way.

There is a misconception that a player centered approach has no direction from the coach. This is not accurate. This approach does not advocate the coach just sits in a lawn chair and reads the paper.

Any coach needs to take an active part in the learning process. But oftentimes, this can be done through exercises and games they organize that allow players to do the lion share of the problem-solving.

Demonstrating how to execute a certain technique is different from telling a player the mechanics of how to do something, and then giving them little or no freedom for their own interpretation. Repetition can be positive, and coach driven. If you set up multiple opportunities for players, that's repetition - but they should also be given a certain amount of freedom to find their own way.

The coach's role is NOT to provide all the answers so that the kids win the game today. The coach's role IS to provide ideas and pictures that help kids think in ways that will help them solve problems. A great deal of coaches at the youth level spend too much time organizing and controlling players step for step, or play by play. The youth coach's responsibility is to set up environments that allow for these repetitions in some sort of fun, competitive situation that allows for a balance of some guidance and a lot of "doing" by the player. Gaining experience by doing, by trying, by succeeding and by failing – are all central to how kids learn. "Learning is the kindling of the flame, not the filling of the vessel."

2.8.3 Guided Method Can Be Effective:

- Introducing young players to the game.

- Late in the training session that allows players a chance to practice what they have learned.
- Give players a chance to apply their technique in competitive situations.
- When teaching the principles of play.
- When you want to evaluate the players.
- When the players need repetitions in decision making.
- Introducing decision making as a need for the game.
- To give the players a break from having coaches telling them what to do.
- To stabilize new found tactics or technique.
- To instill in the team the need for them to make decisions based on the cues of the game.
- To give the responsibility of the decisions to the players
- Potential Strengths of the Guided Method:
 - Enhances player development as it encourages players to become independent, critical thinkers.
 - Is a “player centered” approach?
 - Exposes players to the problem solving demands of the game.
 - Allows players to be exposed to the creative demands of the game.
 - Players enjoy training in this environment.
 - Puts more responsibility on each individual player.
 - Accommodates a variety of learning styles.
 - Players learn more because they are playing more.
 - The game is the best teacher... so; why not let them play the game.

- Allows the coach to learn more about the players as they see them in environments of their own choosing.
- Gives high repetitions for decision making.
- For younger players, guided discovery method may stimulate ideas and facilitate the growth of creative problem solving. Through discussion with players, we are often able to find that there may be many different solutions to problems happening within the game, Cramer, D. (1973).

2.8.4 Potential Shortcomings of the Guided Method:

- Guided method **MUST** be an active teaching style. A player –centered approach does not mean “no coaching”. Players may feel abandoned if they feel the coach seems disinterested in their development.
- Weaker, developing players may need more direct assistance to “get them on their way.”
- When addressing technique, the coach may need the model of an older / more skillful player for developing players to emulate.
- If a higher level player or older player is not available for the players to emulate, learning can be much slower.
- May not accommodate all learning styles effectively.
- If the guided discovery method is used in a manner that disrupts the rhythm of play, then the player is not able to experience the game first-hand, and much of the benefits of this approach are lost.
- The knowledge base of the teacher/coach may not allow a questioning approach to be effective.
- **Players Need Some of Both:**
- The direct method addresses the immediate needs of the player, coach and team. This approach often helps to organize the team and give the player and team a focus and a

purpose. The directive method can also be effective when setting up environments where players receive repeated opportunities to practice a specific technique.

- The guided method is part of a long term process of learning that prepares the player to eventually think for himself based on the lessons he has learned from the game and from the coach. It is a principle-based approach to learning rather than a “situational” based approach. (Here is our objective, now use this to find a way to get there, versus this is how to be successful in this specific scenario). It may not help the player win a game in the short term. In fact, it may even contribute to some costly mistakes in the short term. However, by using these mistakes as appropriate learning tools, the player has the opportunity to become an independent thinker, and therefore a more complete player. So, where is the middle ground between the two outside edges of these approaches?

Certainly, the information and guidance from a knowledgeable adult that is delivered at appropriate times during practice and matches, on and off the field can play a vital role in a player’s development. When providing information, guidance and direction to players, keep the following points in mind:

- I. There should not be so much information that the player gets overloaded, or so little that the players lack a purpose to their decisions.
- II. The direction should make sense to what’s happening on the field, and it should be based on the principles of soccer.
- III. The player should be allowed some room to think for himself, based on what’s happening on the field, keeping in mind that there can be more than one way to solve a problem.

A coach should offer his players and the team a purpose and direction for each practice session and match, for the week and for the season. Each practice should be well organized, with the coach giving the players a clear understanding of the general objectives for each exercise, and how it fits into the overall purpose of the day, week, and season. At the same time, within the practice or match, the coach should consciously allow for some amount of “player interpretation” that is based on the basic principles of soccer, as well as the general team goals that the coach

has presented. It is very important that the coach's information and direction makes sense based upon soccer and what's happening in the game or practice.

Soccer is a fluid game and coaches should approach the game with a flexibility that reflects this quality. At the same time, managing players and communicating information to others, especially young boys and girls, also requires a willingness to adjust to personalities and varied situations. It is a great challenge, and one that we, as coaches, don't always get right.

But this is okay. There is not just one way to coach. Each approach and style makes sense in the right situation. It is the responsibility of the coach to find how to best blend these teaching methods together in order to give the players the most positive experience possible.

Constant self-evaluation as well as periodic peer assessment is the most effective guarantees for helping a coach continue his own professional growth, Cramer, D. (1973).

2.9 Coaching Methods in Soccer/Football

To be effective with their players a coach should be able to change to different coaching methods. Whilst we all have our own style; some do it quietly, some are more demonstrative, some are more vocal, as long as they do it in a positive manner and create positive results in their players all styles can be effective. Coaching Style is based on personality, temperament, our philosophies on how the game should be played and on the ages and abilities of the players we are working with, there is no one universal style, every coach is different. Coaching Method is different, the methods you use to coach are important in getting the best out of your players and you should be able to base your coaching around three different methods which can be implemented in various degrees at different times.

1. **Command method** the coach decides, the players listen and comply but do they really listen, do they learn or most importantly understand? Using this method you don't know if they understood what they are doing or why they are doing it, they just did what you told them. Were you right in what you told them? For example you tell a player to move to a certain position on the field and they do it. Do they know why they need to be there, maybe, but you will not know if they do. In a game situation will they know where to go?

2. **Question and answer method** The coach seeks to stimulate the player into a response to a direct singular question for example, “Where should you pass the ball in that situation?” and the player needs to think for himself or herself, and you know if they understand or not.
3. **Guided discovery method** The coach leads the player to make their own decision for example “Show me where you should go to help the player on the ball” again the player has to think for themselves and is more likely to remember and learn.

Soccer is a game of the moment and players not coaches need to decide at that moment what they should do on the field, we need to help them to make that decision for themselves.

So we have a Command Method (autocratic / bossy) and a Co-Operative Method (democratic / guiding) but sometimes a good coaching approach may involve saying nothing, let them play / practice with no direction.

Why co-operative? 1. It helps players become thinkers and make their own decisions. 2. Fosters relations between coach and player by sharing the decision making process. 3. Players enjoy it more. 4. As well as having skills, players develop the ability to change situations, exhibit discipline and maintain concentration.

A price to pay? The coach needs more skill and knowledge, choices of solutions means they are seldom absolutely right or wrong but you need to have an answer. This improves you as a coach as you yourself need to think more deeply about your solutions to problems.

External factors can influence the method used for example a large group of unfamiliar players need more of the Command Method where a smaller familiar group of players need more of a Co-Operative Method of coaching.

Other coaching methods Self Check – The coach gives players key points to check when practicing alone. This is appropriate for technique development giving those challenges tests or tasks, for example simply kicking a ball hard against a wall and working on first touch control, relaxing the controlling foot on contact with the ball, taking the pace out of the ball and keeping it close. Using both feet to control the ball. The aim of this is to develop self-thinking players who practice away from the coach,(Available at <https://www.tnitedsc.com>).

Technical and tactical aspect

Technical aspect	Technical-tactical aspect	Collective tactical aspect
Individual ball control	Technical actions in game situation	Integrating the player into the game
<p>Develop and improve</p> <ul style="list-style-type: none"> -repertoire of technical moves and confidence on the ball -coordination -ball control skills under pressure at high speed, when tired ,under threat from the opponent -technical skills when moving <ul style="list-style-type: none"> .taking the ball ,controlling the first pass .dribbles ,feints various types of crosses .follow up(head and feet) finishing .directing play one or two touch -speed of execution of moves (making the right choice quickly) 	<p>Develop and improve</p> <ul style="list-style-type: none"> -the technical qualities of defense and attack in a game situation. -cognitive skills (tactical awareness),individual tactical behavior -rapid transitions from defense to attack and vice versa -change in pace -the tactical relationship between the player and the line -playing in zones based on tactical understanding Being able to read the game and the culture of the game 	<p>Develop and improve</p> <ul style="list-style-type: none"> -tactical behavior in-terms the game system in tactical organization -tactical versatility in the line (attack ,midfield, defense) and in the transition from attack to defense or vice versa -versatility in zonal play in mixed formation -switching tactics system and formation -Set a piece (dead-balls situation).techniques and tactics
<p>Training methods</p> <ul style="list-style-type: none"> -players with the ball in a one-one duel -exercise the first performed alone ,then with a partner as technical support 	<p>Training methods</p> <ul style="list-style-type: none"> -real games of 2v1,4v4,5v4 and 9v9 -real games situation and action with change of peace -exercise with varied game 	<p>Training methods</p> <ul style="list-style-type: none"> -line by line towards the idea of defending as a team: from 7v6 or 4v11 to 9v9 or 11v11 -game format and tactical exercise with formation

<p>-variation on simple exercises, using dynamic movement, rhythm, and progressively getting up to optimum speed.</p> <p>-coordination skill and technical</p> <p>Using all the contact surface (legs ,chest ,head)</p> <p>-player with ball, aiming for efficiency and creativity.</p> <p>-Training through progressive exercise by drills, circuits, technical exercises and playing.</p>	<p>situation concentration and cognitive quality</p> <p>-progressive repetitive without an opponent or with a passive opponents then active or semi-active with match intensity try to increase of execution</p> <p>-game ,exercise ,game format</p> <p>-vary size of pitch for the same formation</p> <p>-games with numerical advantage or disadvantage</p> <p>-best players confidence promote risk-taking</p>	<p>-attack versus defense or vice versa</p> <p>For example 6 defender against seven or eight attackers</p> <p>-game training with terms of 11</p> <p>-playing against a defense of six players</p> <p>-playing again with or without instructions</p> <p>-improving understanding and make tactical thinking come automatically</p> <p>-use of video recording for match analysis</p>
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(Available at <https://resources.fifa.com>).

Physical Aspect

Athletic and physical aspect	
Psychomotor and athletic skills	
<p>Develop and improve</p> <p>-optimal physical preparation</p> <p>-general and specific athletic and physical foundation</p> <p>-injury prevention</p> <p>-monitoring the performance level</p> <p>-taking into account the physical development and age</p>	<p>Training methods</p> <p>-basic physical factors: aerobic endurance ,muscle strength suppleness coordination, speed ,from the age 10</p> <p>-specific factors: aerobic endurance (aerobic power) muscle strength and reflexes ,acyclic and arrhythmic speed age 15 to 18</p> <p>-training sessions with multiple objective .coordination +technique and endurance</p>

	.strength and speed coordination and technique .aerobic-anaerobic endurance and technical –tactical aspect -aerobic power and speed-strength and technique -speed +coordination and suppleness -integrated training with ball -isolated training and complementary sports
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(Available at <https://resources.fifa.com>).

Psychological and educational aspect

Analysis of current trends has shown us the importance of psychological strength as a key quality in a footballer. The difference between great players and average players is often in their mastery of the mental aspect. Working on this aspect has therefore become the fourth pillar in the training of young players. young players is, like technique, tactics and physical condition, the result of systematic and logical training and must be integrated into the planning and organization of training sessions and matches.

The first objective of psychological development is to achieve the ideal performance state: an “individual energetic state”.

Psychological and mental aspect	Learning
Mental attitudes to performance	Ideas for education and training
Improve -players mental preparation -awareness of the psychological factors that influence performance -training of mental aptitudes on the pitch: .concentration ,attention ,self-confidence ,will ,perseverance ,aggression ,controlling emotions ,determination ,etc -the means to improve players mental strength	Learn and improve a) Education - players personal preparation .healthy lifestyles and nutrition .looking after one’s body .recovery and regeneration .preparing for performance .combining the demands of school and sport .general culture and sporting culture

<p>Training methods</p> <ul style="list-style-type: none"> -training games and exercises that regularly include mental aspects -introduce objectives of a psychological nature into training activities <p>For example : one-on-one duel –concentration ,perseverance ,aggression ,cognitive qualities (perception/anticipation)</p> <ul style="list-style-type: none"> -tactical games with instruction or game: to develop qualities of perception (anticipation ,analysis ,decision –making) -exercises or game format under pressure and when tired -always identify with the players the psychological factors behind the success or lack of success -other training techniques: <ul style="list-style-type: none"> .visualization ,communication ,(talking to oneself) .self-evaluation of performances .relaxation .personal preparation 	<ul style="list-style-type: none"> .understanding the laws of the game .fair play/sporting behavior .the issue of doping <p>b)training</p> <ul style="list-style-type: none"> -individual training in small groups (two to eight players) .basic technique <ul style="list-style-type: none"> For attackers, midfielders, defender coordination, running training Etc. -Make training more individually tailored -optimize the quality of training, feedback and the coach-player relationship. -Find ways to make up for lack of infrastructure or equipment.
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(Available at <https://resources.fifa.com>).

2.10 Football Athlete Skills Assessment

The sport skill assessment chart is a systematic method that is useful in determining the skill ability of an athlete. The football skills assessment card is designed to assist coaches in determining athletes’ ability levels before they begin participation. Coaches will this assessment a useful tool for several reasons.

1. Help coach to determine with the athlete which events they will compete in.
2. Establish the baseline training areas of athlete.

- 3 .Assist coaches to group athletes of similar ability on training teams.
- 4 .Measure the athlete's progression.
5. Help determine athlete's daily training schedule.

Before administering the assessment, coaches need to perform the following analysis when observing the athlete.

- Become familiar with each of the tasks listed under the major skills.
- Have an accurate visual picture of each task.
- Have observed a skilled performer executing the skill.

When administering the assessment, coaches will have a better opportunity in getting the best analysis from their athletes. Always begin by explaining the skill you would like to observe. When possible, demonstrate the skill,(Available at media.specialolympics.org)

2.10.1 How to assess football Players

Testing football skills may be useful for evaluating the progress and abilities of players. Tests should be based on various techniques such as passing, dribbling, heading and shooting. Advanced tests should perhaps combine several of these techniques. Whatever the test used, this should be universally standardized and be as objective and realistic as possible. It should also take into account the player's age, playing level and physical capacity.

Otherwise, a coach may also want to analyses individual skills in real match conditions. Simple match analysis can look at total scores achieved by players(number of passes, shots, tackles...)as well as their effectiveness (percentage of shots on target, successful passes or tackles...).This can provide a basis for developing performance by outlining a players weaker /stronger areas.

Evaluating soccer players can be a challenging process, particularly when the criteria used for evaluation are not based on the demands of the game. Soccer is a very fluid game when it is performed well; to play at speed, players must have skill and vision and tactical insight.

A common skill test for passing is to count how many times the ball is exchanged between two players in 60 seconds using the inside of the foot. In soccer games, the purpose of passing is to score goals, to take opponents out of the game, or to keep possession of the ball. There are six surfaces of the foot that can be used to pass the ball (inside, outside, heel, toe, instep and sole) and the ball can be passed using a variety of spins, speeds and trajectories. If we separate the tactical aspects of play (when and why do I pass there?) from the technical aspects (what surface and texture is required?), the basic elements of the game are decoupled and we are left with activities that involve technical repetition without tactical context.

Looking from a different perspective, think of practicing passing with one surface as similar to learning to strike just one key on a keyboard. We may become good at striking “G,” but it doesn’t make us think about how to find “G” in the context of creating a complete sentence, or how “G” is situated in relation to the other keys. Ironically, practicing only one technique in isolation is actually reinforcing for coaches because players do improve their ability to perform that particular action. However, the downside to predictable technical repetition in young players is that those who learn the game in less predictable ways are more likely to develop a deeper understanding of how to adapt their range of techniques to solve novel tactical problems; in short, they become more Skillful!

While the task of watching and assessing decision-making within a live game can be quite difficult for the average parent-coach, the following criteria form the basis of a realistic playing evaluation. Assessing players’ strengths and weaknesses in an authentic setting not only provides information on which players can actually “play” soccer, but also allows coaches the opportunity to target for remediation those areas that are observed to be absent or a hindrance to good performance. Consider how realistic it would be to tell a parent that their child is on the “B” or “C” team because they don’t yet understand how to create space, or they can’t keep possession of the ball when under pressure, or their tactical understanding does not allow them to play in combination with others, or that they simply take too many touches and play too slowly. Contrast that message with the information that their child is on the “B” or “C” team because they can’t run fast enough, juggle well enough, dribble through a line of cones under control, or because they finished bottom of a competitive heading ladder. In reality, the differences between the

scores of young players may be one or two juggles or one or two seconds, or one or two feet, (Kacany, cited in Wondimu and Damene, 2004).

The success of a training program is largely dependent upon satisfying the performance aims associated with it and evaluation (testing and measuring) is the means of collecting information upon which subsequent performance evaluations and decisions can be made.

In constructing a test it is important to make sure that it really measure the factors required to be tested, and is thus objective rather than subjective. In doing so all tests should therefore be specific (designed to assess an athlete's fitness for the activity in question), valid (test what they purpose to test), reliable (capable of consistent repetition) and objective (produce a consistent result irrespective of the tester).

Evaluation tests can be broken down into two main types: Maximal tests, where the athlete works at maximum effort or tested to exhaustion, and Sub- Maximal tests, where the athlete works below maximum effort and extrapolation is used to estimate maximum capacity.

The results from an evaluation test can be used to:

- predict future performance
- indicate weaknesses
- Measure improvement
- Enable the coach to assess the success of the training program
- place the athlete in appropriate training group
- Motivate the athlete, (Available at Tom Turner).

2.10.2. Technical and Skill Analysis

Be aware of the differences between skill and technique. A technique is regarded as the ability to perform a specific action with the ball, away from match conditions and free from any pressure. A skill is having the judgment of when and where to use the technique during a game and performing it whilst under match pressure.

If you wish to practice technique in your training session, players need to have ball possession and if it's skill you're honing, your squad needs a purpose and an opposition.

Excellent observation is a vital skill for successful coaching. Just as your soccer squad must show ability and skill for the training exercises and games, you must be able to demonstrate excellent observation skills. Keep the four points listed above in mind whilst coaching your players.

Choosing a training method is fundamental for the organization of the players' training process. The method will guide us through the soccer teaching-learning process, it will determine the way we will work and it will allow us to be coherent with our established objectives.

It is essential that coaches know which training methods are available to them to help them teach and train soccer. Different methods exist, each one conforming to a greater or lesser degree to our proposed goals. Training in a certain way will affect our players' development: hence, it is important to know the best way to train them. Coaches must be clear about the criteria they wish to follow in the players' training process. On the one hand, there are methods where players adjust to their coach's approach to soccer and they reproduce exactly what their coach demands of them. On the other, there are methods where the coach adapts his teaching to the needs of his players, guiding them through the process, helping them to improve as players but letting the players play a main role in their own training, (Wiel Coerver ,1983).

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

This section of the thesis deals with the research design, sources of data, population of the study, data collection instruments, data collection procedure and data analysis techniques.

3.1. Research Design

The main objective of this study is to examine the study on assessment of football training methods; in the case of male first division clubs in Addis Ababa. To this effect, descriptive survey method employed. This method is selected because it is helpful to identify present conditions and point to present needs, immediate status of a phenomenon and facts findings (Youghs,2006:105).Moreover ,it is economical and rapid turnaround in data collection and identifying attribute of a large population from a small group of individuals (Kothari 2004:35). Therefore, the first approach of the data study is to gather data, to examine the study on assessment of football training methods; in the case of male first division clubs in Addis Ababa.

3.2 Research Methodology

A descriptive survey has been used in order to find out about study on assessment of football training methods; in the case of male first division clubs in Addis Ababa. As its nature, this method was appropriate to define, describe and understand about the limitation that blocks the program. In addition this method was used to gather variety of data related to the study and to analyze the in mixed type of quantitative approach.(Creswell,2003:128)

3.3Source of data

In order to strengthen the findings of the research the relevant data for the study were collected through primary source.

3.3.1Primary data –This was done with coaches, players and observation by the researcher, (Questionnaires, Interview and Observation).

3.3.2Secondary data – It was conducted by collecting information from a diverse source of documents.

3.4 Population of the study

This study was conducted in male first division clubs of Addis Ababa. The population of the study was comprised male first division (i.e. Addis Ababa football federation technical staff, First division players and male first division coaches).The total number of clubs are 10.

$$1) \text{ Players} = 25 \times 10 = 250$$

$$2) \text{ Coaches} = 10$$

$$3) \text{ Technical staff} = 2$$

Generally, the study incorporated 262 total populations

3.4.1 Sample and Sampling Techniques

To determine sample size based on Yamane's formula was applied.

$$n = \frac{N}{1 + N \times (e)^2}$$

$$n = \frac{262}{1 + 262 \times (0.05)^2}$$

$$n = \frac{262}{1 + 262 \times 0.0025}$$

$$n = \frac{262}{1.655}$$

n=158.308 is sample size

Where n=the sample size

N=the size of population

e =the error of 5 percentage points.

The target population consisted of Addis Ababa football federation Technical staff, first division players and first division coach's use as source of data for the purpose of the study. Therefore, out of the 10 male first division clubs of Addis Ababa 6 of them was taken as a sample.

For the specific research the following samples were selected using both probability (simple random) and non –probability (purposive).simple random sampling ensures that each possible sample has an equal probability of being selected, and each item in the entire population has an equal chance of being included in the sample. A purposive sample is a non- probability sample that is selected based on characteristics of a population and the objective of the study.

3.5 Data Collection Instrument

In order to collect essential data; the researcher used the following instrument to analyze data properly.

1- Questionnaire

2-Interview

3-Observation

3.5.1 Questionnaires

Questionnaires are a good way to obtain information from a large number of people and/or people who may not have the time to attend an interview or take part in experiments. They enable people to take their time, think about it and come back to the questionnaire later. Participants can state their views or feelings privately without worrying about the possible reaction of the researcher. Unfortunately, some people inclined to try to give socially acceptable answers. People should be encouraged to answer the questions as honestly as possible so as to avoid the researchers drawing false conclusions from their study.

(Available at <http://www.alzheimer-europe.org/Types-of-research>)

Questionnaires typically contain multiple choice questions, closed questions and open-ended questions. The drawback for researchers was that they usually had a fairly low response rate and people did not always answer all the questions and/or did not answer them correctly. To gather data from the players, coaches, administration, and concerned bodies questionnaires distributed

in translating to Amharic in order that adequately understand and respond the questions correctly.

3.5.2Interviews

Interviews are usually carried out in person i.e. face-to-face but can also be administered by telephone or using more advance computer technology such as Skype. Sometimes they are held in the interviewee's home, sometimes at a more neutral place. It is important for interviewees to decide whether they are comfortable about inviting the researcher into their home and whether they have a room or area where they can speak freely without disturbing other members of the household. (Available at <http://www.alzheimer-europe.org/Research/Types-of-research>)

The interviewer (which is not necessarily the researcher) adopted a formal or informal approach, either letting the interviewee speak freely about a particular issue or asking specific pre-determined questions. This had been decided in advance and depends on the approach used by the researchers. A semi-structured approach would enable the interviewee to speak relatively freely, at the same time allowing the researcher to ensure that certain issues were covered.

When conducting the interview, the researcher had a checklist to record answers. This might even take the form of a questionnaire. Taking notes can interfere with the flow of the conversation, particularly in less structured interviews. The interview held in Amharic to avoid language barrier.

3.5.3Observation

Field observation

Observation is one way of collecting primary data. Observation is a purposeful, systematic and selective ways of watching and listening to an interaction or phenomena as it takes place. (kumar.1996:105).The researcher took field observation to see what is actually happen in the interpersonal relationship of the team in the practical training session and competition. The observation focused on the study on assessment of football training methods: in the case of male first division clubs in Addis Ababa. The researcher prepared observation checklists that lead the researcher to collect enough information about the successes and challenges.

3.6 Data Collection procedures

After designing the research instruments (observation checklist, questionnaire and interview), and the research sites, sample size of participants was identified. Then, observation of the training session takes the first step in data collection. This is because to gain first hand information the usual principles, method and character of the team and the coach during the training session. Secondly, date and times of contact was determined and questionnaires were distributed to select the team players and their coaches. The interview session followed with coaches and administrative officials. After completing the data collection, processing the raw data or analysis followed suitly.

3.7 Method of data collection

The information obtained from relevant documents the responses which gathered through interviews, questioners and observation were organized, framed to analysis and inferences were made .finally, interpretations of the data are quantitative used frequently and counted. Percentages were also formulated depending on the nature of the data collected and first-hand information from the respondents, were applied. After carrying out the collection of data through questionnaire, structured interview and observation check lists, based on the available data; the process of tabulation was carried out. The items then were first classified into different tables according to the nature of issues raised in questionnaires and interviews and the data were analyzed.

In analyzing the data, both the quantitative and qualitative methods were used. Accordingly, all the close-ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage .the data obtained from the open-ended questions of the questionnaires interview ,written questioners and observation were analyzed qualitatively and served as supportive tools for quantitative data .hence ,the quantitative data were triangulated by the qualitative data of the study, therefore ,has fairly a high level of breadth from the quantitative surveys and depth from the qualitative interviews, document analysis and observation, at all.

3.8 Ethical consideration

The study demonstrated that first division players and all first division coaches and Addis Ababa football federation technical staff contributed for the study to be conducted by giving their own views regarding the raised issues were selected on the base of their own voluntary cooperation.

CHAPTER FOUR

Data Analysis, Interpretation and Discussion

4.1. Result of Data Collected

The primary objective of this chapter is to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires distributed to the male first division players and first division coaches, structured interview designed, for Addis Ababa football federation technical members ,observation conducted on actual training and document analysis.

Initially, 146 questionnaires for male and 10 questionnaires for coaches were set to gather reliable information in breadth. Hence, the researcher distributed questionnaires to the 146 male first division players and 10 male first division football coaches. Besides these interview questionnaires was prepared to Addis Ababa football federation technical members, so the data was from 100% of male first division players and 100% male first division coach respondents that it could be possible to generalize the finding.

Table 4.1. Characteristics of the coaches study population

No	Items	No of coaches(N=10)	
		Number	%
1.	What is the educational level?		
	Grade ten complete	5	50%
	Twelve complete	1	10%
	Certificate level	-	-
	Diploma	2	20%
	Degree	2	20%
	Masters		
2.	What is your current qualification level in coaching?		
	First level	3	30%
	Second level	3	30%
	C license	3	30%
	B license	1	10%
	A license	-	-
3.	How many years of experience do you have in coaching?		
	Less than 1 year	-	-
	1-4 years	2	20%
	5-10 years	6	60%
	Above 10 years	2	20%

Source:-Field survey, April, 2018

From the data collected and tabulated, the following characteristics or participants background response have been obtained.

According to the personal detail show in table 4.1 all male first division coaches. On item 1 shows, that (50%) of the coaches respondents are grade 10 complete, 1(10%) of the respondents have complete grade 12, 2(20%) of them have college diploma and 2(20%) have their degree. Item two indicate 3(30%) of the use occur coaches are certified by first level coaching course, 3(30%) have second level coaching, 3(30%) received CAF 'C' License and the remaining 1(10%) received CAF 'B' license. The Addis Ababa footballs federations have to work jointly

with coaches, to use different training methods first of all the coaches have to get different course to upgrade him. Coaches who have first level coaching license have to get second level coaching license, coaches who have second level coaching license have to get the ‘C’CAF license and so on. As one coach reaches so many players he can affect many players adversely. So it seems for better for coaches to support themselves by current and better education. To express their work experience 2(20%) have 1-4 years, 6(60%) have 5-10 years and 2(20%) above 10 years’ experience. Based on this it is not fair to have the perception that the male first division coaches have acceptable work experience in the area of coaching first division.

Table 4.2 Respondent’s response on technical skill level difference and mechanism to handle

No	Items	Response In	
		No	%
4.	How do you rate the technical skill level difference of your players?		
	High	2	20%
	Moderate	3	30%
	Low	4	40%
	No difference at all	1	10%
5.	What mechanism is you use to handle the difficulty created by the technical skill level player?		

Source; - Field survey, April, 2018

Table 4.2 of items 4, shows that 2(20%) of the coaches replied that “high” whereas 3(30%) of the respondents said that “moderate”, 4(40%) of the coaches reported that “low” and 1(10%) of the respondents said that “no difference at all”.

The result shows that there is big difference of technical skill between players. So, the coaches have to expected to work hard on his players to bring close the difference of players.

The data on table 4.2 item 5, as the respondents responded what mechanism they use to handle the difficulty of technical skill of players. The coaches stated that they take additional time for those players and giving individual training to practice repeatedly.

On the same table above item 5 for the open ended question raised on the ways, they use to handle the difficulty created by the technical skill level players by applying frequency and individual training for those who have high and moderate technical skills.

Table 4.3 Respondent’s response on application of techniques, tactical and fitness principle

No	Items	Response In	
		No	%
6.	Did you apply the correct football techniques skill?		
	Always	6	60%
	Sometimes	4	40%
7.	Did you apply the correct football tactical skills?		
	Always	7	70%
	Sometimes	3	30%
8.	Did you apply fitness principles in your training sessions?		
	Yes	10	100%
	No	0	0%

Source:-Field survey, April, 2018

Table 4.3, item 6, 6(60%) of the respondents have indicated that they always apply the correct football techniques skill and 4(40%) of the respondents use sometimes apply the correct football techniques skill. On the same table above item 7, 7(70%) of the respondents have indicated that always apply the correct tactical skills and 3(30%) of the respondents have indicated that they apply correct tactical skill sometimes. Technique is obviously of fundamental importance. It forms the basis for possession of the ball, for keeping it under control in different play situation and for using it to good advantage .Good technical skill adapted to any particular situation which enables a player to avoid losing the ball too frequently and then having to expend more energy in

trying to regain it. Unless a player has perfect ball control, he will never really be able to control a game.

Table 4.4: respondents response on follow the manual, manual consist of methods of coaching, motivate players during training session method is followed during coaching and chance of getting performance enhancing

No	Items	Response In	
		No	%
9.	Do you follow the manual while coaching at field?		
	Yes	9	90%
	No	1	10%
10.	Did your manual consist of the methods of coaching?		
	Yes	9	90%
	No	1	10%
11.	Did you motivate your players during training session?		
	Yes	10	100%
	No	0	0%
12.	What method is follow when you are being coach?		
	Modern	10	100%
	Traditional	0	0%
13.	Did you have a chance of getting performance enhancing courses?		
	Yes	5	50%
	No	5	50%
	If your answer for question no.13 is yes, how many times?		

Source:-Field Survey, April, 2018

Table 4.4 as it can be observed from the table above item 9, 9(90%) of the respondents, follow the manual while coaching at field. On the other hand 1(10%) of the coach do not follow the manual while coaching at field.

In the same table above item 10, 9(90%) of the respondents answered that manual consist of the methods of coaching and 1(10%) of the respondents indicated that their manual do not consists of the methods of coaching. Item 11, 10(100%) of the respondents motivate their players during training session. Item 12, 10(100%) of respondents response that all they follow modern method of coaching.

According to the above table item 13, 5(50%) of the respondents respond that they get chance of performance enhancing course whereas the remaining 5(50%) respondent that they do not get chance of performance enhancing course. This shows that almost half coaches did not get chance for enhancing course so, they have to get different refreshment course.

Table 4.5: Respondents response on give scientific supported training, have plan and use additional aid

NO	Items	Responses In	
		No	%
14.	Do you give scientific supported training?		
	Yes	9	90%
	No	1	10%
15.	Do you have annual plan?		
	Yes	10	100%
	No	0	0%
16.	Do you have monthly plan?		
	Yes	9	90%
	No	1	10%
17.	Do you have weekly plan?		
	Yes	10	100%
	No	0	0%
18.	Do you use additional aid like video, charts for coaching?		
	Yes	8	80%
	No	2	20%

Source: - Field Survey, April, 2018

Table 4.5, item 14 indicate that 9(90%) of the respondents give scientific supported training and 1(10%) of the respondents do not give scientific supported training. On item 15, 10(100%) of respondents response they have annual plan. On item 16, 9(90%) of the respondents response that they have monthly plan and 1(10%) of the respondents response that they do not have monthly plan. On item 17, 10(100%) of the respondents response they have weekly plan. On the same table item 18,8(80%) of coaches use additional training like video, charts for coaching and 2(20%) of coaches do not use additional training like video, charts for coach.

The development of a football players and the preparation of a team are similar to that of building a house sneyers (2002).Thus, the coach has to follow a series of steps that are scheduled as part of an overall plan. This is in order to achieve the objecctives previously set known in the sporting world as the training plan. The training plan consists of the determination of objectives and implementation of a set of detailed procedures to achieve objectives.

Analysis of player’s response data collected through questionnaires

Table 4.6: respondent’s response on correct technical, tactical skills, physical fitness and interest during the training session

No	Items	No of players(N=146)	
		Number	%
1.	Do you believe your coach give correct technical skill?		
	High	53	36.3%
	Moderate	2	1.36%
	Low	91	62.32%
2.	Does your coach apply the correct tactical skills?		
	Always	38	26.02%
	Sometimes	108	73.97%
	Not apply	-	-
3.	Does your coach give you physical fitness?		
	Yes	11	7.53%
	No	135	92.46%
4.	Do you think that correct physical fitness principle increase your interest during the training session?		
	Yes	141	96.57%
	No	5	3.42

Source:-Field survey, April, 2018

Table 4.6 of item 1, shows that 53(36.3%) of the respondents believe there that coaches give correct technical skill, 2(1.36%) of the players responded that their coaches give them correct skill and 91(62.32%) of respondents that their coaches give them correct technical skill. Technical quality has become more and more important to a team's chances of success. Without, it does not matter how well you make decision (tactics), how long you can run (endurance, nor how you deal with the stress of competition (psychology).when working with players of all levels, technique must be the emphasis of your coaching. Players have to get the correct technical skill to develop their performance. On item 2, shows that 38(26.02%) of the respondents response that their coach always apply the correct tactical skills and 108(73.97%) of the respondents indicate that their coach sometimes apply the correct tactical skills. The coaches have to teach tactics always not sometimes during training. Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in completion, and how all players have different roles to play on the playground. So, the coaches have to apply the correct tactical skills. On item 3, shows that 11(7.53%) of the players responded that their coach give them physical fitness and 135(92.46%) of the players responded that their coach not give them physical fitness. Football is a physically demanding sport characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprint over relatively short distance. Fitness training can help a player endure the physical demands of football and maintain high technical ability and decision making quality throughout a match.it is important for youth coaches to understand basic fitness principle and their appropriate application.

On the same table above item 4,141(96.57) of the players responded that they think that correct physical fitness principle increase their interest during the training session and 5(3.42%) of the respondents think that correct physical fitness principle did not increase their interest during the training session. These indicate that they did not understand the use of correct physical fitness so; it is expected from the coach to teach their players the use of physical fitness.

Table 4.7: respondents response on training frequency is enough intensity and type(mode) exercise on the training session is proper

No	Items	Responses In	
		No	%
5.	Do you think that the training frequency is enough?		
	Yes	39	26.71%
	No	107	73.28%
6.	Do you think that the training intensity is proper?		
	Yes	11	7.53%
	No	135	92.46%
7.	Do you think that the mode (type) of exercise on the training session is proper?		
	Yes	11	7.53%
	No	135	92.46%

Source :-Field Survey, April, 2018

Table 4.7 items 5, show that 39(26.71%) of the respondents think that the training frequency is enough and 107(73.28%) of the respondents thinks that the training frequency is not enough. Repetition can be positive, and coach driven. If you set up multiple opportunities for players, that's repetition - but they should also be given a certain amount of freedom to find their own way. On item 6, 11 (7.53%) of the respondents think that the training intensity is proper and 135 (92.46%) of the respondents think that the training intensity is not proper. On item 7, 11 (7.53%) of the respondents think that the mode (type) of exercise on the training session is proper and 11(92.46%) of the respondents think that the mode (type) of exercise on training session is not proper. Knowing the types of exercise that helps the player's performance. Make specific training that increase the athlete's performance.

Training frequency refers to the number of times an individual trains in a given period of time. Frequency of training program depends on players' stage of training, stage of maturation, level of performance and type of sport in which they participate. Intensity training-induced adaptations are closely related to the magnitude of overload. Exercise intensity reflects both the calorific cost of the work and the specific energy systems activated. Types of training should be utilized and

matched to the demands of the game. Variety is different important and training activities should be interesting and educational,(Gareth,2004).

Table 4.8 respondent's response on follow scientific training method

No	Item	Response In	
		No	%
8.	Does your coach follow scientific training method?		
	Yes	26	17.8%
	No	120	82.19%

Source :-Field Survey, April, 2018

Table 4.8 item 8, shows that 26(17.8%) of the respondents stated that their coach follow scientific training method and 120(82.19%) of the respondents stated that their coach does not follow scientific method. It shows that the first division football coaches are still depending up on the traditional training method.

The scientific method of training refers to the knowledge of the frequency, intensity, and duration of training and considering the developmental stages of players. It needs to work on the overall change regarding the application of modern and scientific coaching and training system. That is why in the world of globalization, it is very difficult to cope up with developed nations' youth football development unless were adopt the latest training and methods, (wondimu and Damen, 2004)

Table 4.9 respondents response on motivate you to keep on training performance, interested in playing in your club ,satisfied by the training ,feel comfort when you apply the given skill training and use different kind of skill training to have interest during training

No	Items	Response In	
		No	%
9.	Does your coach motivate you to keep on training performance?		
	Yes	11	7.53%
	No	135	92.46%
10	Are you interested in playing in your club?		
	Yes	50	34.24%
	No	96	65.75%
	If your answer for question no.10 is No, what is your reason		

11	Are you satisfied by the training which is given by the coach?		
	Yes	16	10.95%
	No	130	89.04%
	If you answer for question no.11 is YES what is the training method that he/she used?		
12	Do you feel comfort when you apply the given skill training by your coach?		
	Yes	8	5.47%
	No	138	94.52%
13	Does your coach use different kind of skill training to have interest during training session?		
	Always	26	17.8%
	Sometimes	40	27.39%
	Not use	80	54.79%

Source :-Field survey, April, 2018

Table 4.9, item 9, 11(7.53%) of the respondents have indicated that their coach motivate them to keep on training performance and 135(92.46%) of the respondents their coaches does not motivate them to keep on training performance. Mental training is aimed at improving mental attitudes, but also at aiding the improvement of performance related elements through techniques that utilizes the qualities and resources of our brain. A player cannot perform thoroughly unless he is properly motivated. so the coaches have to motivate his players during the training as well as in the game. On item 10, 50(34.24%) of the respondent are interested in playing their club and 96(65.75%) of the respondents are not interested to play in their club. The coaches have to give good training based on scientific method to their players. On item 11, 16(10.95%) of the respondents satisfied by the training which is given by their coach. This implies that the players get good training by their coach and 130(89.04%) of the respondent did not satisfied by the training which is given by their coach. This indicates that majority if players did not satisfied on their coaches training. On item 12, 8(5.47%) of the respondent feel comfort when they apply the given skill training by their coach and 138 (94.52%) of the respondent did not feel comfort when they apply the given skill training by their coach. A coach should offer his players and the team a purpose and direction for each practice session and match, for the week and for the season. Each practice should be well organized, with the coach giving the players a clear understanding of the general objectives for each exercise, and how it fits into the overall purpose of the day, week, and season. On item 13, 26(17.8%) of the respondents indicated that always their coach use

different kind of skill training to have interest during training session,40(27.39%) of the respondents indicated that sometimes their coach use different kind of skill training to have interest during training session and 80(54.79%) of the respondents indicated that their coach totally did not use different kind of skill training to have interest during training session. training program must include variety to keep players interested. The concept of work/ hard and easy / are the basis of the variation principle. Training must always include periods of work followed by rest, and hard exercise followed by an easier work put. Coaches should vary their team’s training routine and drills as well as the training location.

Table 4.10 respondents response on prepare training plan and the training plan satisfy you

No	Items	Responses In	
		No	%
14.	Do your coach prepare training plan?		
	Yes	13	8.9%
	No	133	91.09%
15.	If question no.14 is YES, does the training plan satisfy you?		
	Yes	20	13.69%
	No	126	86.3%

Source:-Field Survey

Table 4.10, item 14,13(8.9%)of the respondent indicate that their coach prepare training plan and 133(91.09%) of the respondent indicate that their coach did not prepare training plan.20(13.69%) of the respondent reply that the training plan satisfy them and126(86.3%)of the respondents reply that the training plan did not satisfy them. the development of a football player and the preparation of a team are comparable to building a house. So in order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan.

According to Gillon (2014), In order to be successful in coaching, the coach must be well prepared and plan ahead. The importance of planning cannot be underestimated. A team’s training schedule should be organized and planned to ensure goals are achieved. The planning

process therefore should be an organized, methodical and scientific procedure that assists the players and coach to achieve predetermined standards.

Observation check list for football training

Name of observer (The researcher himself)

Date of observer March 1-30, 2018

ClubGerji football club, varnero football club, Emd football club, Tebeb keferensayi football club, Addis ketema wereda 08 football club, Mekenisa football club.

Time of observation 10:00 starting 10:30 ending 12:30

Table 4.11

No	Checking point	Excel lence (5)	Very good (4)	Good (3)	Satisfa ctory (2)	Unsati sfacto ry (1)
1	The coach apply proper technical skills during training sessions			X		
2	The coach apply proper tactical skills					X
3	The coach apply physical fitness principles effectively				X	
4	The coaches give technical training			X		
5	The coach give tactical training				X	
6	The coach can demonstrate proper technique				X	
7	The coach correct incorrect technique			X		
8	Players execute football skills properly				X	
9	The coach prepare training plan					X
10	The coach implement training plan					X

Source: - Field survey, April, 2018

Table 4.11, shows that the coach apply technical skills during training session was good. The coach apply proper tactical skills was unsatisfactory. The coach apply fitness principles

effectively was satisfactory. The coach's give technical training was good. The coach give tactical training was satisfactory. The coach can demonstrate proper technique was satisfactory. The coach correct incorrect technique was good. Players execute football skills properly was satisfactory. The coach prepare training plan was unsatisfactory. The coach implement training plan was unsatisfactory.

From interview responses that the first division of some selected clubs coaches and Addis Ababa football federation technical staffs were interviewed:-

- How do you see the football training methods of first division clubs?

Based on the above interview question by the way a lot of clubs participating in first division. Players who did not get chances to participate in first division clubs. First division clubs training methods is not based on systematic and scientific methods of training. Because of training methods the relationship of coaches and players is not good .the reason was the age of players and the coaches methods of training is not meet each other .those who participating in first division are young players so, they did not accept their coaches. The knowledge of players and coaches are not balance.

- How the training methods used to be adjusted to the age and the level of the players?

First of all the coach have to know their players age and their level of the players .the coach have to know technique ,tactical ,physical fitness and psychological before give to players. It is expected from the coach to know his players age and level of their performance and also what kind of training method to be used for their players.

- What methods to be based around four axes with equal weight:-technical, tactical, physical fitness and psychological aspect?

Most of our country coaches copy directly from the Europe and other country.it is not correct first of all he have to know his players ability. The coaches have to know scientific training methods. The coaches have known technical, tactical, physical fitness and psychological aspect. Most of players are gifted in technical and tactical so, the coach identify his player's ability and he have to develop the physical fitness and psychology. Most of them are young coaches. Before they come to coaching they play in first and higher division. All most of our country problem is on psychology .all coaches think that technique ,tactical and physical fitness is the only for

players but it is not only .for example if we take Ethiopia national team coach sewent beshaw is not given only training in physical also psychological aspect .he try to build unity .

- Do you think the coaches use different kinds of football training methods?

For the above question the respondent said that he did not think, because all coaches copy from each other the training methods and give for their players. The coaches have to plan a lesson for his players. When we plan we have to consider our players .If the coach like physical fitness he will always give physical fitness training. However, every is expected to give equal technical, tactical, physical and psychological training based on their players performance.

- From your opinion what are the major problems of training methods of first division?

Most of coaches just they give training only for a single competition but it is wrong trend. First of all, when he gives training for his players at the same time he should also think to player's future. This means prepare players for other clubs opportunity. First division is the base for the next league so the coaches estimation is not that match for this leagues is also the major problem. They have to change their attitude and work hard here and pass to next level or league. Those who graduate in sport science from different university are expected to assist voluntarily .they have to share what they learn in university .This needs volunteers because in this level most of clubs did not have finance at all. so ,educated person have to help or assist.

CHAPTER FIVE

SUMMARY

The purpose of this study was assessment of football training methods; in the case of male first division clubs in Addis Ababa. In this study all possible efforts were made to get the most probable answers to the basic questions by making strong review of related literature. Next to that the crucial or back bone of the study were research methodology basically incorporated research design, source of data, population of the study, data collection instrument, data collection procedure, data analysis techniques. Whereas chapter four have summarize in this section.

For this study participants determined based up on data collection instrument, for the domain of interview 2 of respected Addis Ababa football federation technical staff and 3 of coaches, totally in the interview section 5 respondents participated. On the questionnaire domain 146 players and 10 coaches participated. On this domain totally 156 participants were included. The data collected through questionnaires was thus, analyzed using frequency count and percentage.

Finally the major findings are presented as follows:

- The relationship between coach and players are not good. Because of lack of knowledge on coaches.
- Every coach needs a variety of coaching methods to use as a tool with their teams. They do not get chances of performance enhancing courses.
- The tactical aspect of play activities comprises the choice and adaptation of technique in the given play situation. However; the coaches do not apply proper tactical skills.
- Technique in football is the skill of being able to move with and without ball economically and with purpose. The coaches do not give technical training for their players properly.

- A technical freeze allows the coach to correct incorrect technique and is coach directed .here the coach can demonstrate proper technique and have the players rehearse the technique. There is lack of demonstration the proper technique.
- The players do not execute football skills.
- The coaches do not have plan.
- The coaches do not use different kinds of football training methods.
- The coaches give training for a single competition rather than develop player's performance for the future
- The above problems have to be solved being paid a great consideration. This can be done by the thorough participation of all the concerned individuals as well as the stake holders.
- The government, the coaches and players should make collaborative efforts to see developed and progressed youth football in the country

Conclusion

- The major problem of first division clubs are unbalance of knowledge between the coaches and players.
- The Addis Ababa football federation did not follow up the first division frequently. This resulted in lack of gaining the players to feed other league.
- The coach is most important resource in a training system of modern youth football. But the coaches that handled the clubs had lack of using systematic and methods of training to develop the first division players.
- The coach should know the nature of the relation between the psychological element and coaching aspect such as motivation, individual difference in potentialities, intelligence, and maturation. But the coaches did not use psychology to develop their player's attitude.
- First division is the first league to go to next level (league) .There is lack of perception in coach, Addis Ababa football federation and so on.
- football should be a school of life in the widest sense-its purpose is not just to train professional players ,but also to contribute to the holistic development of young people (intelligence ,culture, social skills etc.).With this mind, it is essential to place even more emphasis on the individual's development, using methods and exercises that are age-appropriate and take into account growth spurts, the pace of learning and the natural potential of the individual. The first division clubs coaches did not consider their players age and also what kind of training methods to be used for their players.

RECOMMENDATIONS

- The outcomes of the study clearly reveals that the first division clubs could not be conducted scientific training methods and systematic. So, the coaches expected to follow scientific football training methods and systematic way for their players.
- The coach existing traditional methods of first division football coaching and need to be changed to modern method of coaching football to be known and applicable.
- All coaches have to use different kinds of football training methods.
- It needs to train players to improve and develop their physical fitness, technical, tactics and psychological aspects.
- FIFA coaching manual (2004;1) states that; planning of training depends to a large extent on the age of players ,their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved. The coaches must have training plan based on age and level of performance of their players.
- According to Special Olympics football coaching guide created; February 2004.the sport skill assessment chart is systematic method that is useful in determine the skill ability of an athlete. The coaches have to evaluate hi players in order to know their performance.
- In order to improve training methods the clubs coaches have to use different visual aids.
- The Addis Ababa football federation should give frequent workshops and different level of course for the coaches.
- The federation should introduce the coaches to new methods of training and instructional up dating with the current coaching system.
- Well-structured training program is very essential. They have to do training together rather than call each other from their village just for game.
- The players have to respect their coaches.

- Those who graduate from different university sport science students can be help young coaches.
- The stakeholders, the government, coaches and players should create good perception in their mind about first division competition.

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Appendix I

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Questionnaire for players

This questionnaire is designed to gather data on assessment of football training methods; in the case of male first division clubs in Addis Ababa. Since the success of the study depends upon the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you!

Part One

Direction: 1: you are advised not to write your name

2: After reading the question put a mark (√) for the questions which has alternative response in the space (box) provided

3: For the questions having no alternative response, you are required to write a short and precise response in the lines provided.

1) Do you believe your coach give correct technical skill?

High moderate low

2) Does your coach apply the correct tactical skills?

Always sometimes not apply

3) Do your coach give you physical fitness?

Yes No

4) Do you think that correct physical fitness principles increase your interest during the training session?

Yes No

5) Do you think that the training frequency is enough?

Yes No

6) Do you think that the training intensity is proper?

Yes No

7) Do you think that the mode (type) of exercise on the training session is proper?

Yes No

8) Do your coach follow scientific training method?

Yes No

9) Does your coach motivate you to keep on training performance?

Yes No

10) Are you interested in playing in your club?

Yes No

If your answer for question number 10 is No, what is your reason?

11) Are you satisfied by the training which is given by the coach?

Yes No

If your answer for question no 11 is yes what is the training method that he/she used? _____

12) Do you feel comfort when you apply the given skill training by your coach?

Yes No

13) Does your coach use different kind of skill training to have interest during training session?

Always Sometimes Not use

14) Do your coach prepare training plan?

Yes No

15) If question no 14 is yes .do the training plan satisfies you?

Yes No

Appendix II
Addis Ababa University
School of Graduate Studies
Department of Sport Science

Questionnaire for coaches

This questionnaire is designed to obtain information on assessment of football training methods; in the case of male first division clubs in Addis Ababa. I will appreciate your willingness to participate in this investigation by responding to a questionnaire and supporting me by providing any constructive ideas. I would like to emphasize that your responses are extremely valuable for me and I would immensely appreciate your answering all questions. The information will be kept confidential and be only applied for the study. Your right information helps to reach the goals of the study. Thank you for investing your time and honesty completing this questionnaire.

Thank you!

Direction 1: you are advised not to write your name

2: After reading the question put a mark (√) for the questions which has alternative response in the space (box) provided

3: For the questions having no alternative response, you are required to write a short and precise response in the lines provided.

Part one

1) What is your educational level?

Grade ten complete twelve complete certificate level
diploma degree masters

2) What is your current qualification level in coaching?

First level second level
C license B license A license

3) How many years of experience do you have in coaching?

Less than one year 1-4 years 5-10 years
Above 10 years

4) How do you rate the technical skill level difference of your players?

High Moderate Low
No difference at all

5) What mechanism is you use to handle the difficulty created by the technical skill level player

6) Did you apply the correct football techniques skill?

Always sometimes

7) Did you apply the correct football tactical skills?

Always sometimes

8) Did you apply fitness principles in your training sessions?

Yes No

9) Do you follow the manual while coaching at field?

Yes No

10) Did your manual consist of the methods of coaching?

Yes No

11) Did you motivate your players during training session?

Yes No

12) What method is follow when you are being coach?

Modern traditional

13) Did you have a chance of getting performance enhancing courses?

Yes No

If your answer for question number 13 is yes, how many times? _____

14) Do you give scientific supported training?

Yes No

15) Do you have annual plan?

Yes No

16) Do you have monthly plan?

Yes

No

17) Do you have weekly and daily plan?

Yes

No

18) Do you use additional aid like video, charts for coaching?

Yes

No

Appendix III

Open ended semi structured Interview Schedule

Thank you for agreeing to participate. This is an interview designed to obtain information on assessment of football training methods; in the case of male first division clubs in Addis Ababa. Therefore kindly requested to give genuine and truthful responses. The interview will be recorded with your permission and later destroyed. Offer a summary of the report. Thank you in advance for your cooperation!

General information

Date of interview: -----

Duration: -----

Place: -----

Is there anything you'd like to ask me before we begin?

Background of the respondent

Name of the respondent: -----

Age-----

Sex-----

Educational level-----

Marital status-----

Working experience-----

Open ended semi structured interview questionnaires for Addis Ababa football federation officer

1) How do you see the football training methods of first division clubs?

2) Do you think the coaches use different kinds of football training methods?

3) What are the solution do you think to improve the football training methods of first division clubs?

4) From your opinion what are the major problems of training methods of first division?

Appendix IV

Open ended semi structured Interview Schedule

Thank you for agreeing to participate. This is an interview designed to obtain information on assessment of football training methods; in the case of male first division clubs in Addis Ababa. Therefore kindly requested to give genuine and truthful responses. The interview will be recorded with your permission and later destroyed. Offer a summary of the report. Thank you in advance for your cooperation!

General information

Date of interview: -----

Duration: -----

Place: -----

Is there anything you'd like to ask me before we begin?

Background of the respondent

Name of the respondent: -----

Age-----

Sex-----

Educational level-----

Marital status-----

Working experience-----

Open ended semi structured interview questionnaires for coaches

1) How the training methods used to be adjusted to the age and the level of the players?

2) What method to be based around three axes with equal weight: technique, tactics and personality?

3) How do you see the football training methods of first division clubs?

4) Do you think the coaches use different kinds of football training methods?

5) What are the solution do you think to improve the football training methods of first division clubs? _____

6) From your opinion what are the major problems of training methods of first division? _____

Appendix v

Observation check list for football training

Name of observer

Date of observer

Club

Time of observationstartingending.....

No	Checking point	Excellent(5)	Very good (4)	good (3)	satisfactory (2)	unsatisfactory (1)
1	The coach apply proper technical skills during training sessions					
2	The coach apply proper tactical skills					
3	The coaches give technical training					
4	The coach give tactical training					
5	The coach can demonstrate proper technique					
6	The coach correct incorrect technique					
7	The coach apply fitness principles effectively					
8	Players execute football skills properly					
9	The coach prepare training plan					
10	The coach implement training plan					

አዲስ አበባ ዩኒቨርሲቲ
የድህረ-ምረቃ ት/ቤት
የስፓርት ትምህርት ክፍል

ለተጨማሪ የተዘጋጀ መጠይቅ

ይህ መጠይቅ የእግርኳስ ስልጠናን ለመገምገም የተዘጋጀ ሲሆን በዋናነት የሚያተኩረው የአዲስ አበባ የወንዶች የመጀመሪያ ደረጃ ክለቦችን ነው።

የዚህ ጥናቱ ውጤታማነት በእናንተ ቃለ-መጠይቅም ላይ የተመሰረተ በመሆኑ ትክክለኛ ምላሽ ለተሰጡ መጠይቆች እንድሰጡ ይጠበቃል። እርሶ የምስጢት ምላሽ ምስጢራዊነቱ የተጠበቀ እንደሚሆን እያረጋገጥኩ አጠቃላይ የዚህ ቃለ-መጠይቅ ምላሽ ከላይ ለተጠቀሰው አላማ ብቻ የሚውል ይሆናል።

ክፍል አንድ

1. በዚህ ቃለ-መጠይቅ የመላሹ ስም አይጠቀስም።
 2. የተሰጡትን ቃለ-መጠይቆችን በአግባቡ ካነበቡ በኋላ ለተሰማሙት ምላሽ (✓) ምልክት ሳጥን ውስጥ ያስቀምጡ።
 3. ማብራሪ ያለም ጠይቁት ጥያቄዎች አጭርና ግልፅ የሆነ ምላሽ በፅሁፍ በተሰጠው ቦታ ይመልሱ።
1. አሰልጣኙ አግባብነት ያለው ሙያዊ ክህሎት ይሰጣሉ ብለው ያምናሉ?
ክፍተኛ መካከለኛ ዝቅተኛ
 2. አሰልጣኞች በብልህነት የታጀበ ክህሎት(Tactical Skill)ይተገብራሉ?
ሁልጊዜ አንዳንዴ/ አልፎአልፎ አይተገብሩም
 3. አሰልጣኞች የአካል ብቃት ስልጠና ይሰጣሉ?
አዎ አይደለም
 4. አግባብነት ያለው የአካል ብቃት ስልጠና የስልጠና ፍላጎቱን ይጨምራል ብለው ያስባሉ?
አዎ አይደለም
 5. የስልጠናው ድግግሞሽ በቂ ነው ብለው ያስባሉ?
አዎ አይደለም
 6. የስልጠናው ጥልቀት አግባብነት ያለው መሆኑን ያምናሉ?
አዎ አይደለም

7 የስልጠናው አይነት አግባብነት ያለው መሆኑን ያምናሉ

አዎ

አይደለም

8 አሰልጣኞች ሳይንሳዊ የሆነ የስልጠና ዘዴን ይጠቀማሉ?

አዎ

አይደለም

9 አሰልጣኞች ስልጠናውን በአግባቡ እንድወድም ማነቃቂያ ይሰጣሉ?

አዎ

አይደለም

10 ለቡድኖች በመጫወት ደስተኝነት ይገኛል?

አዎ

አይደለም

ለመጠይቅ “10” ምላሽ አይደለም ከሆነ ምክንያቱ 3 ያብራሩ።

11 በአሰልጣኝ በተሰጠው ስልጠና ረክተዋል?

አዎ

አይደለም

በመጠይቅ 11 ምላሽ አዎ የሚል ከሆነ አሰልጣኝ የተጠቀሙበት የስልጠና ዘዴዎች ምንድን ናቸው?

12 አሰልጣኝ የሚሰጡትን ስልጠና ሲተገብሩ ምቹት ይሰማዎታል?

አዎ

አይደለም

13 አሰልጣኞች ፍላጎትን ለመጨመር የተለያዩ አይነት የክህሎት ስልጠና ይሰጣሉ?

14 አሰልጣኞች የስልጠና ዕቅድ አላቸው?

አዎ

አይደለም

ለመጠይቅ “14” ምላሽ አዎ የሚል ከሆነ ዕቅዱ የተሳካ ከመሆኑን ያምናሉ?

አዎ

አይደለም

ለአሰልጣኞች የተዘጋጀ መጠይቅ

ይህ መጠይቅ የተዘጋጀው የእግርኳስ ስልጠና ዘዴዎችን ለመገምገም ሲሆን በዋናነት የሚያተኩረው በአዲስ አበባ የወንዶች የመጀመሪያ ደረጃ ክለቦችን ነው። ስለምትሰጡኝ ጠቃሚ መረጃ ከወዲሁ እያመሰገንኩ ለመጠይቆቼ የምትሰጡት ምላሾች ምስጢራዊነት የተጠበቀ እና ለጥናቱ አላማ የሚውል ይሆናል። ሁሉንም ጥያቄዎች በነፃነት እና በትክክል መመለስ ለጥናቱ ከፍተኛ አስተዋፅኦ ይኖራል።

መጠይቁን ለመሙላት ለተጠቀማችሁበት ውድ ግዜያችሁ እና ቀናነት ከልቤ አመሰግናለሁ።

መመሪያ

1. ለመጠይቁ ስም መግለፅ አይጠበቅም።
2. መጠይቆችን ካነበቡ በኋላ ለመመለስ በወሰኑትምላሽ (✓) ምልክት በማስቀመጥ ሳጥኑን ይሙሉ።

ማብራሪያ ለሚፈልጉት ጥያቄዎች በግልፅ እና ባጭሩ በተሰጠው ባዶ ቦታ ላይ ይሙሉ።

ክፍል አንድ

1. የትምህርት ደረጃዎች ምንድን ነው?

አስረኛ ክፍል ያጠናቀቀ አስራ ሁለተኛ ያጠናቀቀ ሁለተኛ ድግሪ
 ዲፕሎማ ድግሪ

2. የአሰልጣኝነት ደረጃዎት ምንድን ነው?

ደረጃ አንድ ደረጃ ሁለት ሰርተፍኬት
 መ.ያፈ.ቃድ C መ.ያፈ.ቃድ B መ.ያፈ.ቃድ A

3. የአሰልጣኝነት ልምድ ምን ያህል ነው?

ከአንድ አመት በታች 1 — 4ዓመት 5 — 10ዓመት
 ከ10ዓመት በላይ

4. የሰልጣኞችህን የሙያዊ ክህሎት ልዩነት እንዴት ትለካለህ?

ከፍተኛ መካከለኛ ዝቅተኛ ልዩነት የላቸውም

5. በሰልጣኞችህ መካከል የክህሎት ልዩነትን በምን አይነት መንገድ ይፈታሉ?

6. የእግርኳስ ሙያዊ ክህሎት በአግባቡ ይተገበራል?

ሁልጊዜ

አልፎ አልፎ

7. የእግርኳስ ብልሀታዊ ክህሎት(Tactical Skill) ይተገበራል?

ሁልጊዜ

አልፎ አልፎ

8. ሲያሰለጥኑ የአካል ብቃት መርሆችን ይጠቀማሉ?

አዎ

አይደለም

9. የሜዳ ላይ ስልጠናዎ ማንዋልን የተከተለ ነው?

አዎ

አይደለም

10. የስልጠናዎ ማንዋል የተለያዩ የስልጠና ዘዴዎችን ያካተተ ነው?

አዎ

አይደለም

11. ሲያሰለጥኑ ሰልጣኞችን ያነቃቃሉ?

አዎ

አይደለም

12. ምን አይነት የአሰለጣጠን ዘዴ ነው የሚጠቀሙት?

ዘመናዊ

ባህላዊ

13. የክህሎት ማዳበሪያ ስልጠና አግኝተው ያውቃሉ?

አዎ

አይደለም

ለመጠይቅ “13” ምላሽ አዎ የሚል ከሆነ ለምን ያህል ጊዜ ነው የሰለጠኑ? _____

14. የሚሰጡት ስልጠና በሳይንስ የተደገፈ ነው?

ሁልጊዜ

አልፎ አልፎ

15. አመታ ዊዕቅድ አሎት?

አዎ

አይደለም

16. ወራዊ ዕቅድ አሎት?

አዎ

አይደለም

17. ሳምንታዊ እና ዕለታዊ ዕቅድ አሎት?

አዎ

አይደለም

18. ሲያሰለጥኑ ተጨማሪ ዕገዛ፣ ለምሳሌ ተንቀሳቃሽ ምስልን (ቪዲዮ) ተረትና የመሳሰሉትን ይጠቀማሉ?

አዎ

አይደለም

ያልተገደበ የመጠይቅ አይነት

መጠይቁን ለመሙላት በመስማማቶ በቅድሚያ አመሰግናለሁ። ይህ መጠይቅ የአዲስ አበባ የመጀመሪያ ደረጃ የወንዶች የእግርኳስ ክለቦች አሰለጣጠን ያለበትን ሁኔታ ለመገምገም የተዘጋጀ ነው። መጠይቁን በነጻነት እና በትክክል እንደሞሉ አሳስባለው።

ጥቅል መረጃ

መጠይቁ የተሞላበት ቀን _____

መጠይቁን ለመሙላት የፈጀው ሰዓት _____

ቦታ _____

ሌላ ለማዎቅ የሚፈልጉት ነገር ካለ _____

መጠይቁን የሞላው ሰው መረጃ

ስም _____

ዕድሜ _____ ያታ _____

የትምህርት ደረጃ የጋብቻ ሁኔታ _____

የስራ ልምድ _____

ለአዲስ አበባ የእግርኳስ ፌዴሬሽን ስራ ሂደት የተዘጋጀ።

1. ለመጀመሪያ ደረጃ የእግርኳስ አሰለጣጠን ዘዴ ያሉትን ግንዛቤ ይግለጹ። _____

2. አሰልጣኞች የተለያዩ የእግርኳስ አሰለጣጠን ዘዴ ይጠቀማሉ ብለው ያምናሉ? _____

3. የመጀመሪያ ደረጃ የእግርኳስ ክለቦች አሰለጣጠንን ለማሻሻል የመፍትሔ ሀሳቦች ምንሊሆኑ ይቻላሉ? _____

4. በራሶ አመለካከት የመጀመሪያ ደረጃ የእግርኳስ አሰለጣጠን ችግሮች ምንድን ናቸው። _____

ለአሰልጣኞች የተዘጋጀ መጠይቅ

1. የአሰለጣጠን ዘዴ ከሰልጣኞች ደረጃ እና እድሜ ጋር እንዴት ተመጣጥ ነው ሊሰጥ .

2. ምን አይነት የአሰለጣጠን ዘዴ ሦስቱን መሠረታዊ የሆኑትን ሙያ፣ ብልሀት እና አካል ብቃትን ሊያካትት ይችላል? _____

3. አሰልጣኞች የተለያዩ የአሰለጣጠን ዘዴዎችን ይጠቀማሉ ብለው ያስባሉ? _____

4. የመጀመሪያ ደረጃ የእግርኳስ አሰለጣጠን ዘዴን እንዴት ይመለከታሉ/ ይገነዘባሉ? _____

5. የመጀመሪያ ደረጃ የእግርኳስ አሰለጣጠን ችግሮችን ለመቅረፍ ምን መፍትሄ ይሻል? _____

6. በራሶ አመለካከት የመጀመሪያ ደረጃ የእግርኳስ መሰረታዊ ችግሮች ምንድን ናቸው? _____

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Sentayehu Birhanu

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as a
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Name: dr.Alemmebrate kiflu

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Date: _____